



National Rural Support Programme

with support from



Project Completion Report  
**INTERNET DOST AND  
INTERNET ZABARDAST**

Supported by **Google.org**  
Philanthropic Arm of Google

Project Implemented by:

**National Rural Support Programme**  
Islamabad, Pakistan



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## List of Acronyms

<b>APWUC</b>	All Pakistan Women Universities Consortium
<b>CEO</b>	Chief Executive Officer
<b>CGPA</b>	Center for Governance and Public Accountability
<b>CRPD</b>	Council on the Rights of Persons With Disabilities
<b>CRP</b>	Community Resource Person
<b>FGDs</b>	Focus Group Discussions
<b>GB</b>	Gilgit Baltistan
<b>GBHP</b>	Ghazi Barotha Hydropower Project
<b>GBTI</b>	Ghazi Barotha Taraqiati Idara
<b>ICT</b>	Islamabad Capital Territory
<b>IEC</b>	Information, Education, and Communication
<b>IFAD</b>	International Fund for Agricultural Development
<b>KP</b>	Khyber Pakhtunkhwa
<b>LHW</b>	Lady Health Worker
<b>LSO</b>	Local Support Organization
<b>MER</b>	Monitoring, Evaluation & Research
<b>MOHR</b>	Ministry of Human Rights
<b>MOU</b>	Memorandum of Understanding
<b>NITB</b>	National Information Technology Board
<b>NRSP</b>	National Rural Support Programme
<b>PWD</b>	Persons with Disabilities
<b>RV</b>	Revenew Village
<b>SECP</b>	Securities & Exchange Commission of Pakistan
<b>TOT</b>	Training of Trainers
<b>UC</b>	Union Council
<b>USF</b>	Universal Service Fund



## Executive Summary

Pakistan continues to face significant social and economic challenges, with limited access to the internet and low digital literacy emerging as critical barriers to inclusive development. Although internet penetration has improved, only about 54% of the population is connected, with stark disparities between urban and rural areas and particularly low access among rural women. Compounding this challenge, Pakistan's literacy rate stands at 60%, leaving over 100 million people illiterate and further excluded from the opportunities of the digital age. In a context where digital access is essential for education, livelihoods, healthcare information, and social participation, women and children in rural and underserved communities remain digitally marginalized.

To address these challenges, the Internet Dost and Internet Zabardast initiatives were launched through a partnership between the National Rural Support Programme (NRSP) and Google.org, focuses on empowering rural women through a Train-the-Trainer model, enabling them to acquire and disseminate basic digital and financial literacy skills within their communities. Internet Zabardast targets children, teachers, and parents, promoting safe, smart, and responsible internet use through a structured and engaging curriculum.

During the project's second phase, NRSP, in collaboration with 36 local partners, successfully reached 133,648 beneficiaries across 53 districts in Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan, and Islamabad Capital Territory. The initiative empowered 78,822 women, 50,099 children, 1,782 parents, and 2,285 teachers with essential digital literacy and online safety skills. Special emphasis was placed on inclusion, with at least 30% of Internet Dost beneficiaries comprising young women aged 15–29, addressing gender gaps and digital exclusion.

The project adopted a comprehensive implementation approach, including the training of master trainers, supervisors, and 604 women Internet Dosts selected from their own villages to ensure cultural acceptance, sustainability, and trust. A dedicated Android-based N-Collect application was developed by NRSP to enable real-time data collection, monitoring, and quality assurance, strengthening transparency and accountability across all project areas.

Implemented through a strong network of partners such as StoryKit, GBTI, CGPA, Local Support Organizations, and media partners the project ensured broad geographic coverage, effective community engagement, and context-sensitive delivery. National, provincial, and closing workshops further strengthened knowledge sharing, visibility, and stakeholder coordination.

Overall, the Internet Dost and Internet Zabardast initiatives have contributed significantly to reducing the digital divide in Pakistan by empowering women, safeguarding children online, and fostering digitally informed communities. The project demonstrates that community-based, women-led digital literacy models, supported by strong partnerships and robust monitoring systems, can create sustainable pathways for social inclusion, economic empowerment, and responsible participation in the digital world.

## Introduction

A developing country like Pakistan faces numerous social and economic challenges, one of the most significant being limited access to information through the internet. In today's digital age, lack of internet accessibility deprives large segments of the population from the immense opportunities and benefits offered by the online world. According to past reports, only 54% of Pakistan's population is connected to the internet, with 66% of these users residing in urban areas and just 47% in rural regions. The disparity is even greater for rural women, whose internet access remains remarkably low. Now Pakistan's national literacy rate was reported at 60 per cent in the Economic Survey 2024-25, a modest rise from previous years, with male literacy at 68 per cent and female literacy at 52 per cent. It means around 40 per cent, or over 100 million people, remain illiterate in Pakistan. In a world where the internet influences nearly every aspect of life education, commerce, healthcare information, financial services, and social connectivity of rural women in Pakistan remain digitally marginalized. Their limited access and low digital literacy prevent them from benefiting from essential online resources and opportunities that could significantly improve their quality of life.



Mr. Parvez Iftikhar, a distinguished public expert in ICT, is the “matchmaker auntie” for this project. In 2010, he met Mr. Bajwa from NRSP during his tenure at the Universal Service Fund (USF). Together, they envisioned setting up tele-centres to provide internet access in remote areas. Unfortunately, the project did not continue after his tenure ended. Mr. Iftikhar then detailed his interactions with Tanson Norbu, the head of ICT affairs in Asia for the World Bank. Norbu praised the work of USF in Pakistan and highlighted it as a role model for universal service in a world forum report. Later, when Norbu moved to Google, he brought up the program again, emphasizing its importance in educating girls, women, and children about safe internet use. When Google approached Mr. Iftikhar with their program, he acted as a facilitator, suggesting a partnership with NRSP. Fortunately, both parties agreed, and the project commenced.

Internet Dost (known as “Internet Saathi” in neighboring countries) is a digital literacy program designed on the ‘Train-the-Trainer’ model, where women from rural communities are equipped with basic internet skills to help them confidently navigate and utilize online platforms. Internet Zabardast (referred to as “Be Internet Awesome” in other regions) aims to educate children on becoming safe, smart, and responsible users of the digital world through an engaging and structured learning curriculum. The National Rural Support Programme (NRSP), leveraging its extensive network of organized rural households across Pakistan, partnered with Google.org to implement these initiatives.

In second phase, NRSP reach over 133,648 beneficiaries through 36 local partners across 53 districts in five provinces & ICT, including Punjab, Khyber Pakhtunkhwa, Sindh, Gilgit Baltistan, and Baluchistan over two years. This initiative empowers 78,822 underserved women, 50,099 children, 1,782 parents, and 2,285 teachers with digital literacy and internet safety skills.

## Project Scope and Target Beneficiaries

The Internet Dost and Internet Zabardast projects aim to empower women, children and communities across Pakistan with digital literacy and safe internet practices. By providing training in basic and advanced digital skills, online safety, and responsible internet use, the projects equip participants to leverage digital tools for education, entrepreneurship, and civic engagement. Activities are implemented in urban, semi-urban, and rural districts to ensure inclusive access for all segments of society.

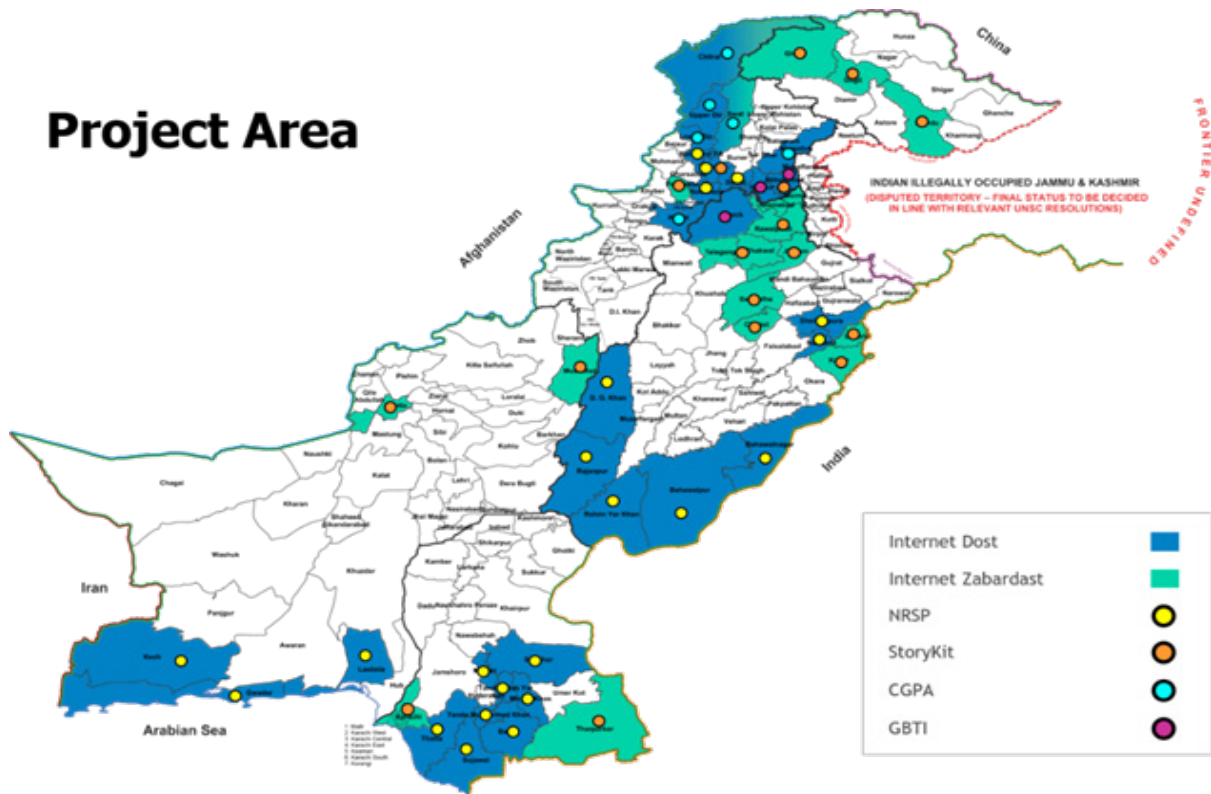
The selection of beneficiaries for the project was guided by the objective of promoting inclusive digital access and equitable participation. For “Internet Dost” component at least 30% of the target beneficiaries comprised youth girls aged 15–29, along with other community women with different ages, to address existing gender and digital divides. Girls and young women were prioritized due to their limited access to digital resources, lower participation in technology related learning opportunities, and higher vulnerability to online risks. This targeted beneficiary selection ensured that the project contributed to social inclusion, gender equity, and digital empowerment, enabling participants to use the internet safely and productively for education, economic opportunities, and community engagement.



For the “Internet Zabardast” component, students, teachers, parents, and community members were selected to create a holistic and supportive digital learning ecosystem. Engaging students enhanced safe internet usage and responsible online behavior, while involving teachers strengthened their capacity to integrate online safety into education. The inclusion of parents and community members helped reinforce safe internet practices at home and within the community. By engaging local stakeholders and partner organizations, the projects foster community-level mentorship, sustainable skill development, and awareness of safe internet usage.

Through these initiatives, the project aims to create digitally empowered communities, enhance educational and economic opportunities, and promote innovation and responsible online behavior. The overall impact is a generation of youth and community members who can confidently use digital platforms to learn, grow, and participate fully in the digital world.

## Geographical Coverage



## List of Districts

Districts	Activity	Partner	Districts	Activity	Partner
Bahawalnagar	Internet Dost	NRSP	Korangi	Internet Zabardast	StoryKit
Bahawalpur	Internet Dost	NRSP	Malir	Internet Zabardast	StoryKit
Dera Ghazi Khan	Internet Dost	NRSP	Keamari	Internet Zabardast	StoryKit
Rahim Yar Khan	Internet Dost	NRSP	Tharparkar	Internet Zabardast	StoryKit
Rajanpur	Internet Dost	NRSP	Malakand	Internet Dost	NRSP
Sheikhupura	Internet Dost	NRSP	Swabi	Internet Dost	NRSP
Nankana Sahib	Internet Dost	NRSP	Nowshehra	Internet Dost	NRSP
Attock	Internet Dost	GBTI	Mardan	Internet Dost	NRSP & StoryKit
Chiniot	Internet Zabardast	StoryKit	Mansehra	Internet Dost	CGPA
Jhelum	Internet Zabardast	StoryKit	Swat	Internet Dost/ Internet Zabardast	CGPA
Kasur	Internet Zabardast	StoryKit	Upper Dir	Internet Dost	CGPA
Rawalpindi	Internet Zabardast	StoryKit	Chitral	Internet Dost/ Internet Zabardast	CGPA
Lahore	Internet Zabardast	StoryKit	Kohat	Internet Dost	CGPA
Chakwal	Internet Zabardast	StoryKit	Lower Dir	Internet Dost	CGPA
Sargodha	Internet Zabardast	StoryKit	Haripur	Internet Dost	GBTI
Tando Allahyar	Internet Dost	NRSP	Abbottabad	Internet Dost	GBTI & StoryKit
Matiari	Internet Dost	NRSP	Gilgit	Internet Zabardast	StoryKit
Sujawal	Internet Dost	NRSP	Ghizer	Internet Zabardast	StoryKit
Tando Muhammad Khan	Internet Dost	NRSP	Skardu	Internet Zabardast	StoryKit
Thatta	Internet Dost	NRSP	Peshawar	Internet Zabardast	StoryKit
Badin	Internet Dost	NRSP	Gwadar	Internet Dost	NRSP
Sanghar	Internet Dost	NRSP	Lasbella	Internet Dost	NRSP
Mirpurkhas	Internet Dost	NRSP	Kech	Internet Dost	NRSP
Karachi West	Internet Zabardast	StoryKit	Quetta	Internet Zabardast	StoryKit
Karachi East	Internet Zabardast	StoryKit	MusaKhail	Internet Zabardast	StoryKit
Karachi South	Internet Zabardast	StoryKit	Islamabad	Internet Zabardast	StoryKit
Karachi Central	Internet Zabardast	StoryKit			

The project was successfully implemented across fifty-three (53) districts of Pakistan, demonstrating extensive geographic outreach and effective operational coordination. The selection of districts ensured representation from all provinces, reflecting the project's commitment to inclusivity, diversity, and nationwide impact. Implementation activities were carried out by multiple partner organizations, each leveraging its contextual strengths and local presence to deliver project objectives efficiently.

The project covered districts in Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan, and the Federal Area (Islamabad). This wide coverage enabled the project to engage with communities across urban, peri-urban, rural, and remote areas, capturing the social, cultural, and geographic diversity of Pakistan.

- » NRSP primarily implemented activities in rural and semi-rural districts, focusing on community-based engagement and grassroots outreach.
- » StoryKit played a major role in urban centers as well as selected rural and northern districts, emphasizing storytelling, learning, and digital engagement.
- » CGPA supported implementation in selected districts of Khyber Pakhtunkhwa, particularly in hard-to-reach and mountainous areas.
- » GBTI contributed to project delivery in specific districts, strengthening regional implementation and coordination.

Two districts Mardan and Abbottabad were overlapping districts, where multiple partners worked concurrently. In Mardan, both NRSP and StoryKit implemented project activities. Their collaboration ensured broader outreach, complementary expertise, and efficient utilization of resources. In Abbottabad, project activities were implemented by both GBTI and StoryKit, allowing the project to address diverse target groups while maintaining consistency in objectives and messaging. These overlaps were managed through effective coordination mechanisms, ensuring harmonized planning and enhanced overall impact.

## Implementation Plan

The implementation of the Internet Dost and Internet Zabardast projects followed a structured, phased approach to ensure comprehensive coverage, quality delivery, and sustainable impact. The project aimed to equip youth and community members with digital literacy, online safety awareness, and practical internet skills to support education, entrepreneurship, and civic engagement. The implementation plans emphasized inclusivity, local partnerships, and ongoing mentorship to reach beneficiaries in both urban and rural areas across Pakistan.



In first phase, NRSP focused on planning and coordination, which involved consultations with local authorities, community leaders, educational institutions, and partner organizations such as StoryKit, CGPA, GBTI and Local Support Organizations. During this phase, target districts, school were identified, participants or beneficiaries were selected, training materials designed, and tools were developed to meet the needs of diverse groups including App and IEC material etc. Additionally, detailed activity plans, timelines, monitoring frameworks and reporting mechanisms were established to ensure transparent and accountable project implementation.

In the second phase, the projects focused on capacity building of trainers. Master trainers from partner organizations were recruited and trained on project objectives, curriculum delivery, and digital teaching methodologies. Trainers underwent training sessions to become Train the Trainers, community facilitators and enable them to conduct digital literacy and online safety sessions effectively. Mock sessions and practice workshops were conducted to ensure that all facilitators were confident and well-prepared for field rollout.

The third phase emphasized awareness raising and community outreach. Local campaigns were conducted in community, schools, colleges, and community spaces to promote safe internet use, digital literacy, and project participation. Community Resource Person, educators, and community influencers were engaged to encourage involvement and ensure the participation of girls, parents, children, teachers, marginalized groups, and remote communities. These outreach activities laid the foundation for high participation in subsequent training sessions.

The fourth phase was the core training stage. Participants received hands-on digital literacy training, covering topics such as using of smart phone, usage of internet, mobile apps, saving documents, creating an email account audio and text chat, uploading videos on youtube, finding locations and getting direction. Cyber safety, privacy protection, and misinformation awareness were integrated into the sessions under Internet Zabardast programme to ensure children, parents, teachers used the internet responsibly. Training was customized to suit the needs of different groups, including youth, teachers, and community members from underserved areas.

The fifth phase ensured ongoing mentorship and support. After the training sessions, Internet Dost & underserved women received guidance through supervisors to apply their newly acquired skills in education, business, and community initiatives. Continuous follow-up helped reinforce safe internet practices, addressed challenges, and tracked the practical use of digital tools in daily life. This mentorship approach ensured that skills were sustained beyond the project duration.

Throughout all phases, monitoring, evaluation, and reporting were conducted to measure project progress and impact. Pre and post training assessments were administered to evaluate improvements in digital literacy and safe internet usage. Data was collected both quantitatively and qualitatively to inform decision making, track outputs, and provide accountability to stakeholders. Lessons learned were documented for future scalability and replication of the projects in existing and additional districts.

The implementation strategy was anchored in collaboration, inclusivity, and sustainability. By leveraging the strengths of partner organizations, engaging communities, and building local capacities, the projects created digitally empowered communities capable of leveraging technology safely and effectively. The phased approach ensured that the projects were delivered systematically, efficiently, and with measurable outcomes, ultimately contributing to a generation of youth and community members who were confident, digitally skilled, and responsible online citizens.

## Engagement of Local Partners to Strengthen Collaboration

NRSP actively involved local partners to strengthen collaboration through the sharing of expertise, resources, and field-level experience in order to effectively achieve all project goals. Partner engagement was a strategic approach adopted to enhance outreach, improve implementation quality, and ensure sustainability of project interventions at the community level.

NRSP established partnerships with the following organizations for the implementation of project activities:

- A. StoryKit- for Internet Zabardast Component
- B. Ghazi Barotha Taraqiati Idara (GBTI) – for Digital Literacy activities in the districts of Abbottabad, Haripur, and Attock across Punjab and Khyber Pakhtunkhwa
- C. Centre for Governance and Public Accountability (CGPA) – for Digital Literacy activities in the districts of Swat, Chitral, Kohat, Mansehra, Lower Dir, and Upper Dir in Khyber Pakhtunkhwa
- D. Local Support Organizations (LSOs)
- E. Media Partners

To ensure the timely accomplishment of project targets, NRSP successfully signed formal agreements with its esteemed local partners StoryKit, Centre for Governance and Public Accountability (CGPA), Ghazi Barotha Taraqiati Idara (GBTI) and Media Partners for smooth implication of activities. These agreements defined clear roles, responsibilities, timelines, and performance expectations, enabling a coordinated and results-oriented approach to project implementation. The partnerships represent a significant milestone in NRSP's journey toward achieving project objectives while reinforcing its commitment to quality, accountability, and excellence.

Local partners played a critical role in community mobilization, capacity building, and delivery of digital literacy interventions, leveraging their strong presence and established trust within the target communities. Their technical expertise and contextual knowledge complemented NRSP's institutional capacity, resulting in efficient implementation and improved beneficiary engagement.

Engaging local partners significantly enhances the prospects for long-term sustainability of project outcomes. Local ownership fosters a strong sense of responsibility and commitment, ensuring that project benefits continue beyond the project lifecycle. Furthermore, local partners possess an in-depth understanding of community cultural norms, values, and sensitivities, which is essential for designing and implementing programs that are inclusive, respectful, and contextually appropriate.

This localized approach minimizes the risk of unintended negative impacts while maximizing community acceptance and participation. Additionally, collaboration with Local Support Organizations and Media Partners strengthened outreach, awareness, and visibility of project activities, helping to amplify impact and promote positive behavioral change.

## StoryKit- for Internet Zabardast Component

Storykit develops children's engagement with books through interactive storytelling and games. It gets children interested in reading, and improves their confidence and communication skills. Storykit uses age-appropriate stories and folktales retold for children in simple Urdu.



The storykit box contains a picture book, a game, and the online audio link for the story. The games are customized to each story, so that the components of the story including its characters, events and plot are reinforced through the game. Access to story's online audio narration is available through QR code printed on storykit box.

Storykit played a key role in delivering Internet safety trainings under Internet Dost and Internet Zabardast trainings for children, teachers, and parents across Pakistan by using interactive story telling session. Through its innovative storytelling approach, Storykit supported children's engagement with learning by using simple Urdu stories and folktales tailored to their age and comprehension levels. The Storykit learning kits, which included a picture book, an interactive game, and access to online audio narration via QR codes, were used to convey important Internet safety messages in an engaging and relatable manner. The customized games reinforced key concepts, characters, and scenarios related to safe online behavior, helping children better understand and retain the lessons. Additionally, Storykit's tools supported teachers and parents in facilitating discussions around digital and Internet safety, while also enhancing children's reading interest, confidence, and communication skills.

## Ghazi Barotha Taraqiyati Idara (GBTI)

The Ghazi Barotha Taraqiyati Idara (GBTI) was established in 1995 as a non-profit organization under Section 42 of the Companies Ordinance of 1984, to address the socio-environmental impacts of the Ghazi Barotha Hydropower Project (GBHP). Ghazi Barotha Taraqiyati Idara (GBTI) played



a vital role in the effective implementation of the Internet Dost and Internet Zabardast projects in selected districts of Punjab and Khyber Pakhtunkhwa, particularly Abbottabad, Haripur, and Attock. Leveraging its strong local presence, community trust, and extensive field experience, GBTI contributed significantly to advancing the projects' objectives of digital literacy, online safety, and inclusive digital empowerment.

Under the Internet Dost component, GBTI supported the identification, mobilization, and training of 4,138 underserved women beneficiaries and 40 Internet Dosts. GBTI also contributed to monitoring, coordination, and reporting by supporting data collection and field-level supervision in collaboration with NRSP. Its localized implementation approach ensured that project activities were responsive to community needs and aligned with project standards.

## Centre for Governance and Public Accountability (CGPA)



Centre for Governance and Public Accountability (CGPA) is a not-for-profit, non-governmental, non-partisan, civil society organization working for the promotion of public accountability and good governance. CGPA was established in 2011, and registered in January 2012 under the Societies Registration Act, 1860. CGPA is governed by a Board of Directors, comprising of seven members.

