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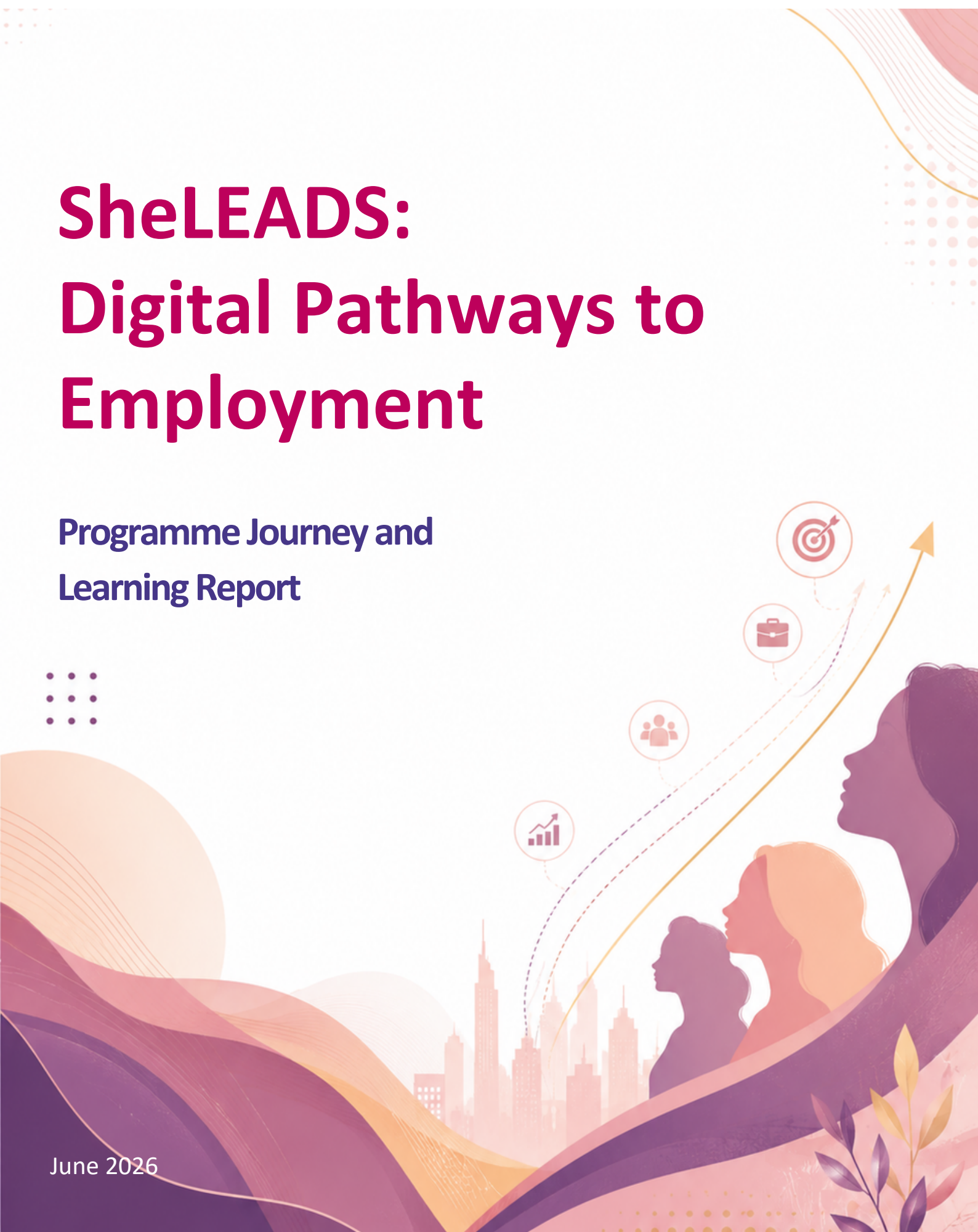


SheLEADS: Digital Pathways to Employment

Programme Journey and
Learning Report



June 2026



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Preface

This report documents the design, delivery and learning from one cohort of the SheLEADS: Digital Pathways to Employment programme, implemented between 2025 and 2026 by the Commonwealth of Learning's (COL) South Asian regional centre the Commonwealth Educational Media Centre for Asia (CEMCA), together with Bharat Innovation Global (BIG), Aspire For Her (AFH), VulcanPrep 360 and a network of women professional mentors.

It is written as a programme journey and learning report a first-hand account of what was tried, what worked, what did not, and what should be adapted for replicating the programme. It is not an independent evaluation, an impact assessment, or a randomised study. The report was prepared by the implementing team and experts, drawing on the records, feedback and reflections generated during the programme.

A central purpose of SheLEADS was to learn, in practice, what it takes for a young woman in a Tier 2 or Tier 3 city in India to move from interest in digital or work-from-home employment to genuine readiness for it. The programme was designed, delivered and revised across phases specifically to generate this learning pathway and not only to deliver training.

Who this report is for

This report is intended primarily for COL-CEMCA and for partner organisations, policymakers and other implementers considering similar women's digital-employability pathways. It is written to be practical and replicable: each chapter ends with a short “**Replication lesson**” that distils what future cohorts should keep, change or strengthen.

Foreword

"True empowerment is not merely about opening a door; it is about building the entire pathway that guides someone courageously through it."

When we first conceptualised the vision of harnessing online learning to equip young women and girls with the tools to thrive in the gig economy, we were driven by a profound conviction: geography should never dictate destiny. We knew that India's Tier 2 and Tier 3 cities were brimming with untapped talent, waiting for the right spark. Reflecting upon that initial dream, the year-long learning pathway carved out by the Commonwealth of Learning's Asian Regional Centre, the Commonwealth Educational Media Centre for Asia (COL-CEMCA) stands as a pioneering realisation of this conviction, proving that with the right design, we can turn latent potential into absolute economic agency.

The title of this initiative itself, SheLeads, is both apt and profoundly timely. In a digital landscape that is rapidly reshaping the global workforce, SheLeads has proven to be much more than a conventional training programme; it is a holistic ecosystem of transformation. It beautifully recognises that sustainable employment is a journey, not a destination. By seamlessly guiding young women through a continuum of access, structured learning, dedicated mentorship, rigorous employer-facing preparation, and ultimately, curated employment opportunities, it has established a gold standard for modern digital inclusion. At the heart of this success lies the definitive hallmark of the project: the unique and transformative role of its mentors. In a completely online learning environment, technology can sometimes feel distant or detached. However, the mentors in this project introduced a vital spark of human agency, reinforcing the timeless truth that while platforms can instruct, it is human connection that truly inspires. They became the compelling piece of the puzzle, anchoring self-belief, providing a safe harbour for practice, and guiding these young women as they boldly stepped into the digital frontier. And they too worked and connected online with the cohort of their learners in a seamless fashion.

SheLeads, not as a project but as a pathway, has served as a masterclass in organic, purpose-driven collaboration. The partnerships that emerged over the course of this project were not rigidly pre-determined, yet they flourished beautifully, demonstrating how diverse organisations can rally around a shared human cause. Every partner brought a distinct, specialised strength to the table. Crucially, this mosaic of efforts succeeded because it was guided by a masterful anchor in an organisation that seamlessly wove disparate threads, data points, and institutional strengths into a single, cohesive storyline, transforming a complex project into a fluid, life-changing pathway.

As this Programme Journey and Learning Report beautifully documents the milestones and breakthroughs achieved, I extend my deepest gratitude and admiration to every stakeholder, partner, and team member who poured their heart into this vision. But my ultimate tribute belongs to the young women of SheLeads themselves. You are the true heartbeat of this initiative and the pioneers of a new digital dawn. You embraced the challenge, balanced personal responsibilities, overcame barriers, and dared to reimagine your futures. Having walked gracefully through every phase of this intensive pathway, you now stand fully equipped to face global employers and boldly forge your own destinies in the gig world. You have not just completed a programme; you have claimed your rightful place in the future of work.



B. Shadrach
Director: COL-CEMCA
Commonwealth of Learning
June 2026

Executive Summary

Programme Story

SheLEADS began with one clear question: **What does it take to help a young woman move from interest in work to readiness for digital, remote or gig employment?** Many young women in Tier 2 and Tier 3 cities want to work, earn and contribute to the economy. Many have education, motivation and aspiration. Yet, they may not have formal work experience, confidence to speak, steady access to digital tools, exposure to job roles, or guidance on how to present themselves to employers. SheLEADS was built as a response to address this gap. The programme did not treat employability as a single training course, it treated it as a journey. That journey had to begin with confidence, then build communication, digital comfort, role clarity, interview readiness and exposure to real work opportunities.

SheLEADS was organised in two phases. Phase 1 built the foundation. Learners worked on English communication, aptitude, confidence, digital readiness and job preparedness through the PW learning platform, live sessions, recorded sessions and practice questions. Phase 2 moved the pathway closer to work. It introduced learners to digital and work-from-home roles and helped them prepare for applications, resumes, LinkedIn profiles, workplace communication and interviews.

A key design choice was to add mentors. Online learning gives scale, but it can also feel distant. The Learning Management System provided content, recordings and practice questions. Mentors provided the human connection. They reminded learners about the sessions, answered doubts, encouraged participation, used WhatsApp and online check-ins, and helped learners continue when the online journey felt difficult. This human layer became one of the strongest features of SheLEADS. Another important choice was to create a bridge before Phase 2. Job mapping helped in understanding what learners wanted to explore. The AI-based mock interview activity helped learners practise how to speak about themselves, their skills and their role interests. This transition layer helped move learners from foundation learning to employment-facing preparation.

Phase 2 was designed to be practical. The Career Preview and Orientation Programme included six Career Track sessions and six Job Readiness sessions. Learners were introduced to roles such as customer support, HR/recruitment support, digital marketing, Canva design, research support and data entry. They also worked on resumes, LinkedIn, interview preparation, workplace etiquette and professional communication.

The key learning from SheLEADS is simple:

Readiness for digital employment is built step by step. A learner needs confidence before she can present herself. She needs digital comfort before she can use online work platforms. She needs role clarity before she can apply. She needs mentoring, practice, feedback and flexible access to stay with the journey.

Key message

SheLEADS shows that women's digital employability programmes need a structured phased pathway: foundation skills, mentoring, interview practice, role exposure and employer-facing preparation.

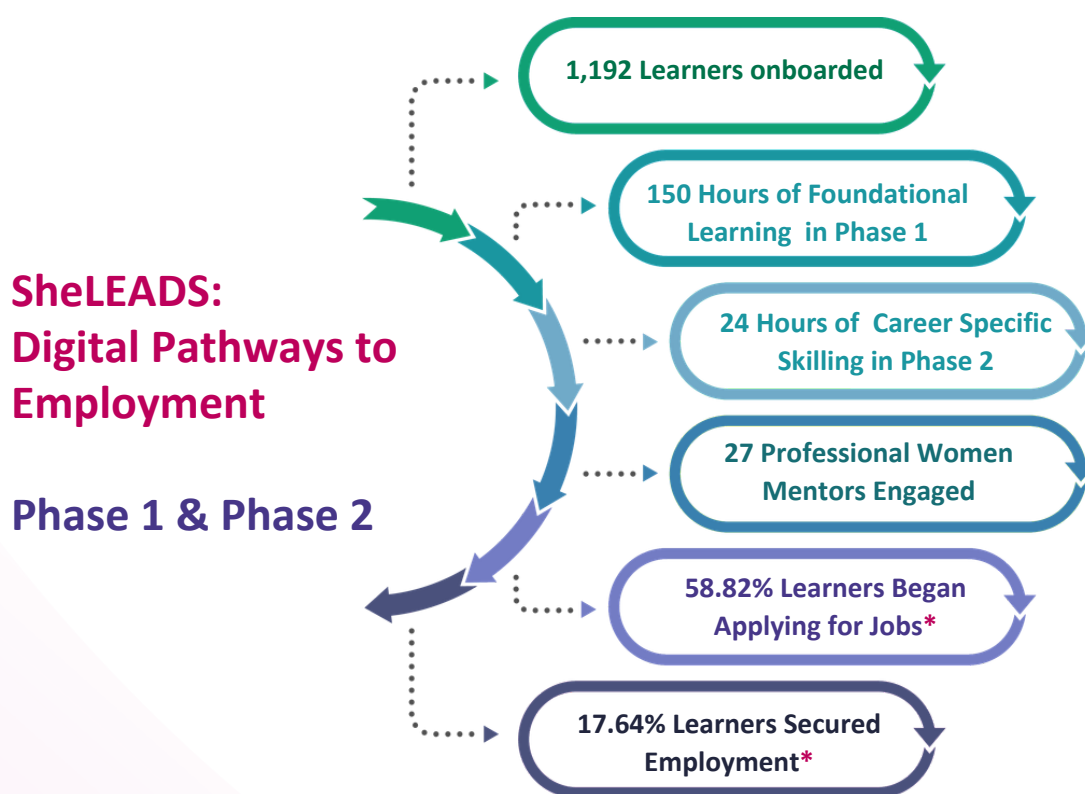
Key Achievements

SheLEADS created a structured route from foundational learning to employment-facing preparation. It selected 1,548 learners. Of these, 1,192 appeared on the platform and attendance records, and 273 learners received Phase 1 e-certificates for the 150-hour learning journey.

