NRSP
National Rural Support Programme

with support from Google.org

IMPACT ASSESSMENT REPORT

Internet Dost and **Internet Zabardast** Project

Project Supported by:
Google.org

Implemented by:
NRSP Pakistan

IMPACT ASSESSMENT REPORT

Internet Dost and Internet Zabardast Project

National Rural Support Programme
Islamabad, Pakistan

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Abbreviations and Acronyms

CGPA	Centre for Governance and Public Accountability
GB	Gilgit Baltistan
GBTDI	Ghazi Barotha Taraqiati Idara
HH	Household
IP	Implementation Partner
NRSP	National Rural Support Programme

Executive Summary

Limited access to digital technologies, low digital literacy, and social and cultural barriers continue to restrict women's participation in the digital economy in many parts of Pakistan, particularly in rural and underserved areas. Women often face constraints related to mobility, access to devices, online safety concerns, and limited opportunities to apply digital skills for personal and economic advancement. In response to these challenges, the Internet Dost and Internet Zabardast programme was designed to promote digital inclusion by building foundational digital skills, confidence, and safe internet practices among women, while also strengthening community-level digital support systems.

The programme was implemented across 53 districts in all four provinces, including Gilgit Baltistan (GB) in two phases. Women participants were selected from the same localities and trained in small groups at nearby locations to minimize travel barriers and encourage participation. Internet Dosts played a key role as community facilitators, supporting learning, peer-to-peer knowledge sharing, and sustained engagement beyond formal training sessions. Training content covered basic smartphone use, internet navigation, communication tools, online safety and privacy, financial literacy, environmental awareness, and disaster preparedness.

This report presents the results of an impact assessment designed to evaluate the programme's reach, effectiveness, and outcomes. The assessment aimed to understand how well the training was accessed and received by participants, the extent of digital skill acquisition, changes in confidence and behavior, as well as broader social and economic impacts. The findings demonstrate that the programme successfully reached women in remote and marginalized communities by organizing locally accessible training sessions tailored to participants' availability.

The programme significantly improved participants' digital skills and confidence. After training, 76% of participants reported feeling very confident in using digital technologies, a marked increase from 18% before the programme. Skills improvements spanned foundational internet use, social media engagement, online safety, and practical tools such as online banking and navigation. Importantly, these digital capabilities translated into real-life applications, including problem-solving, household management, communication, and self-directed learning.

Economic empowerment was a notable outcome, with 20% of participants starting new businesses or jobs, particularly in areas such as online marketing, tailoring, and home-based enterprises. The financial literacy component led to improved financial decision-making for 98% of respondents, supporting sustainable income generation and economic inclusion.

Social impacts were equally significant. Participants reported increased respect and recognition within their families and communities, alongside greater confidence in voicing opinions online and engaging in community discussions. The integration of digital literacy with environmental awareness and disaster preparedness further enhanced individual and community resilience.

The report also identifies certain challenges the report identifies challenges including the need for more advanced digital skills training, expanded economic-focused content, longer practical sessions, and greater emphasis on online safety and privacy. Addressing cultural and logistical barriers remains crucial to sustaining and scaling the programme's impact.

Looking forward, the report recommends refining training approaches to include more context-specific, hands-on modules, extending support for advanced digital competencies, and integrating financial literacy more deeply. Strengthening community-level engagement and addressing localized barriers will be key to sustaining and scaling the impact of future initiatives.

Background and Context

Digitization across the globe is creating tremendous opportunities for economic growth, educational advancement, and improved communication. While the internet has revolutionized the way the world learns, earns, and connects, developing countries like Pakistan still struggle with unequal access, unreliable infrastructure, and low digital literacy. Statistics revealed that around 54% of the Pakistani population is connected to the internet, yet a significant digital divide remains between urban (66%) and rural (47%) users.[1] Only 50 percent of women own a mobile phone compared to 81 percent of men. This ratio is equivalent to 22 million fewer women than men owning a mobile phone.[2] Women and girls, particularly rural women face multiple barriers, including hurdles to access, affordability, lack of education, inherent biases, and socio-cultural norms that limit their ability to connect with the digital world and prevent them from benefiting from e-commerce, online education, health information, financial services, and information and social networks. Even when women have connectivity, many lack the digital literacy needed to navigate online platforms, access information, and use technology for socio-economic and educational purposes These factors could lead to widening gaps and greater inequality, especially in disadvantaged areas.

Google.org recognized the importance of digitalization for women empowerment and launched the Internet *Dost* and Internet *Zabardast* Programme aimed at promoting and improving digital literacy through basic skills and techniques to access the unlimited information resources available on the internet. In 2019, the National Rural Support Programme (NRSP) partnered with Google.org to pilot the Internet *Dost* and Internet *Zabardast* Programme. Initially, NRSP pilot tested the Internet Dost component through its field teams based in Sargodha district. For Internet *Zabardast*, NRSP engaged Storykit, (local education-based organization) to pilot test and especially see how the standard content can be contextualized and adapted using story telling method as well. Building on the successful outcomes of this pilot programme, a full-scale project was launched in two phases to expand the reach and impact of digital literacy across Pakistan. This report documents the impact of the Internet *Dost* and Internet *Zabardast* Programme using a structured survey-based approach to gather evidence from women beneficiaries and Internet *Dost*s on changes in digital skills, behavior, empowerment, and livelihoods.

[1] Internet *Dost* Internet *Zabardast* Official Website https://digitalhub.pk/index.html
[2] Digitalization & Women in Pakistan-UNDP 2023 Report https://www.undp.org/sites/g/files/zskgke326/files/2023-07/digitalisation_women_in_pakistan_-_ncsw_report_2023.pdf

Programme Overview

The Internet *Dost* and Internet *Zabardast* Programme aimed to promote digital literacy and online safety across Pakistan by equipping individuals with essential skills to use the internet confidently and responsibly. The Programme recognizes the transformative potential of internet connectivity and digital literacy in empowering individuals, fostering economic growth, and enhancing overall socio-economic development. To achieve this, the programme has trained underserved groups, including women, youth, children, teachers, and parents, on digital skills and online safety awareness. By doing so, the programme seeks to bridge the digital divide in Pakistan and create equal opportunities for all.

The programme comprises two components, i.e.,

- **Internet *Dost*** (Digital Guides called Internet Satthi in the neighboring country) is a digital literacy programme based on the 'train the trainer' model, in which women from villages were trained on Internet usage as well as to be Digital Guides
- **Internet *Zabardast*** (called "Be Internet Awesome" in some other countries) is a multifaceted programme that includes an educational curriculum to teach kids how to be safe and responsible explorers of the online world.

Programme Implementation Process

Google.org signed a contract with NRSP as its implementation partner (IP) to carry out programme activities in 53 districts in all four provinces, including Gilgit Baltistan (GB). Having vast network of organized households in the rural areas of Pakistan, NRSP followed the train-the-trainer model to identify and train Internet *Dosts* (Digital Guides), who further imparted digital literacy skills within their respective communities. To strengthen outreach and ensure effective delivery, NRSP collaborated with Ghazi Barotha Taraqiati Idara (GBTI) and Centre for Governance and Public Accountability (CGPA) to implement the Internet *Dost* component in districts where the NRSP had limited operational presence. For Internet *Zabardast*, NRSP partnered with Storykit, focusing on teaching school children about digital safety and responsible internet use. The curriculum has been localized to enhance understanding and engagement, ensuring maximum impact.

Programme Outcomes

The first phase of the programme which concluded in 2022, trained 48,000 individuals (25,000 women and 23,000 children), while the second phase began in 2023, with an ambitious target of training 103,500 women, youth, parents, teachers, and children across Punjab, Khyber Pakhtunkhwa (KP), Sindh, Balochistan, and Gilgit Baltistan within a two-year timeframe. This phase included training of

50,000 women beneficiaries on digital and financial literacy, media literacy workshops for 50,000 children and youth (grades 3-10), training of 1,500 parents on internet safety, environmental awareness, and climate resilience, as well as training 2,000 teachers on educating youth and children about digital safety and environmental responsibility.

Impact Assessment: Objectives and Methodology

The assessment is designed to evaluate the extent to which the Internet *Dost* and Internet *Zabardast* Programme achieved its goals of digital empowerment. Focusing on the 31 districts of Phase 2 of the programme, the assessment relies on a comprehensive survey to understand the effectiveness of the interventions and provide insights for future project expansions and improvements.

Objectives of the Study

The specific objectives of this impact assessment include:

- To assess the impact of the Internet *Dost* and Internet *Zabardast* Programme on participants digital skills, confidence, and behavioral change, including problem-solving practices, online safety awareness, and the application of digital tools in daily life.
- To examine the programme's contribution to women's economic empowerment and financial decision-making, with a focus on livelihood opportunities, income generation, use of digital financial services, and improved access to market, education, and information services.
- To explore the broader social and community-level effects of the programme, including changes in social standing, knowledge sharing within households and communities, empowerment of children and family members, and the sustainability of digital skills beyond the training period.

Methodology

A mixed-methods research approach was employed to capture both quantitative outcomes and qualitative insights. This approach enabled triangulation of the findings and showcased Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability of the initiative. The methodology included a comprehensive desk review of project documents, including the project proposal, project pilot report, and progress reports, alongside the development and digitalization of a data collection tool. The questionnaire was designed based on detailed discussions with the project implementation teams and agreed-upon indicators. The sample size for the survey was determined using a simple random sampling approach, after which a purposive sampling technique was employed.

Sampling Strategy

The sample size of 217 respondents was drawn from the total project population of 78,822 underserved women and 604 Internet Dosts across 31 districts in all four provinces Sindh, Punjab, Khyber Pakhtunkhwa, and Balochistan.

The following parameters were used to determine the sample size:

n= [(z^2 *p * q) + ME^2]/ [ME^2 +z^2 * p * q/N]

where,

- Population (N) 79,389
- Margin of Error (ME) 5.6% or 0.056
- Confidence level 90% or 0.9
- For proportions P value is assumed as 50%

n= [(z^2 *p * q) + ME^2]/ [ME^2 +z^2 * p * q/N]

Where,

Alpha is equal to one minus the confidence level. Thus, alpha = 1 - 0.95 = 0.05 and the critical standard score (z) = 1.645

- p value=0.5
- q value = 0.5
- Margin of Error (ME) = 0.056
- Population (N) = 79,389

n = [(1.645) ^ 2 *0.5*0.5+0.056^ 2] / [0.056 ^ 2 + (1.645) ^ 2 * 0.5 *0.5/79,389]

n = (0.67650625 + 0.003136) / (0.003136 + 0.0000085214)

n = (0.67964) / (0.003144521)

Sample size (n) = 216.17 ~ 217

Purposive Sampling

After determining the sample size, a purposive sampling technique was employed to select respondents who could provide the most relevant information about the initiative's impact. The goal was to gather meaningful and reliable insights to measure the impact of the initiative on the lives of the targeted population. To ensure district-wise representation, the sample was evenly distributed across all 31 districts, with Five (5) women beneficiaries and Two (2) internet *dost*, selected from each district. The sampled population was then assigned unique IDs to ensure accurate tracking, prevent duplication, and facilitate linkage between the sampling frame and survey dataset. The sample

distribution, illustrated in Table 1, closely mirrors the provincial distribution of the beneficiary population, thereby enhancing the credibility of findings.

Table 1: Sample vs Population Ratio

Province	Population	Population (%)	Sample	Sample (%)
Balochistan	6,986	9%	21	10%
Khyber Pakhtunkhwa	27,810	35%	84	38%
Punjab	18,695	24%	56	26%
Sindh	25,331	32%	56	26%
Grand Total	**78,822**	**100%**	**217**	**100%**

Data Collection and Data Analysis

A structured data collection tool was developed to measure the programme's impact on the lives of the targeted population. The tool was digitized using SurveyCTO, a mobile data collection platform that allows for efficient and accurate data entry in the field, built-in validation checks, and centralized monitoring. Prior to full deployment, the questionnaire was pilot tested to ensure clarity, relevance, and alignment with project objectives. Following refinement, the tool was deployed across all 31 districts.

The data collection process took place between September 4th and October 13th, 2025. In each district, a designated focal person administered the survey, ensuring standardized implementation across all locations. This approach enabled real-time data collection, significantly enhancing the accuracy and reliability of the survey results. Additionally, a dedicated team at the NRSP head office meticulously monitored the survey progress through an excel dashboard that was developed to provide real-time insights into the data collection process.

Quantitative Analysis

A comprehensive approach was adopted to analyze the quantitative database. Initially the raw data underwent a thorough cleaning to ensure accuracy and reliability. The cleaned data was then systematically tabulated, with all responses disaggregated for clarity and precision. Statistical analysis was subsequently conducted to generate meaningful insights into the project's outcomes. The results were visually presented in graphs and tables, providing a clear overview of the project outcomes. These analyses were repeatedly reviewed and discussed, leading to the identification of key findings aligned with the assessment objectives, which have been incorporated into the report.

Qualitative Analysis

Qualitative data were analyzed using thematic analysis to identify patterns in the programme's effectiveness and impact on the community. The process involved coding data, generating themes from the codes, and finally comparing them with the programme objectives.

Ethical Considerations

Ethical considerations were meticulously observed throughout the study. All participants were fully informed about the survey's purpose and potential implications, as well as their right to withdraw at any stage without consequences. Informed consent was obtained from all participants before commencing data collection. Additionally, confidentiality was strictly maintained, with protocols in place to safeguard the privacy and security of participants' responses. These ethical measures were essential in ensuring the integrity and credibility of the survey findings.

Key Findings of the Study

Participant Profile

The survey was conducted across 31 project districts in Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa to assess the impact of the Internet *Dost* and Internet Zabardast Programme on the lives of project beneficiaries. Given the significant differences in geographic, social, and economic contexts of these districts, the demographic characteristics of respondents varied accordingly. These variations provide important contextual understanding for interpreting programme outcomes and underscore the relevance of locally responsive digital literacy interventions. A total of 217 respondents participated in the survey, comprising 155 women beneficiaries (71%) and 62 Internet *Dosts* (29%).

Age of the Respondents

The age profile of project beneficiaries is a critical factor in understanding the outcomes of the digital literacy programme, as it influences learning capacity, prior exposure to technology, and adoption of digital skills.

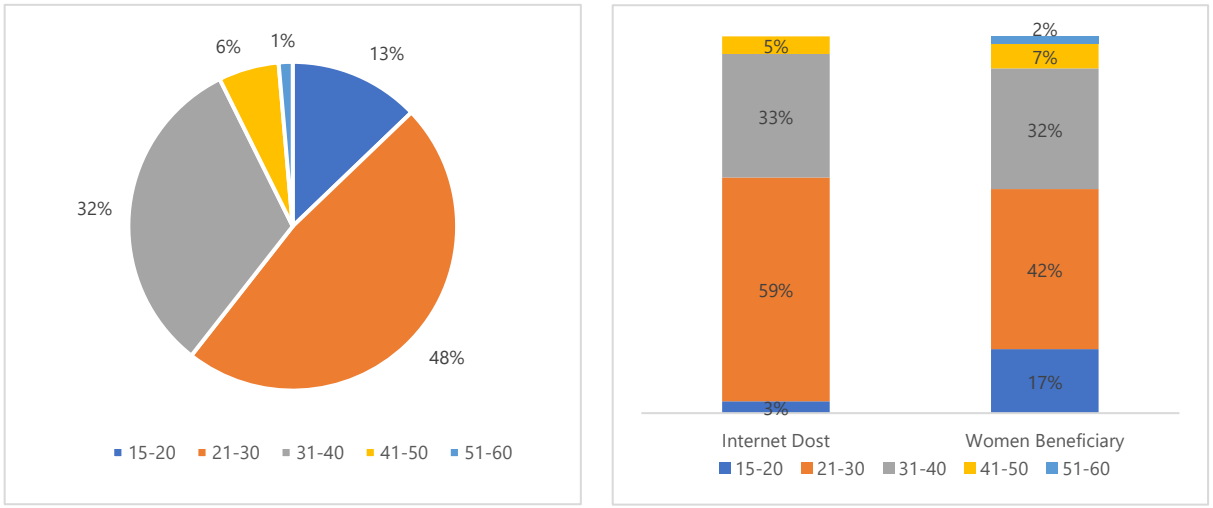

Figure 1: Age Distribution of Survey Respondents

As shown in Figure 1, the majority of respondents in both groups were relatively young. Approximately 62% of Internet *Dosts* and 59% of women beneficiaries fell within the 15–30 years age group. This reflects higher participation among younger adults and provides context for understanding the relatively high uptake of digital skills observed in subsequent sections

Education

Education level is a key demographic indicator for assessing the initiative's impact, as it directly influences participants' capacity to learn and apply digital skills. Analysis of the survey data reveals a high level of literacy among respondents: out of 217 respondents, 205 (95%) reported being literate.

Detailed statistics as presented in Figure 2 revealed that 62% of respondents have attained intermediate education or below, while 30% have completed higher education (Bachelor's or above). Only a small proportion fall outside the formal education stream, including respondents with religious education (2%) or diploma-level qualifications (1%). This distribution reflects the programme's reach across varied education levels reinforces the importance of using inclusive, practical, and easy-to-understand training approaches.