The Centre for Governance and Public Accountability (CGPA) played a significant role in partnership with the National Rural Support Programme (NRSP) by supporting the training of women beneficiaries in selected districts of Khyber Pakhtunkhwa. Under this collaboration, CGPA successfully trained 12,592 women in digital literacy, equipping them with essential skills to access, understand, and safely use digital tools and online platforms. Operating in the northern and hilly regions of Pakistan posed considerable challenges due to difficult terrain, limited connectivity, dispersed settlements, and cultural constraints on women's mobility. Despite these obstacles, CGPA adopted a community-centered approach, working in close coordination with local communities, elders, and stakeholders to ensure women's participation and acceptance of the initiative.

Through persistent engagement and trust-building, CGPA was able to overcome access barriers and empower women to become champions of digital change within their communities. These women not only enhanced their own digital capacities but also contributed to spreading awareness and skills among peers and family members. CGPA's efforts in these hard-to-reach areas demonstrate the effectiveness of locally grounded partnerships in bridging the digital divide and promoting inclusive digital empowerment in challenging contexts.

## Local Support Organizations (LSOs)

The National Rural Support Programme has established a vast network of Local Support Organizations. To date, it has formed 929 LSOs across Pakistan. Local support organizations play a vital role in strengthening communities by addressing social, economic, educational, and health-related needs at the grassroots level. These organizations work closely with community members to provide services such as counseling,



skill development, financial assistance, healthcare access, legal aid, and emergency relief. Because they are locally based, they understand the specific challenges faced by the community and can respond quickly and effectively. Local support organizations also promote community participation, inclusion, and empowerment by encouraging people to work together to solve common problems. Overall, they help improve quality of life, foster social cohesion, and support sustainable community development.

Furthermore, NRSP signed 33 MOUs with Local Support Organization in Punjab with an average of 300 beneficiaries per LSO.

The purpose of working with Local Support Organizations (LSOs) in the digital literacy project for women is to ensure effective community outreach, mobilization, and sustainable impact at the grassroots level. LSOs have strong local presence and trusted relationships within communities, which help in identifying eligible women participants, especially those from marginalized and underserved areas. Through collaboration with LSOs, the project delivered culturally appropriate training, provided ongoing support, and addressed local barriers to women’s participation in digital learning. Additionally, LSOs support monitoring, follow-up, and continuity of learning, ensuring that women gain practical digital skills that enhance their access to information, education, livelihood opportunities, and social empowerment.

District wise presence of Digitally Literate LSOs are listed below;

Sr #	Districts	No. of MOUs
1	Bahawalpur	05
2	Bahawalnagar	07
3	Rahim Yar Khan	05
4	Dera Ghazi Khan	06
5	Rajanpur	10
<b>Total</b>		<b>33</b>

## Media Partners

For Google branding and the creation of customized communication materials, communication partners were involved. The main responsibility of these partners was to ensure the proper reflection of achievements accomplished under the project. The following partners worked to ensure that project related communication was effectively conveyed throughout the project period. They were also responsible for all news coverage, including both electronic and print media. In addition, different radio programs and morning shows on television were planned as part of the communication strategy.

## Mercury Transformation (Production House)

Mercury Transformations is a creatively driven communication company that believes in collaboration and partnerships to build strong connections between organizations and their audiences through innovative services and products. The company offers a broad range of expertise, including creative development, design, strategy, event management, and production across digital, broadcast, print, and experiential platforms, as well as media planning, placement, and media buying.



Mercury Transformation has created an image series of Internet Dost and Internet Zabardast project by stimulating the movement of animated cartoons. By using storyboard, they create 3D animated drawings. They have created animated presentations for community attraction and interest on following topics;

- » Financial literacy opening of digital account
- » Village reconstruction committee in disaster prone areas
- » Disaster Risk Reduction for community members
- » Disaster Risk Reduction for school safety
- » Environment protection and climate resilience

### **Ravaile Communication (Media Management)**

Ravaile Communication is a production company focuses on innovative concept with a fresh approach. The combined experience of the in-house team covers award winning feature films, commercials, documentaries, music videos, graphic designs, 3D animations, corporate videos, short films, live events and news media content. Specialized for media strategy and media planning. Creating Media Content and buying.



For Internet Dost and Internet Zabardast, Ravaile Communication supported the project by managing communication and media-related activities to enhance project visibility and outreach. The organization was responsible for developing and disseminating key messages, promoting project activities across relevant media platforms, and ensuring accurate and consistent representation of project objectives and achievements. Ravaile Communication also facilitated media coverage through print, electronic, and digital channels, contributing to increased public awareness and stakeholder engagement around women's digital literacy and empowerment.

## Project Web portal

A dedicated web portal was developed and operationalized to serve as a centralized digital platform for information dissemination, learning resources, and project visibility. The Internet Dost web portal served as a comprehensive digital hub that hosted all training materials developed for the beneficiaries of the “Internet Dost and Internet Zabardast”. The portal was designed to ensure that learning resources remained easily accessible, reusable, and sustainable, allowing beneficiaries to continue learning both during and after the completion of training sessions.

All training manuals available on the portal were provided in downloadable formats, enabling beneficiaries, trainers, and facilitators to access and use the materials offline. This feature was particularly beneficial for participants from remote and underserved areas, where consistent internet connectivity is limited. By allowing offline use, the project ensured uninterrupted learning and greater retention of digital literacy and online safety concepts beyond classroom-based sessions.

These modules were developed to minimize the risk of misinformation, inconsistency, or information overload during training delivery, hosted on the Digital Hub platform (digitalhub.pk). These modules were carefully structured to ensure clarity, accuracy, and uniformity of content across all training locations. Making the modules available on a centralized digital platform ensured that all trainers accessed the same approved materials, thereby reducing the possibility of misinterpretation or deviation from the core messages.

A total of nine (09) structured training manuals were uploaded to the Internet Dost Digital Hub. The manuals were aligned with the project curriculum and were supported by clearly defined session structures to guide trainers and learners alike. The modular design of the manuals allowed them to be used independently or sequentially, depending on the training context and the needs of beneficiaries. Each manual consisted of a predefined number of sessions, ensuring a systematic and progressive learning experience. The session-based structure supported interactive learning, practical exercises, and discussion-based activities, enhancing participant engagement and understanding.

The availability of these nine manuals on the digital hub significantly strengthened the quality and consistency of training delivery across different districts. Trainers were able to follow standardized content, while beneficiaries benefited from continued access to learning materials even after formal training sessions concluded. This approach contributed to the sustainability of project outcomes and reinforced the project’s objective of creating digitally informed, confident, and responsible internet users.

Sr#	Manuals	# of Sessions
1	Smart Phone	10
2	Internet	6
3	Mobile Apps	9
4	Advance	12
5	Building Reconstruction Committee	1
6	Digital and Financial Literacy	1
7	Empowering Community on Disaster Risk Reduction	1
8	Environment Protection and Disaster Resilient	1
9	Safe Heavens	1
<b>Total</b>		<b>42</b>

Training manuals and their corresponding number of sessions are presented in the table.



## Internet Dost & Internet Zabardast

The project was designed with a two-pronged approach to address digital exclusion and promote responsible internet use across different segments of society. These two components Internet Dost and Internet Zabardast were implemented by the National Rural Support Programme (NRSP) with the support of local partner organizations across Pakistan. Each component targeted distinct beneficiary groups and objectives, and was supported by separately developed, customized training materials to ensure relevance, effectiveness, and age-appropriate learning.

### Internet Dost

The Internet Dost component focused on empowering women, particularly from rural, semi-urban, and underserved communities, by strengthening their digital capacities and resilience. Under this component, women were trained in digital literacy, financial literacy, and disaster and climate resilience, enabling them to use digital tools safely and productively in their daily lives. The digital literacy module introduced women to basic smartphone and internet use, including accessing information, communication platforms, and essential online services. The financial literacy component

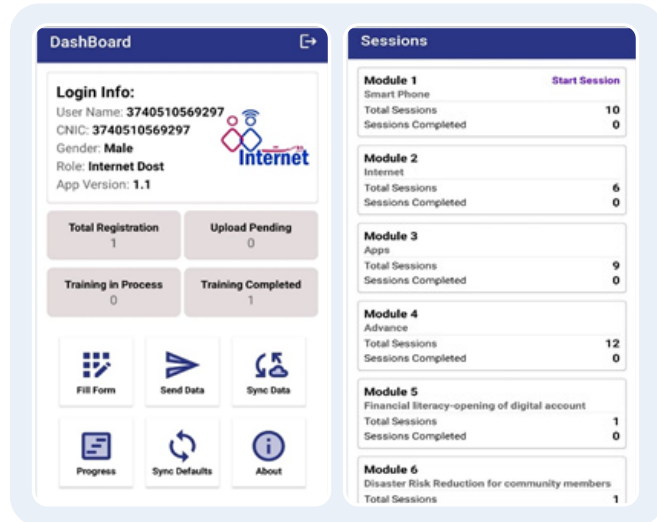


equipped participants with knowledge and skills related to digital financial services, online transactions, mobile wallets, and safe financial practices, helping them improve household financial management and explore income-generating opportunities. In addition, the disaster and climate resilience module raised awareness on climate-related risks, disaster preparedness, early warning information, and the use of digital platforms to access timely and reliable information during emergencies. This component was implemented using a Train-the-Trainer (ToT) model, where selected women from local communities were trained as Internet Dosts (Community Resource Persons). These women then cascaded the training to other women in their villages, ensuring local ownership, cultural acceptability, and sustainability. Training materials for Internet Dost were developed specifically for adult women learners, with a strong emphasis on practical learning, local context, and easy-to-understand language. The materials were designed to be used both online and offline to accommodate areas with limited connectivity.

### N-Collect Application

NRSP developed a dedicated Android-based application to efficiently store, organize, and retrieve progress data for the Internet Dost project. The application was designed to support real-time data collection, improve transparency, and ensure systematic monitoring of field activities. To maintain data quality and reliability, multiple quality-check mechanisms were built into the application. These checks helped ensure data accuracy, completeness, and consistency while preventing duplication of entries. Validation rules restricted repeated or incorrect submissions, thereby maintaining the integrity of project data.

All Supervisors and Internet Dosts (Community Resource Persons – CRPs) were formally registered within the application. Each user profile was uniquely tagged with their respective Districts and Revenue Villages, which ensured clear geographical mapping and avoided overlap or duplication of information. This tagging system allowed the application to assign responsibilities accurately and track performance at the village and district levels. Each Internet Dost was granted restricted access within the application, enabling them to enter data only for their assigned Revenue Village(s). This role-based access control prevented unauthorized data entry and ensured accountability at the individual level. Supervisors were provided with broader access to review and verify submitted data by Internet Dosts under their supervision.



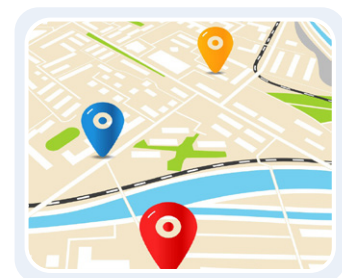
The application could be further assessed by the Monitoring Officer at the Head Office, who was responsible for tracking and reviewing its performance on a daily basis. This continuous monitoring system enabled close observation of the progress, efficiency, and field-level activities of every Internet Dost (CRP) and Supervisor. Daily dashboards and reports provided insights into key performance indicators, timelines, and coverage. Through regular review, the Monitoring Officer could identify gaps, delays, or inconsistencies in data submission and field implementation. This facilitated timely corrective actions, technical support, and performance feedback to field teams. The Android application strengthened data management, enhanced accountability, improved coordination between the Head Office and field teams, and ensured effective implementation of the Internet Dost project.

Furthermore, daily assessment through the application ensures real-time visibility of field-level operations, including task completion, beneficiary outreach, data entry accuracy, and adherence to project timelines. Regular monitoring helps in providing immediate feedback, technical guidance, and support to CRPs and Supervisors, improving overall performance and service delivery. It also minimizes the risk of data manipulation, duplication, or non-compliance with project guidelines.

## Selection of Project Revenue Villages

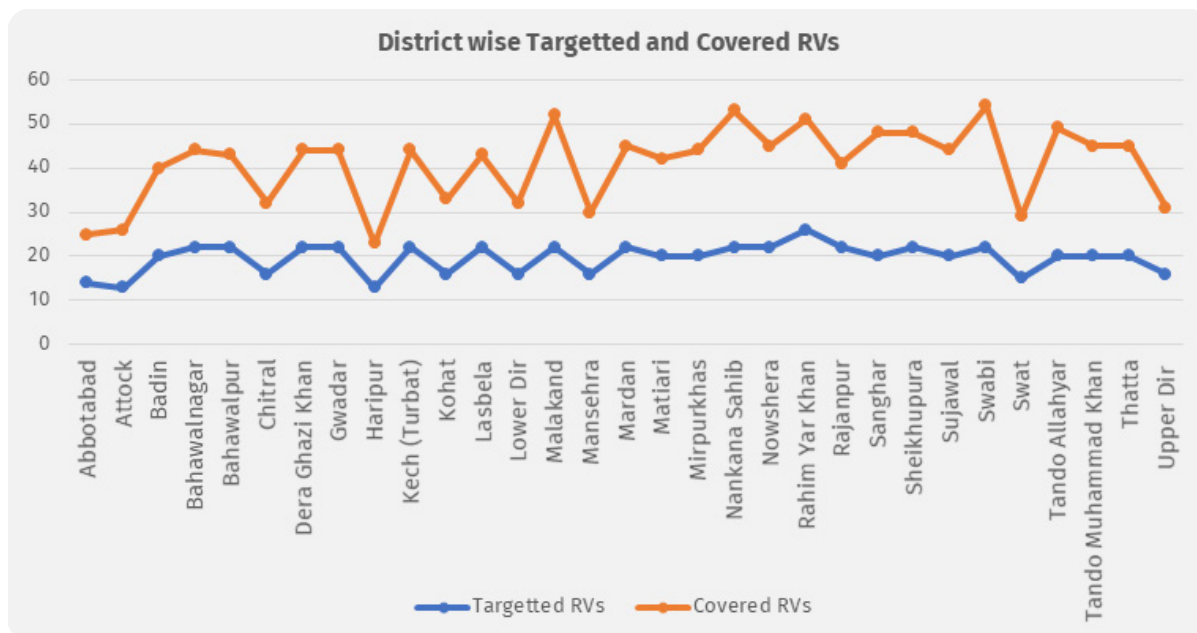
The districts specific revenue villages were selected due to availability of internet and large number of households having access to smartphones. Villages were selected to implement this pilot according to a given criteria i.e.

- » Availability of required number of households
- » Availability of smartphones
- » Availability of internet
- » Willingness to participate in the project activities
- » Availability of women Community resource persons/Trainers



Based on the above criteria, villages were selected. All the selected villages are located within a radius of 15 to 25 kilometers from the main district city.

## Internet Dost Project Area



The graph presents a comparison between the number of Targetted RVs and Covered RVs across different districts where Internet Dost was implemented, highlighting the level of achievement against planned targets. Overall, the data shows that most districts either met or exceeded their targeted RVs, indicating strong implementation and outreach performance. Several districts such as Attock, Badin, Bahawalnagar, Chitral, Dera Ghazi Khan, Gwadar, Kech (Turbat), and Lower Dir achieved 100% coverage, meeting their targets exactly.

In a number of districts, the covered RVs exceeded the targets, reflecting enhanced outreach and higher than expected engagement. Notable examples include Malakand, Mardan, Matiari, Mirpurkhas, Nankana Sahib, Nowshera, Sanghar, Sheikhpura, Sujawal, Swabi, Tando Allahyar, Tando Muhammad Khan, and Thatta, where coverage surpassed planned figures.

However, a few districts recorded slightly lower coverage than targeted, such as Abbotabad, Bahawalpur, Haripur, Mansehra, Rajanpur, Swat, and Upper Dir, occurred minor gaps due to local constraints or resistance due to local customs, traditions, or mistrust of outsiders reduced the participation and cooperation.

## Training of Master Trainers/ Supervisors

NRSP organized a four days training events for 31 Master Trainers and Supervisors for Internet Dost component, conducted in different phases to trained participants across all provinces.

To ensure effective participation and contextual learning separate training events were organized for master trainers. For Punjab, a separate event was held due to the larger number of participants and

logistical considerations. In Khyber Pakhtunkhwa, master trainers events were conducted separately in Peshawar for CGPA staff and in Nowshera for NRSP staff to accommodate organizational roles and ensure focused, role-specific training. For Sindh and Balochistan, a combined training event was held in Hyderabad district, bringing together participants from both provinces to optimize resources, promote cross-learning, and ensure consistent delivery of digital literacy content. This approach ensured efficient training delivery while maintaining quality and regional relevance.



The objective of these training events was to build the capacity of master trainers on Internet Dost Internet Zabardast project activities and on the Application developed for record management of beneficiaries. The training sessions was delivered by Project Coordinator and MER Officer.

The training methodology was interactive as the trainers ensured that knowledge was not only disseminated but accurately perceived and understood by the supervisors. In order to this, trainers kept the forum open for feedback, recommendations and queries. All the modules were discussed in detail by the help of presentation.

The participants were warmly welcomed to the training first. At the beginning of each event introduction of participants were taken place. Then the Project Coordinator and MER Officer has given a detailed presentation about the project activities for the new phase and also shared the impact and learnings of last phases. The project was explained with the helped of presentations with the focused of all modules, project background, goal, methodology, content and expected outcome respectively. The training content includes the using of smart phone, internet, apps installation and deletion, safe browsing, creating an email account, finding locations, getting directions, locating useful facilities, viewing and replying to emails, video/audio chats, financial literacy, disaster management and on all given material selected for the project. NRSP also included an additional session for online account opening to educate the participants about the steps and requirements to open an online bank account. For this session, NRSP called its experts from NRSP Micro Finance Bank to deliver this session.

After the training the participants enhanced their learning about the identification of the right site for browsing, how to operate the mobile, how to create an account (Instagram, WhatsApp etc) right e-platforms, popular international and regional e-marketplaces, social media, own business websites, e-commerce, secured payment and many more. And they were in position to communicate the engulfed training material to the Internet Dost trainings in fields. At the end the coordinators extended they're thanks to all the participants deep heartedly. A list of master trainers of Internet Dosts is provided in Annex-1.

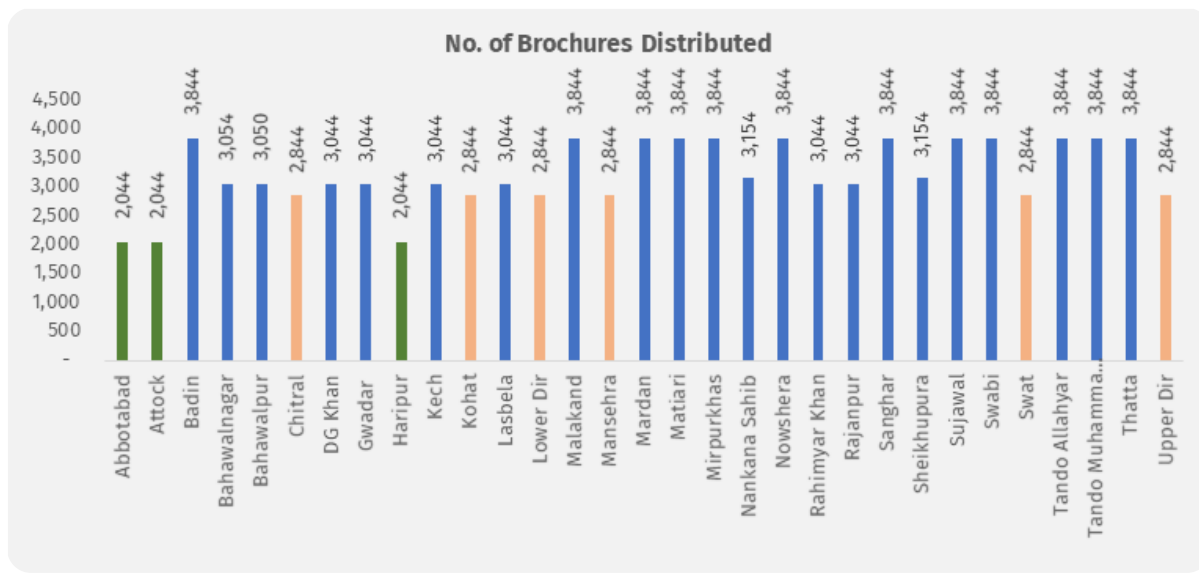
## Google Brochures Distribution

In order to establish direct and effective communication with the targeted audience, supervisors conducted door-to-door distribution of project brochures. This approach was adopted to create a personal connection with community members and to ensure that key project messages reached households directly, thereby making a lasting impact. The brochures were deliberately distributed prior to the community meetings so that the targeted audience could clearly understand the purpose of these meetings in advance and come prepared with awareness of the project objectives and the benefits associated with the planned activities.

The image shows three brochures for the Internet Dost program. The left brochure is in Urdu, the middle one is in English, and the right one is a colorful poster with Urdu text and a photo of a woman using a smartphone. The English brochure lists the following points:

- اس سال میں آئی آر اے سی نے پختون سے پاکستان کے دیگر علاقوں کی خواتین کو سہولتوں اور سہولتوں سے متعلق معلومات فراہم کرنے کے حوالے سے 2021 میں ایک پراجیکٹ کا آغاز کیا ہے۔ اس پراجیکٹ کے تحت درجنوں آئی آر اے سی کے 34,099 خواتین کو سہولتوں اور سہولتوں کے بارے میں معلومات فراہم کرنے کے لیے پناہ دی ہے۔
- اس سال میں آئی آر اے سی نے پختون سے پاکستان کے دیگر علاقوں کی خواتین کو سہولتوں اور سہولتوں سے متعلق معلومات فراہم کرنے کے حوالے سے 2021 میں ایک پراجیکٹ کا آغاز کیا ہے۔ اس پراجیکٹ کے تحت درجنوں آئی آر اے سی کے 34,099 خواتین کو سہولتوں اور سہولتوں کے بارے میں معلومات فراہم کرنے کے لیے پناہ دی ہے۔
- اس سال میں آئی آر اے سی نے پختون سے پاکستان کے دیگر علاقوں کی خواتین کو سہولتوں اور سہولتوں سے متعلق معلومات فراہم کرنے کے حوالے سے 2021 میں ایک پراجیکٹ کا آغاز کیا ہے۔ اس پراجیکٹ کے تحت درجنوں آئی آر اے سی کے 34,099 خواتین کو سہولتوں اور سہولتوں کے بارے میں معلومات فراہم کرنے کے لیے پناہ دی ہے۔

This pre-engagement strategy helped increase community interest, improve attendance at meetings, and facilitate more meaningful discussions during the sessions. By providing written information in advance, the project also ensured that households had the opportunity to consult family members, particularly male decision-makers before women participated in the activities. Overall, approximately 100,000 brochures were distributed across all project districts, significantly enhancing outreach, awareness, and community acceptance of the initiative.



NRSP printed the project brochures and distributed them to partner organizations based on the number of targeted beneficiaries in their respective areas. This approach ensured that each partner received an adequate supply of materials proportional to the population they were expected to reach, avoiding both shortages and wastage. NRSP also directly distributed brochures in the areas where it implemented training activities, again according to the number of women and households targeted in those locations. This strategy ensured that all beneficiaries had access to accurate and timely information about the project's objectives and benefits.