The programme worked with 27 mentors. Their role was not to teach the course, but to support continuity, confidence, practice and learner connection. This distinction is important for future online skill programmes. A learning management system can carry content, but mentors help learners stay with the journey. Learner feedback was positive. The NPS score of 48.8 indicates that many respondents were willing to recommend the programme to others. It also shows that the pathway had value for learners who engaged with it.

Phase 2 created stronger role exposure. The programme recorded a total of 582 participations across 12 skill sessions, resulting in 1,164 cumulative participant-hours of skilling through the Career Preview and Orientation Programme. The employment-facing results were early but important. Twelve curated opportunities were shared through the Accubet platform. One learner secured an internship opportunity. Five learners were shortlisted and interviewed for an L&D Consultant role, and two were selected but could not join due to health and travel constraints.

The main lesson for future cohorts is clear: the model should retain flexibility, mentoring and role exposure, while strengthening learner onboarding, platform access, employer linkage and learner-wise tracking from the start.



*Based on responses from 85 learners in the post-programme survey, this percentage does not represent the entire programme cohort.

This summary, and the report that follows, draws on programme records and learner feedback collected at different stages of the programme. As response rates varied across activities and surveys, not all findings are based on the same group of learners. The figures presented should therefore be interpreted as indicators of the programme's reach, participation and observed outcomes, rather than as a single verified outcome rate for the entire cohort.

Table ES1. Key numbers at a glance

Indicator	Number	What this tells us
Learners selected	1,548	The programme reached a large women-focused learner pool.
PW platform / attendance records	1,192	Not all selected learners completed platform access; LMS onboarding needed close support.
Phase 1 e-certificates issued	273	Certificates recognised completion of the 150-hour Phase 1 learning journey.
Mentors engaged	27	Mentorship was an intentional human-support layer.
Phase 2 session participations	582	All 12 Phase 2 sessions were completed; participants counted after 40+ minutes.
Phase 2 skilling hours (cumulative participant-hours)	1,164	Career Preview and Job Readiness sessions added role exposure and practical preparation.
Mock interview learner completion	108 of 266	The mock interview worked as a transition activity between foundation and work-readiness.
NPS score	48.8	A strong learner recommendation signal from December feedback respondents.
Employment opportunities shared	12	Opportunities were shared through the Accubet platform.
Early employment outcomes	15 learners (17.64%) had secured employment.	The programme began opening employer-facing routes, though conversion needs stronger follow-up. The Post-Programme Employment Survey confirmed that 50 (58.82%) of the 85 respondents had begun applying for job roles, with 15 learners (17.64%) indicating that they had secured employment or another form of professional engagement.

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Acronyms

Acronym	Full Form
AFH	Aspire For Her
AI	Artificial Intelligence
BIG	Bharat Innovation Global
COL	Commonwealth of Learning
CEMCA	Commonwealth Educational Media Centre for Asia
DPP	Daily Practice Problems
HR	Human Resources
L&D	Learning and Development
LMS	Learning Management System
MCQ	Multiple Choice Questions
NFHS-5	National Family Health Survey-5
NSDC	National Skill Development Corporation
NPS	Net Promoter Score
PLFS	Periodic Labour Force Survey
PW	PhysicsWallah

Foundation & Design

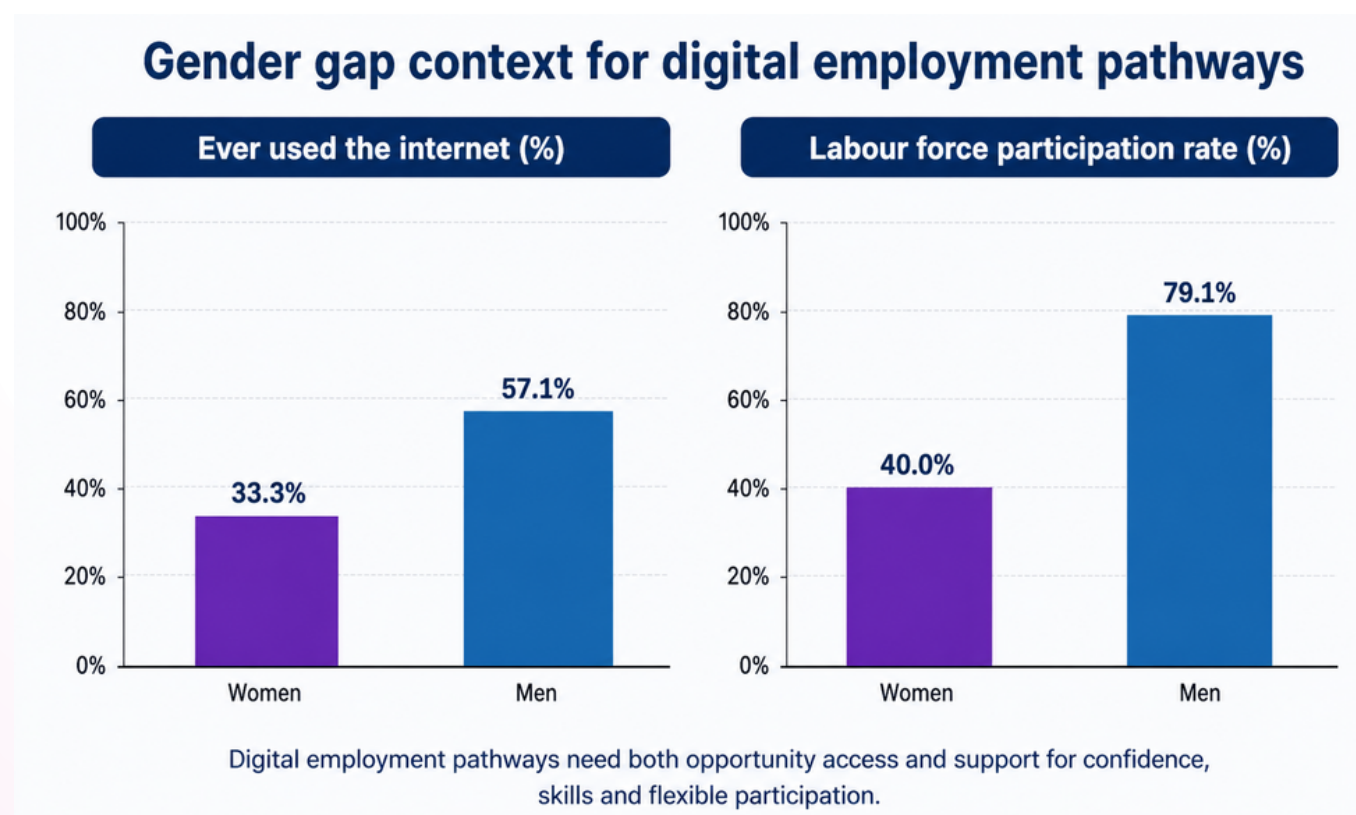
Chapter 1: Why SheLEADS - The Need and the Vision

SheLEADS was created in response to a clear gap. Digital work, remote work and gig work are expanding and these forms of work can help women overcome some barriers linked to mobility, location and time. But access to digital work is not automatic, a young woman may be educated and motivated, yet still be held back by low confidence, weak communication skills, limited digital comfort, lack of work experience and little exposure to the world of work.

This gap is sharper for many young women in Tier 2 and Tier 3 cities in India. They may be interested in earning, learning and contributing to the economy, but they often need a guided pathway. They need to understand what jobs exist, what skills are expected, how to prepare for them, and how to present themselves with confidence.

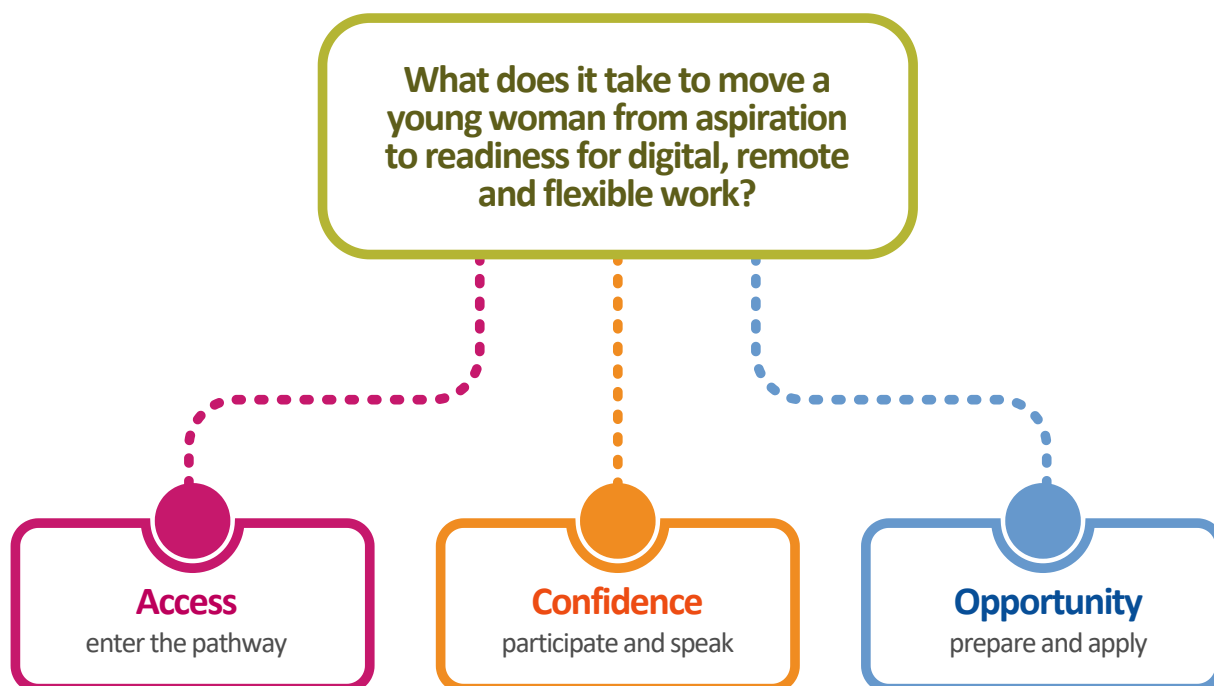
National data also points to the need for such a pathway. Women's internet use remains lower than men's, and women's labour force participation also remains much lower. For example, national figures show women's internet use at 33.3% compared with 57.1% for men, and women's labour force participation at 40.0% compared with 79.1% for men. These gaps show why digital employment cannot be approached only as a technology issue. It must also be approached as a confidence, access, skills and support issue.

Figure 1. Gender gap context for digital employment pathways



Source: NFHS-5 India Fact Sheet and PLFS Annual Report 2025.

The Central Question:



This clearly meant that SheLEADS had to do more than deliver training content. It had to build a route from aspiration to readiness. It had to make learning flexible, keep learners connected, introduce work-from-home and digital roles, and help learners practise how to speak about themselves and their skills.

Digital and work-from-home pathways were important because they matched the realities of many learners. Some learners were studying, some had family responsibilities, some had limited mobility or limited exposure to formal workplaces. A fully onsite employment route would not have met the needs of all learners. At the same time, remote work also requires preparation. Learners need digital comfort, communication skills, self-management, clarity on roles and the ability to use online platforms. They also need to know the difference between a real opportunity and an unsuitable or unsafe one. This is why the programme combined digital readiness with job-readiness and mentoring.