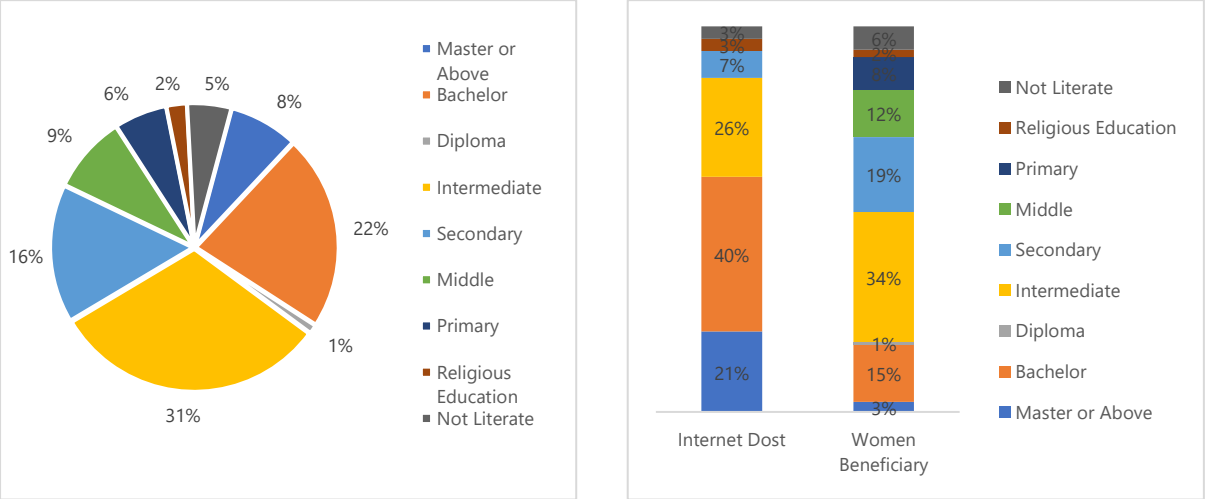

Figure 2: Education Level of Respondents

Marital Status

To ensure inclusivity, the survey included women from different marital backgrounds. Among the 217 respondents, a slight majority were single (113; 52%), while 47% were married and 1% were divorced (Figure 3). This distribution highlights the programme's reach across different social responsibilities, which may influence participants' engagement in digital learning activities.

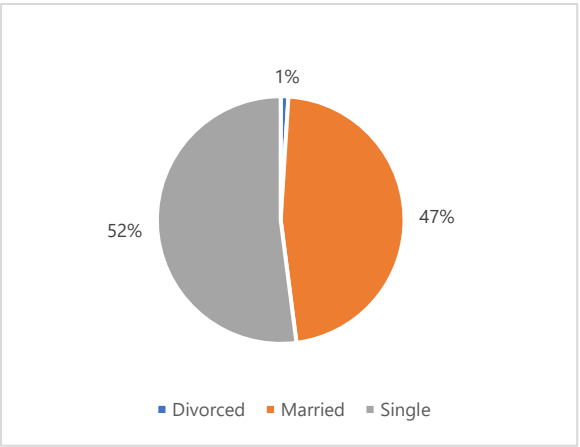

Figure 3: Marital Status

Employment Status

Employment status provides insight into participants' economic context and potential pathways for applying digital skills. Approximately 42% of respondents reported being employed at the time of the survey, with a majority of these indicating self-employment, indicating a positive trend towards entrepreneurial engagement. Around 15% of respondents reported being students, highlighting that the programme has effectively reached the younger generation, who represent the future workforce of Pakistan. The remaining 43% of respondents reported being unemployed. Detailed breakdown is presented in Figure 4.

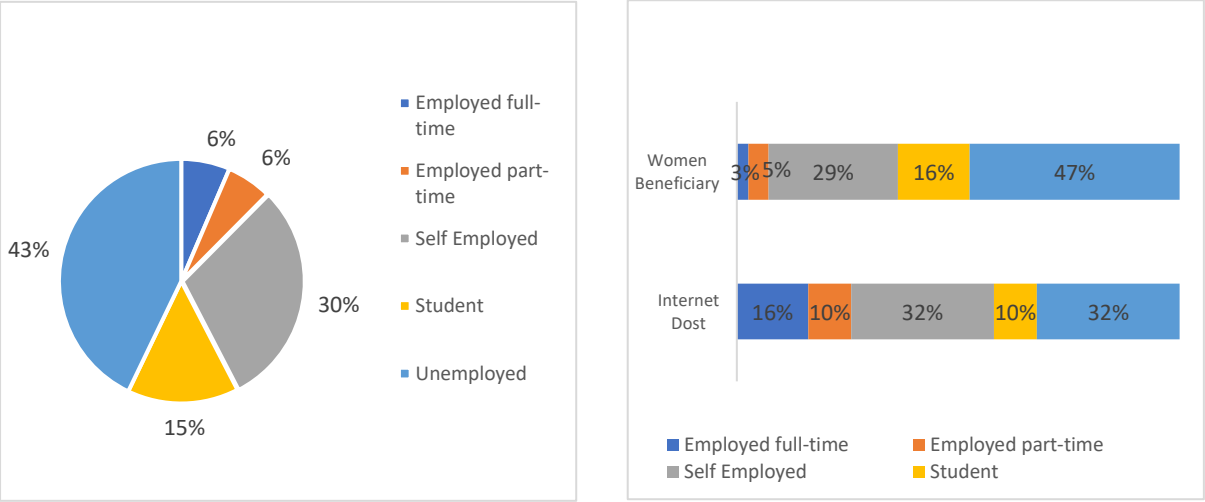

Figure 4: Employment Status

Training Access, Participation and Learning Context

Outreach, Awareness, and Enrollment Pathways

An analysis of the sources through which respondents became aware of the project highlights clear patterns across respondent groups. Overall, the majority of respondents (approximately 32%) learned about the initiative directly from project staff, whereas only 4% cited project brochure. Further analysis revealed that nearly half of the Internet *Dost* (47%) reported being informed by project staff, and they subsequently served as a key conduit, in informing women beneficiaries. Detailed variations are presented in Figure 5. This flow of information beginning with project staff, transmitted through Internet *Dosts*, and reaching women beneficiaries via peer networks, highlights the programme's effective use of community-based diffusion mechanisms.

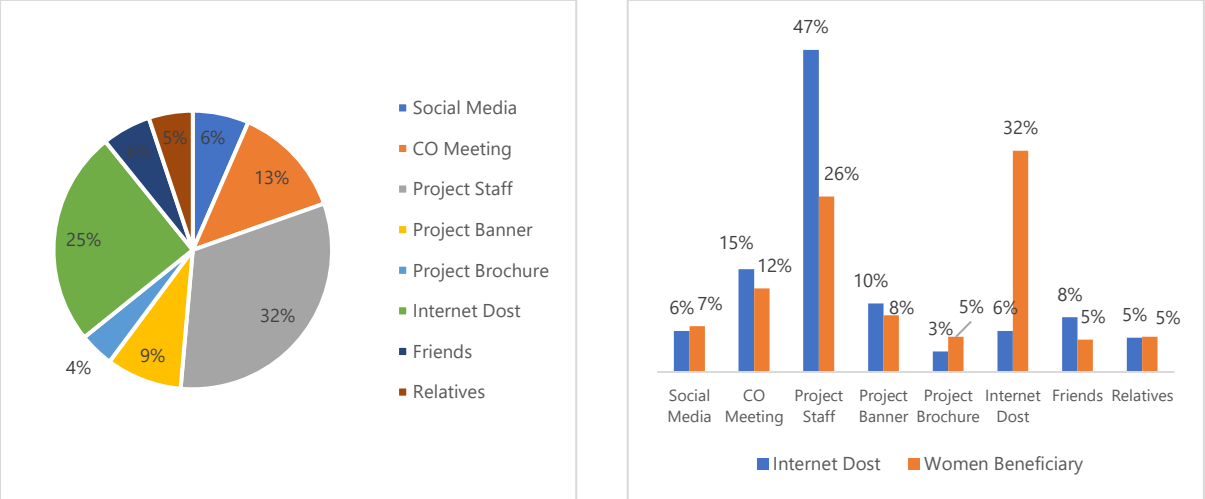

Figure 5: Source of Information

When asked about the motivation behind joining the programme, of the survey data revealed that beneficiaries were driven by multiple, intersecting factors motivating their involvement in the initiative. As shown in Figure 5, learning basic mobile operations emerged as the primary motivation for 55% of the surveyed population, followed by digital awareness and literacy (37%). A small proportion (8%) cited Safe and Responsible Use of Technology and Specialized Skills (creative, technical, or field-specific) as their main reason for participation (Figure 5). These motivations reflect varying stages of digital readiness, with some participants seeking foundational skills while others aimed to deepen existing knowledge. This variation is important for understanding differential learning outcomes and subsequent behavior change observed in later sections.

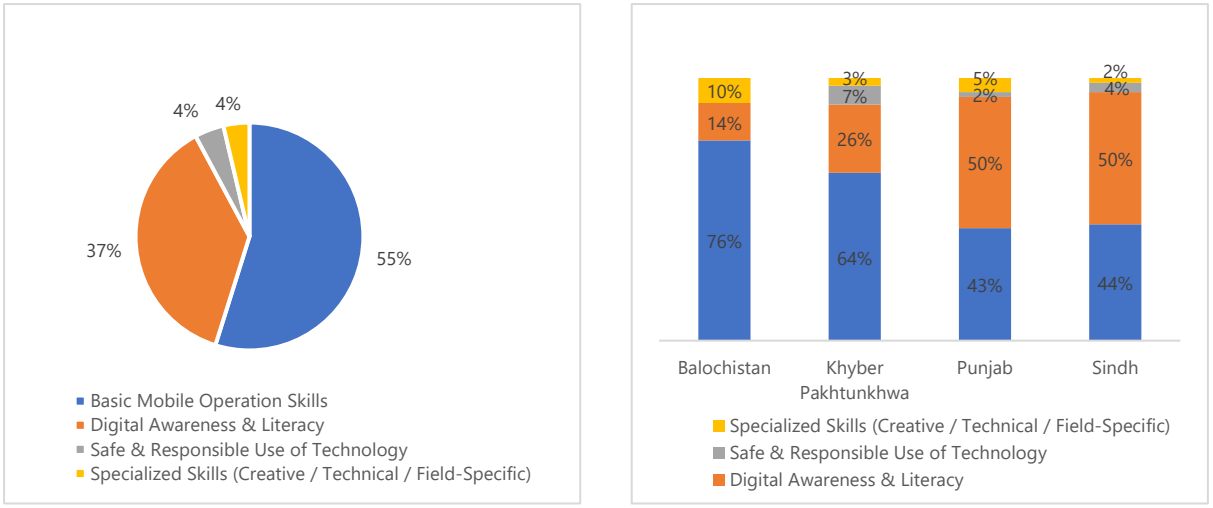

Figure 6: Motivation behind attending trainings

These trends are reflected differently across provinces, highlighting regional differences in digital learning needs and priorities. The higher emphasis on the basic mobile operations was particularly evident in Balochistan (76%) and Khyber Pakhtunkhwa (64%). In contrast, respondents in Punjab (50%) and Sindh (50%) primarily reported digital awareness and literacy as their motivation, indicating relatively higher demand for intermediate-level digital competencies in these regions (Figure 6). Moreover, these enrollment pathways and motivations reflect varying levels of digital readiness, which shaped participants' engagement with the training.

Accessibility, Social Support and Participation Enablers

To assess whether the selection of training locations effectively facilitated accessibility and participation among beneficiaries. By examining travel time and distance to the training centres, the analysis aimed to understand how proximity influenced attendance, especially for women. Since participants were selected from the same locality and organized into small groups based on their availability, it was important to evaluate whether this approach successfully minimized travel constraints, reduced participation barriers, and supported regular attendance and sustained engagement in the training sessions. This is reflected in the average travel time of 8 minutes to the training centre. Overall, 85% of respondents reported a walking distance of less than 10 minutes to the training centre, 9% reported 11–20 minutes, and the remaining 6% reported 21–60 minutes. These

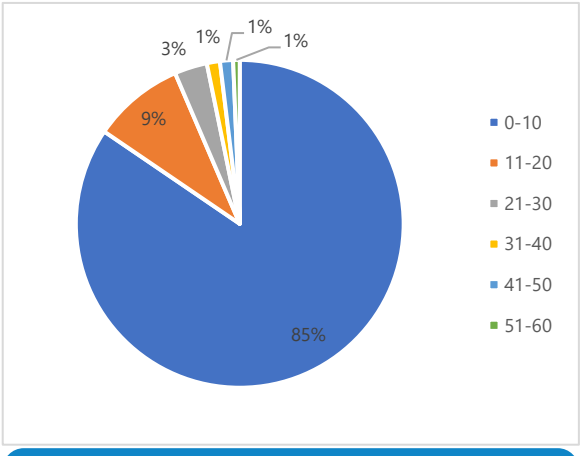

Figure 7: Travel Time (in minutes)

short travel times reduced participation barriers, particularly for women, and created a conducive environment for regular attendance and sustained engagement with the training (Figure 7).

The analysis was conducted to assess whether the selection of training locations effectively facilitated accessibility and participation among beneficiaries. By examining travel time and distance to the training centres, the analysis aimed to understand how proximity influenced attendance, especially for women. Since participants were selected from the same locality and organized into small groups based on their availability, it was important to evaluate whether this approach successfully minimized travel constraints, reduced participation barriers, and supported regular attendance and sustained engagement in the training sessions.

When respondents were asked whether they had family or social support to participate in the trainings provided under the Internet Dost and Internet Zabardast programme, the majority, approximately 97%, reported having support; of these, 87% had full support, and 10% had partial support. Only a small proportion, 1%, reported facing resistance, while 2% indicated they did not have support but still participated in the programme, which reflects their determination. Province-specific differences, Balochistan at 100%, Sindh and KP at 98%, and Punjab at 95%, suggest regional variations in social attitudes toward women's participation, which could influence programme outcomes. Detailed statistics are presented in Figure 8. Such high levels of family and social support translate into reduced gender-related participation barriers and playing critical role in enabling women to attend, engage, and apply digital skills beyond the training environment. The extent of family and social support available to women participating in the Internet Dost and Internet Zabardast programme, as social acceptance and household support are critical factors influencing women's participation in capacity-building initiatives. Assessing levels of support and resistance helps identify gender-related barriers and enablers that affect attendance, engagement, and the practical application of digital skills beyond

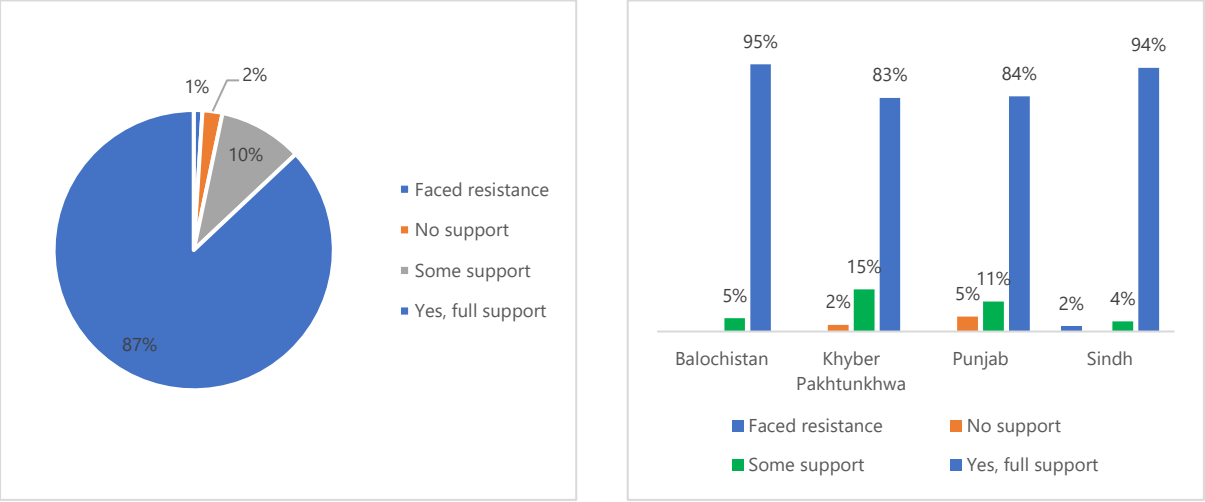

Figure 8: Family/Social Support

the training environment. Additionally, examining province-wise variations provides insights into regional social dynamics that may influence programme outcomes and informs the need for context-specific strategies to strengthen women's participation and impact.

Access to Digital Devices and Digital Inclusion

The ownership of mobile devices also plays a crucial role in beneficiaries engagement and learning in digital literacy initiatives. In the current survey, respondents were asked about mobile phone ownership status before and after participating in the Internet *Dost* and Internet *Zabardast* programme. Overall, 52% reported owning a mobile phone before the programme, with provincial variations: Khyber Pakhtunkhwa at 60%, Balochistan at 57%, Punjab at 55%, and Sindh at 34%. Following the programme, the proportion of smartphone owners increased to 82%, reflecting an overall rise of approximately 30%. This increase was most pronounced in Khyber Pakhtunkhwa and Balochistan, followed by Punjab and Sindh (Figure 9).