The distribution efforts are visually represented in the graph, districts highlighted in green indicate areas where GBTI distributed the brochures, districts highlighted in orange show areas covered by CGPA, and districts highlighted in blue represent those where NRSP managed the distribution directly. By aligning distribution with the number of targeted beneficiaries, NRSP and its partners were able to maximize the reach and effectiveness of the awareness campaign while minimizing duplication or gaps in coverage.

## Google Banners Display

In order to increase public awareness and attract the attention of the targeted communities, banners were displayed at prominent locations in every revenue village. These banners were strategically placed at main points such as village centers, markets, and community gathering areas where they were most likely to be seen by a large number of people. The primary objective of this activity was to convey key information about the project, its purpose, and the benefits it offered to the community in a clear and visually engaging manner.



The use of banners was complemented by visits from Internet Dost to each targeted location. During these visits, the Internet Dost actively engaged with community members, explained the messages displayed on the banners, and provided additional details about the project's expected outcomes. This combination of visual communication and direct interaction helped reinforce understanding, capture attention, and motivate participation. The approach was based on the reasoning that repeated exposure to clear, accessible information, coupled with personal engagement, would increase community awareness, encourage women's participation, and build trust in the initiative. By implementing this dual strategy of banner display and field visits, the project ensured that information reached both the literate and non-literate segments of the population, creating a wider and more inclusive outreach.

## Google Community Meetings

After completing all preliminary communication strategies, supervisors conducted community meetings in the targeted revenue villages to ensure smooth implementation and effective participation. These meetings were organized with the primary purpose of introducing the project to the community and identifying potential Internet Dost who could support the project's activities at the village level. By holding these meetings after distributing brochures, displaying banners, and conducting awareness campaigns,

supervisors ensured that community members were already familiar with the project’s objectives, which facilitated more productive and focused discussions during the meetings.

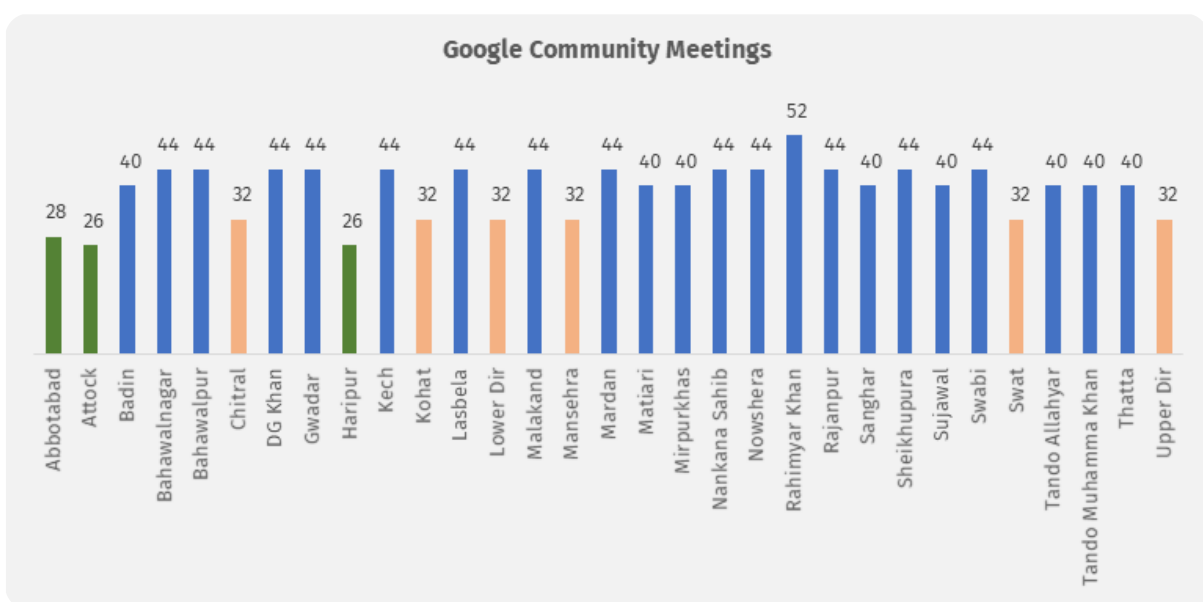
Typically, supervisors conducted two community meetings in each revenue village to maximize outreach and accommodate different segments of the population. In some cases, additional meetings were held when required, either to engage more participants or to address specific local challenges.



Another important objective of these meetings was to verify the technical feasibility of implementing the project in each area. Supervisors assessed the availability of 4G internet connectivity and confirmed that targeted women beneficiaries had access to Android devices, which were essential for participating in the digital training modules.

To ensure effective community mobilization and acceptance, supervisors were required to involve local notables, politicians, and religious leaders in the meetings. Engaging these influential figures helped secure their support, address potential resistance, and encourage families to allow women’s participation in the project activities. During the meetings, supervisors explained the project in detail, highlighting its objectives, methodology, and the tangible benefits it would provide to the community, particularly to women beneficiaries.

In total, 1,216 community meetings were conducted across 608 revenue villages in all project districts. This extensive outreach played a crucial role in creating awareness, mobilizing community support, and ensuring that the subsequent identification and training of Internet Dost could be carried out efficiently and effectively.



The distribution of community meetings across the project districts was strategically managed among NRSP and its local partners, GBTI and CGPA, to maximize outreach, ensure effective mobilization, and leverage each organization's strengths. This collaborative approach is visually represented in the accompanying graph, where districts are color-coded according to the entity responsible for conducting the community meetings.

The green-colored bars indicate the districts where community meetings were conducted by supervisors from GBTI. GBTI's involvement in these districts was based on their technical expertise and established presence, enabling them to engage communities effectively. Their focused role ensured that training content and project messages were delivered consistently, benefiting from their strong facilitation skills and local knowledge.

The orange-colored bars represent the districts where CGPA facilitated the community meetings. As a local partner with deep-rooted community networks, CGPA was well-positioned to mobilize participants, especially in areas where cultural sensitivity and trust-building were critical. Their participation helped ensure community buy-in and eased logistical challenges by utilizing their localized operational capacity. The blue-colored bars denote the districts where NRSP supervisors conducted the community meetings. NRSP's extensive grassroots network and longstanding relationships with local communities enabled them to lead mobilization efforts in a large number of districts. NRSP supervisors were instrumental in engaging notables, political figures, and religious leaders to support the initiative, which was crucial for overcoming socio-cultural barriers, particularly related to women's participation. Their direct involvement ensured project consistency, strong coordination, and smooth implementation across these districts.

This division of responsibilities was intentionally designed to optimize the use of available human and organizational resources. By allocating districts based on each partner's comparative advantage, whether technical capacity, local influence, or field presence the project achieved comprehensive geographic coverage and higher community engagement levels. Furthermore, distributing the workload helped maintain quality and ensured that all community meetings were conducted effectively, raising awareness about the project's objectives and benefits.

## Selection of Internet Dost/ Community Resource Person

After implementation of all communication strategies, supervisors began finalizing the target villages and conducted field visits to identify suitable Internet Dost. Since NRSP was already delivering Social Mobilization and Microfinance services in these villages, it had well-established links with community notables. These existing relationships facilitated the identification of appropriate Internet Dost/CRPs and ensured community acceptance of the selected individuals. However, prevailing cultural barriers and social norms significantly restrict women's mobility and access to mobile phones. Consequently, the selection of women trainers emerged as a major challenge during



the project rollout. Although several women initially agreed to participate, many later withdrew due to family pressure. To address this constraint and ensure women's inclusion, NRSP staff engaged directly with elders and male family members of shortlisted candidates to seek their consent and explain the objectives and benefits of the project. Ultimately, one Internet Dost was selected in each revenue village to train women from that area, ensuring local accessibility and trust.

The women trainers were selected based on clearly defined criteria:

- » They belonged to the same village to ensure cultural compatibility
- » Had at least 12 years of education to meet training requirements
- » Owned a smartphone to effectively deliver digital services
- » Demonstrated willingness to actively participate in project activities.

### Training of Internet Dost/ Community Resource Person

Supervisors further organized a four-day intensive training program for the selected Internet Dost, with the objective of preparing them as Train-the-Trainers (ToT) to help bridge the digital divide in their respective communities. This approach was adopted to ensure sustainability and local ownership of the initiative, as trained Internet Dost would subsequently transfer digital knowledge and skills to women at the village level. The trainings were facilitated by NRSP supervisors, who had already been trained as master trainers. Utilizing supervisors as facilitators ensured consistency in training content, quality delivery, and adherence to project standards across all locations.



The four-day training was designed as a comprehensive learning event, covering all project modules and mobile applications in detail. Special emphasis was placed on practical learning through mock exercises, simulations, and hands-on practice. This methodology was adopted to build confidence among the Internet Dost and to ensure they fully understood both the technical and facilitation aspects of the training. By practicing real-life scenarios during the training, Internet Dost were better prepared to deliver error free training sessions when implementing activities in the field, thereby minimizing the risk of misinformation or operational mistakes.

In addition, offline format ensured uninterrupted access to learning materials and enabled Internet Dost to conduct trainings effectively even in areas with weak or no internet coverage. To further reduce the likelihood of errors in training delivery, Internet Dost were trained using the same standardized approach and curriculum as the supervisors. Their training comprehensively covered all modules available on the web portal, ensuring alignment between master trainers and field-level trainers. This uniform training methodology helped maintain consistency in content delivery, enhanced trainer confidence, and ensured that accurate and relevant information was passed on to beneficiaries without omission or distortion. By familiarizing them with the methodology, NRSP teams make ensured that all trainers followed the same

structured approach, thereby maintaining consistency, quality, and accountability throughout the project lifecycle.

Furthermore, Internet Dost were trained on the project's data collection application, which is a critical tool for monitoring progress, tracking participation, and measuring outcomes. Proper training on the application was necessary to ensure accurate and timely data entry, thereby strengthening the project's monitoring and evaluation framework. On the fourth day of the training, Internet Dost were required to conduct mock training sessions and practice entering data into the application. This hands-on exercise allowed them to simulate real field conditions, identify potential challenges, and correct mistakes in a controlled environment. Throughout this process, supervisors provided close support, guidance, and troubleshooting to address any issues that arose, ensuring that Internet Dost were fully prepared to implement the project effectively and independently in the field.

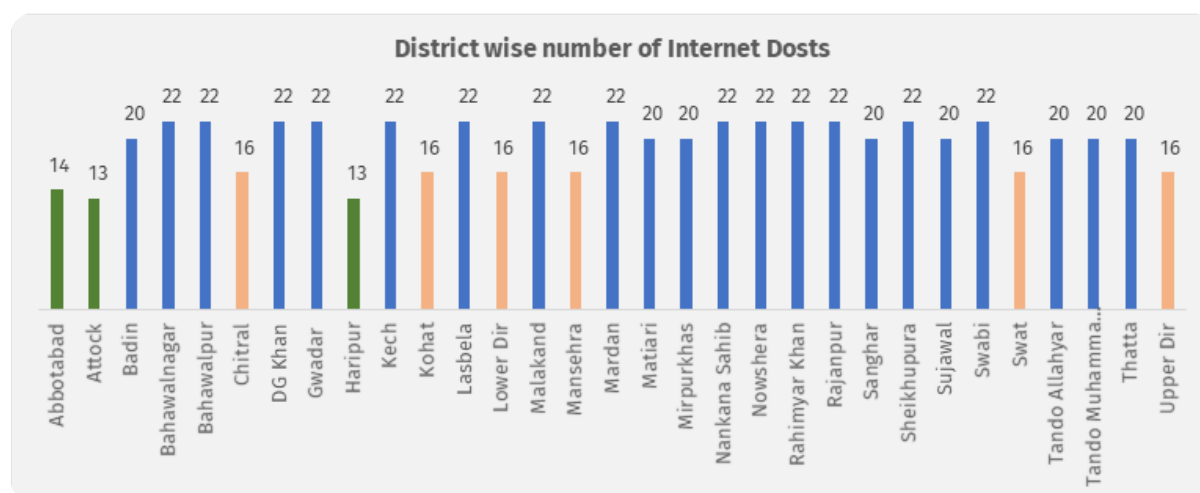
In addition to technical and digital skills, Internet Dost were also trained on community mobilization techniques to ensure strong local support for the initiative, particularly from male members of the community. This component of the training was critical given the prevailing cultural and social norms that often limit women's participation in educational and technology-related activities. Internet Dost were guided on how to effectively engage with community elders, male household members, and influential figures to explain the purpose, benefits, and long-term impact of the project. By equipping them with these mobilization skills, NRSP aimed to foster community ownership of the initiative and create an enabling environment in which women could participate in the trainings with family and community consent.

The training sessions were organized at central focal points in each district to facilitate the easy gathering of all Internet Dost from surrounding areas. This approach was adopted to ensure efficient logistics, maximize participation, and promote peer learning among Internet Dost from different villages. Bringing all trainees together at a single location also allowed supervisors to deliver standardized training and address common challenges collectively.

At the conclusion of the training, each Internet Dost was assigned a specific target number of women to be trained in her respective village. This target-based approach was introduced to ensure accountability, effective workload distribution, and measurable progress against project objectives. Furthermore, a detailed implementation plan was developed outlining how Internet Dost would mobilize women beneficiaries, schedule training sessions, and deliver the modules in their communities. This planning exercise ensured clarity of roles and timelines, minimized implementation gaps, and enabled Internet Dost to conduct trainings in a systematic and organized manner, ultimately contributing to the successful rollout of the project at the grassroots level.

As a result of this structured and well-justified training approach, a total of 604 women Internet Dosts were successfully trained across project areas throughout Pakistan. These trained Internet Dost now serve as champions of digital literacy, equipped with the necessary knowledge and skills to effectively train women and contribute to reducing the digital divide at the community level.

District wise number of Internet Dost involved are mentioned below;



The graph illustrates the distribution of training responsibilities across different districts, distinguished by color coding for clarity. Districts highlighted in green represents Internet Dost by GBTI. These districts were assigned to GBTI based on its technical expertise and capacity to deliver standardized, high-quality digital training. GBTI’s involvement ensured consistency in training delivery and adherence to the approved curriculum and methodology in these areas.

Districts highlighted in orange indicate the areas where Internet Dost by CGPA worked. The engagement of CGPA in these districts was strategically planned to leverage its strong local presence, contextual understanding, and established relationships with communities. This local partnership facilitated smoother coordination, improved participant mobilization, and culturally appropriate training delivery. The division of districts between GBTI and CGPA allowed the project to maximize institutional strengths, ensure wider geographic coverage, and maintain effective and efficient implementation across all targeted districts.

A large number of districts highlighted in blue, representing the areas where NRSP was responsible for training the Internet Dost. The concentration of blue-highlighted districts reflects NRSP’s extensive operational presence, institutional capacity, and long-standing engagement at the grassroots level across these regions. Due to its wide network of field offices, experienced supervisory staff, and established relationships with local communities, NRSP was well positioned to take on a larger share of the training responsibility. NRSP’s involvement in these districts also ensured effective coordination, timely mobilization of participants, and smooth logistical arrangements for training activities. Furthermore, NRSP’s familiarity with local socio-cultural dynamics enabled it to address community sensitivities and participation barriers more effectively, particularly in relation to women’s involvement in the program. As a result, assigning a greater number of districts to NRSP helped maintain consistency in training quality, accelerated implementation, and contributed to achieving the project’s overall objectives within the planned timeframe.

## Underserved Women Learners completed Digital & Financial Literacy Training

Immediately following the completion of their training, the Internet Dosts began identifying rural women eligible to participate in the project. Recognizing the significant influence male family members held over women's participation in community activities, the Internet Dosts proactively engaged in counseling these men. They understood that without the permission and support of male household heads, women were unlikely to attend the training sessions. To address this, the Internet Dosts informed the male members about the project's objectives and emphasized the broader benefits the initiative would bring to the entire family. They highlighted how empowering women with digital skills could lead to improved communication, economic opportunities, and overall household well-being. This counseling was not only aimed at gaining approval but also at building trust and enthusiasm within the community for the project. The male members of the community were generally receptive to these messages for two key reasons. First, the Internet Dosts themselves were trusted members of the same village, which lent credibility and familiarity to their communication. Second, NRSP and its local partners had established a strong reputation for delivering impactful and community-focused projects over time. This goodwill helped create an environment where families were more open to allowing their women to participate, ultimately facilitating smoother implementation and higher enrollment in the training sessions.

The male members of the communities not only granted permission for their female family members to participate in the project but also actively supported the initiative by lending their smartphones to their wives, sisters, and daughters. This was a crucial development because, in many households, women did not previously have personal access to smartphones, which were essential tools for participating in the digital training sessions. By sharing their devices, the male members helped remove a significant practical barrier, enabling women to fully engage with the project's activities and benefit from the digital literacy training. This level of support reflected a growing acceptance and trust in the project, which was largely facilitated by the efforts of the Internet Dosts and the positive reputation of NRSP and its partners within



the community. The gesture of lending smartphones also indicated a shift in social norms, demonstrating that families recognized the value of empowering women with digital skills.

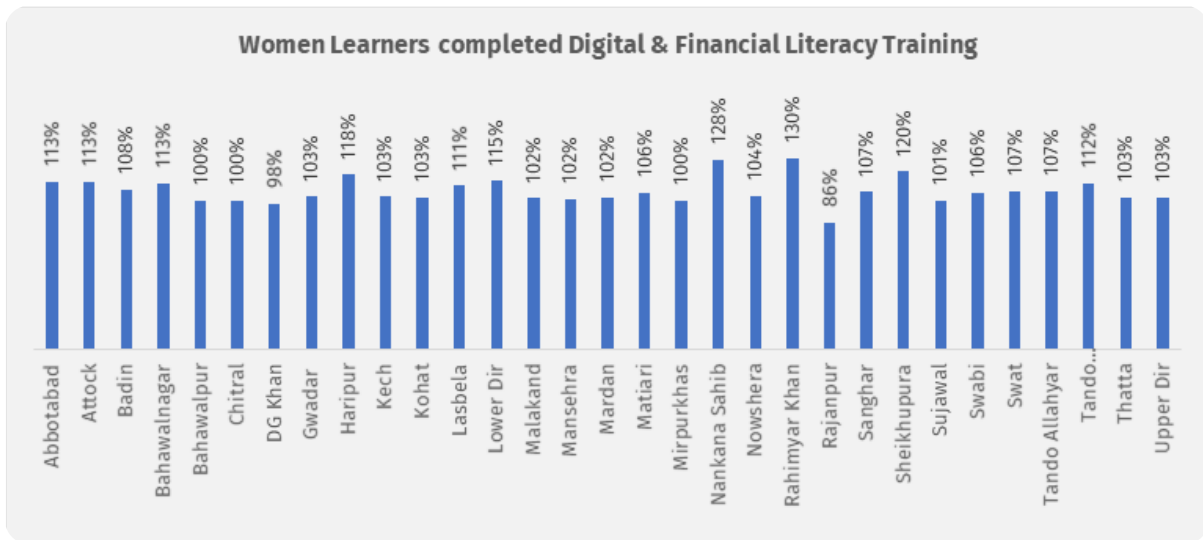
To ensure sufficient enrollment, the Internet Dosts conducted door-to-door visits throughout their villages. They maintained persistent and consistent outreach efforts, personally engaging with households until they had enlisted the required number of women beneficiaries for the program. This hands-on approach allowed the Internet Dosts to address any concerns directly, provide tailored explanations, and build relationships with families, which was vital for overcoming hesitations and ensuring wide participation. By combining community counseling with personalized follow-up visits, the Internet Dosts successfully mobilized women across their villages, laying the foundation for the effective delivery of the digital training program.

After completing the identification process, the Internet Dosts organized the enrolled women into small batches of 5 to 10 participants. This grouping was carefully planned based on two key criteria: the women's availability at the same time and their physical proximity to each other within the village. By forming small, locally clustered groups, the project ensured that training sessions could be conducted efficiently and conveniently, minimizing travel time for participants and making it easier for trainers to provide individualized attention. Each batch then received structured four-day training sessions. The training was designed so that one module was completed per day, with each session lasting between 1.5 to 2 hours. This approach allowed women to absorb and practice the content thoroughly before moving on to the next module. Short, focused sessions were particularly important given the socio-cultural context, as many women had household responsibilities that limited the time they could dedicate to learning. By keeping the sessions concise yet comprehensive, the project maximized engagement and learning outcomes. The reasoning behind this structured approach was multifold. Small batch sizes facilitated personalized support, enabling the Internet Dosts to address questions, provide hands-on guidance, and ensure that no participant fell behind. Conducting sessions over multiple days allowed participants to gradually build their digital skills and confidence, which was essential for achieving the project's goal of reducing the digital divide among rural women. Additionally, grouping women from nearby households helped foster peer support and a sense of community, which further encouraged consistent attendance and active participation throughout the training program. This methodical approach to batch formation and module-based training ensured that women received high-quality, accessible, and culturally appropriate digital literacy education.

The Internet Dost were also provided with mobile data plans, which they used throughout the training sessions to access the online training platform. Since not all trainees had their own data plans, the Internet Dost shared their internet connection with them by creating mobile hotspots during the sessions. This approach ensured that every trainee could access the online content without interruption, allowing them to participate fully in the training activities and follow the digital resources provided. By sharing their connection, the Internet Dost facilitated equitable access to learning materials, promoting a collaborative and inclusive learning environment.

At the end of each session, the Internet Dost updated the status of the trainees in the application provided, as the project had a strict requirement that beneficiaries could only participate in the next module if they had completed all the sessions of the previous module. This process ensured that learning was sequential

and that no trainee missed essential foundational content before progressing to more advanced topics. By meticulously updating the records, the Internet Dost maintained the integrity of the training program and enabled accurate tracking of each trainee’s progress. Under the project, a total of 78,822 women successfully completed all nine modules, demonstrating both the effectiveness of the training structure and the active role of the Internet Dost in monitoring and supporting the participants throughout the program. The details are given below;



The district-wise data indicated that the project largely exceeded its planned outreach targets for women beneficiaries across most locations. In the majority of districts, the number of women trained surpassed the initially targeted figures, reflecting strong community engagement, effective mobilization strategies, and the relevance of the Digital and Financial Literacy training to the beneficiaries’ needs.

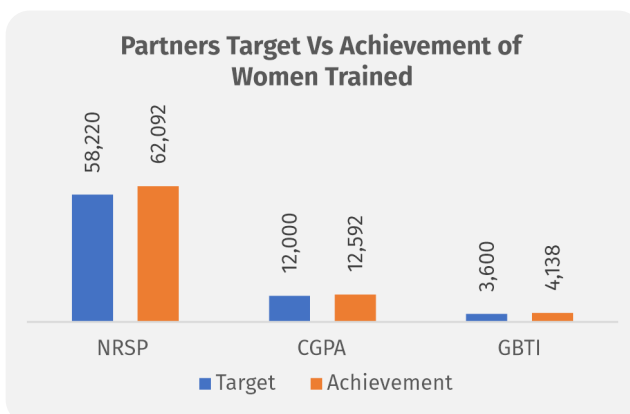
Districts such as Abbotabad, Attock, Haripur, and Nankana Sahib showed a substantial increase over their targets, suggesting that awareness activities and the role of Internet Dost were particularly effective in encouraging participation beyond expectations. Similarly, high-performing districts including Badin, Matiari, Sanghar, Swabi, Tando Allahyar, and Tando Muhammad Khan trained significantly more women than planned, which justified the scalability and demand-driven nature of the program. This overachievement indicated that women in these areas perceived tangible value in acquiring digital and financial skills, leading to higher enrollment and sustained participation.

