



SheGrows Digital Bootcamp: Endline & Post-Programme Impact Evaluation Report

The SheGrows Digital Bootcamp is implemented by the Webfala Digital Skills for All Initiative, with Funding support from Ford Foundation through dRPC

This evaluation was conducted by the development Research and Projects Centre

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About dRPC

The development Research and Projects Centre (dRPC) is a Nigerian non-profit organisation established in 1993 with a mandate to advance development knowledge, policy reform, and inclusive practice through rigorous research, strategic advocacy, and civil society collaboration. For over three decades, dRPC has worked at the interface of evidence generation, policy influence, and programme implementation, with gender equality as a cross-cutting priority across all thematic areas. The organisation has built a strong national and international reputation for producing high-quality research and translating evidence into actionable policy and programme reforms that respond to the lived realities of women, young people, and other marginalised groups.

In recent years, dRPC has increasingly focused on digital transformation, digital governance, and digital rights, recognising that Nigeria's expanding digital economy presents both opportunities and new forms of inequality and harm. dRPC's digital work is grounded in the understanding that digital inclusion without safeguards can expose women and marginalised groups to heightened risks, including online harassment, surveillance, economic exclusion, and technology-facilitated gender-based violence (TF-GBV). As such, the organisation's digital portfolio integrates gender analysis, rights-based frameworks, and policy engagement, ensuring that digital innovation is accompanied by protection, accountability, and inclusion.

A flagship component of dRPC's digital rights work is its leadership in the ALIGN-TFGBV research programme on Technology-Facilitated Gender-Based Violence against women in politics, launched in 2025. Under this programme, dRPC conducted one of Nigeria's first in-depth, mixed-methods studies examining how political parties, digital platforms, and regulatory frameworks respond to TF-GBV targeting women in public and political life. The study combined gender analysis of political party constitutions and regulatory documents with digital data scraping and qualitative research, generating new evidence on the prevalence, forms, and systemic drivers of TF-GBV in Nigeria's political and digital spaces. Findings from this research demonstrate that TF-GBV is not an isolated online phenomenon, but a structural tool that reinforces patriarchal norms, deters women's political participation, and undermines democratic inclusion, while existing legal and institutional frameworks remain inadequate to address these harms.

Beyond research, dRPC has played a direct role in national digital governance and legislative reform. In November 2025, dRPC formally submitted a Policy Brief and Technical Memorandum to the Senate and House of Representatives Joint Committees on ICT and Cybersecurity, and Digital and Information Technology, contributing to the legislative review of the National Digital Economy and E-Governance Bill, 2025. This submission provided evidence-based recommendations for explicitly addressing TF-GBV within Nigeria's digital governance architecture, drawing on findings from the ALIGN-TFGBV research and broader international human rights standards. dRPC's memorandum identified critical gaps in the Bill, including the absence of explicit recognition of TF-GBV as a digital harm, weak platform obligations, and insufficient gender-responsive safeguards within cybersecurity and artificial intelligence governance frameworks. The submission proposed concrete legal and administrative reforms to strengthen survivor protection, platform accountability, and gender-sensitive digital regulation.

Through this engagement, dRPC has positioned itself as a technical resource to the National Assembly on gender-responsive digital policy, contributing to national conversations on cybersecurity, digital economy regulation, artificial intelligence governance, and online safety. This role underscores dRPC's capacity not only to analyse digital harms, but also to translate research into practical legislative and policy solutions that align with Nigeria's constitutional obligations and international commitments, including CEDAW and broader human rights frameworks.

dRPC's work in the digital space also extends to programme design, grant management, and evaluation. As the intermediary and funding partner for the NSI Digital Rights Portfolio, supported by the Ford Foundation, dRPC has overseen and supported civil society organisations implementing rights-based digital inclusion interventions across Nigeria. This includes initiatives focused on women's digital entrepreneurship, online safety, digital literacy, and protection from digital harms. dRPC's role encompasses technical support, learning facilitation, and evaluation, ensuring that funded projects integrate digital skills with rights awareness and contribute to broader evidence on what works in advancing safe and inclusive digital participation.

Within this context, dRPC served as the independent evaluator for the SheGrows Digital Bootcamp, implemented by the Webfala Digital Skills for All Initiative. dRPC's evaluation approach draws on its extensive experience in gender-responsive evaluation, mixed-methods research, and learning-oriented assessment, as well as its substantive expertise in digital rights and gender-based digital risks. This dual positioning, as both a digital rights thought leader and an experienced evaluation institution, strengthens the credibility of the findings presented in this report and situates the SheGrows evaluation within a wider body of national-level digital rights work

NSI Digital Rights Portfolio

Overview of the NSI Digital Rights Portfolio

The NSI Digital Rights Portfolio is a targeted funding and learning initiative designed to strengthen civil society responses to emerging digital risks while expanding safe, inclusive access to digital opportunities for women and young people in Nigeria. The portfolio is grounded in the recognition that digital technologies increasingly shape economic participation, education, civic engagement, and social interaction, yet access to these opportunities is highly unequal and often accompanied by new forms of harm. Women, girls, and marginalised groups are disproportionately affected by digital exclusion, online harassment, misinformation, and TF-GBV.