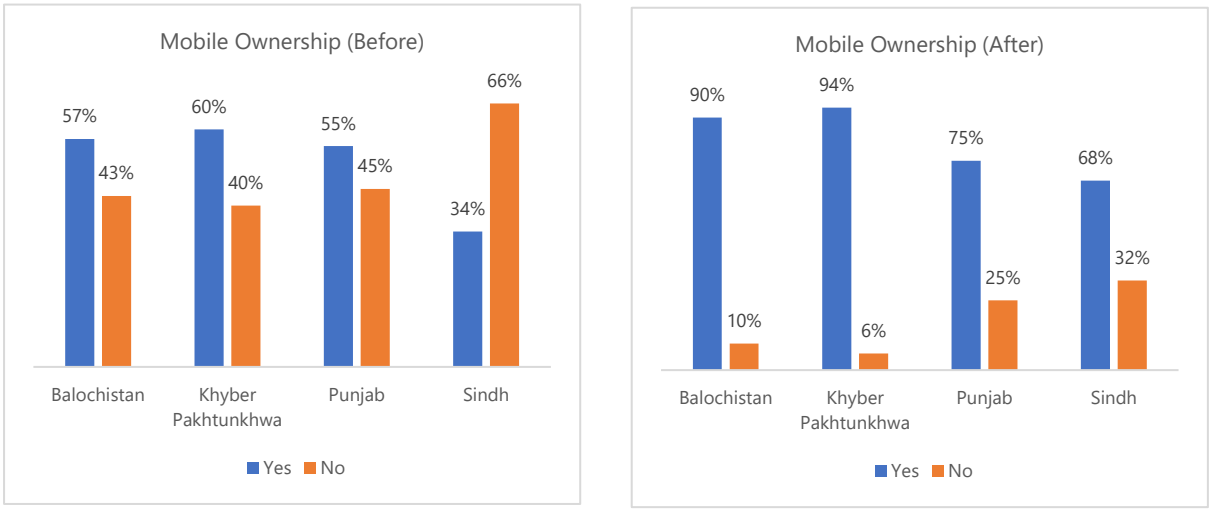

Figure 9: Mobile Ownership (Before and After)

The survey findings also highlighted digital exclusion and inequality. Among the 105 (48%) respondents who did not own a phone prior to the programme, around 39 still reported not having one, representing 18% of the overall surveyed population. Most of these respondents reported reliance on devices belonging to male household (HH) members. This indicates that while the initiative substantially improved access, some gaps remain, particularly at the household level, emphasizing the need for continued support to ensure equitable digital inclusion.

Training Design and Delivery Model

To maximize participation, women participants were selected from the same locality and organized into small groups primarily based on their availability and interest to ensure maximum participation.

Since many women had differing daily responsibilities, such as employment, agricultural work in the fields, or household duties. So, training sessions were scheduled at different times, including mornings and evenings. Participants were grouped carefully according to their available time slots, allowing working women and those engaged in agricultural activities to attend without disrupting their livelihoods. This flexible grouping approach explains the variation in group formation criteria across provinces and reflects the programme's adaptive strategy to accommodate local contexts while promoting inclusive participation and effective learning.

The analysis revealed that the average group size among women beneficiaries was 12 participants, reflecting a balance between individualized guidance and opportunities for peer interaction, which are critical for effective digital skill acquisition. Overall, the majority of respondents (57%) reported participating in smaller groups of 6–10 individuals, suggesting that this structure was intentionally used to provide focused support, while the remaining 43% reported participation in other group sizes.

Respondents were also asked about the criteria used for the selection of group members. Overall, the highest proportion (30%) reported random selection, while the smallest proportion (6%) indicated that education level determined group placement (Figure 10). Province-specific trends further reflected contextual adaptation. In Balochistan, availability/time was the primary criteria reported by 47% of respondents. In Khyber Pakhtunkhwa, 43% reported random selection; and in Punjab and Sindh, proximity of residence was the main factor for 38% and 25%, respectively.

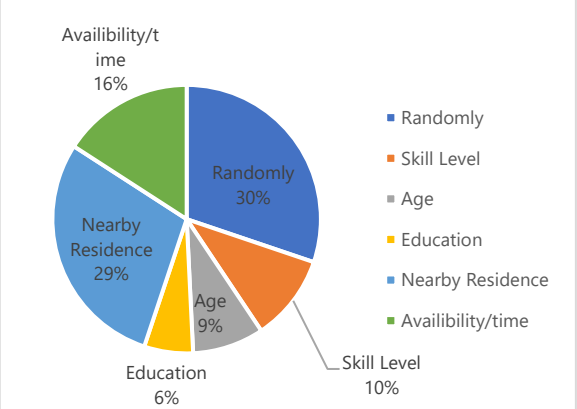

Figure 10: Group Size Criteria

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Baseline Digital Familiarity (Pre-Training)

To understand participant's prior familiarity with digital skills, they were asked to reflect on the skills they had before the training, specifically those relevant to the lessons provided. Given the large number of lessons, responses were grouped into six categories. For each category, the top three most frequently reported skills are presented below to highlight areas of stronger and weaker prior familiarity.

- **Basic Phone Operations:** Turning the device on/off (82%), taking photos (67%), and viewing photos/videos (64%) were the most reported skills, indicating strong familiarity with core device functions.
- **Communication:** Text chat (46%), audio chat (45%), and video chat (43%) were most common, reflecting prior engagement with digital communication tools.
- **Internet & Connectivity:** Connecting via mobile data (48%), Wi-Fi (44%), and searching online using Chrome or the search bar (32%) showed moderate familiarity, suggesting some experience with online navigation.
- **Content Creation & Media Use:** Saving images (52%), watching YouTube videos (49%), and using YouTube offline (25%) were reported most frequently, indicating intermediate familiarity with digital content management.
- **Awareness & Empowerment:** Safe Heavens (18%), digital and financial literacy (15%), and environment protection and climate resilience (15%) were the top-reported skills, reflecting limited prior exposure to knowledge-based and community-oriented digital tools.
- **Navigation & Utility Apps:** Play Store/download apps (34%), finding locations (19%), and locating useful facilities (17%) were the least familiar, highlighting areas where additional support was likely needed.

Overall, the findings indicate that participants entered the programme with relatively stronger familiarity in basic phone operations and communication tools, while awareness-based, navigation, and empowerment-related skills were limited. This baseline context helps explain the magnitude of post-training improvements observed in areas such as online problem-solving, safety awareness, and independent service usage.

Learning Outcomes and Skills Development

Perceived Usefulness and Relevance of Training

When asked about the usefulness and relevance of the programme, nearly three quarter (73%) of respondents rated the training as either "very useful" or "extremely useful," reflecting strong satisfaction with both the content and delivery of the sessions (Figure 11). The high levels of perceived usefulness across participant groups and provinces indicate that the training successfully addressed participants needs and expectations.

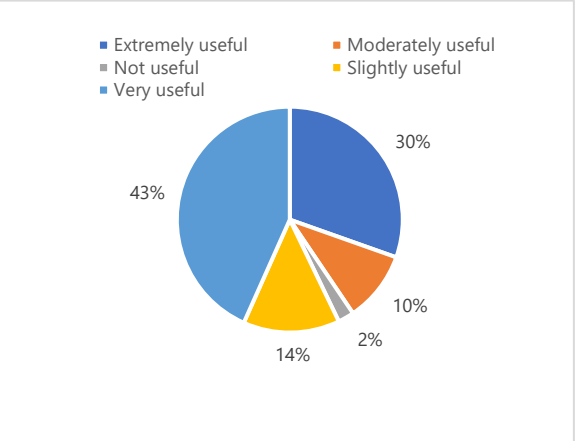

Figure 11: Training Usefulness

When disaggregated by participant role, Internet *Dosts* reported a higher level of perceived usefulness compared to women beneficiaries. This difference is expected given the Internet *Dosts* role as community trainers, requiring a deeper engagement with the training content. Moreover, the perception of training usefulness was consistently positive across all provinces. Notably, participants from Balochistan despite smaller sample size and comparatively limited digital exposure reported high levels of perceived usefulness (38%), with no respondents indicating that the training was not useful (Figure 12). Province-wise trends indicate that the training content was broadly relevant and applicable across provinces. This suggests that the programme content was relevant even in more underserved and digitally excluded regions.

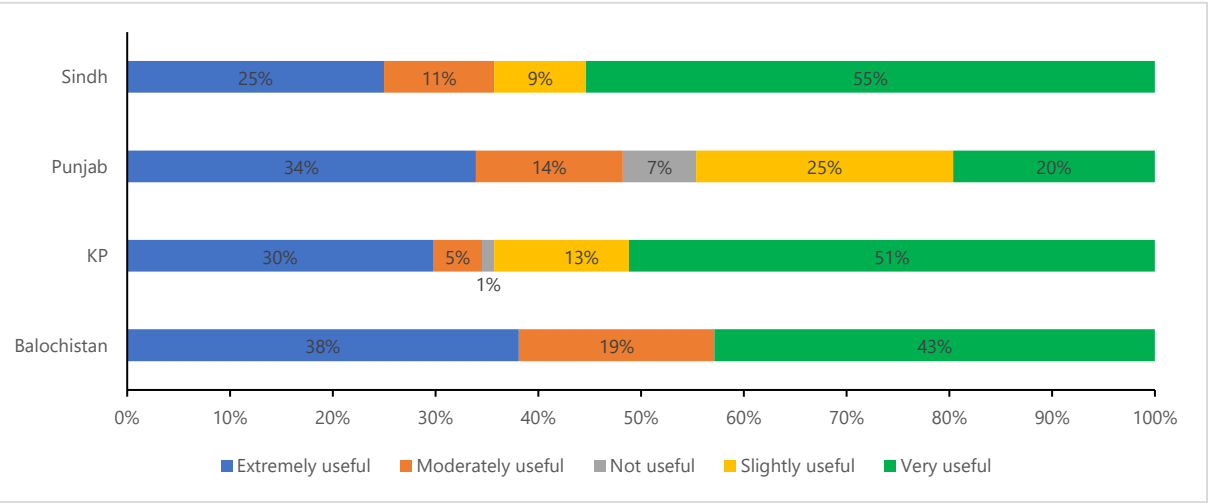

Figure 12: District-wise Perceived Usefulness

Change in Digital Confidence (Before–After Analysis)

Participants reported a substantial increase in confidence in using digital technologies following the training. Prior to the intervention, half of the respondents (50%) reported being "not confident at all," while only 18% felt "very confident." After the training, this trend reversed sharply, with more than three-quarters (76%) reporting high confidence (Figure 13). The significant improvement observed among participants indicates a strong foundation for the application of digital skills in daily life, livelihood activities, household decision-making, and community engagement.

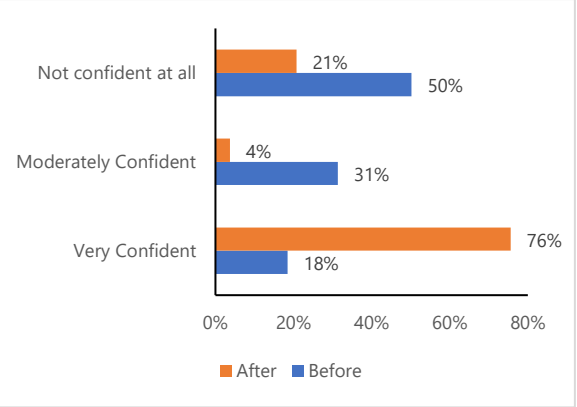

Figure 13: Change in Confidence Level

Further disaggregated analysis, presented in Figure 14, illustrates changes in confidence levels separately for Internet Dosts and women beneficiaries, providing deeper insight into how different participant groups experienced and benefited from the intervention.

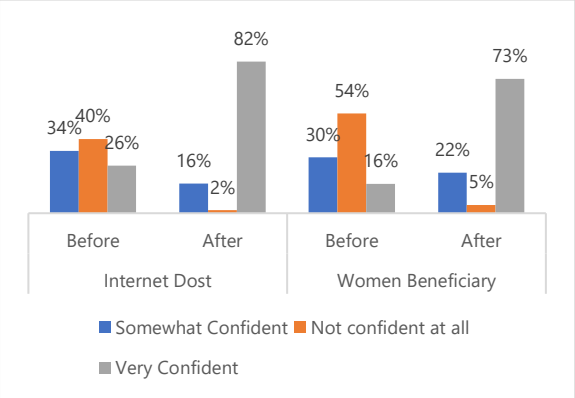

Figure 14: Group-wise Change in Confidence level

Improvements in Digital Skills and Knowledge

Participants reported improvements across a wide range of digital skills following the training, indicating both breadth and depth of learning. The pattern of reported improvements, as presented in Table 2, indicates that the training was particularly effective in strengthening foundational digital access skills. The most frequently reported improvements were in foundational and day-to-day digital skills, such as the use of internet and search engines (81%), while 22% reported improved use of mobile apps. Skills related to phone customization and accessibility, such as changing the phone language (44%) and typing using the keyboard (37%), connecting to Wi-Fi/mobile data (37%), as well as use of voice search (32%) were also commonly reported.

Table 2: Improvement in Digital Skills by Category

Skill Category	Key Skills	Responses (%)
Foundational Digital & Device Skills	Internet & search engines	81%
	Changing phone language	44%
	Typing using keyboard	37%

Skill Category	Key Skills	Responses (%)
	Connecting to Wi-Fi/mobile data	37%
	Downloading apps (Play Store)	37%
	Use of voice search	32%
	General use of mobile apps	22%
Communication, Social Media & Content Creation	Using social media	64%
	Uploading videos	50%
	Email communication	42%
	Bookmarking favorite sites	40%
	Taking photos and videos	36%
	Video and audio calls	24%
Safety, Privacy & Responsible Use	Setting up strong passwords	53%
	Online security and privacy	47%
	Safe Heavens	33%
	Online banking	38%
Economic & Service Oriented Skills	Maps and directions	34%
Community & Environmental Awareness	Empowered Communities	32%
	Environment Protection & Climate Resilience	31%
Note: % represents the number of participants reporting improvement in each skill; because participants could report multiple skills, the totals do not sum to 100%.		

Improvements were also substantial in communication, social media, and content creation skills, reflecting increased digital participation and connectivity. Nearly two-thirds of respondents (64%) reported improved use of social media platforms, while half (50%) reported enhanced ability to upload videos online. Improvements in email communication were reported by 42% of participants, and 40% indicated improved ability to bookmark and manage frequently used websites. Additionally, over one-third of respondents (36%) reported improved ability to take photos and videos, and nearly one-quarter (24%) reported improved use of video and audio calling functions.

Training modules related to online safety and responsible internet use were reflected in the results, with 47% of participants reporting improved understanding of online security and privacy, and 33% reporting learning related to Safe Heavens. Moreover, half of the participants (53%) reported learning how to set up secure passwords on their mobile devices, reflecting increased attention to digital safety and privacy.

Additionally, skills related to economic activities such as online banking was reported by over one-third (38%) of participants, while 34% reported improved ability to find locations and directions using digital maps. Skills showed relatively lower reporting compared to foundational digital skills. Approximately one-third of participants reported improvements in skills associated with community engagement (32%) and environmental awareness (31%). Overall, these results suggest that the

training successfully equipped participants with foundational and practical skills necessary for independent and confident internet use.

Online Safety, Privacy Awareness, and Trust in Digital Platforms

The analysis of safety awareness related to digital skills also indicates a strong positive impact of the training programme on both Internet Dosts and women beneficiaries. Overall, the findings show that the majority of participants experienced a meaningful increase in their understanding of digital safety practices, highlighting the effectiveness of the training content in addressing online risks and safe internet usage.

Among Internet Dosts, 76% reported a significant increase in safety awareness, while an additional 16% indicated an increase to some extent. This means that over nine out of ten Internet Dosts experienced improved awareness of digital safety issues such as online privacy, secure passwords, safe use of social media, and protection from fraud or misuse. Given their role as facilitators and peer supporters, this high level of improvement is particularly important, as it enables them to guide others and reinforce safe digital behaviors within their communities. Similarly, women beneficiaries demonstrated notable gains in safety awareness. A substantial 70% reported a significant increase, and 23% reported an increase to some extent. These results suggest that the training successfully addressed common gaps in digital safety knowledge among women, many of whom may have had limited prior exposure to structured guidance on online risks. The slightly higher proportion of women reporting “to some extent” compared to Internet Dosts reflects differences in prior experience and confidence levels, as women beneficiaries may require continued practice and reinforcement to fully internalize safety concepts.

Only a very small proportion of respondents reported no increase in safety awareness. Among Internet Dosts, 2% stated they were already aware, and 3% reported no increase at all. Among women beneficiaries, none reported being already aware, and only 1% indicated no improvement. This suggests that baseline awareness of digital safety was generally low among women beneficiaries, reinforcing the relevance and necessity of the training intervention. The limited percentages reporting “yes, but not much” (3% for Internet Dosts and 6% for women beneficiaries) may indicate participants who had partial prior exposure to digital platforms but lacked comprehensive understanding of safety measures. For these participants, the training likely reinforced existing knowledge rather than introducing entirely new concepts. (figure-15)

Overall, the analysis demonstrates that the programme played a critical role in strengthening digital safety awareness, which is essential for building trust and confidence in using the internet. Increased

awareness of safe online practices reduces fear, mitigates risks, and encourages sustained and responsible use of digital tools. For women beneficiaries in particular, enhanced digital safety awareness contributes to greater autonomy, confidence, and willingness to apply digital skills beyond the training environment, thereby supporting long-term digital inclusion and empowerment.