In larger target districts such as Malakand, Mardan, Nowshera, and Sujawal, the trained numbers closely aligned with or exceeded the targets, demonstrating consistent implementation and effective session management. The slight overperformance in these districts also reflected efficient monitoring and timely completion of training modules.

Some districts, including Bahawalpur, Chitral, Kohat, Mansehra, and Upper Dir, achieved results very close to their targets, which suggested realistic target-setting and stable participation rates. These outcomes indicated that the project was implemented as planned, with minimal dropouts and steady attendance. Conversely, DG Khan and Rajanpur recorded trained numbers slightly below the targeted figures, with Rajanpur showing the most notable shortfall. These variations were likely due to contextual challenges

such as geographic dispersion, mobility constraints, and socio-economic barriers that have affected regular attendance. Despite this, the overall achievement in these districts remained substantial and demonstrated meaningful outreach. The data justified the effectiveness of the project's implementation strategy, as the majority of districts not only met but exceeded their targets. The consistently higher than planned training figures underscored the success of the Internet Dost model, strong local facilitation, and the growing demand among women for digital and financial literacy skills. The results collectively demonstrated that the project was responsive to community needs and capable of achieving outcomes beyond initial projections.

The data and corresponding graph illustrate a comparison between the set targets and actual achievements of three implementing entities: NRSP, CGPA, and GBTI. Across all three, the achievements have exceeded the initial targets, indicating a successful performance in meeting and surpassing the program goals.



NRSP had a target of 58,220 but achieved 62,092, surpassing its goal by 3,872. This suggests strong implementation and possibly efficient resource utilization, enabling them to reach more beneficiaries than planned.

CGPA set a target of 12,000 and exceeded it by 592, achieving a total of 12,592. This demonstrates consistent performance and effective execution within their operational areas.

GBTI had a target of 3,600 but achieved 4,138, exceeding the goal by 538. This over achievement could reflect successful community engagement or effective mobilization strategies.



## Internet Zabardast

The Internet Zabardast component focused on promoting safe, smart, and responsible internet usage among children, while also engaging teachers and parents as key influencers in creating a secure digital environment. Recognizing the increasing exposure of children to online platforms and the associated risks, this component aimed to build awareness and positive online behavior at individual, school, and community levels. Children were trained on topics such as online safety, digital citizenship, privacy protection, cyberbullying, misinformation, and responsible content sharing through interactive and age-appropriate learning methods. Teachers were trained to strengthen their capacity to integrate internet safety concepts into classroom teaching and to guide students on responsible digital behavior. Parents were engaged to improve their understanding of online risks and to enable them to support and monitor their children’s internet use at home. Separate and specialized training materials were developed for the Internet Zabardast component, tailored to different target groups students, teachers, and parents. These materials used engaging visuals, storytelling, activities, and structured modules to ensure effective learning and retention. The curriculum was designed to be child-friendly, culturally appropriate, and aligned with international best practices for online safety education.

Storytelling session on Internet Safety Media Literacy had been completed in 247 schools across 26 districts, covering a total of 50,099 students. Students from Grade 3 to 10 were trained through story telling sessions so that to make them active and to learn through doing. In contemporary education, fostering active learning and engagement among students is crucial for effective knowledge retention and skill development. One innovative approach to achieve this is through storytelling sessions, which blend narrative techniques with educational content to create an interactive and immersive learning experience. This note explores how storytelling sessions were utilized to train students, emphasizing their role in making learning more dynamic and experiential.

Storytelling is a method of communication that captivates children by weaving facts and narratives into a coherent and engaging story. In educational settings, storytelling serves as a powerful tool to convey complex concepts in a relatable and memorable way. By incorporating elements of drama, characters, and plot, storytelling helps make abstract ideas more tangible and interesting. So, STORYKIT strategically designed storytelling session to achieve active participation, learning by doing, enhance comprehension, increased engagement and development of critical thinking.

### Internet Zabardast Project Area

For internet Zabardast, province wise covered districts are mentioned below;

Province	Districts	Province	Districts	Province	Districts
Punjab	Chiniot	Khyber Pakhtunkhwa	Swat	Sindh	Karachi West
	Jhelum		Chitral		Karachi East
	Kasur		Gilgit		Karachi South
	Rawalpindi		Ghizer		Karachi Central
	Lahore		Skardu		Korangi
	Chakwal		Peshawar		Malir
	Sargodha		Mardan		Keamari
ICT	Islamabad	Abbotabad	Tharparkar		
			Balochistan		Quetta

Storykit was implemented as part of the Internet Safety and digital awareness initiative for children across selected districts in Pakistan. The intervention focused on engaging children through interactive storytelling, age-appropriate games, and simple Urdu content to promote safe and responsible internet use, while also strengthening reading habits, confidence, and communication skills.

In Punjab, Storykit activities were conducted in Chiniot, Jhelum, Kasur, Rawalpindi, Lahore, Chakwal, and Sargodha, reaching children through structured sessions using Storykit boxes that included picture books, and customized game. In Sindh, Storykit was implemented across multiple districts of Karachi, including Karachi West, East, South, Central, Korangi, Malir, and Keamari, as well as in Tharparkar. These districts benefited from interactive learning sessions that helped children understand Internet safety concepts through storytelling in an engaging and



culturally relevant manner. In Khyber Pakhtunkhwa, Storykit delivered sessions in Peshawar, while in Swat and Chitral the sessions were conducted by NRSP through its partner CGPA. The Storykit based methodology helped educators and facilitators communicate key digital safety messages effectively to children. In Gilgit-Baltistan, Storykit interventions were carried out in Gilgit, Ghizer, and Skardu, ensuring outreach in remote and mountainous regions. The interactive nature of Storykit proved effective in overcoming literacy and language barriers and encouraging active participation among children. In Balochistan, Storykit activities were implemented in Quetta and MusaKhail, where children engaged with Storykit materials to learn about safe online behavior through stories and games suited to their learning needs. In the Federal Area Administrative, Islamabad was covered under the Storykit initiative, further expanding the project's geographic reach.

## Training of Master Trainers - Internet Zabardast

Under the Internet Zabardast component, StoryKit conducted comprehensive training of Master Trainers (ToT) sessions to ensure effective, standardized, and sustainable delivery of Internet safety education for children. The purpose of these trainings was to build the capacity of selected master trainers who would further cascade the knowledge and skills to teachers, facilitators, and community members at the district and community levels. The training focused on strengthening master trainers, understanding of Internet safety concepts, including safe online behavior, privacy protection, cyberbullying awareness, responsible use of digital devices, and recognizing online risks. Special emphasis was placed on child protection principles and age-appropriate communication to ensure that sensitive topics were conveyed in a safe and engaging manner.

Master trainers were introduced in detail to the Internet Zabardast curriculum, which integrates interactive storytelling, games, and discussion-based learning using Storykit materials. The sessions provided hands-on practice with the Storykit boxes, including the picture books and customized games, enabling trainers to effectively use these tools during classroom and community sessions.

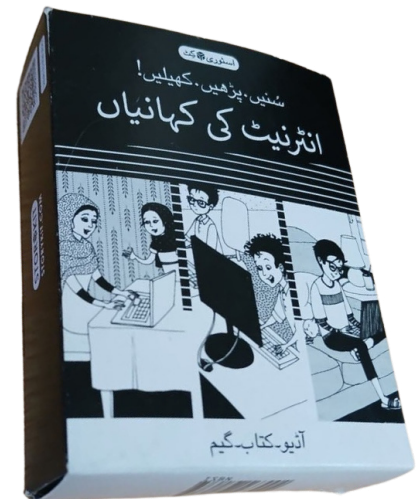
The training adopted a participatory and experiential learning approach, incorporating group work, role plays, mock training sessions, and demonstrations. This approach helped master trainers build confidence in facilitation skills, classroom management, and learner engagement. Trainers were also guided on how to adapt sessions according to the age, literacy level, and cultural context of children. In addition, the ToT covered monitoring, reporting, and quality assurance mechanisms, enabling master trainers to track session delivery, document participation, and ensure consistency in messaging across different districts. Guidance was also provided on coordinating with schools, parents, and local stakeholders to strengthen community ownership of the Internet safety initiative.

StoryKit further trained four master trainers from another local partner organization to support the continued implementation of training activities in their respective districts. The training aimed to strengthen the master trainers capacity to deliver sessions on safe and responsible internet usage for children, teachers, and parents. The master trainers were equipped with in-depth knowledge of online safety, cybersecurity risks, digital ethics, and age-appropriate internet practices. They were also oriented on effective training methodologies, facilitation skills, and the use of standardized training materials. This initiative helped expand the outreach of the Internet Zabardast component by enabling local partners to independently conduct high-quality trainings and promote a safe, informed, and child-friendly digital environment at the community level.

## Training of Children

### Development of Storykits for distribution among school children

Storykits developed as an innovative learning tool for distribution among school children with the objective of strengthening digital literacy in an engaging and age-appropriate manner. Each Storykit was designed to include a carefully crafted story and an interactive game, both of which were based on core digital literacy principles. The purpose of combining storytelling with play-based learning was to make complex digital concepts easier for children to understand, remember, and apply in their daily digital interactions. The story component focused on reinforcing key principles of internet safety and media literacy, such as safe online behavior, responsible use of digital platforms, protection of personal information, and the ability to identify unreliable or harmful online content. By presenting these concepts through relatable characters and real-life scenarios, the Storykits enabled children to emotionally connect with the lessons and better comprehend the consequences of both safe and unsafe digital practices.



In addition to the story, a game was developed to complement and reinforce the learning outcomes. The game-based activities encouraged active participation, critical thinking, and decision-making, allowing children to practice digital literacy concepts in a fun and interactive environment. This approach helped

reinforce learning through repetition and experiential engagement rather than passive instruction. The development of the Storykits ensured that digital literacy education was delivered in a child-friendly, inclusive, and effective manner. By integrating storytelling and games, the Storykits supported improved understanding of internet safety and media literacy while fostering responsible digital habits among school children. The initiative contributed to building foundational digital awareness at an early age, thereby promoting safer and more informed use of digital technologies among young learners.

### Printing and Assembly of Storykits

Following the development and finalization of the content, the Storykits were printed and assembled to support the reinforcement of digital literacy concepts among children. A total of 50,000 Storykits were printed and assembled in accordance with the approved design and content standards. The printing process ensured high-quality, child-friendly materials, including clear illustrations, readable text, and durable paper, making the Storykits suitable for repeated use by children.

Each Storykit was carefully assembled to include all required components, such as the digital literacy story, interactive game materials, and supporting instructions. The content of the Storykit was based on core digital literacy principles, with a particular focus on internet safety and media literacy, including responsible online behavior, protection of personal information, and critical evaluation of online content. The assembly process was carried out systematically to ensure consistency, accuracy, and completeness of each Storykit. Quality control measures were applied during printing and assembly to confirm that all materials were correctly produced and packaged before distribution.

The assembled Storykits were distributed to children after the completion of digital literacy workshops. This timing was intentional, as it allowed the Storykits to serve as reinforcement tools, enabling children to revisit and practice the concepts they had learned during the sessions. By providing tangible learning materials, the Storykits helped extend learning beyond the classroom and encouraged continued engagement with digital literacy concepts in a safe and guided manner. Overall, the printing and assembly of the Storykits played a critical role in strengthening the impact of the digital literacy workshops by providing children with practical, engaging, and age-appropriate resources that supported sustained learning and awareness of internet safety and media literacy.

### Digital Literacy Storytelling Workshops for 50,009 Students

Digital literacy storytelling workshops were organized for 50,009 (Fifty thousand and nine) underserved school children across different areas of Pakistan as part of the project's efforts to promote safe and responsible use of digital technologies at an early age. These workshops were designed to address gaps in digital awareness among children who had limited access to structured digital education, particularly in underserved and marginalized communities.



The workshops adopted a storytelling-based approach to ensure that digital literacy concepts were communicated in a child-friendly and engaging manner. Through interactive stories drawn from the Storykits, facilitators explained key principles of internet safety and media literacy, such as protecting personal information, recognizing inappropriate online content, understanding digital footprints, and practicing respectful online behavior. This method was chosen because storytelling allowed children to relate abstract digital concepts to real-life situations, thereby improving comprehension and retention.

The sessions were conducted in schools across all four provinces and Gilgit Baltistan to ensure equitable geographic coverage and inclusivity. Facilitators used participatory techniques, including discussions, role-play, and game-based activities, to encourage active involvement and critical thinking among the students. This interactive format helped children not only understand digital risks but also learn practical strategies for staying safe online.

The workshops were deliberately scheduled before the distribution of the Storykits so that children could first be guided through the concepts in a structured learning environment. After the sessions, the Storykits were distributed to reinforce the lessons learned and to provide students with take-home materials that supported continued learning beyond the classroom.

### Strengthening Learning Outcomes through Individual Storykit Distribution

During the storytelling sessions, Storykits distributed on internet safety and media literacy to each participating child. The distribution of individual Storykits was carried out to ensure that every child had equal access to learning materials and could independently engage with the content after the sessions.



Providing a Storykit to each child was a deliberate strategy aimed at reinforcing the concepts introduced during the storytelling workshops. While the sessions helped children understand key digital literacy principles through guided discussion and interaction, the Storykits served as take-home resources that allowed children to revisit the stories and games at their own pace. This approach supported better retention of information and encouraged continued learning beyond the classroom environment.

The Storykits included age-appropriate stories and interactive activities that reinforced safe online behavior, responsible internet use, and media literacy skills. By having personal copies, children were able to share the lessons with family members and peers, thereby extending the impact of the training to their households and communities. The one-to-one distribution of Storykits ensured consistency in learning, promoted inclusivity, and strengthened the overall effectiveness of the storytelling sessions by providing children with practical tools to apply digital safety and media literacy principles in their daily lives.

## Introduction to Stories and Board Game during Storytelling Workshops

During each storytelling workshop, the students were introduced to the stories and the board game included in the Storykit box as a core component of the learning process. This introduction was essential to ensure that students understood the purpose of each element of the Storykit and how it related to key digital literacy concepts.

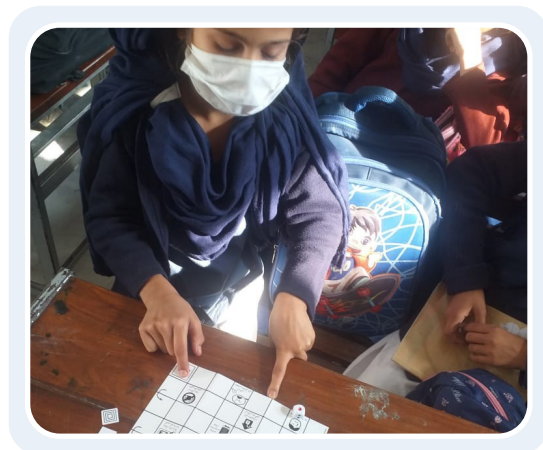


Facilitators guided the students through the story, explaining the characters, scenarios, and messages related to internet safety and media literacy. By walking students through the narrative, facilitators helped them connect the story's events with real-life digital situations, such as safe online interactions, responsible sharing of information, and identifying unreliable content. This structured introduction ensured that all students, regardless of prior exposure to digital concepts, began with a common understanding.

In addition to the story, students were also introduced to the board game included in the Storykit. Facilitators explained the rules of the game and demonstrated how it reinforced the same digital literacy principles presented in the story. The game-based approach was intentionally used to promote active participation, critical thinking, and collaborative learning. By engaging with the board game during the workshop, students were able to apply the concepts in a practical and enjoyable manner, which helped strengthen comprehension and retention.

## Pre and Post-Workshop Assessment of Learning Outcomes

Before and after each storytelling workshop, a sample of the participating students was assessed to measure changes in their knowledge, skills, and confidence related to online safety and media literacy. The purpose of conducting both pre- and post-workshop assessments was to evaluate the effectiveness of the workshops and to determine whether the learning objectives were successfully achieved.



The pre-workshop assessment was administered to establish a baseline understanding of student's existing awareness of online safety practices, their ability to navigate digital spaces responsibly, and their confidence in explaining digital safety concepts to others. This baseline data helped identify initial knowledge gaps and provided a reference point against which progress could be measured.

Following the completion of the workshop, the same or comparable assessment tools were used to evaluate improvements in students understanding of online safety and media literacy. The post-workshop

assessment focused on identifying increased awareness of safe online behaviors, improved ability to recognize and respond to digital risks, and enhanced confidence in discussing and explaining these concepts to peers and family members.

Testing a sample of participants allowed for efficient data collection while still providing reliable insights into overall learning outcomes. The comparison of pre- and post-workshop results enabled the project team to assess the direct impact of the storytelling workshops and the Storykit materials. Overall, this assessment approach ensured accountability, supported evidence-based evaluation, and demonstrated that the workshops contributed to measurable improvements in students' digital literacy, online safety skills, and self-confidence.

## Children trained by NRSP and Storykit

NRSP and StoryKit implemented training activities for children across various regions of Pakistan and trained 50,099 children, collectively contributing to the wide outreach of the program. StoryKit, serving as the primary implementation partner, trained a total of 41,004 children. This comparatively higher number reflects StoryKit's large-scale operational capacity, use of standardized learning content, and ability to reach children across multiple districts simultaneously. Its implementation model is designed for broader coverage, enabling efficient scaling and consistent delivery across diverse geographic settings. In parallel, NRSP, through its local partner CGPA, trained 9,095 children in selected districts.



The district-wise distribution of children trained, as reflected in the graph, illustrates variations in coverage across regions. These differences can be attributed to factors such as population size, geographic accessibility, duration of activities, partner presence, and the intensity of implementation in each district. Overall, the data demonstrates a wide geographic footprint spanning major urban centers, semi-urban districts, rural areas, and remote regions. This underscores the program's ability to operate effectively across diverse contexts while strategically adjusting the scale and intensity of implementation to align with local needs, capacities, and operational conditions.

## Training of Parents

The training aimed to enhance parents' understanding of internet safety. It helped build awareness about online risks and safety measures while enabling parents to monitor and guide their children's online activities effectively. The program also promoted the positive, educational, and ethical use of the internet and strengthened parents and children communication regarding digital behavior.

## Orientation to Internet and Digital Tools

Parents were first introduced to the basics of the internet and commonly used digital devices such as

smartphones, tablets, and computers. They were oriented on how the internet worked and were guided in the use of browsers, search engines, email, and messaging applications. In addition, parents were introduced to educational platforms, learning applications, and online resources. This foundational knowledge helped parents feel more confident and reduced hesitation or fear related to technology.

### Online Safety and Cybersecurity Awareness

A major focus of the training was online safety and cybersecurity awareness. Parents were educated about common online threats such as cyberbullying, phishing, scams, hacking, and identity theft. They were trained in safe password practices, privacy settings, and methods to recognize suspicious links, fake news, and harmful content. The training also covered reporting mechanisms for inappropriate or abusive online behavior and guided parents on how to teach children basic cybersecurity habits and respond calmly and effectively if any issue arose.



### Parental Controls and Monitoring Techniques

The training provided hands-on guidance on parental control tools and monitoring techniques. Parents learned how to set screen-time limits, restrict age-inappropriate content, monitor application usage and browsing history, and use built-in device controls as well as third-party safety applications. Emphasis was placed on balanced supervision, ensuring monitoring without excessive restriction and encouraging trust rather than fear.



### Digital Ethics and Responsible Internet Use

Parents were sensitized to the ethical aspects of internet usage, including respectful online communication and digital etiquette. They were made aware of issues related to copyright, plagiarism, and responsible content sharing, and were encouraged to promote empathy and respectful behavior on social media. Parents were also trained to model good digital behavior themselves, reinforcing learning through their own actions.

### Supporting Children's Learning Through the Internet

The Internet Zabardast component highlighted the positive and educational potential of the internet. Parents learned how to identify quality educational websites and applications, support online homework, research, and virtual learning, and encourage creative and skill-based activities such as coding, digital art, and online courses. This helped parents view the internet as a valuable learning tool rather than merely a source of entertainment.

### Communication and Counseling Skills

Parents were trained to maintain open and supportive communication with their children regarding

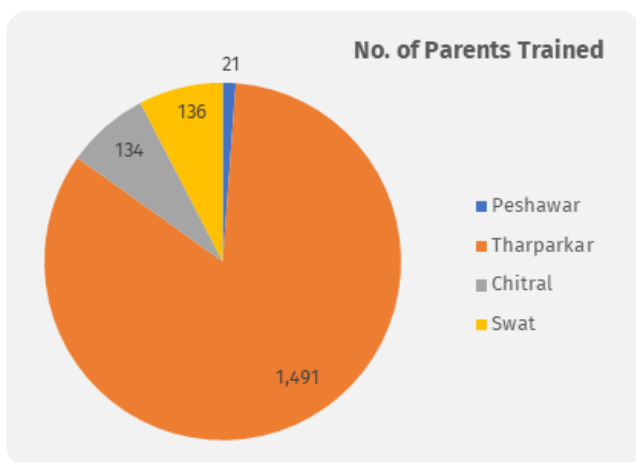
internet use. They were encouraged to talk to children about their online experiences without judgment, motivate them to share concerns or uncomfortable situations, and address issues such as internet addiction or excessive screen time sensitively. Workshops often included role-playing and discussion sessions to strengthen these communication and counseling skills.

The training was delivered through interactive workshops and demonstrations, group discussions and experience sharing sessions, and practical hands-on activities using digital devices. Visual aids, videos, and easy to understand guides were used to support learning. This methodology ensured inclusivity, particularly for parents with limited prior exposure to technology.

By the end of the training, parents became digitally aware and confident internet users. They actively participated in guiding their children’s online activities, helped create a safe, balanced, and learning focused digital environment at home, and served as responsible digital role models.

### Parents Trained by NRSP and StoryKit

NRSP and StoryKit conducted training for parents in different districts, reaching a total of 1,782 participants. Of these, StoryKit trained 1,512 parents, while NRSP trained 270 parents.



NRSP’s parent training focused on the districts of Chitral and Swat as part of its initiative to promote safe and responsible internet usage at the household level. In total, 270 parents participated, with 134 trained in Chitral and 136 in Swat. The sessions aimed to enhance parents’ digital literacy, raise awareness of online opportunities and risks, and equip them with practical skills to support their children’s online learning. Parents were guided on monitoring digital activities, encouraging positive and ethical internet behavior, and implementing online safety measures, including protection from cyberbullying, online scams, and exposure to inappropriate content. Through interactive sessions and practical demonstrations, parents gained confidence in using digital tools and parental control features, enabling them to foster a secure, balanced, and supportive digital environment at home.

StoryKit conducted parents training in Peshawar and Tharparkar, with 1,491 parents trained in Tharparkar, highlighting a major focus due to higher demand or strategic prioritization. In Peshawar, 21 parents participated, reflecting either pilot-level implementation or a smaller target population. These combined efforts demonstrate the program’s capacity to implement parent training initiatives across diverse regions, focusing intensive interventions in high-priority areas while maintaining outreach to smaller or harder-to-reach districts. The initiative strengthened parents’ ability to create safe and responsible digital environments, complementing broader efforts to promote online safety and digital literacy among children.

## Training of Teachers

The primary objective of the training was to enhance teachers' understanding of internet-based educational tools. It aimed to build awareness about online safety, cybersecurity, and ethical internet use while enabling teachers to guide students in responsible digital behavior. The training also sought to strengthen teachers' capacity to integrate online resources into classroom instruction and to promote a safe and supportive digital learning environment in schools.