Design direction from the need

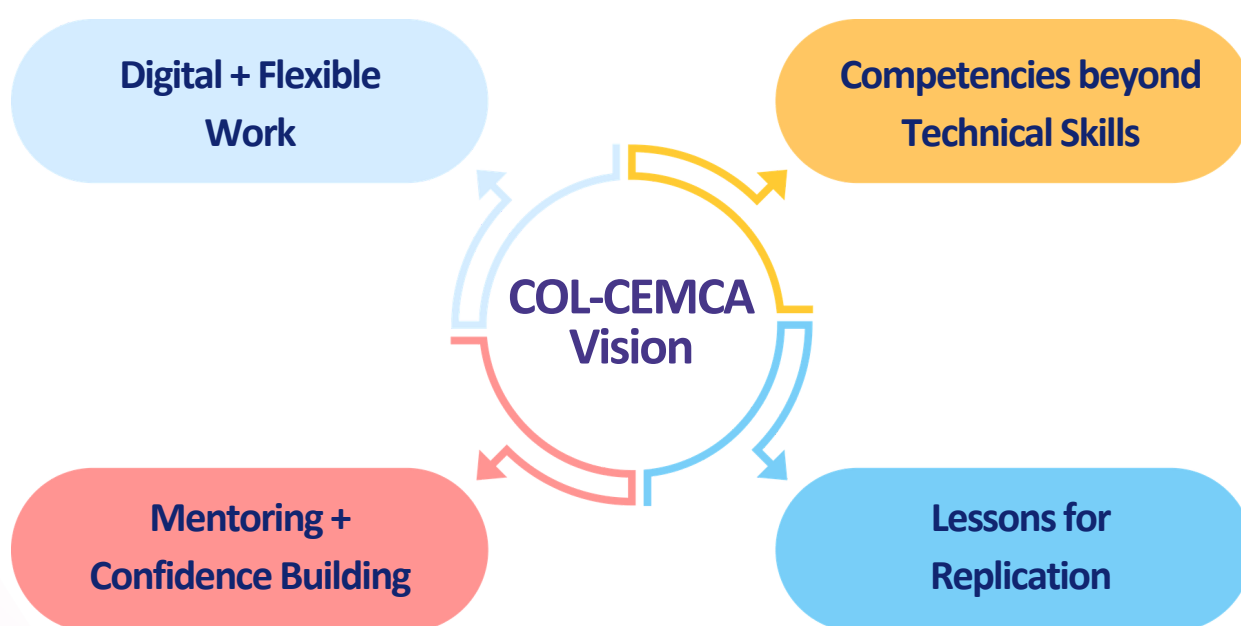
The gender gap in digital access and work participation pointed to four design choices: flexible online learning, recorded access, mentoring, and a step-by-step movement from foundation skills to role-specific readiness.

Leadership & Vision

SheLEADS: Digital Pathways to Employment was conceptualised and supported by the Commonwealth of Learning (COL) through its regional centre, the Commonwealth Educational Media Centre for Asia (CEMCA). The programme emerged from a shared commitment to addressing the persistent barriers that prevent many young women from accessing meaningful employment opportunities in an increasingly digital economy.

COL is an intergovernmental organisation established by Commonwealth Heads of Government to promote learning and skills development through the innovative use of technology and open, distance, and digital learning approaches. Through its regional presence in Asia, CEMCA works with governments, educational institutions, and development partners to expand access to quality education, skills training, and lifelong learning opportunities.

Recognising the rapid growth of remote work, digital services, and gig-based employment, COL-CEMCA envisioned SheLEADS as more than a skills training initiative. The programme was designed to explore how digital learning, mentorship, and industry engagement could be combined to create sustainable pathways to employment for young women, particularly those from underserved communities.



Chapter 2: The SheLEADS Pathway Model

The SheLEADS model was built as a pathway with each stage having a purpose. Each stage prepared learners for the next one. The sequence was important because employability readiness cannot be created in one step.

The first stage was learner mobilisation and onboarding. This stage helped to identify young women who were interested in digital or flexible work. The learner data records 1,548 selected learners. It also shows that LMS access required careful support. While 1,192 learners appeared in the phase 1 LMS platform and attendance records, not all selected learners could complete platform access. This was an early technical challenge and an important learning for future cohorts.

The second stage was foundation learning. Learners used the LMS platform, live sessions, recorded sessions and Daily Practice Problems. The Daily Practice Problems were MCQ-based practice questions linked to the main sessions taken by specific subject matter experts. They were not mentor assessments. Mentors used separate hands-on and qualitative activities during weekend engagement.

The third stage was mentorship. Mentors helped learners stay connected, practise communication and solve small barriers before they became reasons for dropping out. WhatsApp became especially important. It was used for programme-level queries, mentor-learner groups and mentor coordination. For many learners, WhatsApp was easier and more familiar than formal platforms.

The logic of SheLEADS was simple. Confidence and communication had to come before role-specific preparation. Digital comfort had to come before online work. Role exposure had to come before job application. Interview practice had to come before employer-facing opportunities. Mentoring had to run alongside the journey so that learners did not feel alone in an online programme.

The mock interview activity sat strategically between foundation learning and employment-facing preparation. It helped learners practise self-presentation after the foundation stage and before stronger role exposure. It also showed common readiness gaps, such as structuring answers, giving examples, reducing filler words and linking education or experience to a role.

Learners Journey Reconstructed

The pathway emerged from linking evidence points across the report

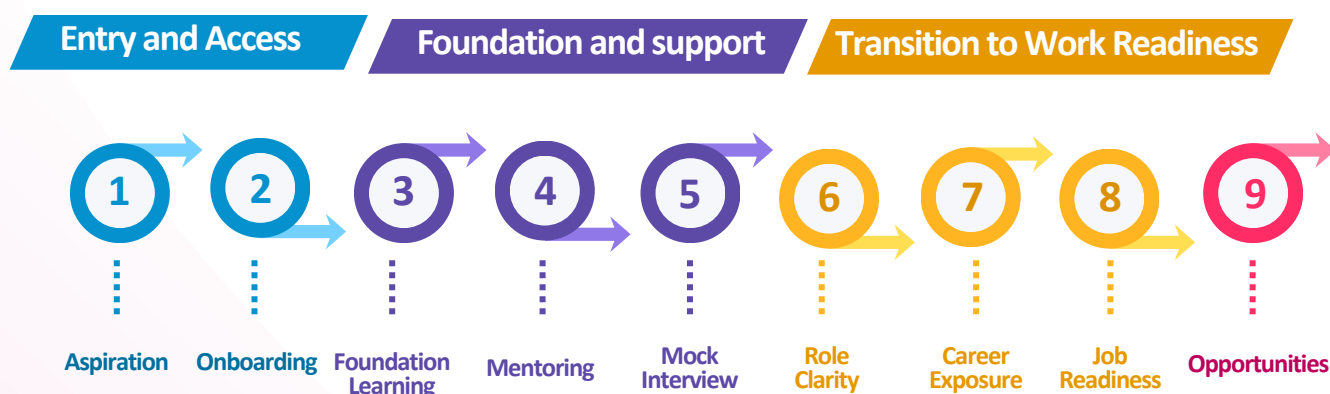


Table 1. SheLEADS pathway model

Pathway step	What we did	Why it mattered
Mobilisation and onboarding	Selected learners and supported platform access.	Helped in reaching the intended learner group and revealed LMS access challenges early.
Foundation learning	Communication, aptitude, digital readiness and job-preparedness through the PW platform.	Built the base before learners moved to role-specific preparation.
Mentorship layer	Weekly mentor engagement, WhatsApp follow-up, reminders and practice activities.	Kept learners connected and supported confidence.
Transition layer	Job mapping and AI-based mock interviews.	Helped learners move from general readiness to role-specific expression.
Career preview and job readiness	Career Track Previews and Job Readiness sessions led by Aspire For Her.	Introduced learners to roles, tools, resumes, LinkedIn, interviews and workplace expectations.
Employment-facing support	Curated opportunities shared through Accubet.	Created early links between learner readiness and real opportunities.

Replication lesson

The SheLEADS experience shows that digital employability for women works best as a staged pathway: first access and confidence, then foundation skills, then mentoring and interview practice, and finally role exposure and employer-facing opportunities.

Partnership Structure Behind the Pathway

SheLEADS was implemented through a partnership model because each stage of the pathway needed a different capability. COL-CEMCA provided the overall programme vision, design direction and learning focus.

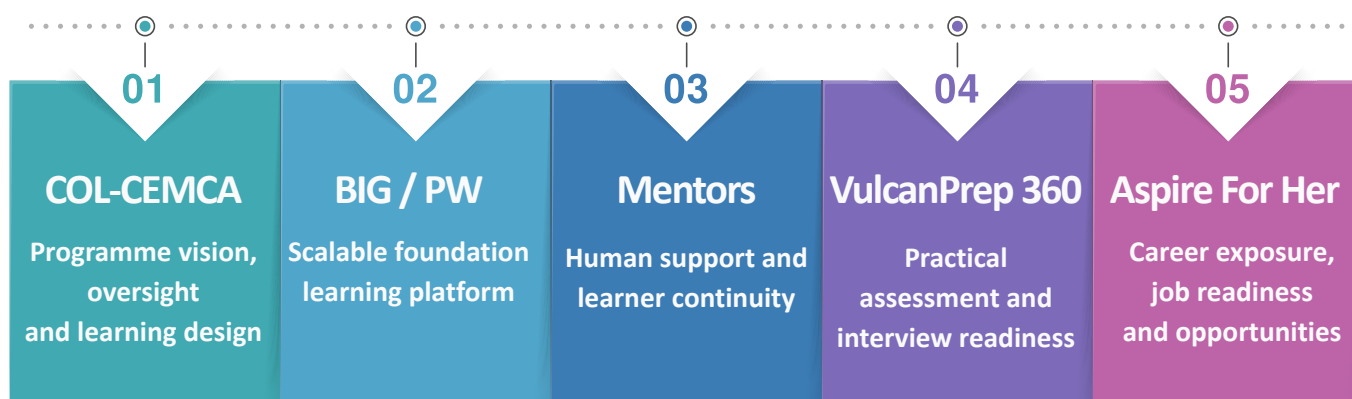
- Bharat Innovation Global (BIG), the skill vertical of PhysicsWallah (PW), developed in association with the National Skill Development Corporation (NSDC), supported foundation learning through the PW platform, live sessions, recorded content and practice questions.
- Women professionals as mentors added the human-support layer by helping learners stay connected, practise communication and continue through the online journey.
- VulcanPrep 360 was included because the pathway needed an interview-practice and assessment layer between foundation learning and employment-facing preparation.
- Aspire For Her (AFH) supported the Career Preview and Orientation Programme, which introduced learners to work-from-home and digital roles and strengthened job-readiness skills.

Together, these partners and support layers helped SheLEADS move from foundation learning to mentoring, interview practice, role exposure and employment-facing preparation.

Table 2. Partnership structure behind the pathway

Partner / support layer	Why they were chosen	What they brought to SheLEADS
Bharat Innovation Global / PhysicsWallah	The programme needed a structured digital learning platform and the ability to deliver foundation training at scale.	PW platform access, live sessions, recorded content, practice questions and foundation learning delivery.
Mentors	Online learning alone could feel distant, especially for learners who needed confidence, reminders and personal support.	Weekly check-ins, WhatsApp follow-up, reminders, practice activities, doubt support and motivation.
VulcanPrep 360	Learners needed a safe and structured way to practise interviews before facing real employers.	AI-based mock interviews, role-linked questions, structured feedback and interview-readiness insights.
Aspire For Her	The pathway needed stronger links to women's career pathways, role exposure and employment-facing preparation.	Career Preview sessions, Job Readiness sessions, industry speakers, curated opportunities and Accubet platform access.

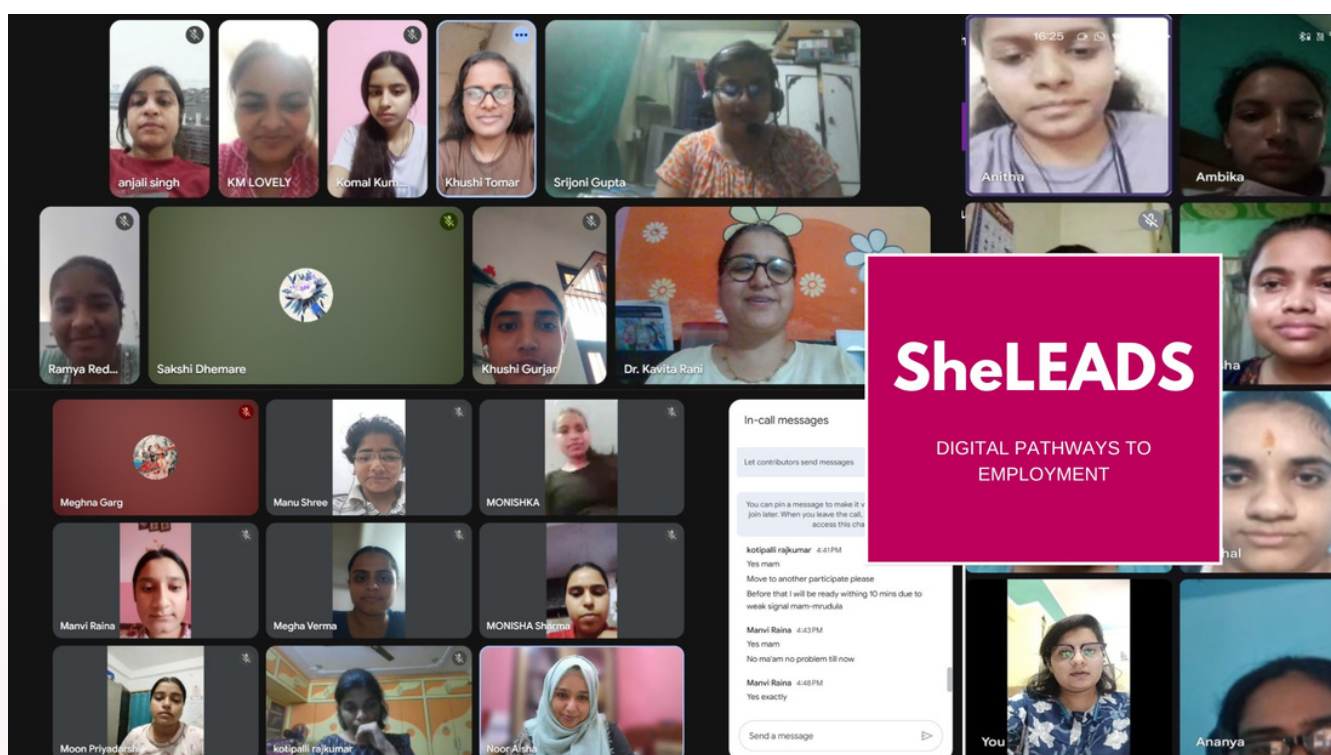
Building the pathway through specialised partners



Replication lesson

Choosing the right partners is critical. Each partner should bring a capability that matches a specific stage of the pathway: platform-based foundation learning, learner mentoring, interview practice, role exposure or employer linkage. This keeps the model focused and ensures that learners receive the right support at the right stage.