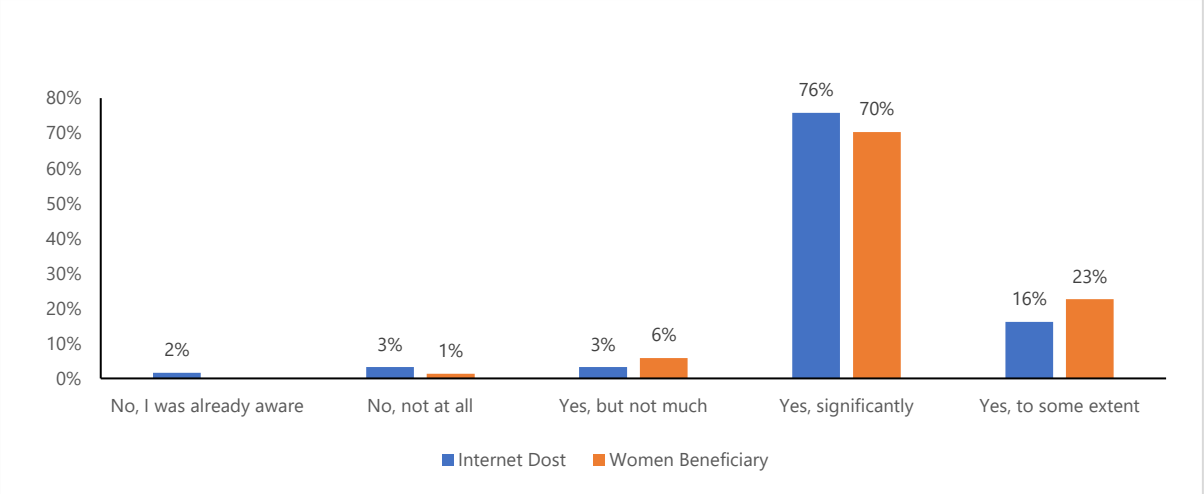

Figure 15: Increase in Safety Awareness

Among respondents who reported an increase in awareness of online safety (n=212), many also indicated adopting safer online practices following the training. More than half of these participants (58%) reported creating stronger passwords for their online accounts. Additionally, 22% reported being more cautious while sharing personal data online, and 20% reported checking the credibility of websites before clicking on links (Figure 16). These findings suggest that increased awareness of online safety translated into the adoption of practical protective behaviors, particularly those that are simple to implement and directly linked to everyday mobile phone use.

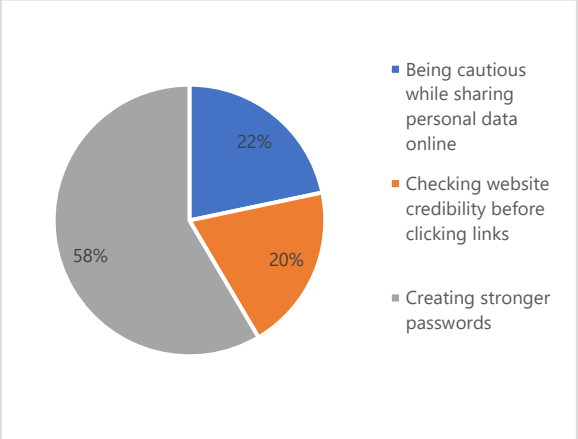

Figure 16: Adaptation of Safety Practices

Participants also reported a substantial increase in trust in online platforms following the training. A large majority (73%) indicated that their trust in online platforms had increased significantly, while

nearly one-quarter (23%) reported a moderate increase. Only 4% of respondents indicated no change in their level of trust (Figure 17).

In addition to survey responses, participants shared qualitative examples illustrating how increased awareness of online safety translated into real-life behavior. These accounts highlight participants' ability to identify online scams, avoid misinformation, and protect personal data as a result of the training.

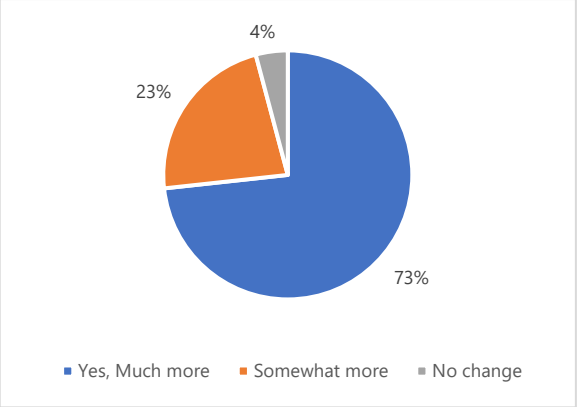

Figure 17: Trust in Online Platforms

"The training helped me a lot. Before, I did not know how to handle unwanted advertisements and suspicious content appearing on my screen. After the training, I learned how to identify and avoid such scams."

"I received a WhatsApp message from someone claiming to be a relative and asking for my bank account details. Because of the training, I recognized it as a scam and avoided responding."

Behavioral Change and Digital Adoption in Daily Life

Changes in Problem-Solving Behavior

The training led to a marked shift in how participants approach problem-solving in their daily lives. A large majority of respondents (83%) reported that they now seek solutions online first when faced with a challenge, reflecting increased confidence in using digital tools to access information and resolve issues independently. Only a very small proportion of respondents (3%) continued to rely primarily on offline help, while another 3% reported no change in their approach. Internet *Dosts* demonstrated a stronger shift toward independent digital problem-solving, with 90% reporting that they seek solutions online first, compared to 81% of women beneficiaries. In contrast, women beneficiaries were more likely to report asking others for help online (13%), indicating a more collaborative digital problem-solving approach (Figure 18).

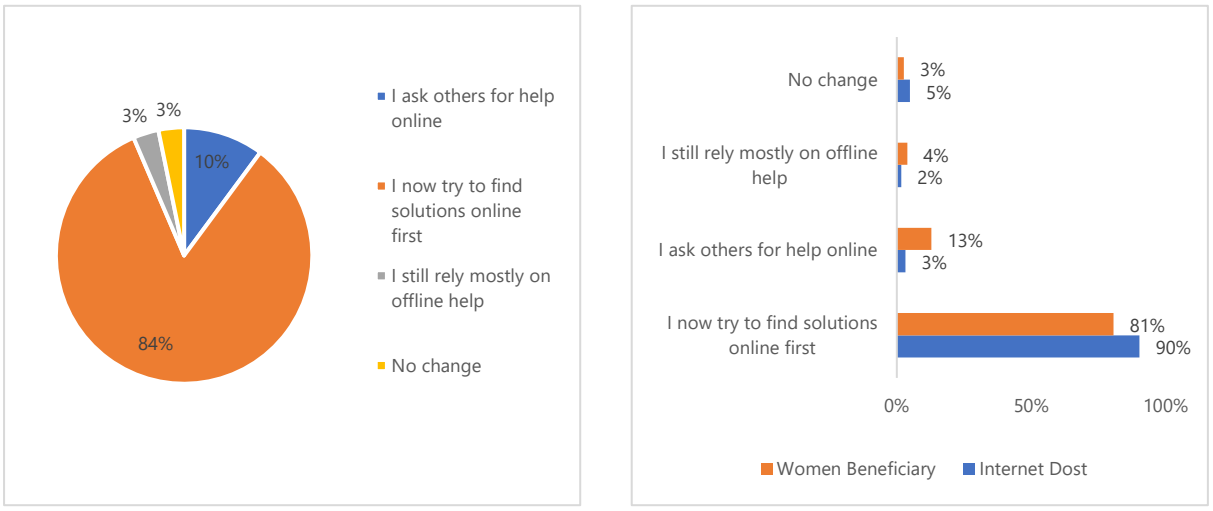

Figure 18: Change in Problem-solving Behavior:

To further explore how digital skills translated into practical outcomes, participants were asked to share real-life examples where they used digital tools to solve problems. A total of 203 respondents provided concrete examples, highlighting the wide-ranging application of digital skills across education, livelihoods, household management, and technical troubleshooting.

The most frequently reported use cases related to education and learning, including supporting children's schoolwork, participating in WhatsApp school groups, and learning new skills through online videos. Participants also reported using digital platforms to manage household tasks such as paying bills, accessing recipes, and improving communication. While several respondents described using online platforms to improve embroidery and stitching designs, market products through WhatsApp and Facebook business pages, access agricultural information such as pest control methods, and expand client outreach. Others highlighted improved ability to navigate locations using Google Maps or resolve technical issues independently.

"When pests attacked my kitchen garden, I found solutions on YouTube and applied them, which helped increase my production."

My embroidery machine once got jammed. I searched on YouTube how to fix it and tried the techniques shown in the video."

Application of Digital Skills in Daily Life

To gain deeper insight, respondents were further asked if they applied these skills in their everyday routines, to which 95% responses said "yes" (Figure 19). Furthermore, the analysis revealed that application of digital skills primarily occurred across four interconnected areas: online learning and skill development (44%), access to services and transactions (22%), content creation and media use (19%), and household and caregiving support (15%). These themes collectively illustrate how digital

skills were functionally integrated into participants' learning, economic activities, and household responsibilities. The consistent integration of digital skills into learning, service access, economic activities, and household management underscores that the training content was both practically relevant and functionally embedded in participants' daily lives.

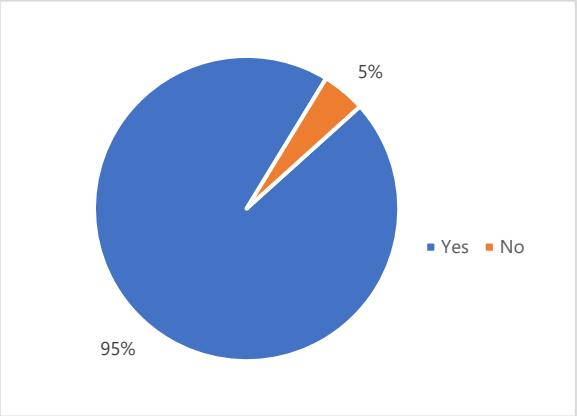

Figure 19: Application of Digital Skills

Use of Digital Information for Livelihood and Household Decisions

The findings of the survey indicate a meaningful shift toward digital information-seeking behavior following the training. Overall, 69% of respondents reported using online sources to seek agricultural information at least occasionally, including 19% who accessed such information daily and 22% weekly. Internet *Dosts* demonstrated more frequent use of digital agricultural information compared to women beneficiaries, with 26% accessing information daily versus 16% among beneficiaries. Similarly, Internet *Dosts* were less likely to report never using online agricultural sources (23% vs. 34%), reflecting their stronger digital confidence and facilitation role within communities (Figure 20).

These findings suggest that digital literacy training has enabled a significant proportion of rural women to integrate online agricultural information into their decision-making processes, particularly those directly engaged in farming or home-based agricultural activities.

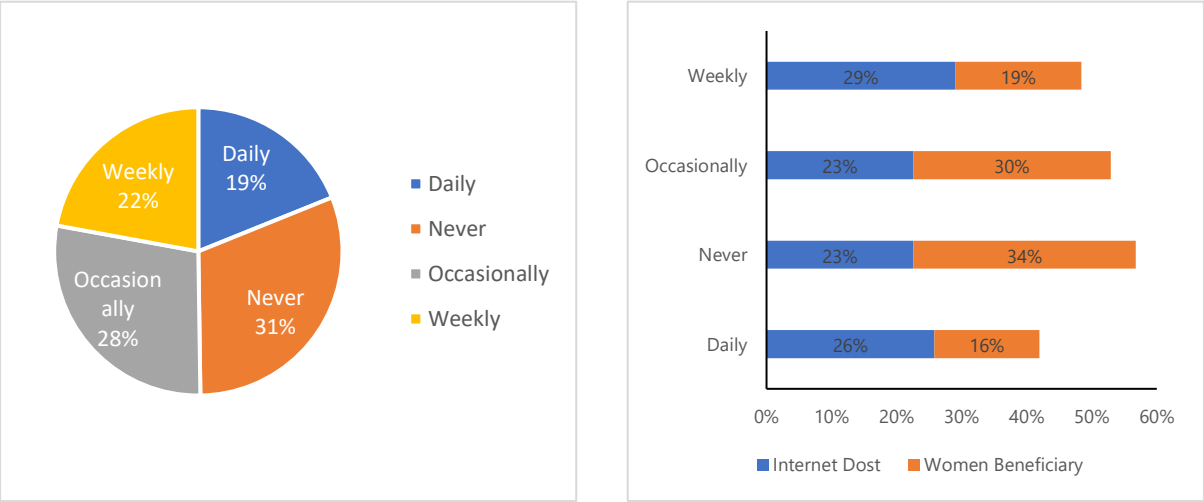

Figure 20: Digital Information Source for Agriculture

The analysis shows a strong and purposeful use of digital platforms by participants to access information that directly supports their daily livelihoods and decision-making. A significant 87% of participants reported seeking market price information online at least occasionally, indicating that digital tools are being actively used to improve economic awareness and financial decision-making. Notably, more than one-third of participants (35%) accessed market price information on a daily basis, which suggests a high level of reliance on real-time data. This frequent usage reflects participants' recognition of the value of timely price information in negotiating better rates, planning purchases or sales, and reducing dependence on informal or potentially unreliable sources.

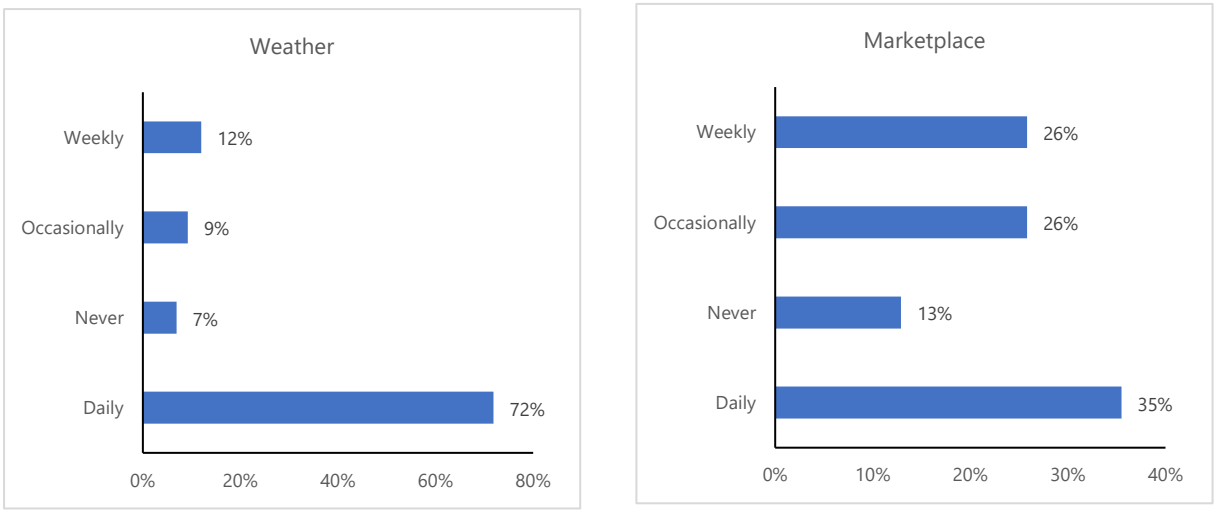

Figure 21: Use of Digital Information

Weather-related information emerged as the area with the highest level of digital adoption among all three information categories analyzed. Nearly three-quarters of participants (72%) reported checking weather updates online on a daily basis, while an additional 21% accessed this information on a weekly or occasional basis. This indicates that almost all participants regularly relied on digital sources for weather forecasts. The high frequency of use highlights the critical importance of weather information for participants' everyday lives, particularly in contexts where livelihoods and routines are closely tied to environmental conditions. The strong engagement with weather information can be attributed to its immediate and practical relevance. Accurate and timely weather updates support household planning, agricultural activities such as planting and harvesting, travel and mobility decisions, and preparedness for extreme weather events or disasters. The widespread and frequent use of digital weather services demonstrates that participants are not only acquiring digital skills but are also applying them meaningfully to address real-world needs.

The overall findings illustrate that access to relevant, timely, and actionable information is a key driver of sustained digital adoption. The high utilization of market and weather information underscores the

practical value of digital tools in improving participants' resilience, productivity, and informed decision-making, thereby reinforcing the long-term impact of the training programme on daily life and livelihoods.

Changes in Time Use and Learning Behavior

The survey findings indicate a significant positive shift in how participants utilize their free time following the digital literacy training. Nearly three-quarters of respondents (72%) reported that they now spend more time learning online, highlighting increased motivation for self-directed learning and skill development. A further 23% stated that they are more productive or meaningfully engaged online, suggesting a transition toward purposeful digital use. Only a very small proportion of respondents reported no change (1%) or reduced time for online activities (4%), indicating that the training largely encouraged constructive and intentional engagement with digital platforms rather than passive or excessive use (Figure 22).

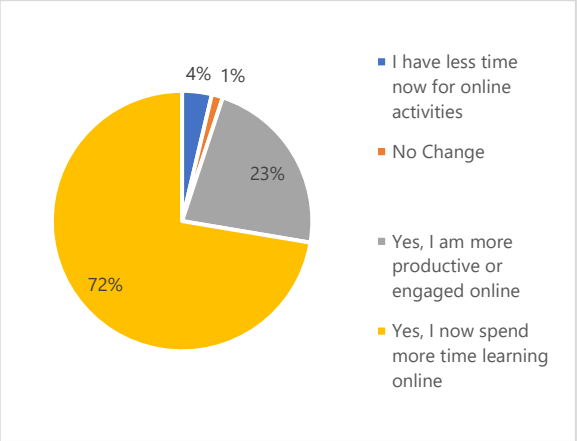

Figure 22: Change in Free Time

Participants were also asked whether the digital literacy training improved their ability to manage key personal and household responsibilities. The findings reveal substantial perceived improvements across all areas assessed, indicating that digital skills translated into meaningful behavioral and decision-making changes. The most widely reported impact was improved ability to stay connected with family and friends, cited by nearly all respondents (99%). Additionally, improved connectivity itself indirectly supports economic and personal responsibilities. Enhanced communication with family members can strengthen coordination around household finances, employment decisions, and crisis management.