### Online Safety and Cybersecurity Awareness

A key component of the training focused on online safety and cybersecurity. Teachers were trained to recognize common online threats such as cyberbullying, phishing, online fraud, and exposure to harmful content. They were guided on privacy protection, secure password practices, and responsible data handling. The training also emphasized teachers' roles in identifying and addressing online safety issues among students and in reporting inappropriate online behavior through appropriate school and legal channels.



### Digital Ethics and Responsible Internet Use

The training sensitized teachers to the ethical dimensions of internet use. Topics included digital citizenship, respectful online communication, copyright awareness, plagiarism prevention, and responsible content sharing. Teachers were encouraged to promote empathy, respect, and accountability among students in online interactions. Emphasis was placed on teachers modeling ethical digital behavior to reinforce positive practices among learners.

### Classroom Management and Student Guidance

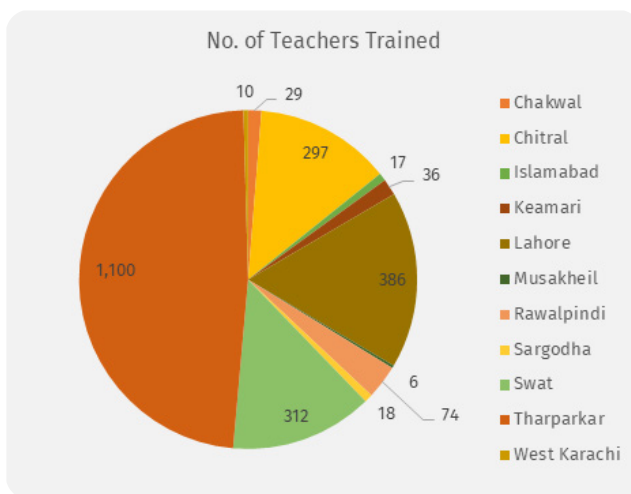
Teachers were trained on strategies to manage internet use within the classroom effectively. This included setting clear rules for online behavior, guiding students on appropriate screen time, and addressing issues such as internet misuse or digital addiction. Teachers were also equipped with counseling and communication skills to engage students in discussions about their online experiences and to provide guidance in a supportive and non-punitive manner.

The teacher training was delivered through interactive workshops, hands-on practical sessions, group discussions, and demonstrations. Real-life scenarios and case studies were used to help teachers understand online risks and appropriate responses. By the end of the training, teachers became more confident and competent in using the safe internet as a teaching tool. They were better equipped to guide students in safe and responsible internet use, integrate digital resources into classroom instruction, and

promote ethical online behavior. The training contributed to the creation of safer, more inclusive, and digitally empowered learning environments within schools.

### Teachers Trained by NRSP and StoryKit

The data presents the number of teachers trained across different districts, reflecting the program’s efforts to strengthen educator capacity in diverse regions. District-wise teachers trained are illustrated in the accompanying graph, showing significant variations based on local priorities, accessibility, and population size. A total of 2,285 teachers were trained under the Internet Zabardast component, of which StoryKit trained 1,676 teachers and NRSP, through its local partner trained 609 teachers.



This training was designed to promote safe, responsible, and effective internet usage in educational settings, equipping teachers with enhanced digital literacy, awareness of online safety and cybersecurity, and understanding of ethical internet practices. Teachers received practical guidance on integrating safe internet use into classroom activities, fostering responsible online behavior among students, and creating secure, supportive digital learning environments.

District-wise distribution shows that Tharparkar trained 1,100, Lahore 386, Swat 312, and Chitral 297, Rawalpindi 74, Keamari 36, Chakwal 29, Sargodha 18, and Islamabad 17, West Karachi 10 and Musakheil 6 teachers. Overall, the data highlights the program’s wide geographic reach, balancing intensive efforts in high-priority areas with targeted interventions in smaller or harder-to-reach districts to enhance teachers’ capacity and improve educational outcomes nationwide.



## Branding and Communication Strategies

For the branding and communication of the Internet Dost and Internet Zabardast projects, a variety of strategies were implemented to maximize outreach and engagement. These included national and provincial launch and closing workshops, workshops for journalists, radio programs, and morning shows. Additionally, a CRPD-PWD workshop was conducted in collaboration with the Ministry of Human Rights, journalist field visits were organized, and the projects were actively promoted through various social media platforms. These combined efforts ensured broad visibility and effective communication of the projects' objectives. The details of these events are given below.

### National Launching Workshop

The launch event of the “Internet Dost and Internet Zabardast” project, funded by Google.org and implemented by the National Rural Support Programme (NRSP) held on 20th May 2022, marked a significant milestone in Pakistan’s journey toward digital inclusion and empowerment. Held at the Marriott Hotel, Islamabad, the event brought together representatives from government institutions, academia, development organizations, private sector partners, media, and project beneficiaries to reflect on the achievements of the first phase and formally launch the second phase of the initiative. The project, which initially began in 2022, had already trained over 48,500 women and children in basic digital literacy and safe internet use. Building on this success, the new phase (July 2023–July 2025) aims to reach over 103,500 underserved individuals across 48 districts in Punjab, Khyber Pakhtunkhwa, Sindh, Gilgit-Baltistan, Balochistan, and Islamabad, with a special focus on women, children, parents, and teachers.

The event began with contextual framing by the master of ceremonies, Tanzila, a renowned journalist and television host, who highlighted Pakistan’s digital divide, particularly the stark disparities between



urban and rural areas and between men and women. She emphasized that while only about 54% of Pakistan's population has internet access, the majority of users are concentrated in urban areas, leaving rural communities and women significantly behind. This context underscored the relevance and urgency of the Internet Dost and Internet Zabardast initiative, especially its expanded focus in Phase II on internet safety, parental training, and child-focused digital education.

In his opening remarks, Dr. Rashid Bajwa, CEO of NRSP, welcomed participants and highlighted the strategic importance of the project in reducing digital inequalities and empowering marginalized populations. He emphasized that NRSP's extensive grassroots presence and community-based model made it well-positioned to implement such a large-scale digital literacy initiative. Dr. Bajwa outlined the achievements of the first phase and detailed the ambitious targets of Phase II, noting that digital literacy combined with online safety can unlock economic opportunities, particularly for women. He stressed that digital skills enable women to access markets, create livelihoods, and achieve financial independence, sharing examples of young women who had successfully transitioned into online work and freelancing through the project.

Representing Google, Dr. Kyle Gardner, Government Affairs and Public Policy Lead for South Asia, reaffirmed Google.org's commitment to inclusive digital development. He appreciated NRSP's role in reaching nearly 50,000 women and children during the first phase and expressed confidence in achieving the expanded targets of the second phase. Drawing on data and global research, he highlighted how digital literacy contributes to women's economic empowerment, citing Pakistan's growing freelance economy where women's participation and earnings are increasingly competitive. He also emphasized the importance of online safety, noting that equipping users, especially women and children—with safe internet practices is essential to mitigating online harassment and enabling confident digital participation.

The discussion on bridging the digital divide was further enriched by Mr. Parvez Iftikhar, an ICT expert, who shared the origins of the partnership between NRSP and Google.org. He highlighted the importance of safe internet use as a tool for empowerment and urged families and communities, particularly men, to support women's access to digital technology. His reflections underscored the long-term vision of using digital access not as an end in itself, but as a means to social and economic uplift.

A powerful highlight of the event was the testimonials from women beneficiaries, including Muskan Shahid, Haseena, Rumi Khan, and Noor Fatima, who shared deeply personal stories of transformation. Their narratives illustrated how digital literacy enabled them to secure online employment, pursue higher education, protect themselves from digital fraud, start online businesses, and support their families financially. These stories demonstrated the tangible, life-changing impact of the project and resonated strongly with the audience, reinforcing the importance of community-based digital interventions.

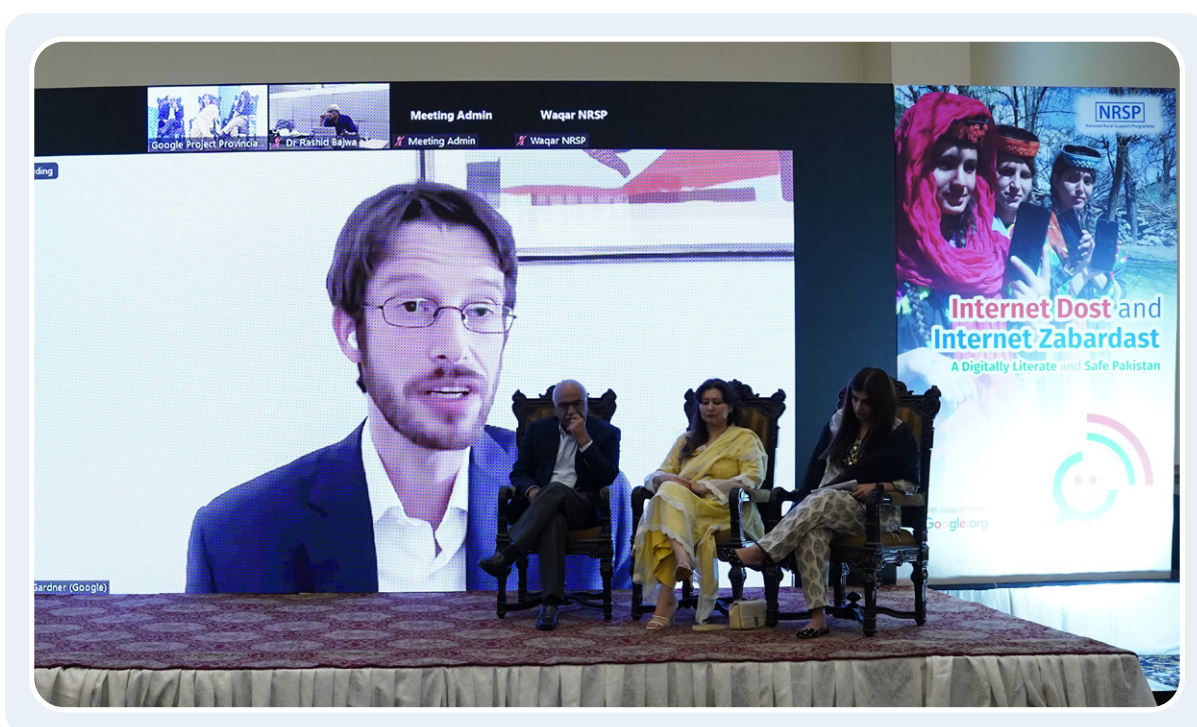
Remarks from government representatives, including Mr. Muhammad Arshad from the Ministry of Human Rights, emphasized the project's alignment with human rights, gender equality, and the Sustainable Development Goals. He praised the inclusive approach of NRSP and Google and expressed the government's willingness to collaborate further to bridge digital gaps. Similarly, Mr. Kabeer Naqvi from the Pakistan Microfinance Network highlighted the link between digital literacy, financial inclusion, and women's social uplift, stressing that addressing social barriers is key to maximizing the benefits of digital infrastructure.

Insights from partners such as Story Kit, represented by Musharraf Ali Farooqi and Rimsha Khan, showcased innovative approaches to teaching internet safety through storytelling, especially for children. Their work demonstrated how complex digital concepts could be simplified and localized for underserved communities, achieving high engagement and learning outcomes. Contributions from academia and government institutions, including the Ministry of Federal Education, APWUC, and NITB, further reinforced the importance of integrating digital literacy into education systems and national development strategies. In his closing remarks, Dr. Rashid Bajwa emphasized the power of individual agency, noting that meaningful change often begins with a single person’s willingness to step beyond their comfort zone. He encouraged participants to see themselves as catalysts for change and to reflect on how they could contribute to societal progress through their respective roles. The event concluded on an optimistic note, reaffirming a collective commitment to advancing digital literacy, gender equality, and inclusive development across Pakistan.

## Provincial Workshops

### Provincial Workshop in Lahore

The Google Workshop held in Lahore, supported by the National Rural Support Programme (NRSP) and Google, served as an important platform to highlight the transformative impact of digital literacy initiatives, particularly for women from rural and underserved communities. The workshop marked the provincial launch of the Internet Dost and Internet Zabardast programs in Punjab, celebrating their achievements to date while outlining an ambitious roadmap for further expansion. The event emphasized how access to digital skills has enabled women to improve their livelihoods, gain confidence, and actively participate in Pakistan’s evolving digital economy. A key objective of the workshop was to expand the reach of these initiatives to 103,500 parents, students, and teachers across Punjab, while also underscoring the importance of internet safety for children and students.



During the workshop, Musharraf Ali Farooqi, CEO of Story Kit, spoke about the successful collaboration with NRSP and the localized adaptation of the Internet Zabardast program. He explained how storytelling was innovatively used as a learning tool to simplify complex digital concepts and make them accessible to children and families. Through this approach, the program had reached 28,000 children in 124 government schools across 13 districts, while overall supporting 50,000 children and 3,500 teachers and parents. His presentation demonstrated how culturally relevant storytelling proved effective in engaging students and promoting safe and responsible internet use.

Dr. Rashid Bajwa, CEO of NRSP, highlighted the urgent need to reduce Pakistan's digital divide, a challenge that became particularly visible during the COVID-19 pandemic. He emphasized that digital literacy must be integrated into mainstream education to ensure long-term societal development and empowerment. Dr. Bajwa shared that the program had already contributed to improving the livelihoods of over 60,000 women across multiple districts, enabling them to explore income-generating opportunities through digital platforms. He stressed the importance of expanding support for entrepreneurial women and called for the integration of e-commerce skills into digital literacy training to further enhance women's economic participation.

Representing Google, Kyle Gardner highlighted two critical pillars for advancing Pakistan's digital future: developing digital talent and ensuring digital responsibility and online safety. He pointed out the income disparity between male and female freelancers and emphasized that targeted digital literacy and online safety training were essential to addressing gender-based harassment and increasing women's participation in the digital economy. His remarks reinforced the need for safe digital spaces where women and children can confidently learn, work, and grow.

The workshop featured powerful testimonials from women beneficiaries, which vividly illustrated the real-world impact of the programs. Ayesha Khurshid from Rahim Yar Khan shared how she used YouTube to learn digital marketing and subsequently secured employment with U.S.-based companies. Saira Hassan, also from Rahim Yar Khan, spoke about overcoming initial resistance to education and eventually supporting her family through graphic design work. Ruquia Bibi from Rajanpur described how newly acquired digital skills strengthened her advocacy efforts, contributing to her election as a Member of the Provincial Assembly (MPA). Similarly, Fauzia Nazir from Rajanpur explained how digital tools helped her improve her handicraft-based income by accessing weather information and planning her work more effectively.

Additional perspectives from experts further enriched the discussion. Dr. Amjad Saqib stressed the importance of digital literacy for women's employment and advocated for stronger collaboration between government and civil society to expand such initiatives in underserved communities. Dr. Ayesha from Punjab University supported the project's story-based learning approach, highlighting its potential to promote women's empowerment and financial independence. Kulsume Hai drew attention to children who are out of school or engaged in child labor and emphasized the need to bridge educational gaps by integrating disaster risk management and resilience into digital literacy training.

A panel discussion, moderated by Hamad Anwar Sahab, brought together Ayesha Ashfaq, Musharraf Ali Farooqi, Fawad Kashif (Director, Lahore Puppet Group), and Dr. Neelma Munir. The panel explored the

effectiveness of storytelling in teaching digital skills, the role of puppetry as an engaging educational tool, and the importance of modernizing education through AI, digital literacy, and innovative learning methods. The discussion highlighted how creative approaches can enhance learning outcomes, particularly for children and marginalized groups.

The workshop concluded with closing remarks by Sohail Manzoor Sahab from NRSP, who delivered a vote of thanks and reflected on the widespread success of the digital literacy initiative. He noted the growing demand for similar training programs in neighboring villages and emphasized the significant impact these initiatives had in providing financial independence, confidence, and new opportunities for rural women. The event ended with a shared commitment among stakeholders to continue expanding digital literacy efforts and strengthening Pakistan’s inclusive digital future.

### Provincial Workshop in Peshawar

The event focused on the implementation and impact of a digital literacy initiative spanning Nowshera, Mardan, Kohat, Swabi, Malakand, Mansehra, Upper Dir and Lower Dir, Chitral, and Swat, with the overarching goal of bridging the digital divide between urban and rural areas of Pakistan. The gathering brought together development practitioners, government officials, private sector representatives, and community beneficiaries to reflect on progress, share lessons learned, and discuss future directions. The discussions emphasized how limited access to technology, low digital awareness, and infrastructural challenges have historically marginalized rural communities, particularly women and youth, and how targeted digital interventions can help overcome these barriers.

Muhammad Anwar, Executive Director of CPGA, highlighted the critical role of digitization in addressing disparities in access to information, education, and economic opportunities. He emphasized that digital inclusion is not merely about providing internet access but also about equipping communities with the skills needed to use technology effectively and safely. He noted that challenges such as low internet



penetration, slow mobile data speeds, and a lack of awareness about online safety continue to hinder progress, making initiatives like this project essential for sustainable development.

Dr. Rashid Bajwa, CEO of NRSP, reiterated the project's core objective of eliminating the digital gap, with a strong focus on women and youth. He emphasized that empowering these groups with essential digital skills can significantly contribute to social inclusion and economic growth. Dr. Bajwa underscored the importance of collaboration with local partners, community organizations, and government departments to ensure long-term sustainability. He also highlighted key project components such as online safety awareness, e-commerce training, and responsible internet use, noting that digital literacy must go hand in hand with protection and ethical usage.

The impact of the initiative was powerfully illustrated through beneficiary stories shared during the event. Hina from Mardan described how digital training enabled her to enhance women's skills in her community, introduce them to online resources, and support income-generating activities while helping them overcome language barriers through accessible digital tools. Nagina from Swabi shared her journey of launching a YouTube cooking channel and learning digital financial transactions through EasyPaisa, expressing hope for the program's expansion to benefit more women. Tahira Naz highlighted how she trained others in her community, enabling women to use online platforms to improve their livelihoods and access new opportunities.

Additional testimonials further demonstrated the program's transformative potential. Misbah from Swabi spoke about initial resistance to technology within her community and how overcoming these cultural barriers allowed women to benefit from digital tools. Mehwish, who faced financial hardship after divorce, explained how digital skills helped her establish a successful frozen food business, leading to economic independence and renewed confidence. Mehwish's sister from Quetta shared her emotional journey of starting an online home décor business, emphasizing the importance of community support and digital access in rebuilding her life.

The event also featured insights from key stakeholders and experts. Najeebuallah, CEO of Innovative Solutions, shared his inspirational journey from a small village to achieving global recognition in innovation, reinforcing the idea that digital access can unlock global opportunities. Sajid Hussain, Director General of Science and Technology, discussed ongoing digital literacy initiatives in Khyber Pakhtunkhwa, including centers of excellence, free Wi-Fi zones, and technology hubs, aimed at nurturing digital talent. Saleem Raja highlighted how technology is creating new earning opportunities and emphasized the need for skills development aligned with market demands.

From the education sector, Idris, Additional Director for Elementary Education, stressed the importance of integrating digital literacy into formal education systems to prepare students for the future. Ehtisham, MPA from Mardan, highlighted government investments focused on youth development and emphasized the urgent need to address cybercrime and online safety, especially for young users. Other speakers discussed the rapid advancements in artificial intelligence, the necessity of updating curricula to reflect current job market requirements, and the importance of parental involvement in guiding children's online activities.

In conclusion, the event underscored that while challenges such as low internet speeds, limited infrastructure, and social resistance remain, digital literacy is a powerful catalyst for change. The discussions reinforced the need for a holistic approach that combines access, skills training, online safety education, and community engagement. Through continued collaboration and targeted interventions, the initiative aims to create an inclusive, digitally empowered society, where rural communities particularly women and youth can fully participate in Pakistan's digital future.

## Provincial Launching Workshop in Quetta

The Provincial Launch Workshop of the Internet Dost & Internet Zabardast initiative marked a significant milestone in advancing digital literacy across Balochistan. The event, held in Quetta, brought together key stakeholders, including government officials, academic leaders, media representatives, and digital literacy advocates, to discuss strategies for bridging the digital divide.

Dr. Rashid Bajwa, CEO of NRSP, warmly welcomed the distinguished guests and emphasized the organization's commitment to addressing digital inequalities across Pakistan. He mentioned ongoing collaborations with the Balochistan government, World Bank and IFAD on various initiatives, including housing reconstruction projects in flood-affected areas, demonstrating NRSP's holistic approach to community development. He also highlighted the success of the first phase of the Internet Dost & Internet Zabardast project, which impacted 48,000 individuals, including 23,000 women and 25,000 school-children.

The discussion then shifted towards government commitments to improving internet accessibility in Balochistan. Mr. Zahoor Ahmed Buledi, Minister of Planning and Development, Government of Balochistan, acknowledged the vital role of the internet in modern life while also addressing the associated challenges. He stressed the need for a comprehensive strategy to promote positive internet usage while safeguarding national security. Mr. Hamza Shafqaat, Commissioner of Quetta, shared insights into the 80% connectivity gap in the region. He highlighted that traditional internet infrastructure is costly and ineffective in remote areas but expressed optimism about satellite internet, which could potentially achieve 100% connectivity



within the next two to three years. While concluding his speech, he pledged the government's full support for the Internet Dost & Internet Zabardast project.

Dr. Rubina Mushtaq, Vice Chancellor of Sardar Bahadur Khan Women's University, emphasized the critical need for internet literacy, particularly for women in Balochistan, highlighting that empowering women through technology is akin to polishing hidden gems. Similarly, Musharaf Ali Farooqi, CEO of StoryKit, shared how digital storytelling is transforming education, recalling the successful adaptation of digital learning modules for Pakistani schools.

One of the event's most impactful moments was the beneficiary testimonials. Women and young learners from different regions of Balochistan shared their personal experiences, highlighting how Internet Dost & Internet Zabardast had opened new opportunities for education, e-commerce, and self-sufficiency. Zaiba Ali from Lasbela described how the project empowered her to start an online business, support her family, and dream of opening a training center for other women. Maria Umer, also from Lasbela, shared her success in building an online customer base for a cosmetics brand, enabling her to contribute financially to her household. Asma Muhammad from Kech narrated her journey of overcoming poverty by learning digital skills and starting a successful online business. Furthermore, Neha's experience with the Internet Dost & Internet Zabardast project during her NRSP internship exposed her to the transformative power of digital literacy, as she witnessed rural women and girls gain confidence, skills, and economic independence through technology. Inspired by this impact, she pursued Computer Science in Canada and now works as a software engineer, carrying forward the belief that digital access can change lives and communities.

The event also featured a virtual address by Kyle Gardner, Google's Government Affairs and Public Policy Lead for South Asia, who reiterated Google's commitment to supporting digital literacy and online safety initiatives in Pakistan. A particularly moving moment was the video testimonial from a former participant, now a software engineer in Toronto, who shared how the program had transformed her life and career trajectory.

In his vote of thanks, Dr. Rashid Bajwa underscored the transformative impact of digital inclusion, linking it to economic upliftment and social progress. He also announced the establishment of the Aab-e-Hayat water filtration plant in Turbat, a low-cost, high-impact solution that will provide clean water for thousands while utilizing innovative Pakistani technology further showcasing the potential of digital knowledge and youth innovation. The event ended on an optimistic note, with all stakeholders reaffirming their dedication to bridging the digital divide and ensuring that Internet Dost & Internet Zabardast continues to empower communities across Balochistan and beyond.