Figure 2. Glimpses from SheLEADS: Digital Pathways to Employment programme



A Note on Learner Data and Safeguarding

As learners moved through the SheLEADS pathway, certain personal information was shared with delivery partners so that each stage of support could be provided. This included registration and contact details shared with Bharat Innovation Global / PhysicsWallah for platform access, mentor allocation details shared within the mentor network, resumes and recorded mock-interview responses shared with VulcanPrep 360 for feedback generation, and contact and profile information shared with Aspire For Her for career preview sessions and curated opportunity matching through the Accubet platform.

Opportunities shared through Accubet platform were reviewed by the Aspire For Her and CEMCA team before being passed on to learners, as part of their standard process for curating roles for women jobseekers. SheLEADS did not operate a separate, formal verification step of its own for each opportunity shared, and this is identified below as an area to strengthen.

Replication lesson

Future cohorts should put in place a brief, written data-sharing understanding with each partner before the programme begins, covering what learner data is shared, for what purpose, and how long it is retained. Future cohorts should also build a simple, consistent checklist for verifying any third-party job opportunity before it is shared with learners (for example: confirming the hiring organisation's identity, the role's pay structure, and that no upfront payment is requested from the learner), and should brief learners directly on how to recognise an unsafe or fraudulent work-from-home offer, since this is a known risk in the remote and gig-work space that this programme is preparing learners to enter.

Chapter 3: The Learning from the Journey

This report uses evidence to tell the SheLEADS journey in a simple and useful way. The data records of the programme provides the detailed understanding about the activities carried out, how the pathway worked, what learners experienced, and what should guide future cohorts. The aim was to learn from the programme. The programme evidence materials such as: learner records, platform and attendance data, feedback surveys, mentor reports, job-mapping responses, mock-interview outputs, the Phase 2 partner report and written clarifications provided detailed outcomes, learnings, future directions and strong recommendations.

The records were not read as isolated data points. They were read as part of the journey. Selection and onboarding data helped in understanding the programme out-reach. PW platform and attendance records provided clarity on access and participation. Feedback surveys showcased learner experience. Mentor reports helped in understanding how the human support layer was operated. Job mapping and mock interviews provided information in understanding the transition towards work readiness. The Aspire For Her report provided insights and outcomes of career exposure and job-readiness support.

When the same issue appeared in more than one source, it was seen as a stronger learning point. For example, learner feedback, mentor reports and platform access records all point to the importance of flexibility, reminders, digital support and mentoring. This clearly pointed mentorship and flexible access not as operational details, but as core design features.

The evidence also helped in keeping the model grounded. The numbers helped in explaining the scale, participation, completion or learner feedback. The written observations helped in explaining confidence, barriers, motivation and support needs. The language of the report is kept simple, so that it can be used for COL-CEMCA, partners and other organisations that may want to adapt the SheLEADS model for women digital employability.



Table 3. Evidence sources and how they shaped the report

Evidence source	What it helped us understand	How it shaped the report
Learner selection, PW platform and attendance records	The scale of learner selection, platform access and early participation.	Helped in explaining onboarding, LMS access challenges and the need for stronger platform support.
Feedback surveys	How learners joined sessions, used recordings, experienced barriers and responded to the programme.	Helped in describing learner participation, satisfaction and the importance of flexibility.
Mentor records and mentor reports	What mentors did, what learners struggled with, and how support was provided outside formal sessions.	Helped in positioning mentorship as a core human-support layer.
Job-mapping responses	Learner interest in work-from-home, remote and role-based opportunities.	Helped in showing why the next stage had to move towards role clarity and career exposure.
VulcanPrep 360 mock-interview records	How learners practised self-presentation and received feedback on interview readiness.	Helped in placing mock interviews as the bridge between foundation learning and employment-facing preparation.
Partner reports (Phase 1 & Phase 2)	Curriculum, Digital competence, flexibility, Career previews, job-readiness sessions, skilling hours, opportunities shared and early employment outcomes.	Helped in explaining the curriculum, learner engagement, challenges, learnings, career preview and programme outcomes at every stage.

Principles used while preparing the report

The learner journey has been kept at the centre, the report speaks from the programme perspective, kept evidence visible but not heavy, treated challenges as learning, and built towards supporting replication of the model at every stage.

Learner Journey & Foundation Building

Moving a young woman towards readiness takes more than delivering a course. She may enter with interest and aspiration, but she also needs access, confidence to participate, basic digital comfort, communication practice, understanding of workplace expectations, and support to stay engaged. She needs to learn how to speak about herself, recognise her strengths, understand possible job roles, and practise how to respond in interview-like situations. She also needs flexibility, because her learning journey may be shaped by studies, family responsibilities, time constraints, access issues or hesitation.

The following chapters show how SheLEADS built this readiness step by step through onboarding, foundation learning, mentoring, feedback and mock interview practice before moving the learner closer to career previews and employment-facing preparation.

Chapter 4: Learner Profiles and Lessons from Onboarding

SheLEADS worked with a young, women-focused learner group that was interested in digital and flexible work, but was still at an early stage of employment readiness. Many learners had education and aspiration, but limited work exposure, limited gig-work experience and uneven access to online learning systems. This learner profile shaped several programme decisions. It showed, why the pathway needed platform support, recorded sessions, WhatsApp communication, mentoring, confidence-building and gradual movement towards role-specific preparation.

The learner data gave a clearer picture of the scale and composition of the learner group. SheLEADS reached young women at the early stage of their learning-to-work journey. Many learners had already reached undergraduate or postgraduate level, but education alone had not made them work-ready. Many respondents had higher education exposure, but a large number had no prior work experience. Many also had no prior exposure to gig work. This is a central point in the SheLEADS story: the learners were not without education or aspiration. What they needed was exposure to the world of work, confidence to present themselves, and guidance on how to move from learning to employment readiness.

The learner group also showed strong interest in flexible work. A large number of learners preferred fully remote or work-from-home roles. This was not a side preference. It was central to what many learners were looking for. It also confirmed that the programme had to prepare learners not only for employment in general, but for the specific expectations of digital, remote and gig-based work.

The geographic spread of learners further supported the choice of an online and flexible model. Larger groups in the job-mapping responses came from Uttar Pradesh, Haryana, Bihar, Rajasthan, Maharashtra, Telangana, Jammu and Kashmir, and Madhya Pradesh. This spread would have made a fully physical model difficult. It also explains why recorded sessions, WhatsApp follow-up and mentor support became important parts of the SheLEADS design.

Table 4. Learner profile snapshot

The table below summarises what we learned about the learner group at the start of the pathway. It shows not only who the learners were, but also why SheLEADS needed to combine platform-based learning with mentoring, confidence-building, digital support and work-readiness preparation.

Learner profile area	What the data tells us	Why it matters for SheLEADS
Scale	1,548 learners selected.	Shows the programme worked with a large learner pool.
Gender	1,537 female learners, 6 male, 5 preferred not to say.	Confirms the women-focused nature of the pathway.
Age	1,261 learners were in the age range of 18-25 years.	Shows that most learners were at an early career stage.
Education	Most job-mapping respondents were undergraduate or postgraduate learners.	Learners had education, but needed employability orientation.
Work exposure	212 of 334 job-mapping respondents had no prior work experience.	Shows the need for work-readiness, not only training content.
Geography	Learners came from several states, including UP, Haryana, Bihar, Rajasthan and Maharashtra.	Supports the decision to use an online and flexible model.
Gig-work exposure	Many learners had no prior gig-work exposure where responses were available.	Shows the need to introduce digital/gig roles carefully.
Work preference	Strong preference for remote/work-from-home options.	Confirms that flexible work pathways were central to learner interest.
Platform access	1,192 appeared in PW platform/attendance records out of 1,548 selected.	Shows that LMS onboarding needed close support.

Replication lesson

Learner profiling clearly showed that many learners had aspiration and education, but not enough exposure to work, digital employment pathways or online learning systems. This reinforced the need for a phased model. Future cohorts should collect a sharper learner profile at entry, including education, work experience, digital access, employment need, income context, family responsibilities and preferred work format.

From Selection to Active Participation

Onboarding was the first real test of the SheLEADS pathway. It showed us that reaching learners is only the beginning. A learner may be selected because she is interested, but she still needs support to enter the platform, understand the programme, manage her time, stay connected and continue through the learning journey. Selection created the learner pool, but active participation depended on platform access, attendance, mentoring support and continued engagement. Some learners faced technical barriers in completing LMS access on the PW platform. For a learner who is new to online learning, login, batch visibility and platform comfort are not small operational issues. They can decide whether she enters the learning pathway smoothly or begins to disengage early.

The onboarding stage also showed that learner commitment needs to be supported, not assumed. Many learners were interested in the programme, but some were also managing studies, coaching, examinations, family responsibilities, time constraints and uneven access to devices or data. This made flexibility important from the start. Recorded sessions, WhatsApp communication and mentor reminders helped keep the pathway open for learners who could not always participate live.

Another learning was around learner sourcing and target-group fit. Early mobilisation through the BIG/PW network helped the programme reach a large learner base. At the same time, some learners from this wider network had competing academic or personal commitments, which affected continuity. Additional mobilisation through COL-CEMCA channels and related outreach helped strengthen alignment with the intended learner group. This showed us that target-group alignment must begin at mobilisation, not after training starts.

Replication lesson

Onboarding taught that access is the first step in employability readiness. Future cohorts should treat onboarding as a supported process, not an administrative step. This should include clear communication, LMS orientation, simple troubleshooting support, WhatsApp follow-up, mentor allocation, learner commitment checks and early tracking of learners who do not log in or attend.

Chapter 5: Phase 1 - Foundation Learning

Phase 1 was designed as the foundation stage of SheLEADS. The objective was not to move directly into job opportunities without first building confidence, communication, aptitude, digital comfort and basic job preparedness. This stage gave learners the base they needed before moving towards interview practice, role exposure and employment-facing preparation.

Bharat Innovation Global (BIG), the skill vertical of PhysicsWallah developed in association with NSDC, supported this stage through the PW learning platform. This was an important design choice because the programme needed a platform that could reach a large learner group through live sessions, recorded content and practice questions. The platform gave scale, while recorded access allowed learners to catch up when they could not attend live sessions.

As discussed in the onboarding chapter, platform access was not smooth for every learner. Some learners needed help with login, batch visibility and LMS use. This showed us that platform onboarding is not only a technical step. For this learner group, it is part of the learning support process.

Once learners entered the pathway, Phase 1 focused on three main areas: English Proficiency and Communication, Aptitude and Reasoning. The communication component began with self-introduction, sentence formation, grammar, vocabulary and spoken confidence. It then moved towards workplace-facing skills such as resume writing, cover letters, LinkedIn profile creation, career planning, interview preparation, professional etiquette and job search. The aptitude component and reasoning covered numerical ability, situational reasoning, data interpretation and problem-solving.

This structure mattered because employability readiness requires more than one skill. A learner preparing for digital or remote work needs to speak about herself, understand instructions, solve basic problems, present her profile and respond to interview situations. Phase 1 therefore built the base for work readiness, not only classroom learning. The training sessions were conducted five days a week (Monday to Friday), with each session lasting two hours from 4:00 PM to 6:00 PM. This schedule was selected based on learners' indicated availability and helped improve live participation.

However, feedback from participants indicated that the timing remained challenging for some learners, particularly those enrolled in academic programmes or engaged in other commitments, who were often available only after 5:00 PM or 6:00 PM. To address this, recordings of all sessions were made available through the learning platform, enabling learners who were unable to attend the live sessions to access the content at their convenience and continue their learning without disruption.

Daily Practice Problems (DPP) were also part of the PW learning process. These were MCQ-based practice questions linked to the main sessions. They helped learners revise and practise after class. They were not formal assessment scores and were separate from the mentor engagement process. Mentors focused on hands-on activities, confidence-building, follow-up and qualitative support during weekend sessions.



Table 5. Phase 1 foundation learning areas

The table below summarises the main areas covered in Phase 1 and why each area mattered for the learner journey. It shows how the foundation stage connected basic learning with employability readiness.