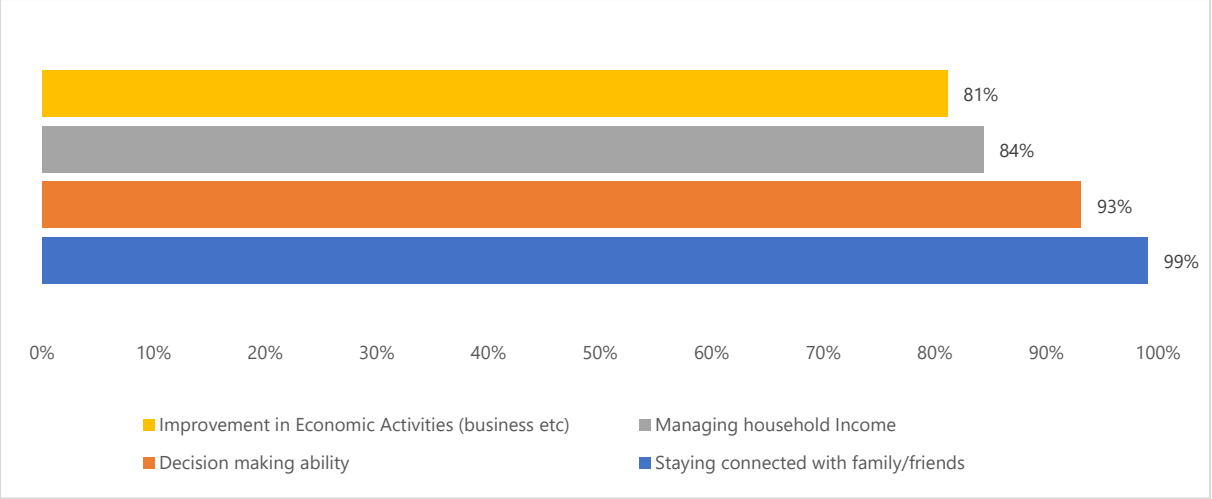

Figure 23: Change in Personal Responsibilities

Additionally, improved connectivity itself indirectly supports economic and personal responsibilities. Enhanced communication with family members can strengthen coordination around household finances, employment decisions, and crisis management. This helps explain why high levels of social connectivity (99%) coexist with reported improvements in decision-making (93%) and household income management (84%), even if direct economic engagement online remains comparatively lower. The analysis suggests that participants are in a transitional phase of digital adoption, where social connectivity serves as a foundational use of digital skills. This stage builds confidence, trust, and regular engagement with technology, which can gradually enable more advanced and economically oriented digital activities over time. Strengthening linkages to markets, financial services, and entrepreneurship support could further facilitate this progression in future programme phases.

Taken together, these patterns indicate a clear behavioral shift toward using digital tools for real-time information and problem-solving. his behavioral change reinforces earlier findings on enhanced problem-solving capacity, economic empowerment, and disaster preparedness.

Social Empowerment, Community Engagement, and Ripple Effects

Changes in Social Status and Household Dynamics

The findings indicate a substantial positive shift in participants' social status within their families and communities following the digital literacy training. Overall, more than three-quarters of respondents (76%) reported that they are now more respected as a result of their newly acquired digital skills, while a further 23% stated that they are frequently asked for help or advice by family members and others in the community. Only a very small proportion of respondents (2%) reported no change in their social status, suggesting that the programme had a broadly positive social impact across participant groups.

Disaggregated analysis shows that both Internet *Dosts* and women beneficiaries experienced improvements in social standing. Internet *Dosts* were more likely to report being actively sought out for guidance (26%), reflecting their role as community-level digital resource persons, while women beneficiaries more frequently reported increased respect within their households and communities (76%) (Figure 24).

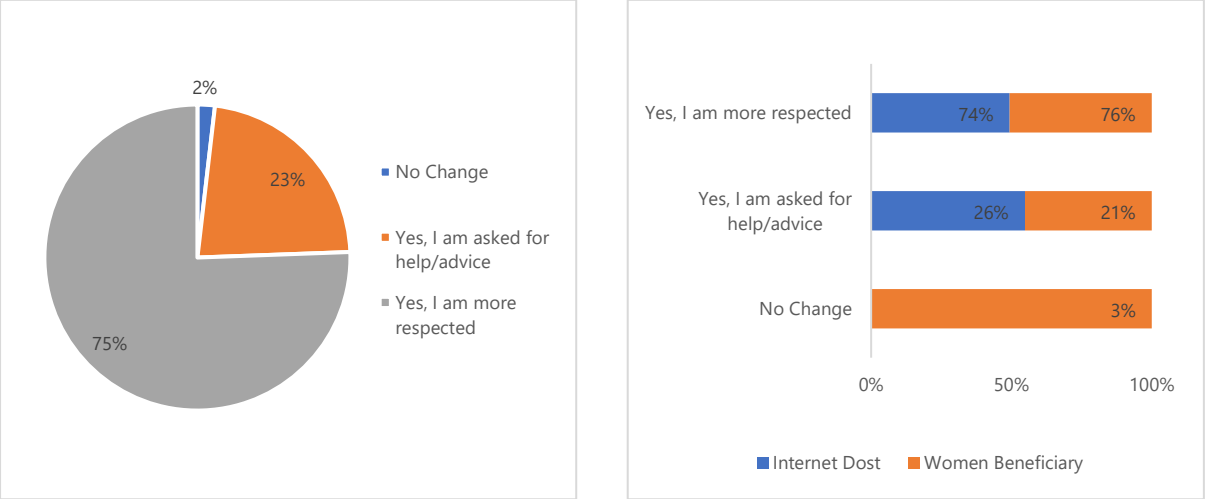

Figure 24: Improved Social Status

Community Engagement and Digital Voice

The training also significantly enhanced participants' confidence to engage in community discussions and contribute to local issues through digital platforms. An overwhelming majority of respondents (90%) reported that they now feel more confident in voicing their opinions online, indicating increased agency and willingness to participate in digital spaces. Only a small proportion of participants reported lingering hesitation (8%) or no perceived empowerment (1%), suggesting that the programme effectively addressed confidence barriers associated with online engagement. Disaggregated results

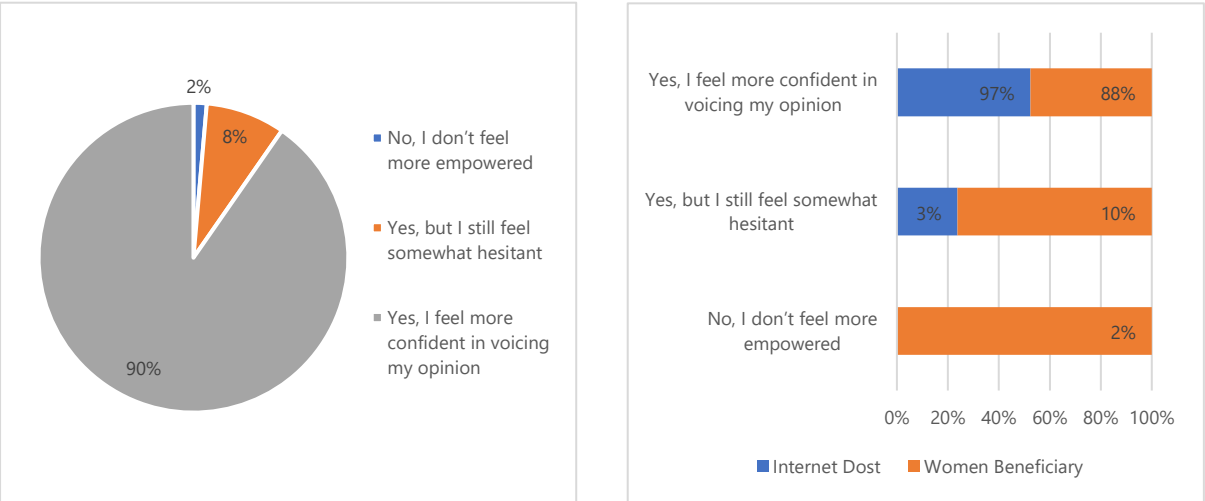

Figure 25: Community Engagement

show that Internet *Dosts* exhibited slightly higher confidence levels (97%) compared to women beneficiaries (88%), reflecting their leadership role within communities (Figure 25). However, the high confidence levels across both groups demonstrate the project's broad impact in fostering inclusive digital participation among rural women.

Ripple Effects within Households and Communities

The community ripple effect was measured to assess the extent to which knowledge gained through the programme extended beyond direct beneficiaries. This was quantified by measuring (i) the proportion of respondents who reported sharing knowledge, (ii) the approximate number of additional community members reached, and (iii) the coverage ratio, also known as the ripple multiplier, which captures the average number of secondary beneficiaries reached per direct participant. Overall, 74% of respondents reported that they had shared knowledge gained through the project with other community members. The remaining 26% reported that they had not shared the knowledge yet. The findings indicate a strong ripple effect of the programme, particularly through Internet *Dosts*, nearly all of whom (98%) reported actively sharing their knowledge with others in their communities. While a majority of women beneficiaries (64%) had already shared what they learned, a further 17% expressed intent to do so, suggesting sustained and expanding diffusion of digital skills beyond direct participants (Figure 26).

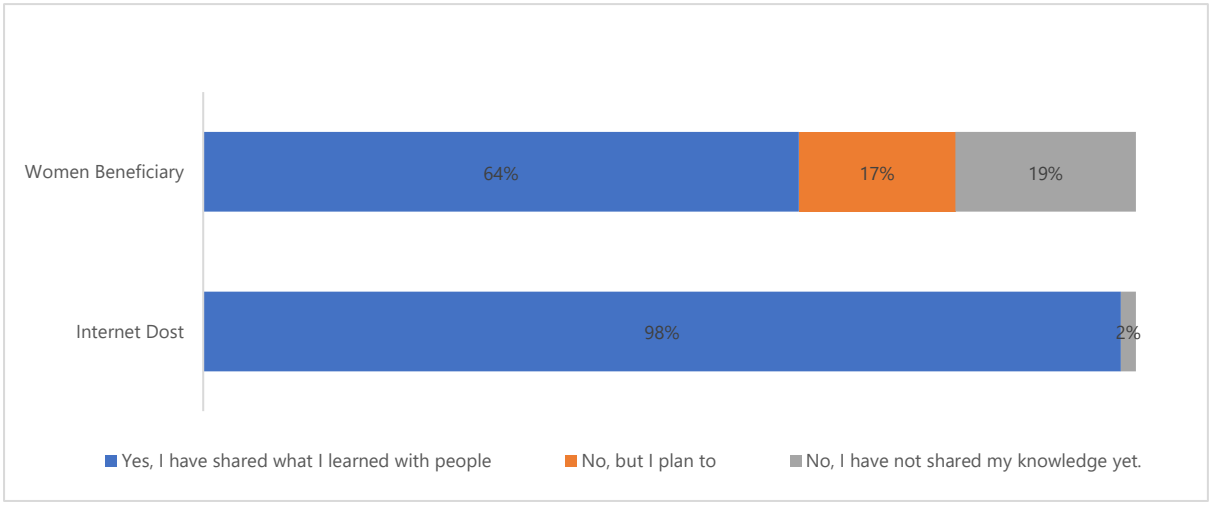

Figure 26: Group-wise Knowledge Sharing

Among respondents who reported sharing knowledge, the number of additional community members trained varied. The most frequently reported range was 1–15 individuals (reported by 52%), followed by 32% of respondents reporting ranges between "31–45" to "more than 120" individuals. The remaining 16% reported training "16–30" individuals. Further disaggregation by respondent group indicates that approximately 70% of women beneficiaries reported training smaller groups within the "1–15" range, while Internet *Dosts* were more likely to report training larger numbers of community members (Figure 27).

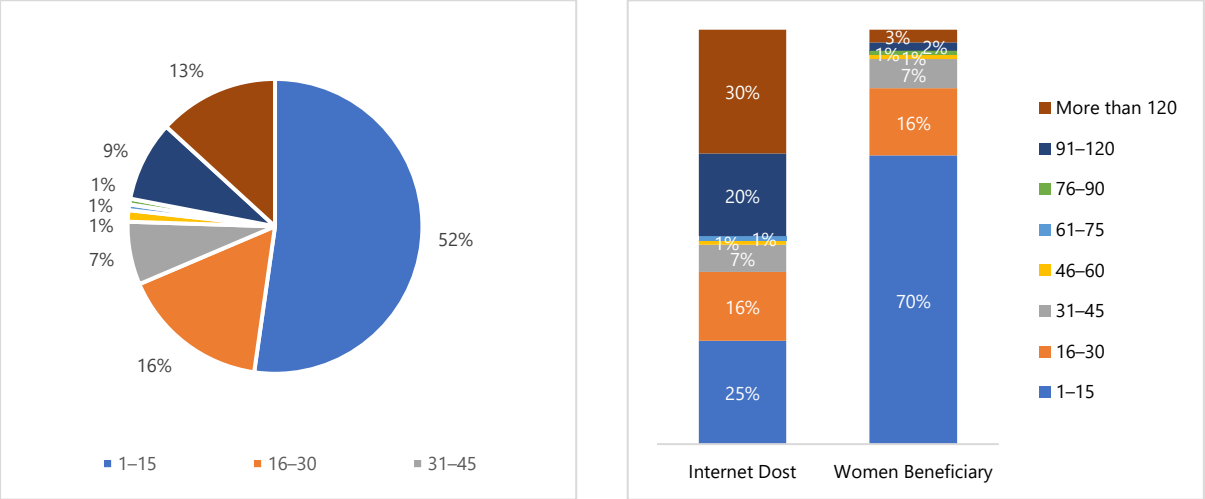

Figure 27: No of Women Trained

Using survey database, the coverage ratio was calculated to quantify the ripple effect. For example, 217 direct beneficiaries trained approximately 4,924 additional community members, resulting in a ripple ratio of 23. This demonstrates that, on average, each participant shared knowledge with 23 individuals, substantially amplifying the program's community impact.

Moreover, the project generated strong household-level ripple effects as well, with digital knowledge extending beyond direct beneficiaries to children and younger family members. Overall majority of the (96%) respondents reported that their children or younger family members benefited from their newly acquired digital skills, including 77% who reported that the impact was substantial. Only a very small proportion (1%) reported no impact, while 3% of respondents did not have children or younger household members

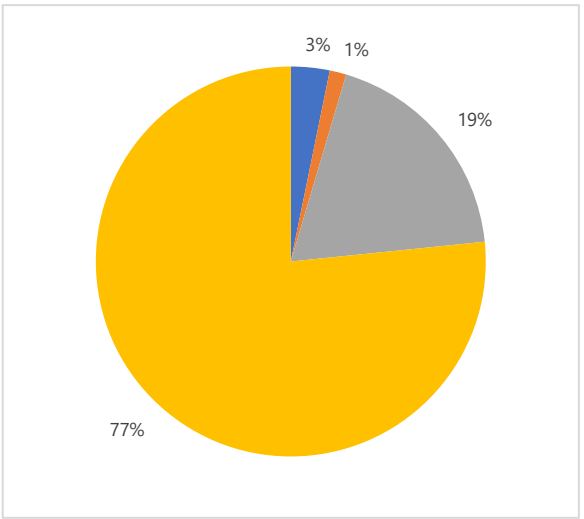

Figure 28: Household-level Ripple Effects

(Figure 28). This suggests that the training extended beyond individual participants and positively influenced digital practices within households. Internet *Dosts* reported slightly higher levels of strong household impact, likely reflecting their greater confidence and continued engagement with digital tools as community resource persons.

Out of the 96% of respondents who reported that their children or younger family members benefited from their digital skills, they were further asked to specify the ways in which these household members benefited from their support and guidance. The results indicate that knowledge transfer within households translated into meaningful improvements across multiple dimensions. The most frequently reported outcome was the development of new digital communication and social media skills (68%), followed by improved productivity and efficiency in using digital technologies (65%). While nearly half of the participants indicated that younger household members developed a better understanding of online safety and security (46%) and gained greater confidence in accessing and using digital platforms (45%) (Figure 29).