## National Closing Workshop

The closing workshop of the Internet Dost & Internet Zabardast initiative marked the formal conclusion of a two-year digital literacy program that had empowered over 132,000 individuals across 53 districts of Pakistan. Organized by NRSP in partnership with Google.org on 14th July 2025, the event brought together government officials, development partners, civil society representatives, private sector actors, and beneficiaries to reflect on achievements, share success stories, and discuss sustainable strategies for



scaling the initiative. The workshop emphasized that the program's completion was not an endpoint, but a foundation for broader, policy-aligned digital inclusion and economic empowerment, particularly for women and youth.

During the workshop, Dr. Rashid Bajwa, CEO of NRSP, highlighted the program's operational success, its exceptional reach, and the transformative impact of integrating digital literacy with financial skills. Government representatives, including SECP Commissioner Zeeshan Rehman Khattak, Senator Fauzia Arshad, and Mr. Rana Tariq from the Ministry of Human Rights, acknowledged the project's replicable model, its contribution to inclusive economic participation, and the importance of embedding digital literacy within policy frameworks.

Beneficiaries shared inspiring success stories: women and youth from remote areas used digital tools to access education, start businesses, improve agricultural practices, and achieve financial independence. Institutional partners including FAO Pakistan, NRSP Bank, and StoryKit committed to supporting future scale-up, integrating digital and agricultural literacy, digital banking, and story-based digital safety education for children.

The workshop concluded with a bold vision for expansion: NRSP committed to mainstreaming digital literacy within its Social Mobilization Program, training field staff as digital facilitators, and reaching one million people within the next two years. Stakeholders collectively pledged to enhance collaboration, ensure equitable access to digital opportunities, and continue driving Pakistan's largest digital inclusion movement. The event closed with gratitude to partners, funders, and beneficiaries, reaffirming that this initiative had laid the groundwork for sustained systemic change.

## Radio Programmes

Eight radio programs were conducted on FM-101, featuring active participation from NRSP employees, CGPA representatives, and Storykit. These programs were designed to highlight the transformative role of digital literacy in empowering women. Each episode focused on equipping women with practical skills to navigate smartphones, access reliable information, and use a variety of applications effectively. The discussions explored how digital tools enable women to engage in e-commerce, manage personal and household finances, participate in online learning, and access educational resources that can enhance their personal and professional growth.



The programs also emphasized the broader social and economic benefits of digital literacy, including fostering confidence, independence, and informed decision-making. By sharing real-life examples, success stories, and expert insights, the broadcasts encouraged women to actively adopt technology in their daily lives. The series aimed not only to raise awareness about the importance of digital literacy but also to inspire women to take tangible steps toward self-empowerment and development.

Through this initiative, listeners gained practical knowledge and motivation to leverage technology for personal, educational, and financial growth. The collaboration between NRSP, CGPA, and Storykit showcased a unified effort to advance women's inclusion in the digital sphere, emphasizing that access to technology and digital skills can transform lives, create new opportunities, and promote economic independence. Overall, the eight radio programs on FM-101 served as a powerful platform to highlight the critical role of digital literacy in empowering women and fostering gender equality in the modern digital age.

All eight radio program links are given below;

Sr#	Name of Employee	Designation	Video Link
1	Muhammad Tahir Waqar	Senior Programme Manager	<a href="https://www.facebook.com/share/v/16SxHZmmGf/">https://www.facebook.com/share/v/16SxHZmmGf/</a>
2	Sohail Manzoor	Programme Manager	<a href="https://www.facebook.com/share/v/1GcwMjvSy7/">https://www.facebook.com/share/v/1GcwMjvSy7/</a>
3	Musharraf Farooqui	CEO-Storykit	<a href="https://www.facebook.com/share/v/1HUCYfLSFx/">https://www.facebook.com/share/v/1HUCYfLSFx/</a>
4	Musharraf Farooqui	CEO-Storykit	<a href="https://www.facebook.com/share/v/1BxhcpXaDa/">https://www.facebook.com/share/v/1BxhcpXaDa/</a>
5	Ghaffar Paras	Deputy Programme Manager	<a href="https://www.facebook.com/share/v/18F7THi8jK/">https://www.facebook.com/share/v/18F7THi8jK/</a>
6	Wasif Gardezi	Senior Programme Officer	<a href="https://www.facebook.com/share/v/1a7khGtbTv/">https://www.facebook.com/share/v/1a7khGtbTv/</a>
7	Babar Jamil	Project Manager-CGPA	<a href="https://www.facebook.com/share/v/1DvNusAQ2e/">https://www.facebook.com/share/v/1DvNusAQ2e/</a>
8	Tahira Nawaz	Programme Officer	<a href="https://www.facebook.com/share/v/1AadqQ6s2C/">https://www.facebook.com/share/v/1AadqQ6s2C/</a>

## Morning Shows

The project morning shows aimed to raise awareness about the Internet Dost and Internet Zabardast projects and their role in promoting digital literacy, financial literacy, safe internet usage, and women empowerment. The morning shows by NRSP's CEO provided an influential platform to introduce and discuss the Internet Dost and Internet Zabardast projects, highlighting their objectives, achievements, and impact on the community. Dr. Rashid Bajwa focused particularly on the projects role in women empowerment and enabling digital inclusion and financial literacy. Through live discussions and expert insights, listeners were informed about how the projects equip women and other community members with essential digital skills, allowing them to work online, access information, and engage with technology confidently.



Dr. Rashid Bajwa's key emphasis was the tangible economic impact, many beneficiaries have successfully started working from home, collaborating with local and international companies, including organizations in the UK. These opportunities have allowed participants, particularly women, to contribute financially to their households, gain professional experience, and achieve greater independence without leaving their communities.

The shows showcased success stories, highlighting how digital literacy and access to online platforms can transform lives, create employment opportunities, and promote gender equality. By broadcasting these discussions to a wide audience, the morning shows effectively raised awareness, inspired participation, and reinforced the significance of digital skills in empowering women and communities, thereby amplifying the overall impact of the Internet Dost and Internet Zabardast projects.

## Core Staff training

The National Rural Support Programme (NRSP), in collaboration with Google, successfully conducted a four-day capacity-building training on Mobile Photography and Videography under the Internet Dost and Internet Zabardast Project from 29th May to 3rd June 2025 in which 24 staff members were trained. During the training, NRSP staff and project participants were thoroughly briefed on the objectives, scope, and implementation framework of the Internet Dost and Internet Zabardast initiatives, ensuring a clear understanding of the project's goals, its modules and their role in its effective execution. The Internet Dost and Internet Zabardast initiatives aim to bridge the digital divide in Pakistan, with a particular focus on rural women, children, and underserved communities.





Recognizing that effective documentation and visual storytelling are essential for showcasing project achievements and communicating impact to stakeholders, donors, and wider audiences, the training was designed to strengthen the capacity of field-level professionals to produce high-quality, authentic, and ethically responsible visual content using mobile devices.

The primary objective of the training was to enhance the technical and creative capacities of Monitoring, Evaluation, and Reporting (MER) professionals in producing impactful digital content and visual testimonials. The training focused on developing participants skills in mobile-based photography and videography, improving storytelling and audience engagement, promoting ethical content creation including informed consent and privacy, enabling the use of modern editing tools and emerging AI-based technologies, and strengthening documentation and reporting for NRSP's field-based digital literacy initiatives.

The training targeted NRSP core staff who play a key role in community outreach, awareness-raising, and documentation under the Internet Dost and Internet Zabardast projects. Participants were drawn from all project-targeted areas to ensure broad representation and inclusivity. In addition to NRSP's core project staff, local partner organizations actively involved in project interventions also participated, reflecting a collaborative approach and ensuring that acquired skills would be applied consistently across all stakeholders working directly with beneficiary communities. Facilitated by Dr. Muhammad Ali from Fatima Jinnah Women University, the training adopted a blended learning approach that combined theoretical concepts, case studies, interactive discussions, and hands-on practical exercises. Sessions were designed to encourage active participation and immediate application of learning, allowing participants to directly link newly acquired skills to their field documentation and reporting responsibilities.

The training covered both technical proficiency and creative storytelling, including the fundamentals of mobile photography and videography, framing and composition, lighting and camera angles, sound recording and basic editing techniques, digital resolution, and content optimization for various platforms. Emphasis was placed on visual storytelling and audience-focused content creation to ensure that

participants could effectively convey project narratives and community impact. Participants received hands-on training in widely used digital media tools such as CapCut, Adobe Rush, Canva, and InShot, enabling them to edit and produce professional-quality content using mobile devices. The training also introduced emerging technologies, including AI-enhanced media creation tools, to align participants' skills with evolving digital trends and enhance the efficiency and quality of content production.

A dedicated component of the training focused on ethical considerations in media production. Participants were sensitized on obtaining informed consent, respecting the privacy and dignity of individuals and communities, and avoiding misrepresentation while ensuring contextual accuracy. This component ensured that participants are capable of producing content that is not only engaging and professional but also socially responsible and culturally appropriate. The training significantly enhanced participants' confidence and capacity to produce high-quality visual content using mobile devices. Improved understanding of storytelling techniques, technical skills, and ethical standards has enabled participants to contribute more effectively to NRSP's documentation, reporting, and visibility efforts. By strengthening digital storytelling capacities, the training is expected to improve the quality of testimonials and field documentation, amplify outreach and awareness of digital literacy initiatives, and enhance communication of project impact to stakeholders and donors.

The training concluded with a reflective feedback session in which participants expressed strong appreciation for the clarity and relevance of the content, the trainer's facilitation style, and the hands-on learning approach. Suggestions included extending the duration of practical sessions and organizing follow-up refresher trainings. Overall, the four-day Mobile Photography and Videography training successfully met its objectives and made a meaningful contribution to strengthening NRSP's human resource capacity under the Internet Dost and Internet Zabardast projects, laying a strong foundation for improved documentation, stronger outreach, and enhanced visibility of NRSP's digital literacy interventions across Pakistan.

## Journalist Workshop

On 12th July 2024, workshop for Journalist was organized by NRSP. The primary objective of the workshop is to align journalists with the goals and objectives of the Internet Dost and Internet Zabardast projects. By engaging journalists in this workshop, we aim to ensure they are fully informed about the projects' objectives, enhance their understanding of the initiatives, and foster a shared vision for promoting digital literacy and responsible online behavior. This alignment will help in achieving cohesive and effective communication strategies, ultimately supporting the success of both projects. Different media persons participated in the event.

During the event the project overview was given by Muhammad Tahir Waqar from National Rural Support Programme. He delivered an insightful presentation on digital literacy and internet safety, emphasizing the significant disparities in digital access between rural and urban areas, as well as among different genders. He spotlighted key initiatives of Internet Dost and Internet Zabardast. Internet Dost is designed to empower women in rural areas by providing training on mobile and internet use, thereby bridging the digital divide. Internet Zabardast focuses on educating students about online safety to ensure they navigate the digital world securely. Waqar also praised Google's philanthropic model, noting its efficiency

in leveraging AI to enhance operational effectiveness and extend its impact. His presentation underscored the importance of targeted digital literacy efforts and the role of innovative approaches in addressing digital inequities.

Mubashir Akram Media Specialist, discussed the role of digital literacy in journalism, stressing its importance for verifying information, combating fake news, and utilizing digital tools effectively. He mentioned that while the abundance of content can sometimes compromise quality, tools like DataReportal help track internet usage. Akram outlined the key components of digital literacy, including digital communication skills, understanding digital ethics, and critical thinking. He also identified challenges such as the digital divide and the need to stay updated with rapidly changing technology.

Dr. Babar Majeed Bhatti CEO National IT Board, emphasized the cultural context in using social media and the importance of digital literacy in shaping societal impact. He underscored that while social media is a powerful tool, proper usage informed by digital literacy is crucial for effective communication and societal influence.

## CRPD PWD Workshop Ministry of Human Rights

A one-day workshop on digital literacy education and awareness for persons with disabilities (PwDs) was held on September 2, 2024, at the CRPD Committee Room in Islamabad. The workshop was jointly organized by the Council on Rights of Persons with Disabilities (CRPD), the Ministry of Human Rights (MOHR), and the National Rural Support Programme (NRSP), with support from Google.org. The event brought together key stakeholders, including representatives



from government institutions, civil society organizations, disability rights advocates, and development practitioners, to discuss inclusive approaches to digital empowerment. The workshop focused on promoting and expanding the digital literacy initiatives “Internet Dost and Internet Zabardast”, which aim to foster safe, responsible, and productive internet usage among diverse communities. Special emphasis was placed on adapting these initiatives to meet the unique needs of persons with disabilities, recognizing that PwDs often face multiple barriers to accessing digital tools, online information, and digital learning opportunities. Participants highlighted that inclusive digital literacy is essential for ensuring equal access to education, information, services, and participation in social and economic life.

During the workshop, discussions underscored the importance of extending existing digital literacy programs to underserved and marginalized groups, particularly persons with disabilities. Speakers emphasized that digital skills can significantly enhance independence, communication, learning, and employment opportunities for PwDs if programs are designed with accessibility and inclusivity in mind. The need for accessible content, assistive technologies, and disability-sensitive training methodologies was strongly emphasized throughout the sessions. The event also served as a platform for sharing experiences, best practices, and recommendations on how digital literacy initiatives such as Internet Dost and Internet Zabardast could be scaled up to better serve PwDs across the country. Participants



stressed the importance of collaboration between government bodies, development organizations, and technology partners to ensure sustainable and inclusive digital literacy interventions.

The workshop brought together 25 participants representing a diverse range of sectors, including government bodies, civil society organizations, and disability advocacy groups. This multi-stakeholder participation ensured a comprehensive discussion on the challenges and opportunities related to digital literacy for persons with disabilities (PwDs). Key areas of discussion included the procedures for accessing disability certificates and special computerized national identity cards (CNICs), which are essential for availing government services, benefits, and programs tailored for persons with disabilities. These discussions provided participants with critical insights into simplifying bureaucratic processes and ensuring that PwDs can more easily access official documentation and resources.

A central theme of the workshop was the role of digital tools in improving communication, education, and employment opportunities for PwDs. Participants were introduced to various assistive technologies, accessible software, and online platforms that can support learning, skill development, and professional engagement. Sessions highlighted how digital literacy could enable PwDs to participate more fully in social, educational, and economic activities, thereby reducing isolation and promoting independence. Notable speakers and experts provided hands-on demonstrations and practical insights into the effective use of digital tools. They showcased strategies for navigating online resources, leveraging assistive technologies, and integrating digital solutions into daily life. Through interactive exercises and real-life examples, participants gained confidence in applying these tools to enhance accessibility, communication, and learning outcomes for PwDs.

CRPD's Deputy Director, Rana Tariq Ali, emphasized during the workshop that digital inclusion is a fundamental human right and highlighted its critical importance for persons with disabilities (PwDs). He underscored that access to digital tools, platforms, and information is essential for enabling full participation in education, employment, communication, and social life. His address set the tone for the workshop, reinforcing the principle that no one should be left behind in the digital age.

The workshop concluded with strong commitments from all stakeholders to further expand digital literacy initiatives for persons with disabilities. Participants and organizers alike recognized that bridging the digital divide requires sustained efforts, inclusive policies, and practical interventions. The success of the workshop was largely attributed to the effective collaboration between CRPD, the Ministry of Human Rights (MOHR), the National Rural Support Programme (NRSP), and Google.org, which ensured that technical expertise, policy guidance, and programmatic support were all brought together in a coordinated manner. The CRPD and MOHR expressed their continued dedication to advocating for digital inclusion and affirmed their plans to expand future programs aimed at empowering PwDs. They committed to scaling up initiatives like Internet Dost and Internet Zabardast to reach underserved populations, ensure accessibility, and provide practical digital skills training.

## Journalist Field Visit

### Media Advocacy for Gender Equality and Digital Inclusion Workshop

The workshop emphasized the importance of the media in advocating for gender equality and digital inclusion and encouraged journalists to actively report on both the progress and challenges faced by women in the digital world. During the sessions, participants were provided with detailed information on the digital tools and platforms being used by women beneficiaries, along with practical, real-life examples showing how digital literacy had positively improved their daily lives. These presentations helped journalists clearly understand the practical value of digital skills in areas such as education, livelihoods, communication, and access to essential services.



### Strengthening the Role of Media in Promoting Digital Literacy

The workshop provided journalists with valuable insights into the overall success and impact of the digital literacy program while fostering meaningful discussions on the crucial role media could play in promoting and expanding similar initiatives for women across the region. Journalists were encouraged to highlight stories of empowerment, resilience, and social change, while also drawing attention to existing barriers related to digital access, affordability, and inclusion.

### Direct Dialogue with Women Beneficiaries

As part of the engagement activities, journalists held direct dialogues with women beneficiaries of the project, enabling them to better understand the women's personal experiences, challenges, and journeys of learning. These interactions offered firsthand insights into how women were utilizing digital literacy skills in their everyday lives and how digital knowledge had enhanced their confidence, independence, and economic opportunities.

## Field Visits and Storytelling for Wider Impact

In addition, journalists were taken on field visits to project areas, creating a supportive platform for women to openly share their stories and achievements. These field interactions helped humanize the impact of the initiative and provided authentic, community-based narratives that could inspire other women and communities. The workshop concluded with a shared understanding that such storytelling plays a vital role in advancing broader efforts for gender equality and digital inclusion.

The event and its key messages were subsequently aired on various media channels, further amplifying awareness and outreach of the program's impact.



## Social Media Outlets

For the widespread of coverage of project activities Social Media Outlets have been established by NRSP. The purpose is to enable the spread of project outcome and to build the connections by sharing content on these platforms. These platforms usually contain the human impact stories of women beneficiaries so that the other community members access the information publicly in ways and utilize the experiences in their life. To access the information these platform links are given:

- » [https://fb.watch/pB\\_9ckMUf6/](https://fb.watch/pB_9ckMUf6/)
- » [https://www.instagram.com/reel/C2J41KuhkCs/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFlZA==](https://www.instagram.com/reel/C2J41KuhkCs/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==)
- » <https://x.com/InternetDostIg/status/1747174823162438059?s=20>

## Monitoring, Evaluation and Learning

### Regular Progress Reporting:

Field teams submitted weekly progress reports detailing activities conducted, participant attendance, challenges faced, and immediate results observed.

### Workshops and Training Feedback:

Structured feedback forms and post-training evaluations were collected from participants after each workshop or session. This provided insights into the relevance, clarity, and effectiveness of training modules.

### Field Visits and Observations:

Project staff and monitoring teams conducted site visits to observe training sessions, interactions, and practical application of skills by participants. This helped verify data and ensure quality delivery.

### Focus Group Discussions (FGDs):

FGDs with beneficiaries, including women participants, were organized to gather qualitative feedback on the usefulness of the project, challenges faced, and success stories.

Human Impact Stories: Selected participants' journeys were documented as case studies to highlight impact, including stories of women working from home, engaging with e-commerce, or collaborating with international companies and learnings of children.



### Digital Tracking Tools:

Where applicable, participants' engagement with online platforms to monitor the progress.

### Stakeholder Reviews:

Periodic review meetings were held with implementing partners, including NRSP, CGPA, and Storykit, to assess project progress, discuss findings, and make strategic adjustments.

### Impact Assessment Reports:

Comprehensive reports after every six months combining quantitative data and qualitative insights were prepared at key milestones to measure outcomes, identify gaps, and inform future planning.

### Field level Monitoring and Reporting:

Monitoring and Evaluation (M&E) staff continuously monitored and documented the activities carried out by trainers, women, parents, teachers, and students in schools under the project. This monitoring process was essential to ensure that all planned activities were implemented as designed and that the quality of delivery met the project's required standards. The M&E staff systematically recorded session attendance, training methods, women, student, teachers and parents participation, and use of Storykits,

which enabled accurate tracking of progress and early identification of any implementation gaps. Regular reports were prepared by local partners and submitted to NRSP, providing transparent and timely updates on field-level activities.

#### Periodic Implementation checks by Head Office:

In addition, Head Office carried out periodic implementation checks to ensure that the overall project execution remained aligned with the approved plan. These checks focused on reviewing field reports,

monitoring progress against targets, and assessing feedback received from trainers and field staff. The feedback was analyzed and acted upon in a timely manner to address challenges, improve implementation practices, and strengthen coordination between field teams and management. This continuous feedback loop helped ensure the smooth and effective delivery of project activities.

Furthermore, local partners actively participated in bi-monthly review meetings organized by NRSP, during which progress for each two-month period was reviewed. These meetings provided an opportunity to present achievements, discuss challenges, and agree on corrective measures where required. Participation in these review sessions strengthened coordination NRSP with all its partners involved, enhanced transparency, and ensured that project implementation remained on course and aligned with agreed objectives throughout the project duration.



## Challenges and Mitigation Strategies

### Reluctance to Share Mobile Phones:

Many women were hesitant to share their personal mobile phones during training sessions due to privacy and cultural concerns.

### Seasonal Livelihood Constraints:

Cotton picking season posed a major challenge, as women were unavailable during working hours. Trainings had to be conducted early in the morning or in the evening, outside cotton-picking time.

### Cultural Misconceptions:

Some community members believed that children might be negatively affected by mobile or internet use (“bachay kharab ho jaein gay”), leading to resistance against participation.

### Limited Access to Mobile Phones:

Some women did not own mobile phones but still insisted on attending the training, which affected hands-on learning activities.

### Short Project Duration:

The overall project implementation period was very short, limiting outreach, follow-up, and reinforcement of learning.

### Timing Constraints for Participants:

Women who were students or employed were only available in the evening, making scheduling difficult.

### Short Training Duration:

The limited training duration restricted participants’ ability to fully understand the concepts and confidently practice digital skills.

### Low Literacy Levels:

Participants with little or no formal education required more time to grasp digital concepts, which was not possible within the given training timeframe.

### Online Education Expectations:

Some participants expected support for children’s online tuition and education, which was beyond the project scope.

### Photography and Documentation Concerns:

Participants were uncomfortable with photographs being taken and had to be repeatedly briefed that photos were required only for documentation purposes.

### Need for Male Engagement:

In many cases, community members preferred that male family members be briefed first before allowing women to participate in the training.

### **Restrictions on Women's Participation:**

In some households, women particularly daughters-in-law were not permitted to attend training sessions due to cultural norms.

### **Male Interest in Digital Opportunities:**

Men showed strong interest in project interventions, particularly in online marketing, which sometimes shifted focus away from the women-centered approach.

### **Delayed Availability of IEC Materials:**

IEC materials were not always available before training sessions, reducing their effectiveness as preparatory learning tools.

### **Need for Content-Based IEC Materials:**

There was a strong need for more detailed, content-focused IEC materials to support understanding during and after the trainings.

## Sustainability and Recommendations

Internet Dost and Internet Zabardast Project has demonstrated significant impact in empowering women, children, parents, and teachers with essential digital and financial literacy skills while promoting safe online practices. To ensure long-term sustainability and maximize benefits, several measures and recommendations are proposed:

### Sustainability Measures:

**Capacity Building of Local Trainers:** Training local teachers, community leaders, and volunteers ensures the continuation of digital and financial literacy initiatives at the community level.

**Integration into School and Community Programs:** Incorporating digital literacy, financial education, and internet safety into school curricula and community workshops provides ongoing access for children, parents, and educators.

**Digital Resource Accessibility:** Developing and maintaining accessible online learning materials, tutorials, and mobile-friendly content enables continued learning beyond project timelines.