Phase 1 design element	How it worked	Why it mattered
PW platform	Live classes, recordings and practice questions.	Allowed learning at scale and gave learners catch-up routes.
Recorded access	Learners could watch sessions later.	Supported learners with timing, study and family constraints.
Daily Practice Problems (DPP)	MCQ-based practice linked to main PW sessions.	Helped learners revise and practise without making it a formal evaluation
Foundation curriculum	Communication, aptitude, reasoning, digital identity and job-	Built the base before role-specific preparation.
Session duration and schedule	2 Hours/day, Monday to Friday (5 days a week) 4:00 PM-6:00 PM	The 2 hours on weekdays, evening format helped in improving learners participation in live sessions.
E-certificates	273 learners received Phase 1 e-certificates.	Recognised completion of the 150-hour foundation journey.

Completion recognition was also important. Phase 1 e-certificates were issued to recognise learners who completed the 150-hour 4 month foundation learning journey. This gave learners formal acknowledgement of their effort and participation. For many first-time or early-stage learners, a certificate can also support confidence and provide a visible marker of progress as they move towards job-readiness and employment-facing preparation.

Replication lesson

Phase 1 showed that foundation learning must come before employment-facing preparation. It also showed that platform access is a critical design issue. Future cohorts should include a structured LMS orientation, early helpdesk support and simple learner guides before regular sessions begin.

Chapter 6: Mentorship - The Human Layer

Mentorship was one of the most important design choices in SheLEADS. Online learning gave reach and flexibility, but it could not provide all the support that learners needed. Many learners needed reminders, simple explanations, reassurance, confidence-building and a person they could reach out to when they felt unsure. Mentors filled this gap.

The objective was not to design mentors as course instructors. The course content was handled through the main learning sessions through subject expert trainers. Mentors were designed as a support system. Their role was to help learners stay connected to the pathway, practice communication, complete online hands-on activities, ask questions and continue even when online learning felt difficult.

The final mentor pool included 27 women professional as mentors. The approximate learner-to-mentor ratio was about 1:44 when calculated against the 1,192 learners appearing in the PW platform and attendance records. If calculated against the full selected learner list of 1,548, the ratio was about 1:57. This range is useful for future planning because it shows the level of human support needed when an online programme works at scale.

Mentors were expected to give around two hours per week during the programme period, alongside their own professional and personal commitments.



They supported learners through online check-ins, WhatsApp follow-up, practice activities, reminders and qualitative feedback throughout the programme. Their contribution was recognised through certificates and an honorarium of INR 12,000 was provided at the end of the mentorship as a token of appreciation. The mentorship model is designed as a volunteering opportunity for women professionals who are willing to support aspiring young women learners.

The mentor function had several layers. Mentors helped learners stay regular, reminded them about sessions, followed up when learners were absent, and encouraged them to return to the pathway. They helped learners practise through speaking tasks, self-introductions, short assignments, resume-related activities and confidence-building exercises. They also acted as an early warning system when learners faced technical issues, attendance problems, confusion about activities or low motivation.

The mentor reports show that mentors adapted their approach to the needs of their learner groups. Some used speaking tasks, self-introduction practice, story completion, poster-making, LinkedIn account creation, CV writing, Strengths, Weaknesses, Opportunities and Challenges reflection and confidence-building activities. These activities helped learners practise in a lower-pressure space before facing more formal employability tasks.

WhatsApp became a central support tool. There was a common WhatsApp group for technical and programme-related queries where learners and mentors could interact with programme and technical experts. Each mentor also had a separate WhatsApp group with her own learner group. A mentor-only WhatsApp group allowed mentors to share ideas, raise questions and learn from one another. For this learner profile, WhatsApp was not only a convenience, it was often the easiest way to stay connected.

Mentors also faced challenges. Learner attendance was not always regular. Some learners had exams, family responsibilities, timing issues, health concerns or difficulty accessing the platform. Some learners needed repeated reminders before they participated. Others joined but were quiet or hesitant. Mentors therefore had to balance encouragement with practical follow-up.

Despite these challenges, mentorship became a critical success factor for SheLEADS. It helped bridge the distance between the learner and the online platform. It made the programme feel more human. It gave learners a point of contact, a space to practise and a reason to stay connected. It also gave the programme team a better understanding of learner behaviour, participation barriers and support needs.

Mentor orientation and support

Mentors received an initial orientation on the purpose of SheLEADS, the learner profile, their role, and the kind of support learners would need during the programme.

The orientation helped clarify that mentors were not course instructors. Their main role was to support continuity, confidence, practice and learner engagement.

During implementation, mentors were also supported through regular coordination and communication. Weekly mentor meetings and mentor WhatsApp groups helped them stay aligned with the programme team, raise questions, share learner concerns and exchange ideas with other mentors. This ongoing support was useful because mentors were working with different learner groups, and each group had its own participation patterns and challenges.

At the same time, the experience showed that the mentor model can be strengthened further in future cohorts. A more structured mentor handbook, common activity templates, clearer reporting formats and a short orientation on digital tools, learner tracking and escalation processes would make the model more consistent. This would also help mentors support learners more confidently and reduce variation across mentor groups.

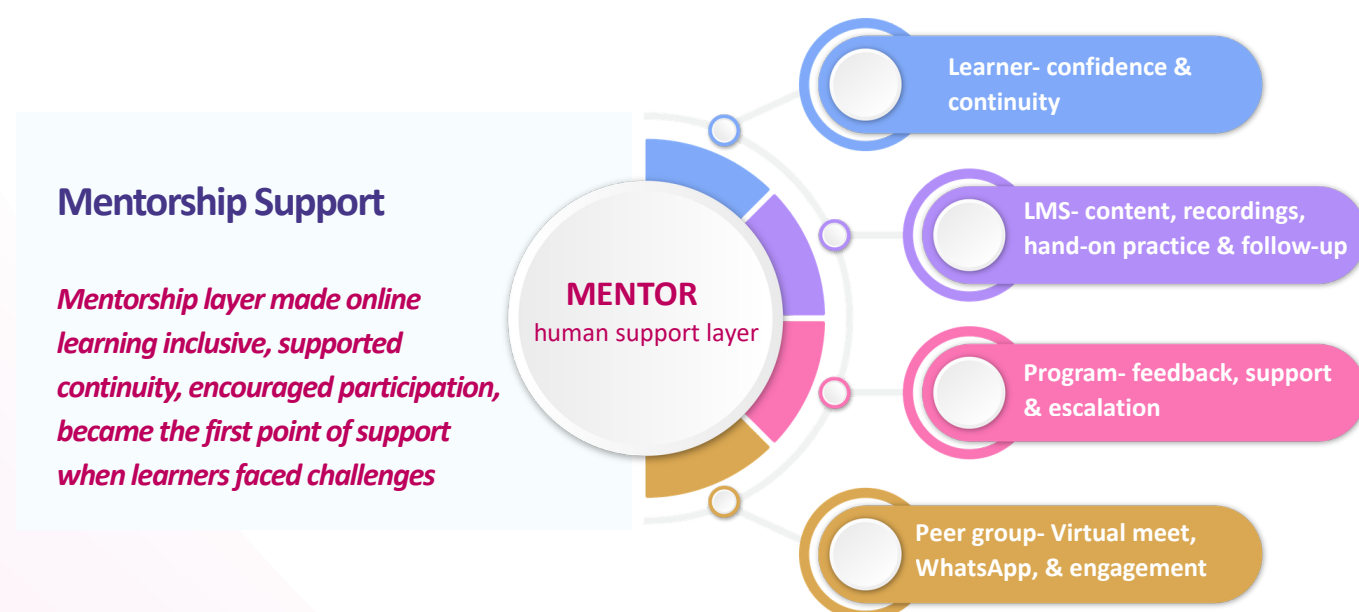


Table 6. Key elements of the mentor model

The table below summarises the main elements of the SheLEADS mentor model and the role each element played in supporting learners. It shows how mentorship became a structured human-support layer for confidence, continuity, practice and learner engagement.

Mentor model element	How it worked in SheLEADS	Replication lesson
Mentor role	Mentors supported continuity, confidence, practice and communication. They were not course instructors.	Define mentor roles clearly so they complement, not duplicate, formal teaching.
Selection and orientation	Mentors were selected through a Call for Mentors and oriented to the learner profile and programme purpose.	Future cohorts should add a short mentor handbook and common orientation module.
Time commitment	About two hours per week during the programme period, alongside ongoing professional commitments.	Keep mentor expectations realistic and clearly communicated.
Tools used	WhatsApp, Google Meet/Zoom, calls, reminders, practice tasks and activity prompts.	Use tools learners already know, especially for low-friction communication.
Recognition	Contribution certificates and honorarium were provided.	Recognise mentors formally while also building a more sustainable mentor pool.

Replication lesson

The mentorship experience taught that human support is not optional in an online employability pathway. For many learners, mentors helped turn access into participation, participation into practice, and practice into confidence. Future cohorts should keep mentorship as a core design feature, with clear orientation, a simple mentor handbook, common activity templates, structured reporting and early allocation of learners to mentor groups.

Chapter 7: Learner Participation, Feedback and Experience

Learner participation in SheLEADS did not follow one fixed pattern. This was expected in a flexible online programme working with young women across different contexts. Some learners attended live sessions regularly. Some depended on recordings because of timing, study commitments, family responsibilities or access issues. Some began with interest but could not continue. Others became more active only after reminders, mentor follow-up and repeated encouragement.

This participation pattern helped in understanding an important reality: flexibility was not just a delivery feature. It was part of the inclusion design. The live sessions created a shared learning space, while recorded sessions allowed learners to continue even when they could not attend at the scheduled time. This combination helped keep the pathway open for learners with different time pressures and access conditions.

Feedback collected at different points in the journey showed the value of this flexible model. Early feedback showed that learners were using both live and recorded routes, and that access challenges appeared early. Later feedback showed that recordings, DPPs and platform support remained important for keeping learners connected.

Mentorship also became visible in learner feedback. Many respondents reported attending weekend mentor sessions, and mentor guidance was rated positively. This showed that the mentor layer was not only part of the programme design. Learners experienced it as a real source of support, encouragement and continuity.

By the later feedback stage, many respondents remained active or somewhat active, but a notable group had attended initially and then stopped. This showed that interest alone was not enough to sustain participation. Learners needed continued reminders, flexible access, mentor support and practical help to manage time, platform use and competing responsibilities.

The feedback also helped in understanding why some learners found it difficult to continue. Timing, personal responsibilities, difficulty attending live classes, health issues, internet or device access, and confidence-related barriers all affected participation. These were not only attendance issues. They were design lessons for future cohorts.

Table 7. Participation signals across the learner journey

The table below summarises the key participation signals from September, October and December. It keeps the data focused on what it taught us about learner engagement.

Feedback point	Reported data	What we learned
September attendance	Out of 392 responses from September feedback survey, 219 live, 134 recorded, 30 unable to attend, 9 could not see the batch.	Learners needed both live and recorded routes, and early access support.
October attendance	Out of 219 responses from October feedback survey, 91 live, 92 recorded, 31 sometimes, 5 unable to attend.	Live and recorded learning were almost equally important.
Mentor session participation	Out of 219 responses from October feedback survey, 147 attended weekend mentor sessions every weekend.	The mentor layer was visible and active for many respondents.
December participation	Out of 211 responses from December feedback survey, 162 were very or somewhat active; 49 had stopped or not attended after registration.	Sustained engagement needed continued flexibility and follow-up.
Net Promoter Score (NPS)	48.8 from December feedback respondents.	Many respondents were willing to recommend the programme.

The barriers reported in December were not surprising. Timing was the largest barrier, followed by personal responsibilities, difficulty attending live classes, health reasons, internet/data issues and device issues. Learners also asked for more flexible timings, shorter sessions, weekend options, offline content, more reminders and more mentor support. These suggestions confirm that flexibility was not a side feature. It was central to inclusion.

The feedback also helped us understand what learners felt they gained. Out of 211 December respondents, 162 reported moderate or significant improvement in communication skills, 152 felt more or much more confident, and 171 reported better or much better understanding of work-from-home or gig opportunities. These are learner-reported signals, but they are important because confidence, communication and opportunity awareness were core goals of the foundation stage.

Learner Journey Reconstructed



The evidence showed a sequence: learners needed access and confidence before they could move into role-specific preparation and opportunity engagement.

Replication lesson

Learner feedback showed that participation is shaped by time, access, confidence and responsibility. Future cohorts should preserve flexible learning routes, use early warning signals for dropout risk, and continue mentor follow-up for learners who begin to disengage.

Learner Voices

The learner voices that follow provide additional context by capturing participants' experiences in their own words. Together, these testimonials and reflections illustrate how learners perceived the programme, the challenges they faced, the confidence they gained, and the ways in which the learning journey influenced their readiness for employment. While these accounts represent individual experiences, they offer valuable insights into the human impact of the SheLEADS pathway.