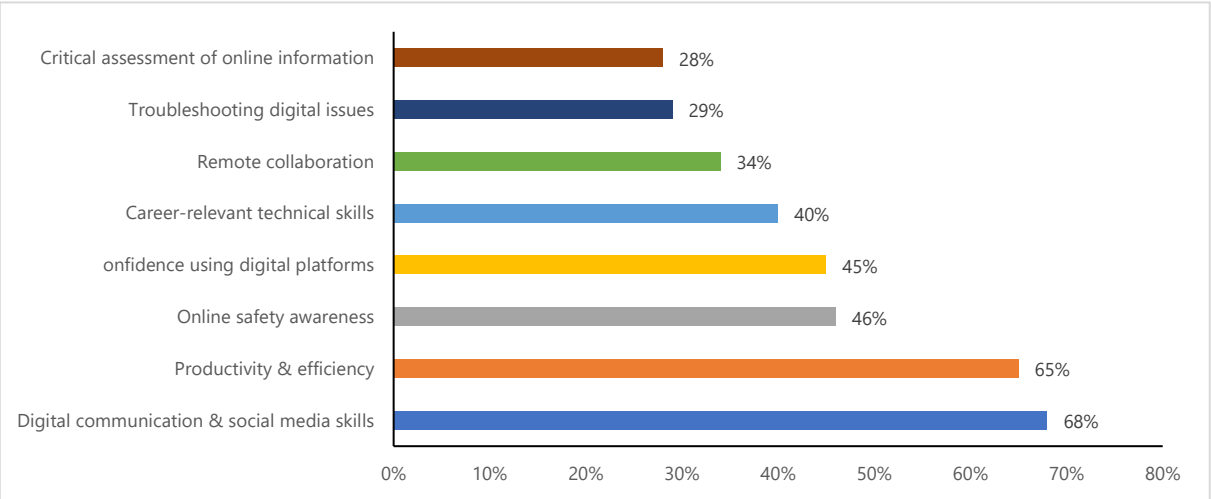

Figure 29: Long-term Capacity Building Effects

Beyond basic usage, respondents also observed longer-term capacity-building effects. Around 40% indicated that younger family members acquired technical skills relevant for future career development, while 34% reported improved ability to collaborate remotely or virtually. Furthermore, approximately one-third noted improvements in independent problem-solving abilities, including troubleshooting digital issues (29%) and critically assessing online information (28%) (Figure 28).

Overall, these findings highlight the sustainability of such intervention, as digital skills were actively shared, reinforced, and normalized within families, contributing to long-term digital inclusion and resilience, particularly in rural communities.

Economic Empowerment and Financial Decision-Making

Participants reported that digital skills opened up a wide range of new opportunities, extending beyond income generation to include learning, networking, and access to information. The most frequently reported outcome was networking with new people or groups, cited by 75% of respondents, indicating expanded social and professional connections through digital platforms.

Nearly two-thirds of participants (63%) reported improved access to new information sources, while more than half (53%) indicated that they were able to learn new non-digital skills online, such as vocational, household, or livelihood-related skills. Importantly, 20% reported starting a new business or job, while 25% indicated improvements in their existing economic activities. Participation in online events or communities (20%) further reflects increased digital engagement and exposure to broader economic and social opportunities (Figure 30).

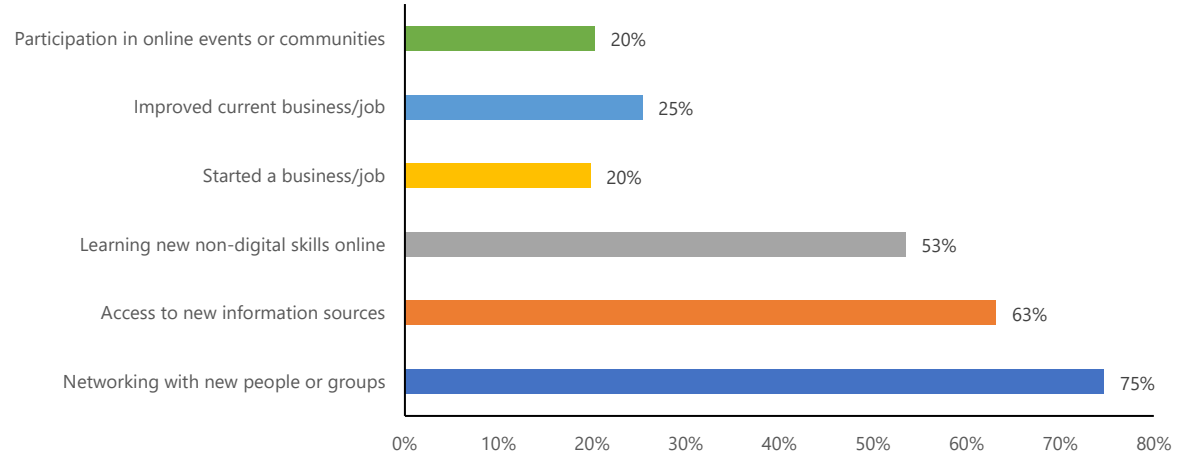

Figure 30: New Opportunities

Among the respondents who reported starting a new business or job (n = 43), the most common activities were related to online marketing and sales (35%), followed by tailoring and embroidery services (23%) and home-based enterprises (19%). These activities reflect the practical application of digital skills for market access, client outreach, and service promotion. A smaller number of respondents reported engaging in teaching or tutoring (9%) and serving as Community Resource Persons (5%), indicating emerging roles in knowledge sharing and community-level digital facilitation (Table 3).

Table 3: New Businesses:

Business / Job Type	Respondents
Online Marketing & Sales	15
Tailoring / Embroidery	10
Home-Based Enterprise	8
Beauty & Personal Care (Parlour)	4
Teaching / Tutoring	4
Community Resource Persons (CRPs)	2

Province-wise, the livelihood activities were observed across all four provinces, with tailoring and embroidery more frequently reported in Balochistan, while online marketing and sales were more prominent in Punjab and Sindh. This variation reflects existing local skills, market access, and connectivity rather than differences in programme delivery.

Among participants who started or improved a business or job, the majority (65%) reported monthly earnings below PKR 15,000, indicating early-stage or supplementary income generation while 26% reported earning between PKR 15,000 and PKR 30,000 per month, suggesting meaningful contributions to household income. Moreover, a smaller proportion of respondents (9%) reported earnings above PKR 30,000, demonstrating the potential for digital-enabled livelihoods to scale over time (Figure 31). These findings suggest that while many enterprises are at a nascent stage, digital skills have begun translating into tangible economic gains.

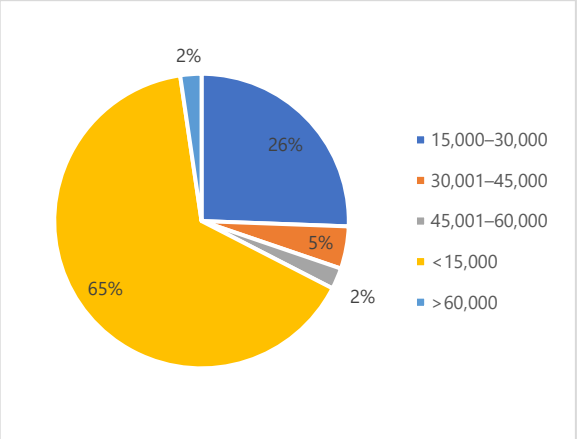

Figure 31: Income Range

The financial literacy component of the programme led to significant improvements in participants' financial decision-making within both household and business contexts. A large majority of respondents (98%) reported positive changes in how they make financial decisions, including 79% who indicated a very positive change and 19% who reported some positive change.

Only a small proportion of participants (2%) reported no noticeable change, suggesting that the training was effective in influencing financial behavior across diverse participant profiles (Figure 32). This strong shift in financial decision-making complements earlier findings on increased use of online banking services and emerging income-generating activities, highlighting the project's role in fostering practical and sustainable economic empowerment among rural women.

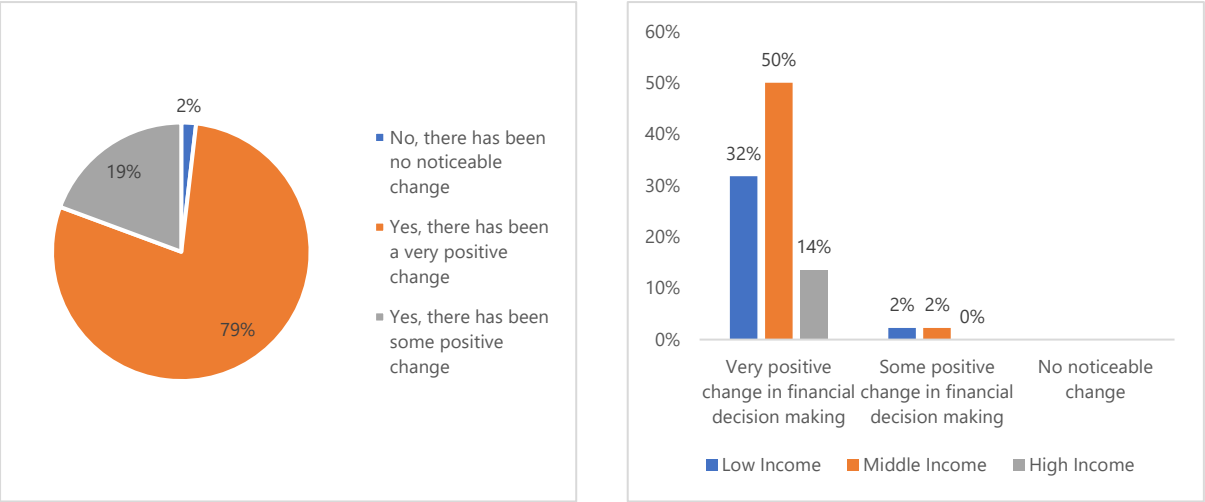

Figure 32: Change in Financial Decision-Making

The survey data also presented a nuanced view of how increased income influences participants financial decision-making across different income groups low, middle, and high income (Figure 31). When asked about the impact of their income changes on financial decisions, respondents showed varying degrees of positive change, highlighting important distinctions based on their economic status.

Among the middle-income group, the highest proportion of respondents reported a very positive change in financial decision-making at 50%, with an additional 2% noting some positive change. This indicates that middle-income participants benefited the most from the income increase in terms of improving their ability to make effective financial decisions. This group may have greater flexibility and resources to optimize financial choices, such as budgeting, saving, or investing, and the increased income likely enhanced their confidence and capacity in managing household finances.

For the low-income group, 32% reported a very positive change, and 2% noted some positive change, with no respondents indicating no noticeable change. Although the proportion is lower than that of the middle-income group, this is still a significant impact, suggesting that income increases in this group helped improve financial decision-making substantially. Given that low-income households often face more immediate financial constraints, even small income gains can lead to meaningful improvements in managing daily expenses, prioritizing needs, and reducing economic vulnerability.

In contrast, the high-income group reported the lowest proportion of very positive change at 14%, with no respondents indicating some positive change or no noticeable change. This suggests that higher-income participants experienced less pronounced improvements in financial decision-making despite increased income. The likely explanation is that individuals in this group already had

established financial management practices and relatively stable economic situations prior to the income increase, so further gains had a smaller marginal impact on their decision-making processes.

Notably, across all income groups, no respondents reported no noticeable change in financial decision-making, highlighting that income increases were generally associated with at least some level of positive impact. Furthermore, the analysis indicates that income growth contributes differently to financial decision making depending on initial income levels. While middle- and low-income participants show marked improvements likely because additional income significantly alleviates financial pressures the impact is more limited for high-income individuals who may already have well-developed financial skills and resources. These findings emphasize the importance of tailoring financial literacy and support interventions to address the specific needs and baseline conditions of different economic groups to maximize impact**.**

Environmental Awareness, Climate Resilience, and Community Preparedness

The training significantly strengthened participants understanding of climate change and environmental issues. The exceptionally high level of reported improvement in understanding of environmental protection and climate resilience reflects the strong relevance and effectiveness of the module for the target population. As the majority of participants live in climate-vulnerable rural settings, the content directly aligned with their lived experiences, livelihoods, and daily challenges, such as exposure to extreme weather events, agricultural uncertainty, water scarcity, and environmental degradation. This contextual relevance made the concepts easier to understand and apply, resulting in strong learning outcomes.

Furthermore, the module was delivered using practical, locally relevant examples and simple language, which enhanced accessibility for participants with varying literacy and educational backgrounds. The focus on actionable practices such as climate-resilient behaviors, environmental conservation, and risk preparedness enabled participants to quickly connect theoretical knowledge with real-life situations, contributing to the high proportion (78%) reporting a much better understanding. The very small percentage of respondents (2%) reporting no improvement may reflect prior exposure to environmental topics or differences in learning pace, rather than shortcomings in

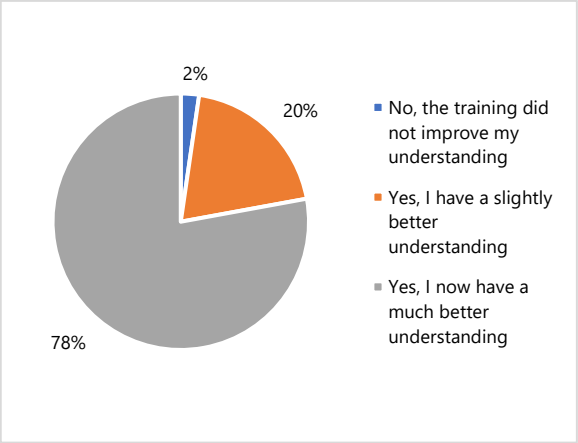

Figure 33: Climate Knowledge

the module itself. Overall, the results demonstrate that the Environment Protection and Climate Resilience module effectively addressed a critical knowledge gap, strengthened awareness, and enhanced participants' capacity to respond to environmental and climate-related risks, thereby contributing meaningfully to community resilience and sustainable practices.

The results demonstrate a substantial improvement in participants perceived ability to cope with disasters following the Disaster Risk Reduction (DRR) training, indicating that the intervention was effective in strengthening disaster preparedness and response capacity. Nearly three-quarters of respondents (74%) reported that they felt definitely more capable of dealing with disasters, while an additional 21% reported feeling more capable to some extent. Together, these findings show that the vast majority of participants experienced a positive shift in confidence, reflecting increased awareness, knowledge, and practical understanding of disaster risks and response measures.

The high proportion of respondents reporting strong confidence suggests that the training successfully translated complex DRR concepts into practical, actionable knowledge. By focusing on locally relevant hazards, early warning signs, preparedness measures, and response strategies, the training enabled participants to better anticipate risks and take informed actions before, during, and after disaster events.

Disaggregation by participant role reveals meaningful differences in the intensity of confidence gains. Internet Dosts reported higher levels of preparedness confidence, with 82% stating they felt definitely more capable of handling disasters. This higher confidence level can be attributed to their role as facilitators, deeper engagement with the training content, and repeated exposure to disaster-related information through peer support and community interaction. Their position within the programme likely reinforced both their knowledge and their sense of responsibility to act as resource persons during emergencies. Women beneficiaries, while also showing strong gains, were more likely to report feeling capable to some extent (25%) rather than definitely capable (71%). This pattern reflects differences in baseline exposure, prior experience, and social roles. Women beneficiaries may face additional constraints such as limited mobility, household responsibilities, or restricted access to resources that affect their perception of full preparedness, even when their knowledge has improved. Nevertheless, the combined total of women reporting increased capability demonstrates that the training significantly enhanced their confidence and readiness compared to pre-training conditions.

Importantly, only a very small proportion of respondents in both groups reported low or no confidence, underscoring the overall effectiveness of the DRR training. These results indicate that the programme succeeded in strengthening disaster preparedness across participant categories, contributing to increased resilience at both the individual and community levels. (Figure-34)

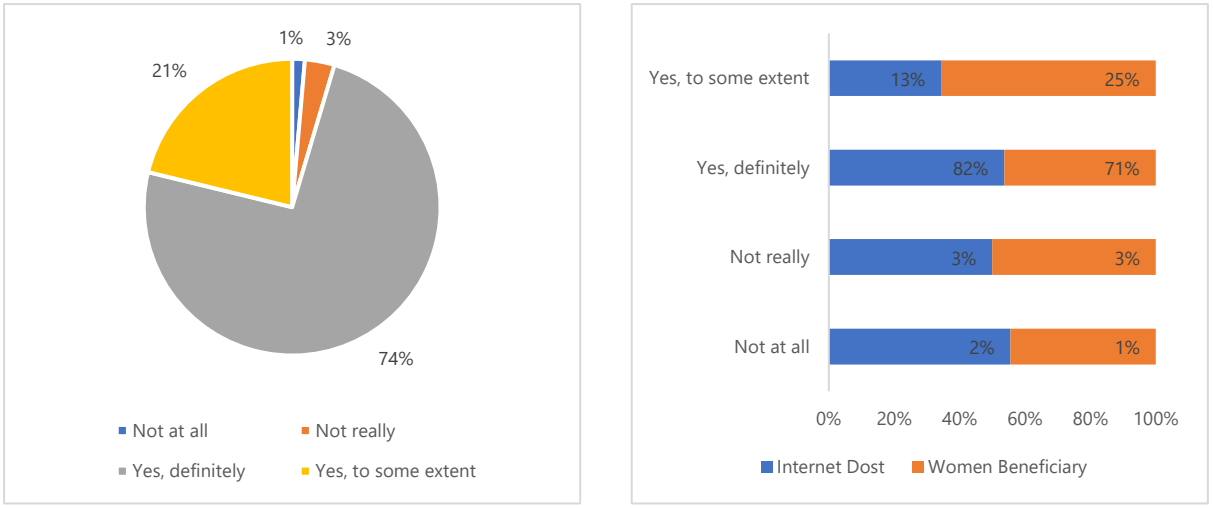

Figure 34: Confidence in Handling Disasters

The findings highlight a strong and meaningful community-level impact resulting from the Village Reconstruction Committee (VRC) training. Nearly three-quarters of respondents (73%) reported that VRCs played a very positive role in supporting their communities during times of need, while an additional 21% perceived the impact as somewhat positive. Taken together, these results indicate that an overwhelming majority of community members recognized the effectiveness and relevance of VRCs in addressing local challenges and responding to emergencies.