**Community Engagement and Peer Learning:** Encouraging peer-to-peer knowledge sharing among women, parents, and youth fosters a culture of continuous learning and safe internet practices.

**Partnerships with Government and NGOs:** Strengthening collaborations with local authorities, NGOs, and private sector partners ensures support for program continuity, scaling, and resource mobilization.

### Recommendations:

**Expand Outreach:** Target more underserved communities, including rural areas, to ensure equitable access to digital, financial, and safe internet literacy programs.

**Modules on different new topics:** it is recommended to develop and introduce new modules on health, cybersecurity, e-commerce, online free lancing, AI, digital marketing and personal finance management  
**Regular Refresher Trainings:** Organize periodic refresher sessions to update participants on evolving digital tools, financial practices, and online safety measures.

**Promote Economic Opportunities:** Encourage beneficiaries, especially women, to use digital and financial literacy skills for income generation through online work, e-commerce, and freelancing.

**Awareness Campaigns on Online Safety:** Conduct targeted awareness initiatives for parents, teachers, and children about cyber risks, privacy protection, and responsible internet usage.

## Conclusion

Internet Dost and Internet Zabardast Project has made a significant contribution to empowering women, children, parents, and teachers by equipping them with essential skills to navigate the digital world confidently and safely. Through comprehensive training, workshops, radio and morning shows, and online engagement, participants gained practical knowledge in digital literacy, financial management, and safe internet practices. The project has not only enhanced economic opportunities, particularly for women working from home or engaging with international platforms, but has also fostered awareness, inclusion, and responsible digital behavior across communities.

The collaborative efforts of implementing partners, including NRSP, CGPA, GBTI and Storykit, have ensured that the interventions were effective, inclusive, and impactful. With continued focus on capacity building, updated learning modules, and community engagement, the project's benefits can be sustained and scaled, creating long-term empowerment and resilience. Ultimately, the initiative demonstrates that digital and financial literacy, combined with safe internet practices, is a powerful tool for personal growth, economic independence, and community development.



## Human Impact Stories

### Satak Gul transform struggle into success through digital literacy

Satti Gul's husband passed away at a very young age, leaving behind a significant financial burden for his family. With no savings or financial support from his side, the widow was left alone to care for their six young children. This tragic event drastically altered the family's economic landscape, plunging them into poverty. At the outset, Satak Gul received assistance from the community and charitable organizations. Neighbors and local charities provided immediate relief, which helped the family manage their basic needs, such as food and shelter. Over time, as the initial



sympathy waned, the support from the community diminished. The widow found herself increasingly isolated, with fewer people willing or able to help. In an attempt to sustain her family, the widow began selling household furniture and personal belongings. Despite these efforts, the financial strain continued to worsen. To cover essential expenses and provide for her children, she sold all her jewelry. This was a significant sacrifice, as these items were not only of monetary value but also of emotional significance. The widow faced severe challenges in securing daily necessities. There were frequent instances where the family did not have enough food to eat, leading to hunger and malnutrition. Providing for her children's education became an insurmountable challenge. The widow's limited financial resources were inadequate for school fees, uniforms, and educational materials. This left the children with minimal educational opportunities, affecting their future prospects. With a lack of proper nutrition and healthcare, the family's health began to deteriorate. Minor illnesses could not be treated promptly due to financial constraints, leading to further complications.

Amidst these hardships, a significant turning point came when Satak Gul learned about the Internet Dost and Internet Zabardast project. These initiatives were designed to enhance digital literacy and empower individuals to use technology for personal and professional growth. Satak Gul heard about this project from friends and decided to participate in the session. The project focused on basic smartphone usage and internet navigation. Through the training programs, Satak Gul acquired essential skills in operating a smartphone, navigating the internet, and utilizing digital resources. She began exploring online platforms for new embroidery designs and techniques, which were previously inaccessible to her due to limited local knowledge. Armed with her new skills, Satak Gul started integrating innovative designs into her embroidery work. She diversified her product offerings, catering to a broader audience. Furthermore, she began selling her products online, using digital platforms to reach potential customers beyond her immediate community. The successful transition to online sales provided a much-needed boost to Satak Gul's income. The additional revenue allowed her to improve her family's living conditions, address basic needs, and even support her children's education to some extent. Her business growth culminated in the establishment of a small shop dedicated to her embroidery products, showcasing a wide range of designs and attracting both local and online customers.

Satak Gul's online presence and the subsequent opening of her shop marked a notable expansion of her business. The shop became a hub for her embroidery products, contributing to both her financial stability and the economic development of her community. With increased income and improved business prospects, Satak Gul was able to address her family's basic needs more effectively. While challenges remained, the ability to provide better nutrition and some educational support for her children marked a significant improvement in their quality of life.

## Shaheen Begam Empowerment through Digital Healthcare tools in Gulo Shah

Shaheen, a resident of the small, remote village of Gulo Shah in Malakand, faced significant barriers when it came to accessing healthcare. The village is situated in a rural area, making it challenging for its residents to reach medical facilities. For Shaheen's family, this problem was compounded by a history of blood pressure issues, a condition that requires consistent monitoring and timely intervention. The nearest doctor was located far away, and frequent visits were not feasible due to the distance and travel difficulties. As a result, Shaheen's family often struggled with managing their health, relying on occasional visits to a distant healthcare provider and finding it difficult to keep track of their blood pressure regularly.



Without consistent monitoring, managing the family's blood pressure was a constant source of concern. The lack of reliable healthcare resources meant that symptoms often went unchecked for extended periods, which could lead to complications. Shaheen's family had no means of immediate self-care, and by the time a doctor could be consulted, the condition sometimes worsened, making timely interventions difficult.

Shaheen's life began to change when she became part of the Internet Dost program, an initiative designed to train individuals in rural and underserved areas on how to use digital tools for improving healthcare management. Through this program, Shaheen was introduced to practical digital resources that could help manage her family's blood pressure. Through Youtube, Shaheen learned how to use a blood pressure monitor, which she could use at home to measure her family's blood pressure whenever needed. With this new skill, Shaheen was empowered to regularly check her family members' health status, particularly when they exhibited symptoms of high or low blood pressure. The training provided through the Internet Dost program helped Shaheen become proficient in using the digital tools that were available to her. She learned how to properly use the blood pressure monitor, interpret the readings, and take appropriate steps based on the results. For instance, if someone in her family felt unwell and exhibited symptoms related to blood pressure issues, Shaheen could immediately check their condition.

The Internet Dost program has had a transformative impact on Shaheen's life and the health of her family. Through simple yet effective training in using digital tools like a blood pressure monitor, Shaheen has

become a key player in her family's healthcare management. This empowerment not only helped her family stay healthy, but it also allowed them to take control of their health, despite living in a remote area with limited access to medical resources. This case underscores the value of digital literacy and access to healthcare technology in rural communities, demonstrating how even small interventions can lead to significant improvements in healthcare access and outcomes. The success of Shaheen's experience highlights the potential for similar programs to make a meaningful difference in the lives of people in underserved areas.

## Hameeda's Journey to Learning the Quran Through the Internet Dost Program

Hameeda, a 35-year-old homemaker, had always harbored a deep desire to learn the Quran with translation to enrich her spiritual understanding. However, her daily responsibilities as a wife and mother made it incredibly difficult to attend a madrasa or find the time for structured classes. The demands of caring for her home and children often left her with little opportunity to pursue her own goals, and as time passed, her dream of learning the Quran seemed increasingly out of reach.

The turning point in Hameeda's life came when she became part of the Internet Dost project, a program designed to provide individuals in underserved communities with digital literacy training. Through the program, Hameeda was introduced to the world of online learning. She quickly learned how to navigate the internet and access educational resources that she had never previously explored. Armed with new digital skills, Hameeda discovered numerous online platforms offering Quranic lessons with translation, which she could follow at her own pace and on her own schedule.



The flexibility of online learning was a game-changer for Hameeda. Now, during her free moments, whether while the children were napping or after completing her household tasks, she could log in to the resources she had discovered. These self-paced videos and courses allowed her to study the Quran whenever it was convenient for her, breaking the barriers that had previously hindered her learning journey.

Thanks to the Internet Dost program, Hameeda's long-held dream of studying the Quran has become a reality. She now feels empowered, as she is able to enrich her life spiritually and personally. The ability to learn from the comfort of her home, without the need to commit to rigid schedules or attend distant classes, has been transformative. Hameeda is deeply grateful for the opportunities that the program has provided, as it has not only helped her deepen her understanding of the Quran but has also brought her immense joy and fulfillment.

Hameeda's story is a powerful example of how digital literacy and access to online resources can open doors for individuals, particularly women in rural or traditional settings, who may face constraints in accessing education. The Internet Dost program has allowed Hameeda to realize her potential and achieve

a goal that once seemed impossible, proving that with the right tools, learning can happen at any time and in any place.

## Asma's Empowerment through Digital Training in Utility Bill Management

Asma, a resident of Maneri Payan in District Swabi, faced a persistent challenge in managing her utility bills on time. The lack of local utility bill collection points made it nearly impossible for her to pay bills before the due date, often resulting in late fees and increased financial strain. Her husband, Muhammad Anwar, worked as a laborer and had a demanding schedule that prevented him from assisting with the task. This created a cycle of stress for Asma, as she struggled to keep up with the bills and manage her family's finances effectively.



The situation began to change when Asma became part of the Internet Dost and Internet Zabardast program, an initiative supported by NRSP and Google. The program provided doorstep training to Asma on how to use digital platforms for managing financial tasks, particularly focusing on the EasyPaisa app—a mobile wallet service that allows users to make utility bill payments from the comfort of their homes. Through this hands-on training, Asma learned how to install the app and use it to pay her utility bills directly, without the need to travel to payment centers.

Empowered by this newfound digital literacy, Asma was able to make bill payments on time, avoiding late charges and the financial stress that had previously come with missed deadlines. The convenience of managing her utility payments through the EasyPaisa app also meant that she could complete the task without waiting for her husband's availability, giving her more control over her household's financial matters. This digital training had a profound impact on Asma and her family. Not only did it relieve them of the burden of late fees, but it also improved their overall financial management. The ability to make timely payments through digital means enhanced Asma's confidence and brought a sense of financial empowerment to her daily life. It also highlighted the importance of targeted digital literacy programs, especially for marginalized communities and women, in bridging gaps and providing greater financial inclusion.

Asma's experience with the Internet Dost and Internet Zabardast program is a powerful example of how digital tools can positively impact the lives of individuals in rural areas. The training provided by NRSP, with support from Google, transformed Asma's ability to manage her utility bills, alleviating financial stress and creating opportunities for greater financial independence within her household.

## Bakht Zari's Transformation through Digital Literacy and Branchless Banking

Bakht Zari, a successful entrepreneur from the village of Badrashi in RV Badrashi district, Nowshera, is a woman who has overcome numerous challenges in her journey to business success. At approximately 55 years old, Bakht Zari had built a thriving business, yet she faced significant hurdles due to her lack of formal education. Being illiterate, she was unable to read or write, and this often limited her ability to fully engage with modern business tools. She relied heavily on her smartphone, but only for basic calls to stay in touch with her customers. Furthermore, she visited customers door-to-door to collect monthly installments, which was time-consuming and sometimes inefficient. However, Bakht Zari's life took a positive turn when she enrolled in a Digital Literacy training program. This training, aimed at empowering individuals in rural areas with basic digital skills, introduced her to the concept of Branchless Banking, a system that allows users to access financial services without the need for a traditional bank. As part of the training, Bakht Zari learned how to use her smartphone to activate an EasyPaisa account, a mobile banking service that would allow her to receive payments from her customers directly.



The new digital skills Bakht Zari acquired transformed the way she managed her business. Instead of making time-consuming trips to collect payments in person, she now received customer installments easily and securely through her EasyPaisa account. This digital shift not only saved her time but also reduced the risk of handling cash and ensured that payments were received promptly. With this newfound convenience, Bakht Zari was able to manage her finances more efficiently. She could track payments, plan her business operations with greater precision, and focus on growing her business. The confidence she gained from using digital tools to handle payments and finances further empowered her to expand her entrepreneurial ventures.

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Bakht Zari's journey highlights the profound impact that digital literacy can have on individuals in underserved areas, especially for those who face barriers like illiteracy. By equipping her with the ability to navigate digital financial tools, the training has enabled her to streamline her business operations, reduce logistical challenges, and grow with confidence. Through Branchless Banking and the use of her smartphone, Bakht Zari is now able to perform key business tasks independently, ultimately allowing her to focus on the long-term growth of her enterprise.

## Khush Bakht Bibi transformation through Digital Literacy in Kabul River

Khush Bakht Bibi, a 30-year-old woman, resides in the village of Kabul River in RV Kandari, district Nowshera. For years, she supported her family by stitching clothes for the women and children in her community. However, her skills were limited to basic stitching and simple designs. Whenever someone requested modern or more intricate designs, Khush Bakht would find herself at a loss, unable to fulfill such orders. As a result, her customer base remained small, and her earnings were insufficient to support her family.



Everything changed when Khush Bakht attended a Digital Literacy training program. This initiative opened up new possibilities for her as she began using Google Search and YouTube to learn advanced stitching techniques and contemporary design cuts. With these newly acquired skills, she was able to offer her customers the latest fashion trends without hesitation. Her business began to thrive, and she saw a steady increase in her clientele. Grateful for the opportunity, Khush Bakht expresses her heartfelt thanks to Internet Dost and Google.org for providing her with this valuable, free training at her doorstep, which has significantly transformed her livelihood.

## Kalsoom's Academic Success through Digital Literacy in Shameer Garhi

Kalsoom, a 21-year-old BS student from the village of Shameer Garhi in RV Circle No 01, district Nowshera, faced challenges understanding the advanced topics in her textbooks. To cope with these difficulties, she attended tuition classes in the evenings to get help with the more complex subjects. Although Kalsoom owned a smartphone, she mainly used it for calls, text messages, and social media, unaware of its potential beyond these functions.



Everything changed after Kalsoom attended a Digital Literacy training program. Through this training, she learned how to effectively use the YouTube app and understand its benefits for academic purposes. She quickly became proficient in using Google search to find resources, watch tutorial videos, and gather information from multiple websites for her assignments and presentations. With the help of online resources, Kalsoom even decided to stop attending her tuition classes and instead found an online tutor who could assist her more conveniently. This shift not only enhanced her learning experience but also helped her save money on tuition fees. Kalsoom is now thankful for the opportunity provided by Internet Dost and Google.org, which empowered her with the tools to enhance her education and manage her studies more effectively.

## Sadaf Zahid's Empowerment as an online scholar through Digital Literacy

Sadaf Zahid, a 32-year-old Islamic scholar from RV Badrashi, Union Council Badrashi, district Nowshera, has dedicated herself to Islamic studies, completing her higher education in the field. Despite her qualifications and passion for teaching, Sadaf faced a significant barrier: her family did not allow her to pursue a teaching job outside the home, limiting her opportunities to share her knowledge. Although she owned a smartphone, she struggled to use it effectively for educational purposes.

Everything changed when Sadaf attended a Digital Literacy training. Through this program, she learned how to use her smartphone efficiently, opening up a new world of possibilities for her. Armed with the skills to navigate her device, she began teaching students online, delivering lessons and lectures via her smartphone. This not only allowed her to continue her teaching but also enabled her to earn a respectable income from home.



## Sana Bibi's Cooking transformation through Digital Literacy

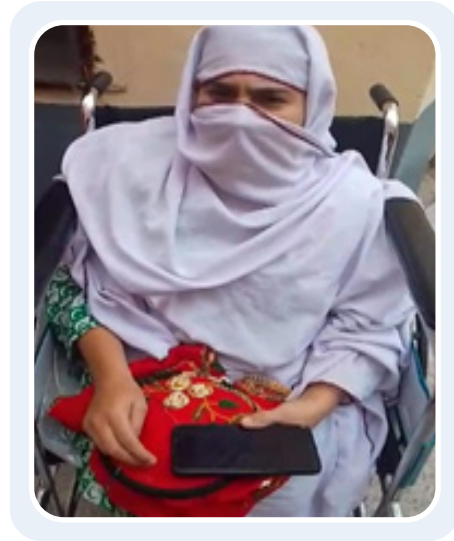
Sana Bibi, a 25-year-old housewife, lives in RV Dagai Jadeed, district Nowshera. Like many women, Sana was familiar with traditional cooking, preparing the same types of meals for her family. She has always had a passion for cooking and enjoyed experimenting with new recipes, but she didn't know where to find resources to learn diverse dishes. Cooking courses were out of her reach due to their high costs, and although she owned a smartphone, she only used it for calls and messages, unaware of its full potential. Her situation took a positive turn when she attended a Digital Literacy training. Through this training, Sana learned how to use her smartphone effectively, including using Google Search and the YouTube app. She began to explore a wide variety of recipes and cooking techniques online, which allowed her to experiment with new dishes for her family. As she practiced these new recipes, Sana felt a great sense of pride when her family members appreciated her cooking and enjoyed the meals she prepared.

Sana is deeply grateful to Internet Dost and Google.org for providing her with this valuable training, which not only helped her expand her culinary skills but also gave her the confidence to try new things. This training, offered free of cost and at her doorstep, has significantly enhanced her cooking abilities and brought her joy and recognition from her family.



## Shagufta Bibi's Journey to Mastering Modern Embroidery Designs

Shagufta Bibi, a 30-year-old woman from the village of Baghwanan in RV Dagai Jadeed, district Nowshera, faces the challenges of physical disability but has always been determined to improve her life through education and skill development. Despite her disability, Shagufta remains courageous and confident, striving for a successful future. She owned a smartphone but primarily used it for basic functions like calls, messages, and taking photos, unaware of its more advanced features that could aid her in her goals. Shagufta practiced hand embroidery using traditional, local designs but struggled with color combinations and creating modern, contrasting designs. She felt limited in her craft and unable to progress further without guidance.



After attending a Digital Literacy training, Shagufta gained valuable skills in using her smartphone effectively. She learned to use Google Search and the YouTube app to explore new hand embroidery techniques and discover modern designs with diverse color combinations. This newfound knowledge allowed her to enhance her work and overcome the limitations she once faced. Now, Shagufta is able to create beautiful, vibrant embroidery designs with ease, and she is thrilled by her progress.

Shagufta is deeply grateful to Internet Dost and Google.org for offering this free, doorstep training, which has empowered her with the tools to enhance her skills and transform her craft. This experience has not only improved her embroidery but has also boosted her confidence and opened new possibilities for her future.

## From Limited Opportunities to Empowered Choices, Digital Skills Transformed Iqra's Life and Future.

Iqra Riaz lives in 33/BC tehsil Bahawalpur and belongs to a poor family where her father is a laborer. She completed her F.A from nearest college but due to limited resources her parents could not support her to further pursue her education. Our Internet Dost met her and told her about our two-day training on Internet Zabardast. As a result of the training, she was able to access the internet through which she discovered her interest for embroidery. She now has learned different embroidery designs that she incorporates in her work and sells it in the market. This particular learning has improved her life by increasing her income and therefore empowering her to be more involved in the financial aspects of the house. She is also very much excited about the upcoming elections. Before



training she was unaware about the process of election. Now, because of Google project training she can positively use the information of social media. This year she is going vote to her selected candidate.

## Digital Skills Helped Fatima Turn Her Passion into Income

Fatima Akhtar Lives in UC Sukhail tehsil Ahmedpur and belongs to a very poor family. She had no proper source of income until she came to know about the Internet Dost and Internet Zabardast project trainings. She was connected with Aleezay who became her Internet Dost and taught her how to properly use her phone and the internet. From this learning, Fatima was able to access cooking recipes which is an area of her interest. She searched for different snacks recipes that she then tried out and mastered. She then realized that she could earn from this new skill that she had acquired and so she started to make snacks and sell them at a nearby school. Digital literacy improved Fatima's life by allowing her to become financially independent and empowering her to make her own decisions.



## Shahnaz BiBi Journey from Simple Stitches to Skillful Success

My name is Shanaz, I make a living by sewing clothes. My earning was very limited because I did not have the skills to make a variety of designs. This changed when I was connected with my internet friend, Miss Sania, from Internet Zabardast who came and taught me various new skills. She helped me connect to the internet and taught me how to properly use my smartphone. I was able to learn new designs from YouTube and as a result I got new customers. I am very thankful for this initiative because it has completely changed my life and empowered me to be more in control of my earning. She further shares that she can now check the status of her vote registration through android.



## Amina Bibi Journey from Struggle to Self-Reliance

My name is Amina Bibi and I am a resident of LSO 207/9R in a village. I have four children and a metric level education. Three years ago, my husband passed away, after which I struggled financially to raise four kids. I would ask help from wealthy family members and people in the area in order to survive. One day, NRSPs CRP Zubaida Khanam approached me as an



Internet Dost for the Google digital smartphone training. Through the training, I learned skills at LED Bulb Making Business from YouTube and other video channels. This initiative gave me the opportunity to earn from home for my kids so that I do not have to ask for financial help from others. I am now collecting savings to buy a modern bulb-making machine. I am very grateful for this opportunity that allowed me to become financially independent.

## Sumaira BiBi discovers the power of digital learning

My name is Sumaira Bibi, I had a smartphone but I did not know how to use it. It was really difficult for me because I do not know how to read or write. I was really interested in knowing how to take pictures and also wanted to try out new recipes. This was made possible through the training I got from the Internet Dost program. I was connected with Baji Asfa Karam who taught me new digital skills which proved to be life changing for me. She taught me how to take pictures from the front and back camera. She also taught me how to use the voice icon on Google to search for cooking recipes on YouTube. I finally learned how to make Kari Pakora from online videos that turned out delicious. I was also taught how to download YouTube videos so that I can watch them even when I do not have access to the internet. I am very thankful to Google and my internet friend who connected me with so many different opportunities. It feels like I have entered a new world when I am using my phone and I do not feel at a disadvantage because of being illiterate. This new digital learning makes me feel empowered and I wish I had this opportunity earlier.



## Anmol digital empowerment journey from learning to earning

Anmol, a resident of Golibagh in Tehsil Charbagh and a mother of three, has a transformative journey that highlights the power of digital literacy. Currently pursuing an MA in Islamic Studies from Allama Iqbal Open University, she faced significant challenges with the university's shift to digital platforms due to her limited digital skills. Her husband, a dedicated teacher, has been a steadfast support throughout her educational journey, but she was determined to manage her studies independently.

Recognizing the need to enhance her digital skills, she attended training sessions as part of the 'Internet Dost, Internet Zabardast' program. These sessions taught her how to effectively use a smartphone and navigate platforms like YouTube. The training not only improved her digital proficiency but also changed her life and how she sees herself. Through these efforts, she discovered valuable resources for learning new skills, such as sewing techniques, which she now uses to make clothes for her children.



Her journey didn't stop there. She ventured further into the digital world, learning how to search and apply for jobs online, thus broadening her career prospects. This newfound confidence empowered her to handle academic submissions independently, reducing her reliance on her husband or others for assistance. Moreover, she began to earn money by taking on freelance projects and small jobs, contributing financially to her household and easing some of the financial burdens on her family. She has also started sewing clothes for others in her community, earning her own money and gaining financial independence. Recognizing the value of the skills she acquired, she took it upon herself to share her knowledge with other women in her community. She started offering free education sessions, teaching them how to use digital tools and navigate the internet. Her efforts have already made a significant impact, helping many women gain the confidence to pursue their own educational and professional goals.