On joining the programme



I've left my medical seat BDS left my dream becoming a doctor don't want to become burdened on parents if I'll get money I'll use it for my further education wants to pursue MBA from IIM but lack of money, forced marriage pressure, mother's brother health crises left with only this work from home option as my father holds a very simple private work life limited restricted to small income we all are now unable to handle our expenses.

–Vimleshwari Sharma, Tier 2/3 city of India



I was school captain in class 10, and NEET aspirant after 12. But my mom had her second stroke in 2018, since then she's bedridden. My dad is also 65+ now. WFH is need of the hour for me as I need to earn for my family. I'm single girl child in the family and everything depends on me. I'm bounded by situations where I'm unable to pursue any onsite opportunity. Right now I'm pursuing online degree in DSAI as I think tech career has the most scope of wfh. So I've been always wanting WFH setup and I am eager to participate because I want to officially get into work from home jobs from recognised institute/organization in an organized way and kickstart my career as soon as possible.

–Shreya Borah, Karnataka, Tier 2/3 city of India

On mentor support



SheLeads helped me to improve my English vocabulary and communications skills and also all lecturers and mentors teach and respond to me very quickly for any question or problem I ask them... So it's a really helpful program to me.

-Umaira Savanur, Karnataka



Doing great, it's very helpful to be part of such program, the part where we get to interact with our mentor is such a interactive approach. Worth it

-Pratibha Singh, Rajasthan

On balancing the programme with other responsibilities



I am loving the programme so far, it's not just helping me with the subjects but also making me experience, learning with new people from different cities and states, interacting with the students and teachers makes me learn new thing, everyday. Apart from that I also love that there are recorded sessions as well, from which I can cover the topics i have missed.

-Richa Sharma, Rajasthan

On visible outcomes



The programme was very well led by creating a positive and interactive environment. It also helped me improve my communication skills through engaging sessions. I could see growth in communication, ability to speak up, interview readiness.

-Kumud Bindal, Haryana



The programme has brought immense change in my way of communication, speaking and sharing my thoughts. I am able to handle my own problems and deduce solutions for the same. I convey my thoughts and expressions more sincerely and in much effective way keeping myself close to the topic.

-Manu Shree, Bihar

Chapter 8: Mock Interviews Purpose

After the foundation stage, learners needed a safe space to practise how to face an interview. They had worked on communication, confidence, aptitude and job preparedness, but many still needed support to speak about themselves in a clear and structured way. For several learners, an interview was still unfamiliar. They needed to practise self-introduction, explain their education or experience, connect their skills to a role and respond to questions with confidence.

This is why the mock interview activity became an important transition layer in the SheLEADS pathway. Its purpose was not to formally test learners. It was meant to help them experience interview-style questions before they moved closer to employment-facing preparation.

The mock interview activity served a second purpose as well. The interview questions were deliberately designed around concepts and competencies covered during the foundation-learning stage, while also incorporating role-related and workplace-oriented questions. This allowed to observe how learners were applying what they had learned in communication, problem-solving, confidence-building and interview preparation. In this sense, the activity functioned not only as a readiness exercise for learners, but also as a practical assessment strategy that provided insights into the effectiveness of the foundation-learning experience.



How learners applied learnings in a realistic situation

Communication

Confidence

Problem-solving

Self-presentation

108 of 266 learners completed simulated interviews & received feedback on: confidence, knowledge, skill relevance, body language & articulation.

VulcanPrep 360 supported this activity through an online AI-based interview platform. Learners and mentors accessed the platform remotely and completed simulated interviews that reflected real recruitment situations. The process began with orientation. Mentors were introduced to the platform on 9 January 2026, followed by an orientation for the AI-based VulcanPrep 360 interviews prep tool on 22 January 2026. Learner interview rounds were then conducted between 26 January and 14 February 2026.

The interviews were linked to selected job roles such as work-from-home jobs, digital marketing, academic counselling, customer support, UI/UX and related areas. Most interviews began with a self-introduction and then moved into role-specific and behavioural questions. Learners were asked to explain their interests, describe projects, speak about tools they had used, respond to workplace situations and connect their background to the role they were exploring.

This helped learners understand the difference between having some knowledge and being able to present it well. After each interview, learners received AI-generated feedback on confidence, knowledge, skill relevance, body language and articulation. The feedback also gave question-wise comments, so learners could understand which answers were clear and which needed improvement. The interview tool provided personalised analysis of the learners' resume, and suggested the areas for improvement based on ATS score obtained.

The mock interview activity also provided an opportunity to observe how learners translated learning into practice. Because many of the questions drew on topics covered during the foundation stage, the exercise offered a practical view of learner progress in communication, problem-solving, confidence and interview readiness. The feedback reports helped identify common strengths and gaps, while also giving the programme team an indication of how effectively the foundation-learning journey had prepared learners for employment-facing situations.

The feedback reports showed common areas for improvement: giving specific examples, reducing filler words, improving fluency, explaining tools more clearly, using stronger role-specific language and connecting education or experience to the job role.

The pilot recorded 292 enrolled participants, including 266 learners and 26 mentors. Of these, 108 learners and 21 mentors completed simulated interviews. The learner completion rate was 40.6%. This shows that the activity created a valuable practice opportunity, while also showing that future cohorts may need stronger orientation, reminders and digital support before learners attempt the mock interview.

Learner response to the experience was positive. Many participants found the simulation useful for understanding interview-style questions and building confidence. Some learners felt that the experience was realistic and would help them prepare better for future interviews. At the same time, some learners were initially unsure or intimidated by the technology. This is an important lesson for future cohorts: AI-based tools can be helpful, but learners need simple guidance and reassurance before using them.

In the larger SheLEADS journey, the mock interview activity helped learners move from learning to self-presentation. Phase 1 built confidence and foundation skills. The mock interview helped learners practise how to express those skills. Career previews and job-readiness support then introduced role exposure. This sequence made the transition more logical and learner-centred.



Table 8. Mock interview participation details

The table below summarises how learners and mentors engaged with the AI-based mock interview activity. It shows why this activity mattered in the learner journey.

Mock interview element	Number / detail	Why it mattered
Total participants enrolled	292	Created a structured interview-practice opportunity.
Learners enrolled	266	Brought learners into a role-linked interview simulation.
Mentors enrolled	26	Helped mentors understand the tool and support learners.
Learners who completed interviews	108	Received practice and feedback before employment-facing preparation.
Mentors who completed interviews	21	Built mentor familiarity with the tool and feedback process.
Feedback areas	Confidence, knowledge, skill relevance, body language and articulation.	Helped learners see where they needed to improve.

In addition to interview practice, the activity served as a practical assessment of foundation-learning outcomes by allowing learners to demonstrate communication, problem-solving and workplace-readiness competencies in a realistic setting.

Replication lesson

The mock interview experience showed that learners need guided practice before they face real opportunities. It also demonstrated the value of practical assessment within online employability programmes. Attendance records, practice questions and completion data can show participation, but simulated interviews reveal how learners apply communication, problem-solving and workplace-readiness skills in realistic situations. Future cohorts should therefore view mock interviews not only as a preparation tool, but also as an important mechanism for assessing learner readiness and the effectiveness of foundation-learning interventions.

By this stage in the SheLEADS journey, the learner had entered the pathway, worked on foundation skills, received mentor support and practised how to speak about herself. She was not yet at the point of employment, but she had moved from interest to early readiness. The next movement in the journey was to make this readiness more concrete through role clarity, job-readiness sessions and curated opportunities.

Employment-Facing Preparation

Chapter 9: Job Mapping and Learner Aspirations

After foundation learning and mock interview practice, the next question was simple: **What kind of work were learners actually interested in exploring?** A learner may say she wants digital or flexible work, but that does not automatically tell us whether she is interested in teaching, customer support, data entry, content writing, design, research or recruitment support. Job mapping helped make these interests more visible.

Job mapping was used as a bridge between foundation learning and role-specific preparation. After learners had gone through the first stage of the programme, they were asked to share information on their education, prior work experience, preferred work format and areas of interest for digital or work-from-home roles. The responses helped us understand not only what learners wanted, but also how ready they were to move towards specific role pathways. This made it possible to see patterns in learner aspiration, such as interest in online tutoring, data entry, content writing, HR/recruitment support, customer support, virtual assistance, research support and design/social media work.

The job-mapping exercise helped the programme move from a broad employment idea to more specific role clusters. It showed that many learners were still exploring. They had aspiration, but they needed clearer information about what different roles involved, what skills were expected, and how they could prepare for those roles.

This was important because the next stage could not be generic. A learner interested in online training needs different examples and preparation from a learner interested in customer support, HR/recruitment support, digital marketing, data entry or design. Job mapping therefore became the bridge between learner aspiration and role-specific preparation.

The responses also confirmed the centrality of flexible work. Fully remote and work-from-home options were a strong preference, and many learners were also open to both remote and onsite work. This confirmed that SheLEADS was not preparing learners for employment in a general sense only. It was preparing them for specific expectations of digital, remote and flexible work.

Table 9. What job mapping helped to understand

The table below keeps the job-mapping evidence focused on the learner journey.

What job mapping showed	What it meant for the learner journey
Learners were interested in several role areas such as online tutoring, data entry, content writing, HR/recruitment support, customer support, virtual assistance, research support and design/social media.	The next stage needed role-specific exposure rather than a single general employability session.
A large number of learners preferred remote or work-from-home formats.	Flexible work had to remain central to the pathway and not be treated as a side option.
Many learners had limited or no prior work experience.	Learners needed orientation to what different jobs involve before being asked to apply.
Some learners selected more than one work format or role interest.	The programme had to support exploration first, then help learners narrow their choices.

Replication lesson

Job mapping showed that role clarity is a necessary step in women's digital employability. Learners may have aspiration, but they also need help to understand where they fit, what roles require, and what kind of preparation is realistic. Future cohorts should use job mapping earlier and use it to organise learners into role clusters before career previews begin.

Chapter 10: Career Preview, Job Readiness and Work-from-Home Pathways

The next stage moved the learner closer to the world of work. By this point, she had received foundation learning, mentor support and interview practice. The next step was to help her understand actual role pathways and prepare for employment-facing situations.

Aspire For Her (AFH) supported this stage through the Career Preview and Orientation Programme. This programme was designed to help learners move from general employability preparation to clearer role understanding and job-readiness. At this point in the SheLEADS pathway, learners needed to see what digital and work-from-home roles actually looked like, what skills these roles required, and how they could begin preparing for them. Aspire For Her brought this capability through its focus on women's career pathways, role exposure, job-readiness and curated opportunities. The Career Track sessions introduced learners to specific role areas.

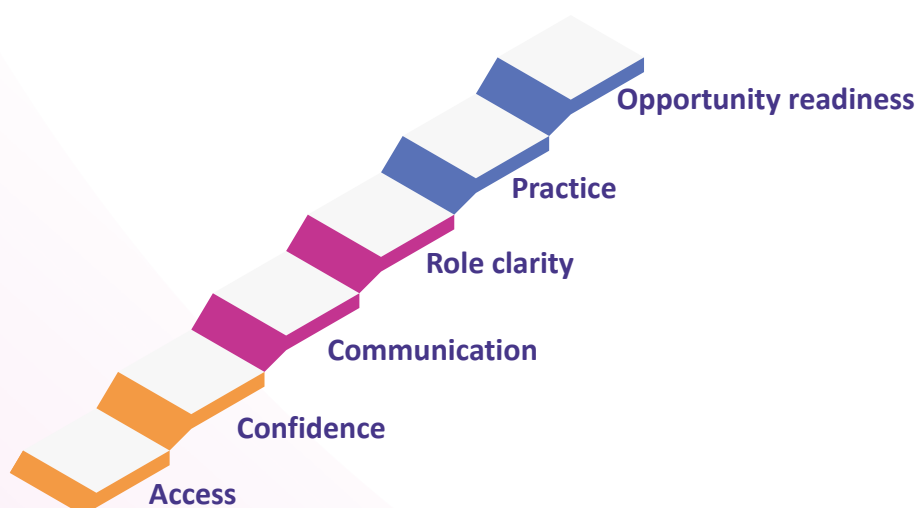
These sessions helped learners understand the nature of different digital and work-from-home roles, such as HR/recruitment support, customer support, digital marketing, Canva design, research support and data entry. The purpose was to move learners from broad interest to role clarity. They could begin to see which roles matched their education, interests, confidence level and available time.

The Job Readiness sessions focused on preparation for the world of work. These sessions covered job navigation, resumes, LinkedIn, interview readiness, workplace communication, confidence and professional etiquette. They helped learners understand how to present themselves, how to search for opportunities, how to prepare basic application material, and how to behave in professional settings. Together, the Career Track and Job Readiness sessions made this stage practical and employment-facing.

What Was Learned About Readiness

The report reframed employability as a sequence of enabling conditions, not a single training event.

The report showed that learners move forward when support layers are sequenced: access first, confidence, then expression, role clarity, practice and employer-facing preparation.