This high level of positive perception reflects the practical nature of the VRC training, which focused on strengthening community organization, coordination, and collective action. Trained VRC members were better equipped to mobilize resources, disseminate timely information, and coordinate responses during crises such as natural disasters, environmental shocks, or community-level disruptions. As a result, communities experienced more organized, inclusive, and timely support compared to pre-intervention situations, where responses may have been informal or fragmented.

The contrast between the strong positive responses and the very small proportion of neutral or less positive feedback underscores the tangible improvements brought about by the VRCs. Communities with functional VRCs benefited from improved preparedness, clearer roles and responsibilities, and enhanced communication among community members. This reduced confusion and delays during times of need and increased trust in local leadership structures.

Furthermore, the perceived positive impact suggests that VRCs contributed not only to immediate crisis response but also to longer-term community resilience. By fostering collective problem-solving, encouraging participation particularly of women and strengthening linkages with local institutions, VRCs helped build social cohesion and a shared sense of responsibility. These outcomes represent a significant improvement over previous community coping mechanisms, which were often reactive and limited in scope.

Overall, the analysis demonstrates that the VRC training translated effectively from individual capacity-building into measurable community-wide benefits. The strong positive perception of VRCs highlights their role as a sustainable, community-driven mechanism for support, preparedness, and recovery, reinforcing the programme's broader impact on resilience and community well-being (Figure 35).

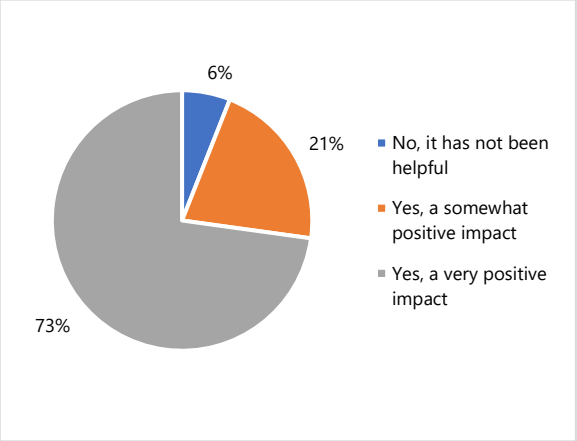

Figure 35: VRC Support

These findings highlight that integration of digital literacy with environmental education and community institutions has enhanced both individual preparedness and community-level response capacity.

Feedback, Gaps and Recommendations

Best-Received Modules

Among the training modules offered, the module "Internet" emerged as the most popular among women beneficiaries, similarly 44% of Internet *Dosts* identified it as well received module. Smartphone and Mobile Applications modules followed at 16% each, while the remaining 24% highlighted other modules (Figure 36). According to Internet *Dosts*, women beneficiaries responded most positively to modules that directly supported their everyday digital activities. The Internet was especially appreciated for its practical, hands-on content, such as searching for information, downloading applications, and learning safe internet practices. By enabling beneficiaries to apply these skills immediately, the training strengthened their confidence and autonomy in navigating digital spaces.

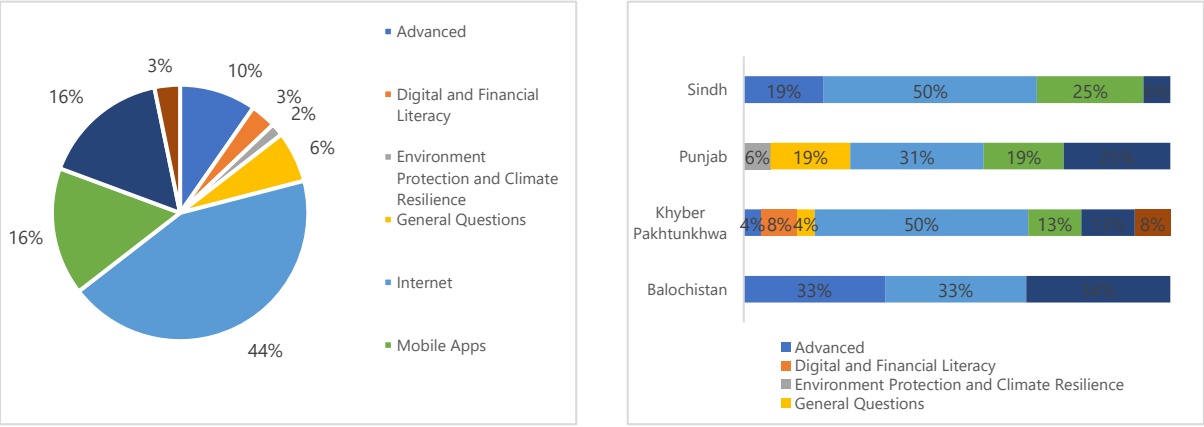

Figure 36: Most Effective Module

Persistent Barriers to Digital Inclusion

To capture both primary and underlying barriers to digital inclusion, respondents were asked to recall both the primary and secondary as they faced in using the internet prior to participating in the programme. Thematic analysis revealed multiple, interrelated barriers, with a lack of digital skills, knowledge, and awareness emerging as the most prominent response against each question. It is noteworthy that individual respondents prioritized challenges differently; the repeated prominence of this barrier suggests a structural and persistent limitation that shapes participants' pre-training digital experiences.

The participants reported having a limited understanding of basic internet functions, i.e., browsing and searching for information, difficulty using essential applications like email and Google services, and unfamiliarity with productive digital practices beyond basic communication. This skills gap acted as a foundational limitation, influencing how participants encountered and navigated other barriers. Alongside this central barrier, participants faced additional challenges, including access to devices and connectivity, basic mobile operation, lack of confidence, cultural or family restrictions, and concerns about online safety and privacy. These co-existing barriers reinforced the skills gap by restricting opportunities to practice, increasing hesitation, and limiting independent engagement with digital tools. For instance, limited connectivity and lack of personal devices hindered the application of new skills, while fear of misuse and safety concerns further reduced confidence in exploring online platforms.

Overall, the findings suggest that digital exclusion among participants was layered and cumulative. The lack of digital skills and awareness formed the central constraint, around which other barriers clustered and amplified their effects, highlighting the need for interventions that address both competencies and enabling conditions.

Areas for Improvement and Participant Recommendations

Post-training feedback revealed that the majority of respondents were satisfied with the programme, noting that the training modules were engaging, relevant, and well-suited to their knowledge levels. Participants highlighted that the programme offered a valuable opportunity to learn new skills and gain familiarity with digital platforms and tools. As one participant noted:

"I think the topics or skills were enough for a person with zero knowledge, just like in our society."

Despite overall satisfaction, several areas for improvement emerged, and are presented in descending order of frequency, from the most commonly reported to the least.

- **Online Business and Income-Generating Skills:** Many participants expressed strong interest in applying these digital skills for income generation, highlighting a need for modules on online business, e-commerce, and digital marketing. They emphasized more practical sessions and guidance on linking skills to markets and relevant stakeholders.
- **Advanced Digital Skills:** Participants frequently highlighted the need for higher-level competencies beyond basic smartphone usage, including computer literacy, AI applications, office tools (MS Office), and career-oriented digital skills. Feedback such as "It can be improved by adding laptop skills for girls and learning programs like MS Office" and "Should include the use of Artificial Intelligence (AI)" underscores the aspiration for skill deepening. This reflects participants' recognition of digital literacy as a key enabler for personal empowerment and socio-economic mobility.
- **Use of Specific Digital Tools / Apps:** While participants reported improved internet, email, and platform skills, many requested additional training on mobile applications, social media, health apps, and government service apps to strengthen real-life applicability.
- **Training Duration and Practical, Hands-On Sessions:** Participants consistently requested longer training sessions and more hands-on practice, emphasizing that limited time hindered skill consolidation. Feedback highlighted the value of practical examples, community-level sessions, and video-based support.
- **Online Safety, Privacy, and Security Awareness:** Participants highlighted the need for more guidance on safe digital use, including secure account management, responsible social media engagement, and protection from scams or misuse.
- **Learning Materials and Instructional Methods:** Feedback emphasized inclusive access, context-relevant content, and multimedia materials to enhance understanding and retention.
- **Financial Literacy:** Participants expressed a clear need for financial literacy content, linking digital skills to practical income generation and economic empowerment. While the programme effectively built foundational digital skills, the lack of financial literacy limits participants' ability to apply these skills in real-life contexts.

Willingness to Recommend and Perceived Value

Beneficiaries' willingness to recommend the initiative serves as an outcome-level indicator of the programme's perceived effectiveness and relevance. Out of the total surveyed population, 99% of respondents (216 individuals) reported that they would definitely recommend similar initiatives to others (Figure 37). This high level of willingness indicates that beneficiaries perceived the programme benefits as meaningful and valuable enough to endorse the intervention within their social networks. Only one respondent reported not intending to recommend the programme, citing domestic responsibilities as the primary constraint.

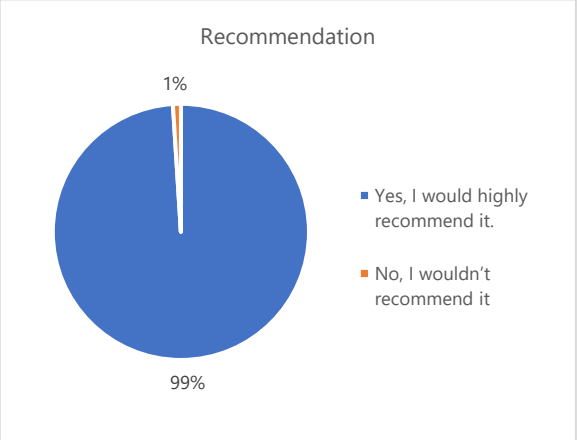

Figure 37: Chances to Recommend Programme

Rationale for Recommending the Programme

Beneficiaries who expressed willingness to recommend the programme reported multiple, interrelated reasons underpinning their decision. These included improved digital skills and knowledge, increased confidence and empowerment, facilitation of daily life tasks, economic opportunities, safe and responsible internet use, promotion of women's rights and inclusion, and strong community demand.

Across responses, women repeatedly highlighted that the training enabled them to use smartphones, the internet, and digital applications more effectively, addressing a previously unmet knowledge gap, particularly in rural and remote communities. This emphasis on skill acquisition suggests that the programme responded to a critical need for foundational digital literacy among rural women.

Beyond skill development, respondents associated the training with increased confidence, independence, and empowerment. Women reported feeling more capable of accessing information, managing everyday tasks, and making independent decisions using digital tools, reflecting a shift from dependency toward greater self-reliance.

Several respondents linked the training to income-generating opportunities, especially home-based earning, which is particularly relevant in contexts where women face mobility and cultural constraints. For some participants, digital skills were directly connected to starting work, supporting household income, or exploring online earning options, highlighting the programme's contribution to women's economic inclusion.

Many women emphasized that access to digital knowledge is a basic right and that women, especially in rural areas, should not be excluded from the digital world. This perspective positions the programme as a relevant intervention for addressing digital exclusion and inequality.

In addition, respondents frequently reported demand within their communities, highlighting that more women within their community were eager to participate and recommending expansion of the initiative. This recurring feedback indicates high community acceptance and suggests potential for scalability beyond current beneficiaries.

Finally, respondents highlighted increased awareness of safe and responsible internet use, including understanding online risks and appropriate digital practices. This indicates that the programme not only increased access to technology but also promoted responsible digital behavior, which is essential for sustainable and safe digital inclusion.

Overall, the findings revealed that the programme is valued not only for improving digital skills but also for enhancing confidence, enabling economic opportunities, promoting inclusion, and addressing gender-specific barriers to learning. These insights provide strong justification for the continuation and potential expansion of the initiative.

Lessons Learnt & Challenges

The implementation and assessment of the Internet *Dost* and Internet *Zabardast* programmes generated important insights into what enables effective digital empowerment for women in rural and underserved contexts, while also highlighting key constraints that must be addressed to sustain and scale impact.

A central lesson from the programme is that foundational, need-based digital skills are the most effective entry point for digital inclusion. High uptake of basic mobile use, internet searching, communication, and online safety skills demonstrates that when training content is closely aligned with daily needs, women quickly build confidence and begin applying skills independently. However, the diversity in participants' education levels and prior exposure required continuous adaptation of training pace and methods, underscoring the need for flexible and modular learning designs.

The programme also demonstrated that confidence-building is as critical as technical skill acquisition. The sharp improvement in post-training confidence and problem-solving behavior indicates that addressing fear, hesitation, and low self-efficacy is essential, particularly for first-time users. At the same time, limited training duration constrained opportunities for extended practice and deeper skill consolidation, highlighting the importance of longer or follow-up sessions.

Social, cultural, and infrastructural factors also influenced programme outcomes. Although most participants reported strong family support, some faced restrictions related to mobility, time availability, or social norms. Additionally, challenges such as unstable internet connectivity, electricity issues, and geographic remoteness affected training delivery in certain districts.

Overall, the findings suggest that digital exclusion is layered and cumulative, shaped by skills gaps, access limitations, social norms, and infrastructure constraints. Addressing these challenges alongside skill development is essential for sustaining digital empowerment. The programme's success demonstrates that women-centered, community-based digital literacy interventions can generate wide-ranging personal, social, and economic benefits when enabling conditions are strengthened alongside competencies.

Conclusion

The assessment findings demonstrate that the Internet *Dost* and Internet *Zabardast* programmes have made a meaningful and multidimensional contribution to women's digital empowerment across rural and underserved districts of Pakistan. The programmes successfully enhanced digital skills, confidence, online safety awareness, and independent problem-solving abilities among participants, many of whom had limited or no prior exposure to digital technologies.

Beyond skill acquisition, the training catalyzed positive behavioral change, enabling women to use digital tools for household decision-making, education support, livelihood activities, access to information, and community engagement. The evidence of increased social recognition, leadership roles, and household-level knowledge transfer highlights the programme's role in strengthening women's agency and social standing.

The integration of digital literacy with financial literacy, environmental awareness, disaster preparedness, and community structures further strengthened the relevance and practical value of the training. While many economic activities remain at an early stage, the emergence of digital-enabled livelihoods and improved financial decision-making indicates strong potential for longer-term economic impact.

Overall, the findings affirm that women-centered, context-sensitive, and peer-led digital literacy interventions can serve as powerful enablers of inclusion, resilience, and sustainable development. Building on these successes through deeper skill pathways, stronger livelihood linkages, and continued community engagement will further amplify the programme's impact and ensure lasting digital empowerment.

Case Studies

Abida, Gwadar

Abida, a 29-year-old resident of UC-CK, Village Washe Dor, District Gwadar, first joined the Internet Dost & Internet Zabardast programme as a beneficiary. Through the initial training, she developed essential digital skills, including the use of Google Search, Google Maps, YouTube, and WhatsApp, which significantly increased her confidence in using a smartphone for learning, communication, and daily tasks.

Building on these skills, Abida progressed further during Phase III of the programme, where she took on the role of Internet Dost and began training other community members. This transition from learner to trainer strengthened her leadership abilities and positioned her as a trusted digital resource within her community. As a result of her experience and confidence, she is now working as a Community Resource Person (CRP) in projects implemented by other organizations.

Alongside her community role, Abida practices embroidery and clothing stitching. By using WhatsApp status to display her products, she has been able to reach customers within her community and earn between PKR 10,000 and 12,000 per month. The combination of technical skills and digital access has strengthened her ability to contribute financially to her household.

Abida's journey also reflects meaningful social change within her family. Having learned mobile phone usage before marriage, she later shared these skills with her mother-in-law after marriage, promoting digital inclusion within her household.

Abida's experience demonstrates how digital literacy can foster women's empowerment by enabling leadership, strengthening livelihoods, and knowledge sharing within families and communities.

Hameeda, Malakand:

Hameeda, a 35-year-old housewife, from District Malakand, had long aspired to learn the Quran with translation to deepen her understanding. However, her daily responsibilities of managing the household and caring for her children made it difficult for her to attend a madrassa (Quran learning class) regularly. With limited flexibility in her routine, her goal of structured learning seemed out of reach.

Through the Internet Dost & Internet Zabardast programme, she learned how to access educational resources online. Using her newly acquired digital skills, she began exploring platforms offering Quranic lessons with translation and enrolled in courses. This flexibility allowed her to continue learning whenever she found time during the day, without disrupting her household responsibilities.

As she grew more confident in her learning, Hameeda began sharing her knowledge with others in her community, helping friends and family members understand the Quran. This not only reinforced her own learning but also extended the benefits of the programme beyond herself.

Reflecting on this change, Hameeda shared that the ability to learn from home has been transformative. She feels empowered and fulfilled, as she is now able to pursue her spiritual goals independently, enriching her understanding and bringing her a deep sense of personal satisfaction.

Hussan Bano, Nowshera

Hussan Bano, a 46-year-old woman from RV Dheri Kati Kheil, District Nowshera, is a determined entrepreneur who runs a small shop from her home and supports her family financially.

Before the training, she was only aware of the communication feature of her smartphone, which she used solely to communicate with her customers. She also had to visit city markets to purchase women's garments at wholesale prices. This constrained her income and made it difficult to expand her business.