In addition to her self-taught digital literacy, she registered for various online courses to further enhance her skills and knowledge. She has taken courses in areas such as digital marketing, graphic design, and online entrepreneurship. These courses have not only expanded her skill set but have also provided her with new opportunities for personal and professional growth.

Her story is a testament to her remarkable transformation from a digitally inexperienced individual to a proficient user of technology, leveraging it for education, personal growth, and potential career advancement. Her journey underscores the importance of digital literacy in today's world, showing how it can open doors to numerous opportunities and foster independence.

## Khalida from health worker to Digital Entrepreneur

Khalida, a resident of Noralkhel Banda in Lower Dir, has made significant strides in her personal and professional life through digital literacy. With a completed FA (FSC) education and a position as a Lady Health Worker (LHW) with the government, Khalida faced the dual challenge of balancing her job responsibilities with her family's needs. Her proactive engagement with the 'Internet Dost' and 'Internet Zabardast' program has transformed her approach to both personal and professional tasks. As an LHW, Khalida frequently travels, which necessitates effective communication and coordination within her family. Additionally, managing finances and conducting transactions efficiently were challenges that required digital solutions.



Before participating in the digital literacy programs, Khalida had limited experience with advanced digital tools. This lack of proficiency impacted her ability to fully leverage technology for personal and professional growth. This program provided Khalida with foundational skills in using smartphones and digital applications. She learned to use voice recognition tools such as Google Assistant and became proficient in making digital transactions using EasyPaisa. Building on her basic digital skills, this program offered Khalida advanced training in e-commerce and digital marketing. It equipped her with the knowledge to use online platforms for business purposes, enhancing her ability to manage and promote

her ventures effectively. Khalida mastered essential digital tools, including voice recognition for hands-free operations and EasyPaisa for secure financial transactions. This capability was especially useful for managing finances and communicating efficiently.

Recognizing the importance of these skills, Khalida extended her knowledge to her mother. She taught her mother how to make phone calls and use emergency helplines, ensuring her safety and enabling effective communication during Khalida's frequent absences. Khalida began exploring e-commerce opportunities by using Daraz for buying and selling skin products. Her familiarity with digital tools allowed her to enter the online marketplace and manage transactions effectively. Khalida leveraged her new skills to enhance her e-commerce business. She created promotional videos for her products and uploaded them to Facebook Marketplace. This approach not only increased her visibility but also attracted more customers to her online store.

### Bushra Bibi Digital leap from local sales to online success

Bushra Bibi lives in UC 117/DB tehsil Yazman Bahawalpur. She belongs to a very poor household where her husband is a laborer. She earns some money by making woolen Quran covers and purses to sell in her area. To improve the quality of her life, the Internet Dost and Internet Zabdast staff connected with her and provided a two-day training. In that training, Bushra was taught to better use the internet to improve her work so that she can increase her customers. She was able to successfully increase her income as a result of the training and is now thinking of opening her YouTube channel to further expand her work.



### Nazia Amanullah journey of growing her business digitally

Nazia Amanullah from Sangota, Babozai, has an inspiring journey that highlights the transformative power of digital literacy. With her FSC education as a foundation, Nazia has learned various digital skills during her training, preparing her to enhance her business operations. Through the 'Internet Dost, Internet Zabdast' program, Nazia learned to use EasyPaisa, which has helped her manage finances efficiently, integrating it into her business operations. This training has provided her with the tools to streamline financial transactions and improve the overall efficiency of her business. She also explored dressmaking and embroidery techniques through YouTube, acquiring skills that have enriched her product offerings. By leveraging these new skills, Nazia has already started sewing clothes and offering embroidery services to her



community, earning a steady income. Additionally, she learned about the Markaz app, which enables her to sell products online, opening new avenues for reaching customers and expanding her market. Through this platform, she has successfully sold her handmade products and is earning approximately 20,000 rupees per month.

Nazia has effectively utilized social media platforms like Instagram, Facebook, and Snapchat for business purposes. She is showcasing her products and promoting her business online, engaging with customers and reaching a wider audience. Her training has equipped her with the knowledge to use these tools effectively for marketing and customer engagement, significantly boosting her business visibility and sales. Moreover, she learned video editing, a skill that enables her to create compelling content to promote her business visually. This ability to produce engaging videos is a significant asset, as it can attract more customers and showcase her products in an appealing manner.

Nazia's proactive approach in acquiring digital skills sets a strong foundation for her entrepreneurial ventures. Her journey serves as a motivational example for others in her community, by embracing digital tools and platforms, she has transformed her business and contributed to the economic development of her community.

## Saba digital empowerment journey from hobby to hustle

Saba, from Barawal Bandai in Upper Dir, has an education up to FA. Through training, she learned to use a smartphone effectively, mastering YouTube for cooking and stitching tutorials. She also became proficient in sending voice messages, sharing WhatsApp videos, and using location services. Additionally, she learned to manage EasyPaisa and JazzCash for secure transactions and explored online shopping through Daraz. Using skills acquired from YouTube, Saba initially started stitching clothes for her children. As her skills improved, she began taking orders from others in her community, turning her hobby into a professional venture. She earns 350 rupees per suit and regularly completes 15-20 suits, providing a steady income. This is just the beginning, and she's optimistic about expanding her business further. YouTube also helped her deepen her religious education by starting Quran Tarjuma, enabling her to understand the Quran more comprehensively. She began baking cakes and taught her sister-in-law about the benefits of YouTube and stitching.

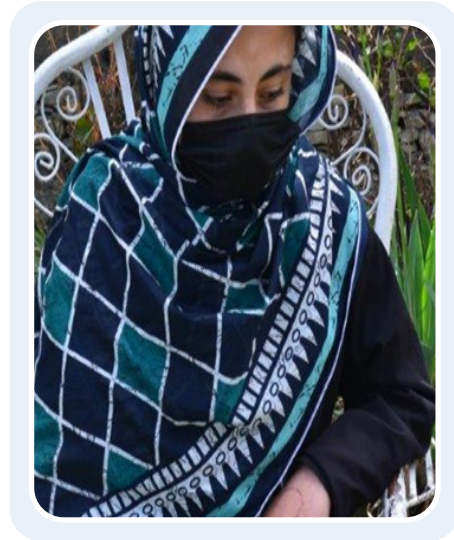


In addition to her stitching business, Saba has started teaching others in her community. She conducts regular classes, charging a fee for her lessons, which has become an additional source of income. This teaching initiative has further enhanced her financial stability and allowed her to share her skills with others. She also started preparing presentations and using PowerPoint, enhancing her digital literacy. Her story highlights how digital tools can empower women to not only secure their financial future but also positively impact their families and communities. Saba's journey serves as a motivational example for others in her community, demonstrating how digital literacy can enhance personal and professional

growth. Her experience underscores the transformative power of education and the importance of sharing knowledge within the community.

## Raiha Batool journey from unsold crafts to online success

Raiha Batool, a resident of Gulshanabad in Lower Chitral, completed her FSc education with aspirations of improving her financial situation and leveraging her skills. Her journey took a transformative turn when she participated in digital literacy training, which equipped her with the skills to effectively use a smartphone and harness the potential of online platforms like WhatsApp and Facebook for business. Although Raiha had previously used WhatsApp and Facebook, she lacked a comprehensive understanding of how to leverage these platforms for business purposes. She was unaware of the full potential of online sales and marketing, and her family's financial situation was limited, with many of her mother's handicrafts remaining unsold.



Raiha and her family faced financial challenges and needed a sustainable income source. They had limited options for expanding their income beyond traditional means. Raiha's participation in digital literacy training was a game-changer. The training provided her with essential skills and learned how to use her smartphone efficiently for various functions, including online communication and transaction management. The training demonstrated how to use WhatsApp and Facebook not just for social interaction, but as powerful tools for marketing and sales. Raiha discovered how to create engaging content, manage online sales, and reach a broader audience.

Raiha learned how to facilitate financial transactions securely using EasyPaisa, making it easier to manage payments and transfers for her online business. With her newly acquired skills, Raiha set up an online sales point. She began offering a range of products including clothes, jewelry, sprays, and cosmetics. Raiha joined several WhatsApp and Facebook groups relevant to her market. She shared pictures, posts, and stories about her products, utilizing these platforms to attract and engage potential customers.

Raiha's mother, who was a skilled maker of handicrafts, had many unsold items. Raiha applied her digital marketing skills to help her mother sell these handicrafts online. By showcasing these products on various digital platforms, they reached a wider audience and converted unsold inventory into profitable sales. Raiha integrated EasyPaisa into their sales process to handle transactions efficiently, which simplified payment collection and improved financial management. Raiha and her mother have seen a significant increase in their monthly earnings, approximately 50,000 rupees. This additional income has substantially improved their financial situation, providing greater economic stability. The success of their online venture has enabled Raiha and her mother to reinvest in their business. They have been able to expand their product range and improve their marketing efforts, further boosting their profitability. Raiha's newfound confidence in managing an online business and leveraging digital tools has empowered her and her mother. They now run their online business with greater efficiency and creativity. Raiha's

successful transition from traditional to digital business serves as an inspiration for others in her community. Her story highlights the transformative potential of digital literacy, encouraging others to explore similar opportunities.

## Sher Zareen's grassroots initiative to Improve Sanitation in Nowshera Kalan

Sher Zareen, originally from Chitral, currently resides in a rented house in the small village of Nowshera Kalan, located in the Nowshera District of Pakistan. Despite being a community with a relatively educated population, Nowshera Kalan struggles with significant cleanliness issues. The local neighborhoods, or mohallas, were often littered with garbage, leading to health problems, particularly among children. The prevalence of diseases, including dengue, was alarming, with many children suffering due to the unsanitary conditions. The streets of Nowshera Kalan were filled with piles of waste, and children roamed barefoot, exposing them to health risks. Despite the visible need for change, community members exhibited a concerning lack of initiative regarding cleanliness. Sher Zareen, having learned about the importance of sanitation through platforms like Internet Dost and Internet Zabardast, felt compelled to take action, but faced challenges due to his status as a newcomer with limited connections in the area.



Determined to address the sanitation issue, Sher Zareen decided to involve his family his wife and children in the solution. One Sunday morning, they set out to clean the streets together. Equipped with masks, brooms, shovels, and a handcart, they began picking up trash and disposing of it properly. As they worked, they made noise to attract the attention of their neighbors, hoping to inspire them to join in. Soon, a neighbor emerged with a broom and expressed interest in helping, which encouraged others to participate. Sher Zareen referenced a saying of the Prophet: "Cleanliness is half of faith," further motivating the community. As more residents joined in the cleaning efforts, Sher Zareen took the opportunity to gather everyone for a discussion. He posed a question: How long would they continue to live in unsanitary conditions? He proposed a sustainable solution to the sanitation issue, emphasizing the need for collective responsibility. The community responded positively, agreeing to collaborate. First is community members would aim to minimize waste at the household level. Second is to reuse items would be given to those in need, fostering a spirit of generosity. Third is they would sell stale bread and use the funds to pay a local individual to collect garbage from each household daily. Residents were encouraged to keep their waste until collection. The community agreed to these steps and selected a local individual in need to handle the cleanliness tasks, offering Rs. 200 per household each month for his services.

With the implementation of this plan, the streets of Nowshera Kalan became noticeably cleaner. The designated worker visited each household every morning to collect garbage, ensuring proper disposal. The initiative not only improved the local environment but also restored a sense of safety for children who could now play outside without fear of health issues.

Sher Zareen's efforts illustrate the importance of grassroots action in addressing community challenges. By initiating a clean-up effort and fostering collective responsibility, he inspired his neighbors to engage in maintaining their environment. This case study highlights the principle that meaningful change begins at home and demonstrates how individual actions can lead to broader community improvement. Through proactive engagement and collaboration, Sher Zareen transformed a neglected area into a healthier, cleaner space for all residents.

# Annexures

## Annex 1: List of master trainers of Internet Dost

Sr#	Districts	Supervisor Name	No.of Internet Dosts
<b>Hyderabad</b>			
1	Thatta	Riffat Jehan	20
2	Sujawal	Shamim Patojo	20
3	Badin	Musrat Khaskheli	20
4	Tando Muhamma Khan	Jamila Abbasi	20
5	Tando Allahyar	Hina Baloch	20
6	Matiari	Saeeda Yousif Qambrani	20
7	Mirpurkhas	Afshan Mehar	20
8	Sanghar	Gul Bano	20
<b>Total</b>			<b>160</b>
<b>Balochistan</b>			
9	Kech	Humaira	22
10	Gwadar	Mahbano	22
11	Lasbela	Nasreen Shoukat	22
<b>Total</b>			<b>66</b>
<b>Lahore</b>			
12	Sheikhupura	Manzoor Hussain	22
13	Nankana Sahib	Kaloom	22
<b>Total</b>			<b>44</b>
<b>Azakhel-KPK</b>			
14	Nowshera	Salma Khan	22
15	Mardan	Zakia Shah	22
16	Swabi	Rubi Shad	22
17	Malakand	Hafsa Sher	22
<b>Total</b>			<b>88</b>
<b>Bahawalpur</b>			
18	Bahawalpur	Adeela	22
19	Bahawalnagar	Saba	22
20	DG Khan	Farzana	22
21	Rajanpur	Kaloom	22
22	Rahimyar Khan	Sehar	22
<b>Total</b>			<b>110</b>
<b>Centre for Governance And Accountability</b>			
23	Chitral	Mehnaz Illtifat	16
24	Lower Dir	Tanzeela Alam	16
25	Upper Dir	Sarwat Bibi	16
26	Swat	Sabroon Malook	16
27	Kohat	Sadia Rasheed	16
28	Mansehra	Bibi Shazia	16
<b>Total</b>			<b>96</b>
<b>Ghazi Barotha Taraqiati Idara</b>			
29	Abbotabad	Gul Siraj	14
30	Attock	Sidra Rameen	13
31	Haripur	Haseena Shaheen	13
<b>Total</b>			<b>40</b>
<b>Grand Total</b>		<b>31</b>	<b>604</b>

## Annex 2: Schedule – National Launching Workshop

Time	Programme	Responsibility
09:30	Registration	NRSP
10:10	Recitation and introduction	NRSP
10:30	Welcome and opening remarks (Project Brief)	Dr. Rashid Bajwa CEO NRSP
10:40	Remarks from Google	Dr. Kyle Gardner, Government Affairs and Public Policy Lead, South Asia, Google
11:00	Digital Dialogues: Amplifying Community Voices	Project Beneficiaries (1+2)
11:15	Bridging the Digital Divide - Catalyst for Economic Development	Parvez Iftikhar
11:25	Remarks from Ministry of Human Right, Pakistan	Mr. Muhammad Arshad, Director General, Ministry of Human Right.
11:35	Tea	
11:50	Remarks from Pakistan Microfinance Network	Kabeer Naqvi Chairman Pakistan Microfinance Network
12:05	Nurturing Digital Literacy: Enriching Livelihoods and Empowerment	Afshan Tehseen (Ex-Chairperson at National Commission on the Rights of Child, Government of Pakistan and CEO – Human Capital Pakistan)
12:20	Local Innovators: Partner Insights Driving Community Impact	Musharraf Ali Farooqi, Founder and CEO STORYKIT
12:30	Digital Dialogues: Amplifying Community Voices	Project Beneficiaries (Two presented in session and rest of all beneficiaries stories from clips)
12:50	Remarks from Ministry of Education; Digital innovations and Community	Mr. Mohyuddin Ahmad Wani – Secretary, Ministry of Federal Education and Professional Training
12:55	Nurturing Digital Literacy: Enriching Livelihoods and Empowerment	Dr. Shaheryar, Representative, All Pakistan Women University Consortium. (APWUC)
13:00	Field Staff Experience - Internet Dost & Internet Zabardast	Field Staff Experiences » Baber Jamil from CGPA » Zarina from NRSP » Rimsha from Story Kit
13:10	Remarks from National Information Technology Board	Hafiz Javad Iqbal, Director IT from NITB, Government of Pakistan
13:15	Closing Remarks	Dr. Rashid Bajwa CEO NRSP
1330	Networking and Lunch	

### Annex 3: Schedule – Peshawar Launch Event

Time	Programme	Responsibility
09:30	Registration	CGPA
10:10	Recitation and introduction	CGPA
10:30	Welcome and opening remarks (Project Brief)	Mr. Muhammad Anwar, Executive Director, CGPA
10:45	Digital Innovations and Community: Government Commitments	KP-IT Board – Minister/Secretary
11:00	Local Innovators: Partner Insights Driving Community Impact	GBT's Project Manager CGPA's Project manager
11:15	Digital Hub for Community awareness: How Digital hub can be beneficial for other social causes	UNICEF Representative, Polio Specialist
11:30	Digital Dialogues: Amplifying Community Voices	Project Beneficiaries Field Staff Experiences or Videos
12:00	Certificate Distribution among Project Staff	Executive Director CGPA KPITB Member Elementary and Secondary Education Department Minister/Secretary
12:30	MOU Signing of CGPA with the Education Department of Khyber Pakhtunkhwa to start the Internet Zabardast component of the Project	Education Department Minister/Secretary Executive Director, CGPA
12:50	Education and Digital literacy and internet safety: KP's Education department's efforts and current projects	Education Department Minister/Secretary
12:45	Internet Safety: Government's efforts and initiatives taken in this regard	FIA, Director, Cyber Security
13:00	Closing Remarks	Executive Director CGPA

## Annex 4: Schedule – Lahore Launch Event

Time	Programme	Responsibility
09:30	Registration	Usman Abid, Storykit
10:25	Master of Ceremony	Tanzeela Mazhar
10:30	Recitation and National Anthem	Azka Tariq
10:35	Introduction to the Workshop	Musharraf Ali Farooqi, CEO STORYKIT
10:40	Welcome and opening remarks and Project Brief	Dr. Rashid Bajwa CEO NRSP
10:55	Google and Digital Literacy in Developing Countries	Kyle Gardner, Head Public Policy South Asia Google
11:05	Digital Dialogue: Amplifying Community Voices	Project beneficiaries' videos and personal ac- counts: Ayesha Khursheed, Rahim Yar Khan
11:10	Importance of Digital and Financial Literacy	Dr. Muhammad Amjad Saqib Chairman, Akhu- wat Syeda Kulsume Hai, Director General La- bor Welfare
11:30	Group Photos at Media wall	
11:35	Tea Break	
11:50	Internet Dost & Internet Zabardast: Pictures & Videos	
12:00	Digital Dialogue: Amplifying Community Voices	Project beneficiaries' videos and personal ac- counts: Saira Hassan, Rahim Yar Khan Rukaiyya Bibi, Rajan Pur
12:10	Importance of Digital and Financial Literacy	Dr. Ayesha Ashfaq, Chairperson, Department of Media and Development Communication, Uni- versity of the Punjab
12:20	Panel Discussion Innovations in Digital Literacy; Digital Media Literacy, Effectiveness of storytelling and internet safety	Moderator; Hammad Anwar Panelists: Musharraf Ali Farooqi, Founder and CEO, STORYKIT Fawad Kashif, Director, Lahore Puppet Group Dr. Neelma Munir, LCWU Lahore
12:50	Digital Dialogue: Amplifying Community Voices	Project beneficiaries personal ac- counts: Fauzia Nazeer, Rajan Pur
12:55	Vote of thanks	Sohail Manzoor, Programme Manager, Human Resource Development (HRD) and Social Pro- tec- tion, NRSP
13:00	Lunch and Networking	

## Annex 5: Schedule – Quetta Launch Event

Time	Programme	Resource Person
09:00	Registration	NRSP
10:00	Recitation and introduction	NRSP
10:15	Welcome and opening remarks (Project Brief)	NRSP Representative (Dr. Rashid Bajwa CEO NRSP)
10:40	Digital Dialogues: Amplifying Community Voices	Project Video Stories and Project Beneficiaries <ul style="list-style-type: none"> <li>• Zaiba Ali from Lasbella</li> <li>• Maria Umer from Lasbella</li> <li>• Asma Muhammad from Kech</li> </ul>
11:00	Opening Remarks by Mr. Zahoor Ahmad Buledi	Mr. Zahoor Ahmad Buledi Honorable Minister of Planning and Development, Government of Balochistan.
11:15	Remarks from Google	Dr. Kyle Gardner, Government Affairs and Public Policy Lead, South Asia, Google
11:25	Tea Break and Networking	
11:40	Promoting Internet Safety, Security and Awareness	Muhammad Hamza Shafqaat, Commissioner Quetta, Government of Balochistan
11:50	Women’s Digital Literacy and Safety	Dr. Tahir Rasheed CEO BRSP
12:05	Digital Literacy: Unlocking Opportunities for Students and Communities	Prof. Dr. Rubina Mushtaq, Vice Chancellor, Sardar Bahadur Khan Women’s University, Quetta
12:20	Local Innovators: Partner Insights Driving Community Impact	Musharraf Ali Farooqi, Founder and CEO STORYKIT
12:45	Closing Remarks/ Vote of Thanks	Dr. Rashid Bajwa, CEO NRSP
13:00	Pray, Lunch and Networking	Participants

## Annex 6: Schedule – National Closing Workshop

Time	Programme	Responsibility
10:00	Registration	NRSP
10:30	Recitation and introduction	NRSP
10:45	Welcome and opening remarks (Project Brief)	Dr. Rashid Bajwa CEO NRSP
11:00	Digital Dialogues: Amplifying Community Voices	Project Video Stories and Project Beneficiaries
11:30	Remarks from SECP	Commissioner SECP, Zeeshan Rehman Khattak
11:45	Tea Break and Networking	
12:00	Digital Literacy and Education -Government Commitments	Ms. Fuazia Irshad, Chairman Education Standing Committee; Mr. Rana Tariq, Director, Ministry of Human Rights
12:15	Women's Digital Literacy and Safety	Ms. Amna Asif Bajwa, Head of Programs, FAO Pakistan
12:30	Digital Dialogues: Amplifying Community Voices	Project Video Stories and Project Beneficiaries
12:45	Local Innovators: Partner Insights Driving Community Impact	Mr. Musharraf Ali Farooqi, Founder and CEO STORYKIT; Mr. Malik Nadeem Akhtar Kakakhel, CEO, Tahoor & Co.
1:15	Closing Remarks/ Vote of Thanks	Dr. Rashid Bajwa, CEO NRSP
1:30	Pray, Lunch and Networking	

## Annex 7: Schedule - CRPD PWD Workshop Ministry of Human Rights

Time	Activity	Resource Person
0900	Registration of participants	
0930	Welcome and opening Remarks	Rana Tariq Ali DD-CRPD
0940	Introduction and objective of the workshop	Sohail Manzoor -NRSP
1000	Introduction and role of CRPD	Ms. Ayesha Rehman (Member CRPD)
1030	Overview of the right of person with disabilities act 2020 and Government services available for persons with disabilities	Rana Tariq Ali DD-CRPD
1115	Tea Break	
1130	How to obtain and use a disability certificate/special CNIC	Rana Tariq Ali DD-CRPD
1200	Legal framework international convention on disability rights	Waqar Haider Awan (Member CRPD)
1245	Session on Digital Inclusion	Ms. Tayyaba Arisha (Member CRPD)
1330	Lunch Break	
1400	Discussion about use of smart phone, internet and online services and resources	Ms. Tahira Nawaz and Ms. Zara
1430	Using digital tools for communication, education and employment	Muhammad A mir Miraj
1500	Closing Remarks and Q&A	MOHR, NRSP
1515	Distribution of certification by chief guest	MOHR, NRSP