Key learning

readiness is a pathway, not a one-time training outcome.

All 12 planned programme sessions were completed between February and April 2026. The programme recorded 582 session participations and 1,164 cumulative skilling hours. These numbers show the scale of the stage, but the more important point is the learning movement: learners began to see what different work-from-home and digital roles look like, how to prepare for them, and what employers may expect. The sessions were not only about listening to speakers. There was a clear design: fully online 120-minute sessions, hands-on activities, live demonstrations, guided practice, Q&A and role-based exercises. Recordings and opportunities were made available through the Accubet platform. This kept the flexible access principle alive as the pathway moved closer to work. The programme also showed that, many learners who had not completed phase 1 was interested in participating in the phase 2 of the programme. This demonstrates that the SheLEADS programme is designed as a modular pathway, with each phase serving a distinct purpose and addressing different aspects of employability. While the phases collectively provide a comprehensive pathway to employment, each phase also delivers independent learning outcomes. As a result, participants can benefit from individual phases based on their needs and stage of readiness, without necessarily completing the entire programme.

The Career Preview and Orientation Journey

Phase 2 helped learners see what digital and work-from-home roles look like and how to prepare for them.

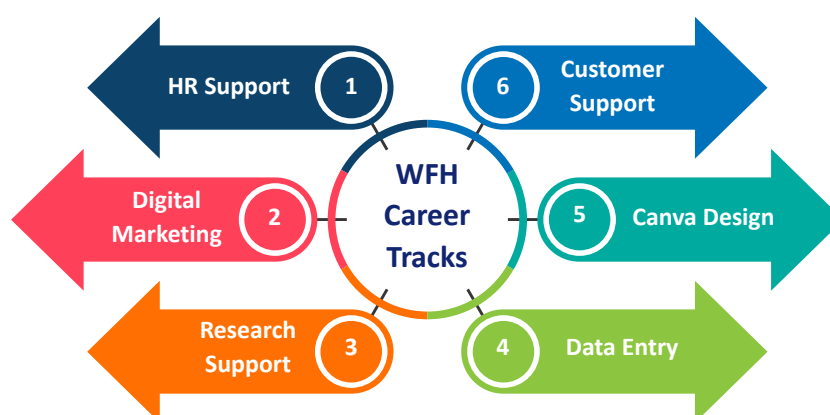


Table 10. The Phase 2 learning arc

The table below summarises how the Career Preview and Orientation Programme moved learners from role curiosity and clarity to practical job-readiness.

Phase 2 element	How it helped the learner move forward
Career Track sessions	Introduced learners to specific work areas such as customer support, HR/recruitment support, digital marketing, Canva design, research support and data entry.
Job Readiness sessions	Helped learners prepare resumes, LinkedIn profiles, interview responses, workplace communication and professional behaviour.
Hands-on and role-based exercises	Helped learners connect concepts to practical tasks and workplace expectations.
Recordings and Accubet access	Allowed learners to revisit sessions and access shared opportunities.
Curated opportunities	Created early links between learner readiness and real employment-facing possibilities.

Learner feedback from this stage showed positive movement in awareness, role clarity, confidence and application readiness. These were not formal assessment results, but they were useful readiness signals. They showed that learners were beginning to understand what roles require and how they could prepare for them.

The employment-facing results were early, but they were important because they showed that the pathway had begun to move beyond training into real opportunity exposure. Through the Accubet platform, 12 curated opportunities were shared with learners. These opportunities gave learners a first view of the kinds of roles they could consider and helped connect the earlier stages of the programme - foundation learning, mentoring, mock interviews and job-readiness - with actual work possibilities.

During this stage, the outcomes were modest but meaningful. One learner secured an internship opportunity. Five learners were shortlisted and interviewed for an L&D Consultant role. Two of them were selected, although they could not join because of health and travel-related constraints. But the post-programme conducted two months after completion of the programme showed that 17.64% of learners from a pool of 85 survey respondents secured job.

This shows that some learners were able to move from preparation to opportunity interaction during the programme itself. It also shows that the final step from selection to joining requires closer follow-up and support. Employment-facing preparation should not end with sharing opportunities. Learners may need help to understand the role, decide whether it fits their situation, prepare for interviews, manage practical constraints, and follow through after selection. Future cycles should therefore include stronger post-opportunity tracking: applications submitted, interviews attended, offers received, joining status and reasons for non-conversion. This will help the programme understand not only how many opportunities were shared, but how learners moved through the final transition from readiness to work.

This is an important programme learning. Readiness building and opportunity-sharing do not automatically lead to employment conversion. Learners may still need more targeted role matching, application support, employer follow-up, interview coaching and flexibility around joining conditions. Future cohorts should therefore begin employer engagement and opportunity mapping earlier, not only after learners complete the learning journey.

Replication lesson

Role exposure changes the learner's understanding of work. It helped learners move from “I want a work-from-home opportunity” to “I understand what this role involves and what I need to prepare.” Future cohorts should retain the Career Preview and Job Readiness structure, but strengthen employer engagement, role clustering and post-session follow-up so that readiness can translate into more applications, interviews and work outcomes.

By this stage of the learning journey, the learner had moved closer to employment-facing actions. She had explored role options, understood job-readiness expectations and been exposed to curated opportunities. The next question was how this experience could be strengthened, scaled and replicated.

Chapter 11: Post-Programme Employment Survey – Outcomes and Learner Reflections

Two months after, when both phases were complete, SheLEADS ran a short employment survey to understand what happened to learners once the structured pathway ended. The earlier chapters describe how readiness was built. This chapter asks a different question: **Did that readiness begin to translate into job search activity, work opportunities and employment?** The survey captured learners' current employment status, their job-search progress, how they felt the programme helped, which parts of the pathway were most useful, and their own reflections in their own words.

85 learners responded to the survey. This is a self-selected group and is smaller than the full selected cohort, so the findings should be read as learner-reported signals from those who chose to respond, not as a placement rate for the whole programme. Even so, the responses are valuable. They give the first direct, learner-level view of post-programme outcomes and they confirm several lessons that appeared earlier in the journey.

How to read these numbers

Base: 85 unique respondents. The percentages are out of 85.

The survey was voluntary and self-reported. It is a directional signal of early outcomes and learner experience, not a verified, programme-wide employment rate

Evidence of Employment & Readiness

The Post-Programme Employment Survey confirmed that 50 (58.82%) of the 85 respondents had begun applying for job roles, indicating that the programme had successfully translated readiness into active job-seeking behaviour. The survey also reported employment conversion, with 15 learners (17.64%) indicating that they had secured employment or another form of professional engagement.

Table 11. Current employment status

Outcome since completing SheLEADS	Number	% of 85
Got the job / internship / freelance assignment	15	17.64
Shortlisted / called for interview	3	3.52%
Applied, awaiting response	20	23.52%
Applied, but not selected	12	14.11%
Not applied anywhere yet	35	41.17%

Table 12. Early employment outcomes

Profile area	Number	% of 85	What it tells us
Currently seeking employment	37	43.50%	Most are actively in the job-search stage.
Pursuing higher education	24	28.20%	Many are students balancing study with the pathway.
In work / internship / freelance	15	17.64%	An early but real share had moved into some form of work.
Others/Preparing for Exams	9	10.66%	Some learners have not clarified their status, while some are preparing for govt. exams such as UPSC, Banking etc.

35 respondents (41.17%) had not yet applied anywhere. This is an important context point rather than a negative result: a major portion of this group were students pursuing higher education or candidates preparing for competitive examinations, who were not yet in active job search. It reinforces a finding from earlier chapters that readiness and application often happen on different timelines, and that follow-up support after the programme matters as much as the training itself.

Replication lesson

The survey confirms that SheLEADS moved a meaningful share of respondents from readiness into active job-seeking, with around **one in ten** securing a confirmed role and more than half having begun applying. It also confirms the report's central lesson: conversion is not automatic and depends on closer post-opportunity follow-up. Future cohorts should track each learner from application through to joining, resolve outstanding certification promptly, and prioritise the full two-phase pathway, which showed the strongest conversion and application rates.

Learner success stories



I got the confidence to talk and finally applied that to my work and currently I've made ig page for UPSC aspirants and got approx 12k followers in just 6 months, and also I've done lots of brand promotions including big edtech brands like (pw and unacademy) so thank you she leads team for this opportunity.

-Tanya kumari, Tier 2 or 3 city of India



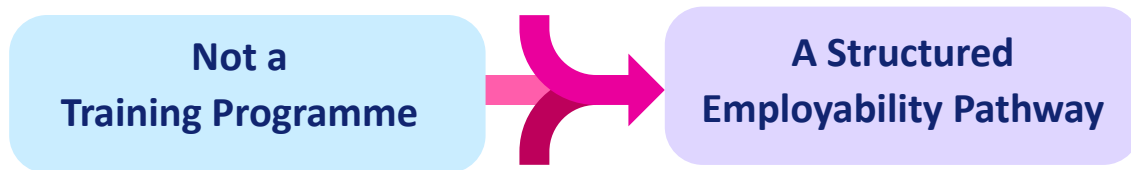
I am Sujitha, I had selected in the Kotak Mahindra life insurance company with salary package 29,000 with incentive 10,000.

The classes which I had in attend the sheleads class, the advice about the interview it was most helpful for me to improve myself in communication without grammatical error, confident

- R Sujitha, Tamilnadu

Learning, Replication & Way Forward

This section brings the SheLEADS story together. It looks across the full pathway and asks what the experience teaches us about women's digital employability. The focus is not only on what happened. It is on what the programme learned, what can be improved and how the model can guide future cohorts.



Replication lesson

The employability pathway is designed as a **modular model** that can be adopted by different organisations based on their expertise. Rather than requiring a single organisation to deliver the entire programme, partners can lead specific components such as foundational training, mentoring, assessment, career exposure, or opportunity linkage while maintaining a seamless learner journey. This flexibility makes the model easier to replicate and scale across different contexts.

Chapter 12: What the SheLEADS Experience Taught Us

The SheLEADS experience confirms that digital employability for young women cannot be built through content alone. Content is necessary, but it is not enough. Learners also need access, confidence, communication practice, human support, role clarity, interview practice and employer-facing preparation.

The first learning is that access is part of readiness. If a learner cannot enter the platform, see her batch, manage logins or access recordings, she cannot benefit from the learning content. LMS orientation and early support are therefore part of the learning design, not only an administrative step.

The second learning is that flexibility is part of inclusion. Learners used live sessions, recordings, WhatsApp reminders and mentor follow-up in different ways. This mattered because many learners were balancing study, family responsibilities, time constraints, devices, data access and confidence barriers.

The third learning is that mentorship is a critical success factor. Mentors helped learners move from access to participation, from hesitation to practice, and from practice to confidence. The mentor layer made the online pathway more human and helped the programme understand learner barriers more closely.

The fourth learning is that role clarity must come before job application. Many learners were interested in work-from-home or digital opportunities, but they needed help to understand what different roles required. Job mapping and career previews helped convert broad interest into clearer work pathways.

The fifth learning is that interview readiness needs guided practice. The mock interview activity helped learners understand how to introduce themselves, explain skills and respond to questions. It also showed that many learners had experiences and interests to build on, but needed help to express them in a role-relevant way.

The experience also highlighted the value of practical assessment methods. Simulated interviews provided deeper insights into learner readiness than attendance data or participation records alone. They helped reveal how learners applied communication, problem-solving and workplace-readiness skills in realistic situations, making them a useful complement to online learning.

The sixth learning is that employment linkage needs to begin early. Opportunities were shared in the employment-facing stage, but conversion remained early and limited. Future cohorts will need stronger employer mapping, clearer role clusters, verified opportunities, learner-level application tracking and post-interview support.

Replication lesson

The central lesson from SheLEADS is that readiness is built in layers. A learner needs access before participation, confidence before self-presentation, role clarity before application, and employer-facing support before conversion. The model should therefore be strengthened as a pathway, not as a training course.

Chapter 13: Replication Framework

Replication is about taking the learning from one pilot and using it to guide a larger or future version of the programme. It does not mean copying every activity exactly as it was done. It means understanding what worked, why it worked, what needs to be strengthened, and what conditions are needed for the model to succeed in another cohort, location or partnership setting.

For SheLEADS, replication is important because the need is much larger than one pilot. Many young women in Tier 2 and Tier 3 cities need a guided pathway into digital, remote and flexible work. A single cohort can show what is possible, but a replication framework helps convert that experience into a model that can be sustained, improved and implemented at a larger scale.

The SheLEADS experience shows that women's digital employability cannot be built through content alone. A future cohort will need clear learner targeting, supported onboarding, early platform orientation, foundation learning, mentoring, job mapping, interview practice, role exposure and links to realistic opportunities.

Each stage must have a purpose. Each stage must also have the right support system. The replication framework below is therefore not only an activity plan. It is a practical guide to what another organisation, partner or future cohort would need to think through before implementing a similar pathway. It brings together the key decisions, resources and risks that shaped the SheLEADS experience. It also shows how the model can move from a pilot to a more structured and scalable women-centred digital employability pathway.