After participating in the digital literacy training under the Internet Dost & Internet Zabardast programme, she became familiar with online banking and shopping through Google search and various websites. This enabled her to place orders online, gradually transforming her business from a physical shop to a more advanced online model, resulting in increased sales and purchases. To manage her business efficiently, she also activated an Easypaisa account to send and receive payments conveniently. She is very thankful to Internet *Dost* and Internet *Zabardast* for providing such valuable training free of cost and at her doorstep.

Case Study: Empowering Home-Based Artisans Through Digital Literacy

Lal Bibi, a 40-year-old resident of Village Gatti Dor, UC Chaib Kalmati, District Gwadar, is a housewife living in a household of five members. Her husband is a government employee; however, the household income was limited, making it difficult to manage daily expenses, particularly the education costs of their children.

Before participating in the Internet Dost & Internet Zabardast programme, Lal Bibi had basic knowledge of simple Balochi embroidery and stitching. She was not familiar with advanced embroidery styles practiced in areas such as Awaran and Panjgur. At the same time, her digital skills were extremely limited—she did not know how to properly attend phone calls or use YouTube, while her daughters used smartphones only for WhatsApp and basic communication.

After attending the digital literacy training, Lal Bibi learned how to use online platforms, particularly YouTube, to access embroidery tutorials from Panjgur and Awaran. Through these resources, she developed new embroidery techniques and improved her stitching skills. She has been actively applying these skills for the past two years.

As a result, Lal Bibi now earns approximately PKR 10,000–12,000 per month through embroidery orders received from neighbors and community members. She uses this income to support household needs, especially her children's education. In addition, she has transferred these skills to her daughters, who now use WhatsApp status to display their work, further increasing local orders.

Sameera, Gwadar:

Sameera, a 36-year-old resident of Dhoor Ghatti, Tehsil Gwadar, had long considered starting a small home-based business. However, despite owning a mobile phone, her limited digital skills prevented her from using the internet beyond basic functions, restricting her ability to access information, communicate with potential customers, or explore online selling platforms. As a result, she relied entirely on offline methods to reach customers, which constrained both her market access and income potential.

Through the Internet Dost & Internet Zabardast programme, implemented by the National Rural Support Programme (NRSP), Sameera received training in digital literacy and online safety. The training enabled her to use the internet more confidently for communication, educational purposes, and e-commerce.

After the training, Sameera began using WhatsApp to communicate with customers and promote her products, and with regular practice, she gained confidence in managing inquiries and organizing orders digitally; this enabled her to establish an online presence, expand her reach beyond her immediate community, improve communication with customers, and increase her household income. Reflecting on this change, Sameera shared:

"The Internet Zabardast & Internet Dost project has changed my life. Now I can sell my products through WhatsApp, help my children with their studies, and stay connected with my family. It has brought new hope and opportunities for me."

Sameera's story is a testament to how the Internet Dost & Internet Zabardast project is bridging the digital divide and empowering women. Continued support for such initiatives will further enhance digital inclusion and uplift communities.

Sana, Nowshera

Sana Bibi, a 25-year-old housewife from RV Dagai Jadeed, District Nowshera, loved cooking and experimenting with new recipes for her family but had limited knowledge beyond traditional dishes. Although she owned a smartphone, she used it only for calls and messages and was unaware of its wider features. Cooking courses were expensive and beyond her reach, so she had no way to learn new techniques or expand her skills.

After attending four days of digital literacy training under the Internet Dost & Internet Zabardast programme, Sana learned to use Google search and the YouTube app to explore a variety of recipes and cooking techniques. By practicing regularly, she began preparing new dishes and gradually started a small-scale home-based business, producing samosas, cakes, sweets, and burgers. This initiative has strengthened her confidence in using digital tools and improved her household's financial situation. Reflecting on her journey, Sana shared:

"I am very thankful to Internet Dost and Google.org for providing such valuable training free of cost and at my doorstep. Now I can learn new recipes, experiment confidently, and share my creations with my family."

Shagufta, Nowshera

Shagufta Bibi, a 30-year-old woman from Village Baghwanan, RV Dagai Jadeed, District Nowshera, is a courageous individual living with a physical disability. Despite her challenges, she had been practicing hand embroidery using simple traditional designs but struggled to create attractive colour combinations and modern patterns. Although she owned a smartphone, she used it only for calls, messages, and taking photos, and was unaware of its advanced features.

After attending digital literacy training, she started using Google search and YouTube to learn new hand embroidery techniques as well as modern designs with a variety of colour combinations. She was very happy to learn these skills and now has no difficulty creating new designs. Shagufta is very thankful to Internet Dost and Google.org for providing such valuable training free of cost and at her doorstep.

Annex 1: Questionnaire

Project Title: "Internet Dost - Internet Zabardast"				
SECTION-I: INTRODUCTION				
A. Enumerator Details				
A1. Enumerator: _____	A2. Designation: _____		A3. Office: _____	A4: Date: _____
B. Geographical Location				
B1. Sample ID:_____	B2. Area Classification:		[1] Urban [2] Rural	
B3. Province/Region: 1. Punjab 2. Sindh 3. Balochistan 4. Khyber Pakhtunkh 5. Islamabad Capital territory (ICT) 6. Azad Jammu & Kashmir (AJK) 7. Gilgit-Baltistan (GB)	B4. District: (All Project Districts)		B5. Tehsil/Taluka (All Project Tehsils)	
C. Contact Details				
C1. Respondent's Name: _____	C2. Gender: 1. Male 2. Female 3. Transgender	C3. Age: _____	C3. Religion:_____(NA) (optional - if they want to answer -)	C4. Phone No (Optional): _____

Main Questionnaire: Internet Dost & Women Beneficiaries		
	Note: (Read out Loud) My name is _____, I am from NRSP. The purpose of this questionnaire is to gather feedback on the digital literacy training you received and its impact on your life and community. Your responses will help us evaluate the effectiveness of the training and improve future programs. All answers will remain confidential.	
Q1	Please indicate the role of the respondent in relation to the Internet Zabardast program	
	1	Internet Dost
	2	Women Beneficiaries
Q2	Do you agree to participate in the interview?	
	1	Yes
	2	No
	Note: (Read out Loud) Please answer the following questions based on your experience with the Digital Literacy training.	
Section-A: Awareness and Enrollment		
A1	How did you hear about the Internet Dost training program?	
	a	Through Social Media
	b	Through Community Organization Meeting
	c	Through project Staff
	d	Through a project banner
	e	Through a project brochure
	f	Internet Dost
	g	Through Friends
	h	Through Relatives
	z	Other (please specify)
A1a	If Any Other, Please Specify.	
A2	What was your primary reason for attending the digital literacy training?	
A3	What was the size of the group in which you have received training?	
A3a	If individually please specify reason. Condition (if answer of A3=1)	
A4	How were the participants grouped during the training?	
	a	Randomly
	b	Based on skill level
	c	Based on Age
	d	Based on Education
	e	Base on nearby residence
	f	Availibility/time
	z	Other (please specify)
A4a	If Any other, Please Specify	
A5	How long does it take you to travel to attend the training?	
	1	Less than 10 minutes
	2	10–20 minutes
	3	21–30 minutes
	4	31–40 minutes
	5	41–50 minutes
	6	51–60 minutes
	7	More than 1 hour
A6	Did you have family or social support to participate in this training?	
	1	Yes, full support

	2	Some support
	3	No support
	4	Faced resistance
A7	Whose phone you were using before training?	
A8	Whose phone you are using now?	
Section-B: Training Experience & Learning Outcomes		
B1	What was the biggest challenge you faced in using the internet before joining the program?	
B2	What was the Second biggest challenge you faced in using the internet before joining the program?	
B3	How has this training helped you overcome these challenges after the program?	
B4	Before the training, were you familiar with the following:	
	1	Turning your phone on/off
	2	Navigating your phone
	3	Navigating your home screen
	4	Locking/Unlocking your phone
	5	Identifying icons on your phone
	6	Menu
	7	Pull down menu
	8	Changing phone language
	9	Changing Keyboards
	10	Typing with the keyboard
	11	Connecting to the internet via mobile data
	12	Connecting to the internet via Wi-Fi
	13	Search using Chrome or the Search Bar
	14	Voice Search
	15	Watching videos on YouTube
	16	Using YouTube Offline
	17	Moving apps to the Home Screen
	18	Deleting apps from the Home Screen
	19	Uninstalling apps
	20	Play Store and downloading apps
	21	Taking a 'Selfie'
	22	Taking a photo
	23	Viewing photos/videos
	24	Deleting photos/videos
	25	Saving images
	26	Saving documents
	27	Creating an email account
	28	Text chat
	29	Audio chat
	30	Video chat
	31	Sending emails
	32	Viewing and replying to emails
	33	Uploading videos on YouTube
	34	Finding locations and getting directions
	35	Locating useful facilities
	36	Bookmark your favourite sites
	37	Safe Heavens
	38	Environment Protection and Climate Resilience
	39	Empowered Communities
	40	Digital and Financial Literacy
	41	Village Reconstruction Committee (VRCs)
B5	How useful were the new things you learned through training programme?	
	1	Not useful
	2	Slightly useful
	3	Moderately useful
	4	Very useful
	5	Extremely useful
B6	How confident were you in using digital technology before the training?	
	1	Not confident at all
	2	Somewhat Confident
	3	Very Confident
B7	How confident are you in using digital technology after the training?	
	1	Not confident at all
	2	Somewhat Confident
	3	Very Confident
B8	How often do you use digital tools?	
	1	Daily
	2	Weekly
	3	Rarely
B9	Which specific digital skills have you improved as a result of the training? Note (don't read the options)	

	a	Using the internet and search engines
	b	Email communication (sending or receiving email)
	c	Uploading videos on YouTube
	d	Online security and privacy
	e	Setting up passwords on mobile
	f	Using social media
	g	Online banking or financial management
	h	Finding locations and getting directions using Google Maps
	i	To change the language of the phone
	j	To type on the keyboard
	k	Search through voice
	l	Connect to internet via wifi/mobile data
	m	Use of voice search
	n	Can download different apps through Play Store
	o	Can take videos and photos
	p	Video and Audio chat
	q	Bookmark of favorite sites
	r	Mobile Apps
	s	Safe Heavens
	t	Environment Protection and Climate Resilience
	u	Empowered Communities
	v	The Village Reconstruction Committee
	z	Other (please specify)
B9a	If Any Other, Please Specify	
B10	Are you currently applying these skills in your daily life?	
	1	Yes
	2	No
B10a	How are you using these skills in your daily life? Please explain briefly.	
B11	To what extent has the training increased your awareness of online safety and security?	
	1	Yes, significantly
	2	Yes, to some extent
	3	Yes, but not much
	4	No, not at all
	5	No, I was already aware
B11a	If yes, have you started using any of these practices since the training? (Select all that apply)	
	1	Creating stronger passwords
	2	Checking website credibility before clicking links
	3	Being cautious while sharing personal data online
B12	In what ways has the Internet Dost program helped you avoid misinformation or unsafe browsing? Please share an example if possible.	
B13	Have you shared your digital literacy knowledge with anyone outside of the direct project beneficiaries (e.g., family members, neighbors, or other community members)?	
	1	Yes, I have shared what I learned with people
	2	No, but I plan to
	3	No, I have not shared my knowledge yet.
B13a	If yes, how many women did you train?	
B14	After your own learning did you sgare the knowledge with anyone or did you train anyone else?	
	1	Yes
	2	No
B14a	If yes, how many women did you trained?	
B15	Have your children or younger family members benefited from your new digital skills (e.g., through school help, online access)?	
	1	Yes, Greatly
	2	Yes, A little
	3	No Impact
	4	I don't have a child or there is no younger member in the household
B15a	If yes, in what ways have they benefited from from your support and guidance?	
	a	Improved their productivity and efficiency using digital technologies.
	b	Gained new skills in digital communication and social media.
	c	Developed a better understanding of online safety and security.
	d	Gained confidence in accessing and using digital platforms.
	e	Enhanced their ability to collaborate remotely or virtually.
	f	Built new technical skills that support their career development.
	g	Became more adept at troubleshooting digital issues on their own.
	h	Strengthened their ability to critically assess online information.
B15	Do you now trust online platforms (e.g., government portals, online shopping, banking) more than before?	
	1	Yes, Much more
	2	Somewhat more
	3	No change
Section-C: Impact on Personal, Social & Economic Life		
C1	Do you feel that the training has improved your ability to manage following personal responsibilities?	
	a	Managing household Income

	b	Staying connected with family/friends
	c	Improvement in Economic Activities (business etc)
	d	Decision making ability
	z	Any other specify
C1a	If Any Other, Please Specify	
C1b	Please explain how the training helped you in the areas you selected above:	
C2	Since completing the training, how has your approach to solving problems changed?	
	1	I now try to find solutions online first
	2	I ask others for help online
	3	I still rely mostly on offline help
	4	No change
C2a	Please share one example where digital skills helped you solve a real-life problem.	
C3	Do you feel your social status in your family or community has changed because of your new digital skills?	
	1	Yes, I am more respected
	2	Yes, I am asked for help/advice
	3	No Change
	4	I experienced negative reactions
C4	Since the training, what online services are you now able to use with greater independence?	
	a	Banking services
	b	Healthcare,
	c	Online shopping
	d	Online trading
	e	Online learning
	z	Other (please specify)
C4a	If Any Other, Please Specify	
C5	Did learning digital skills change how you spend your free time?	
	1	Yes, I now spend more time learning online
	2	Yes, I am more productive or engaged online
	3	No Change
	4	I have less time now for online activities
C6	Has the training empowered you to engage in community discussions or contribute to local issues online?	
	1	Yes, I feel more confident in voicing my opinion
	2	Yes, but I still feel somewhat hesitant
	3	No, I don't feel more empowered
C7	What new opportunities have opened up for you because of your digital skills? (Select all that apply)	
	a	Networking with new people or groups
	b	Access to new information sources
	c	Learning new non-digital skills online
	d	Started a business/job
	e	Improved current business/job
	f	Participation in online events or communities
	z	Other: _____
C7a	Please describe the new business/job.	
C7b	How much on average do you earn per month from this business/job?	
C8	After attending the Financial Literacy training, do you feel there has been a change in how you make financial decisions in your household or business?	
	1	Yes, there has been a very positive change
	2	Yes, there has been some positive change
	3	No, there has been no noticeable change
C9	Since the training, do you seek information about agriculture, market prices, or weather online?	
	1	Daily
	2	Weekly
	3	Occasionally
	4	Never
C10	Has the Environment Protection and Climate Resilience training improved your understanding of climate change and environmental issues?	
	1	Yes, I now have a much better understanding
	2	Yes, I have a slightly better understanding
	3	No, the training did not improve my understanding
C11	Do you feel more capable of dealing with or coping with disasters after attending the Disaster Risk Reduction training?	
	1	Yes, definitely
	2	Yes, to some extent
	3	Not really
	4	Not at all
C12	Since the Village Reconstruction Committee (VRC) training, has there been any situation where the VRC supported you or your community in solving a problem or responding to a need?	
	1	Yes, a very positive impact
	2	Yes, a somewhat positive impact
	3	No, it has not been helpful
C13	How confident are you that you will continue using and improving your digital skills in the next 6 months?	
	1	Very confident

	2	Somewhat confident
	3	Not confident
	4	Not sure
C13a	What are your biggest challenges in continuing to use your digital skills? (Select all that apply)	
	1	Lack of internet access
	2	Lack of a suitable device
	3	Lack of family support
	4	Lack of time
	5	Forgetting how to use the skills
	99	Other: _____
Section-D: Overall feedback		
D1	What was your most favorite module during the training?	
	1	General Questions
	2	Advanced
	3	Mobile Apps
	4	Internet
	5	Smart Phone
	6	Safe Heavens
	7	Environment Protection and Climate Resilience
	8	Empowered Communities
	9	Digital and Financial Literacy
	10	The Village Reconstruction Committee
	98	None
D2	Which module did you not like during the training?	
	1	General Questions
	2	Advanced
	3	Mobile Apps
	4	Internet
	5	Smart Phone
	6	Safe Heavens
	7	Environment Protection and Climate Resilience
	8	Empowered Communities
	9	Digital and Financial Literacy
	10	The Village Reconstruction Committee
	98	None
D2a	Please specify the reason for not liking the module	
	1	It was hard to understand
	2	Needed more sessions on the topic
	3	Module not communicated properly
	4	Needed more time to understand
	5	Questions were not addressed during the training
D3	Which module was well received by the participants?	
	1	General Questions
	2	Advanced
	3	Mobile Apps
	4	Internet
	5	Smart Phone
	6	Safe Heavens
	7	Environment Protection and Climate Resilience
	8	Empowered Communities
	9	Digital and Financial Literacy
	10	The Village Reconstruction Committee
	98	None
D3a	Please explain, Why?	
D4	What aspects of the training could be improved? Are there any additional topics or skills you would like to see covered in future digital literacy training? Comments/ Suggestions	
D5	What was the most valuable or interesting part of the Internet Dost/Internet Zabardast training for you? (Note: Encourage them to describe their most impactful takeaway).	
D6	Would you recommend this program to other women in your community?	
	1	Yes, I would highly recommend it.
	2	No, I wouldn't recommend it
D6a	If Yes, why would you recommend it?	
D6b	If No, why wouldn't you recommend it?	
Section-E: Consent for Testimonials (If Necessary)		
Section - F: Remarks by the Enumerator		
Section-G: Concent for GeoPoints		