At the heart of the framework is one lesson: **Replication should begin with the learner journey, not with the training content.** The question is not only “What sessions should be delivered?” The more important question is: what support does a young woman need at each stage to move from aspiration to readiness, and from readiness to opportunity?

The use of different partners helped SheLEADS bring the right capability at the right point in the learner journey. BIG/PW supported the foundation stage by providing a learning platform, live sessions, recordings and practice questions at scale. Mentors added the human layer that the platform alone could not provide. VulcanPrep 360 brought an interview-practice tool that helped learners move from learning to self-presentation. Aspire For Her then brought career pathway exposure, job-readiness support and curated opportunities. This combination allowed the programme to move step by step from access and foundation learning to confidence, interview readiness, role clarity and employment-facing preparation.

A risk plan should be prepared before implementation begins. The SheLEADS experience shows that risks can appear at each stage of the pathway - learner mobilisation, LMS access, participation, mentoring, mock interview completion and employment conversion. These risks should not be managed only after they arise. Future cohorts should identify likely risks in advance, agree on mitigation strategies, assign responsibility, and get the plan reviewed and signed off by all key stakeholders. This will help partners respond quickly, reduce confusion during implementation, and keep the learner journey on track.

Table 13. Replication framework for future cohorts

This table is central to the report because it converts the SheLEADS experience into a practical pathway that can guide future cohorts or similar programmes.

Pathway stage	Key decision	Resources needed	Risk to manage
Learner mobilisation	Define the intended learner group clearly before outreach.	Targeting criteria, outreach channels, learner commitment check.	Large registration numbers but weak target-group fit.
Onboarding and platform access	Treat LMS access as part of the learning pathway.	Login support, batch visibility checks, simple guides, helpdesk and WhatsApp support.	Early drop-off due to technical barriers or low digital confidence.
Foundation learning	Build communication, aptitude, digital comfort and job preparedness before role-specific training.	Platform, live sessions, recordings, practice questions, learner support.	Learners move to job-facing activities without enough confidence or base skills.
Mentorship	Add a human support layer from the start.	Mentor selection, orientation, handbook, activity templates, reporting and escalation process.	Mentoring varies by group if tools and expectations are unclear.
Transition layer	Use job mapping and mock interviews before employment-facing preparation.	Job-mapping tool, AI interview platform, preparation module, mentor-led reflection.	Learners reach the next stage without role clarity or interview confidence.
Career preview and job readiness	Organise learners by role clusters and readiness level.	Career Track sessions, Job Readiness sessions, role experts, practical tasks, recordings.	Sessions remain generic and do not connect to learner interests.
Employer-facing support	Begin employer engagement early and track applications to outcomes.	Employer partners, sector skill councils, digital-work platforms, Accubet or equivalent platform, integrated learner tracker.	Opportunities are shared but conversion remains low because follow-up is weak.

Replication lesson

Replication should not copy only the curriculum. It should copy the logic of the pathway: reach the learner, help her access the platform, build her foundation, keep her connected through mentors, help her practise self-presentation, expose her to roles and then connect her to real opportunities.

Chapter 14: Recommendations and Conclusion

The recommendations below are drawn from the SheLEADS journey. They are meant to strengthen future cohorts while retaining the core value of the model: flexible access, human support, confidence-building, role exposure and employment-facing preparation.

Table 14. Key recommendations

Recommendation	Why it matters
Position SheLEADS as a pathway model, not only a training programme.	The strongest feature of SheLEADS is the movement from aspiration to access, foundation learning, mentoring, interview practice, role exposure and employment-facing preparation.
Strengthen learner onboarding and LMS orientation.	Future cohorts should include login support, batch visibility checks, simple learner guides, WhatsApp support and early tracking of learners who do not enter the platform.
Institutionalise the mentor model.	Mentors should receive a simple handbook, common activity templates, reporting formats and escalation guidance so the personal support layer becomes easier to scale.
Use job mapping to organise career preview and role exposure.	Learners should be grouped by role interest and readiness level before career previews and job-readiness sessions begin.
Prepare learners before mock interviews and follow up after feedback.	Self-introduction, STAR responses, project explanation and role-specific examples should be practised before the AI interview, followed by mentor-led reflection.
Begin employer engagement earlier.	Verified remote, hybrid and work-from-home opportunities should be identified before learners complete the employment-facing stage and filtered by learner readiness, location and availability.
Build stronger links with employer networks and sector bodies.	Sector skill councils, employer associations, women-led enterprise networks, platform-work organisations and HR/recruitment partners can help validate roles and improve opportunity matching.
Track the full learner journey.	A single learner tracker should follow selection, platform access, attendance, mentor engagement, mock interview completion, certificates, applications, interviews, offers, joining and retention.

The employer-facing recommendation is especially important. The SheLEADS pathway built readiness, but employment conversion needs a deeper opportunity pipeline. Future cohorts should map employers and digital-work platforms early, invite them into role discussions, validate entry-level skill expectations, offer guest sessions, and create small assignments or hiring tasks linked to real roles. This would help learners see the connection between preparation and opportunity more clearly.

Policy-level recommendations

At the policy level, SheLEADS points to four recommendation as follows:

1

Need for women-centred digital employability pathways that go beyond short training courses: Future programmes should recognise that young women need a combination of flexible learning, mentoring, digital access, confidence-building, role exposure and employer linkage. Digital skilling policies should therefore include structured support for onboarding, safe online learning spaces, recorded access, mentor support and work-from-home readiness.

2

Need to formally recognise remote, gig and flexible work as important pathways for women's economic participation: This requires stronger links between skilling programmes, employer networks, platform-based work opportunities, women's livelihood missions, career services and local institutions. Programmes should not stop at training completion; they should track applications, interviews, offers, joining status and income outcomes.

3

Build a common learner-tracking system for women's employability programmes: Each learner should be tracked from registration to onboarding, platform access, attendance, mentoring, completion, certification, interview practice, job application and employment outcome. This will help future programmes understand where learners drop off and what support is needed at each stage.

4

Need of policy support for scalable mentor models: SheLEADS shows that mentoring is not an optional add-on in online skilling. It is a critical support layer for confidence, continuity and retention. Future digital skilling initiatives for women should include budget, guidelines and training for mentors as part of the programme design.

Conclusion

SheLEADS has shown that the movement from interest to readiness is gradual. A young woman may enter the programme with aspiration, but she needs structured support to turn that aspiration into confidence, skills, role clarity and practical preparation.

The programme's value lies in this sequence. Foundation learning built the base. Mentors helped learners stay with the journey. Mock interviews helped learners practise self-presentation. Job mapping and career previews helped them understand possible roles. Job-readiness sessions and curated opportunities moved the pathway closer to work.

For future cohorts, the model should retain what worked well: flexible online learning, recorded access, mentoring, confidence-building, role exposure and practical preparation. It should also strengthen what needs deeper attention: onboarding, learner tracking, employer engagement, post-opportunity follow-up and risk planning.

With these improvements, SheLEADS can become more than a completed pilot. It can become a replicable women-centred pathway for helping young women move from aspiration to digital employment readiness.

Closing thought

The SheLEADS experience offers more than a pilot model. It offers a practical pathway that can be adapted, strengthened and scaled to help many more young women move from aspiration to opportunity.

“SheLEADS showed that when a young woman is given access, confidence, guidance and the right pathway, digital work is no longer a distant opportunity...it becomes a possible future she can prepare for, pursue and own.”

Annexes

The annexes retain a small set of supporting tables that are useful for future implementation, without making the main report data heavy.

Annex Table A1. Suggested learner tracking fields for future cohorts

Tracking stage	Suggested fields
Registration and selection	Learner ID, name, gender, age, state, education, employment need, preferred work format, device/internet access, time availability.
Onboarding	LMS access created, first login, batch visibility confirmed, orientation attended, mentor group assigned.
Participation	Live attendance, recorded session use, DPP completion, mentor session participation, reasons for non-attendance.
Completion and recognition	Foundation learning completion, certificate eligibility, e-certificate issued, mock interview attempted/completed.
Employment-facing preparation	Role interest cluster, resume completed, LinkedIn profile status, career preview attendance, job-readiness participation.
Opportunity tracking	Opportunities shared, applications submitted, interviews attended, offers received, joining status, reasons for non-conversion.

Annex Table A2. Detailed feedback signals for future use

Feedback area	Signals to retain for future analysis
Participation barriers	Timing, personal responsibilities, inability to attend live classes, health reasons, internet/data issues, device issues, loss of interest and content difficulty.
Learner suggestions	More flexible timings, shorter sessions, weekend-only sessions, offline content, more reminders/follow-up and more mentor support.
Learner-reported gains	Improvement in communication skills, confidence and understanding of work-from-home or gig opportunities.
Mentor observations	Hesitation to speak, limited vocabulary, platform issues, irregular attendance, motivation needs and progress in participation.
Employment conversion follow-up	Applications, interviews, selections, joining constraints and support needed after selection.

Annex Table A3. Partner platform glossary

Platform / partner	What it is and what it provided to SheLEADS
Bharat Innovation Global (BIG) / PhysicsWallah (PW)	The skill vertical of PhysicsWallah, an Indian edtech company, developed in association with the National Skill Development Corporation (NSDC); provided the learning management system, live classes, recorded sessions and practice questions for Phase 1.
VulcanPrep 360	An AI-based interview preparation and simulation platform used to deliver the SheLEADS mock interview activity and generate structured feedback for learners and mentors.
Aspire For Her (AFH)	An organisation focused on women's career pathways and economic participation; delivered the Phase 2 Career Preview and Job Readiness sessions and curated employment opportunities.
Accubet	The platform through which Aspire For Her shared curated job opportunities, session recordings and related resources with SheLEADS learners during and after Phase 2.
Platform / partner	What it is and what it provided to SheLEADS

Annex Table A4 . Phase 1 curriculum outline

Curriculum area	Topics covered	Approximate timing
English Proficiency and Communication	Spoken English, grammar, vocabulary, reading and writing, listening and speaking, workplace communication, presentation skills, professional etiquette, interview communication, and business communication.	46 hours (23 sessions)
Aptitude and Critical Reasoning	Quantitative aptitude, numerical ability, logical reasoning, analytical reasoning, critical thinking, data interpretation, problem-solving, and practice assessments.	54 hours (27 sessions)
Career Readiness and Motivation	Goal setting, career planning, employability mindset, motivation, career exploration, resume writing, LinkedIn profile development and orientation to remote and gig-based employment opportunities.	16 hours (8 sessions)
Daily Practice Problems (DPP)	MCQ-based practice questions linked to each session, used for revision rather than formal assessment.	Ongoing throughout Phase 1

Annex Table A5. Phase 2 Career Track and Job Readiness session topics

Month/ Week	Session Title	Speaker	Designation
Week 1 – Feb	Job Navigation & Career Pathways	Renuka Rajagopala N	Founder, Elevaré Leadership Consulting
Week 3 – Feb	Customer Support – Career Preview	Lakshmi Venkatesh N	APM, Operations, [24]7.ai
Week 3 – Feb	HR / Recruitment Support – Career Preview	Doyel Syam	Lead Corporate Initiatives, Aspire For Her
Week 4 – Feb	Digital Marketing / Social Media Assistant – Career Preview	Keerthana	Bungy CEO
Week 1 – Mar	Graphic Designer / Canva Designer – Career Preview	Suganya Mani	CSR Skilling Program Manager & MIS Lead, Aspire For Her
Week 2 – Mar	Confidence Building & Professional Communication	Vanita Khattar	Leadership Coach, HRnetix
Week 3 – Mar	Resume Building	Hiral Rai	Lead – Community Management , Aspire For Her
Week 4 – Mar	Research Support / Survey Assistant – Career Preview	Srishti Rawat	Certified Master Trainer Adult Education & Skill Development
Week 1 – Apr	Data Entry Operator / Data Entry Specialist – Career Preview	Subha Sriram	Lead – Institutional Partnerships, Aspire For Her
Week 2 – Apr	Interview Readiness – Questions & Mock Practice	Aarthi Ruben	Research Psychologist & Educationist
Week 3 – Apr	Workplace Etiquette & Interview Behaviour	Neha Thukral	Independent Talent Advisor Leadership & Capability Building
Week 4 – Apr	LinkedIn Profile Building & Personal Branding	Hiral Rai	Lead – Community Management , Aspire For Her

Annex Table A6. Feedback and survey instruments used

Instrument	Respondents	What it captured
September feedback survey	392	Attendance mode (live/recorded), early access barriers.
October feedback survey	219	Attendance mode, mentor session participation.
December feedback survey	211	Overall activity level, barriers to participation, self-reported gains in communication, confidence and opportunity awareness, Net Promoter Score, suggestions for improvement.
Post-Programme Employment Survey	85	Current employment status, application activity, employment outcome, open-ended reflection on programme impact (see Learner Voices and Chapter 11).