Through the Digital Rights Portfolio, NSI supports grassroots and youth-led organisations to design and implement rights-based digital interventions that combine digital skills, online safety, protection, and empowerment. Rather than treating digital access as a purely technical issue, the portfolio adopts a gender-responsive and rights-aware approach, recognising that meaningful digital inclusion requires skills, confidence, protection, and supportive institutional environments. During the portfolio cycle, four NSI grantees implemented digital rights-focused projects across four locations Oyo State, Kwara State, Kano State, and the Federal Capital Territory (FCT). While each project responded to specific community needs and organisational strengths, all shared a common objective: to enable women and girls to participate safely, confidently, and productively in digital spaces, whether for livelihoods, education, or social engagement.

NSI Digital Rights Grantees and Project Focus

1. SkillHer (Oyo State)

Project: *Reviving the SkillHer SAW for Communities in Ibadan*

Target Group: 30 women and young people

SkillHer is a women-focused skills development organisation working to expand economic and digital opportunities for women at community level. Under the NSI Digital Rights Portfolio, SkillHer implemented the Reviving the SkillHer SAW for Communities in Ibadan project, which combined practical digital skills training with entrepreneurship and employability support. The project focused on equipping women with market-relevant digital and vocational skills while embedding awareness of safe and responsible digital participation. The intervention emphasised hands-on learning, peer support, and confidence-building, enabling participants to use digital tools for income generation and self-employment. Early outcomes indicate improved digital confidence, increased readiness to apply skills for livelihoods, and greater awareness of online safety considerations as women engage more actively in digital spaces.

2. Webfala Digital Skills for All Initiative (Kwara State)

Project: *SheGrows Digital Bootcamp*

Target Group: 20 women (16 programme completers)

Webfala Digital Skills for All Initiative is a digital inclusion organisation focused on equipping women and youth with practical digital competencies. Through NSI funding, Webfala implemented the SheGrows Digital Bootcamp, a gender-responsive programme that integrated digital entrepreneurship skills, business management, and digital rights education. The project addressed gaps in women's digital confidence, online visibility, business organisation, and exposure to digital risks. Participants were trained in social-media management, Canva design, branding, financial literacy, business formalisation (CAC and TIN), and online safety. Early outcomes show improvements in digital skills, confidence, safer online practices, and business visibility. The SheGrows project represents a strong example of integrating digital skills with rights awareness to support women's economic participation.

3. Blue Sapphire Hub Foundation (Kano State)

Project: *Women on Wednesday*

Target Group: 30 women

Blue Sapphire Hub Foundation is a women-led organisation working on leadership, digital literacy, and empowerment in Northern Nigeria. Through the Women on Wednesday project, NSI funding supported a structured platform for engaging women in digital skills learning, awareness-raising, and peer exchange. The project created regular, safe spaces both physical and digital where women could build digital confidence, learn basic digital tools, and discuss online safety, self-expression, and economic participation. The initiative responded to gendered digital barriers prevalent in the context, including low confidence, limited exposure to digital tools, and concerns about online harassment. Outcomes include increased participation of women in digital learning spaces and improved awareness of safe online engagement.

4. Rising Hope Girls Educational Foundation (FCT – Abuja)

Project: *Digital Empowerment and Safe School Access for Marginalized Girls and Women in Bwari Area Council, FCT*

Target Group: 898 girls and women beneficiaries

Rising Hope Girls Educational Foundation (RHGEF) focuses on education, protection, and empowerment of marginalised girls and women. Under the NSI Digital Rights Portfolio, RHGEF implemented a project addressing digital empowerment and safe access to education, with a particular focus on school-age girls and young women in Bwari Area Council. The project combined digital literacy with awareness of online safety, protection from digital harm, and safe use of digital tools for education and learning. By linking digital skills with safe school access, the project addressed both educational inclusion and protection concerns. Early outcomes suggest improved digital literacy, increased awareness of online risks, and strengthened confidence among girls and women to use digital tools safely for learning and communication.

Portfolio-Level Achievements and Impact

Across the four grantee projects, the NSI Digital Rights Portfolio achieved several cross-cutting outcomes:

- Expanded access to digital skills for women and girls in diverse geographic and socio-cultural contexts.
- Improved awareness of digital rights and online safety, particularly among women and girls engaging more actively in digital spaces.
- Increased confidence and agency, enabling participants to use digital tools for livelihoods, education, and social engagement.
- Strengthened civil society capacity to design and deliver rights-based digital inclusion interventions.

Evaluation of the NSI Digital Rights Portfolio

All projects funded under the NSI Digital Rights Portfolio were systematically evaluated to support accountability, learning, and programme improvement. Evaluations assessed project relevance, implementation quality, participant outcomes, and early signs of impact, while also documenting lessons for future digital rights programming. This report presents the detailed evaluation of one NSI Digital Rights grantee: the Webfala Digital Skills for All Initiative and its SheGrows Digital Bootcamp project in Kwara State.

1. Profile of the Grantee and Project Proposal

Profile of the Grantee Organisation

The Webfala Digital Skills for All Initiative (Webfala) is a Nigeria-based non-governmental organisation established in 2019 with a mission to expand equitable access to digital skills, promote safe and responsible digital participation, and support inclusive economic opportunities for young people and women. Since its formation, Webfala has positioned itself as a grassroots-oriented digital capacity-building organisation, working at the intersection of digital literacy, entrepreneurship, digital rights, and social inclusion. The organisation's core mandate is to ensure that underserved groups particularly women, youth, and informal-sector entrepreneurs are not excluded from the benefits of Nigeria's rapidly growing digital economy.

Over the past several years, Webfala has implemented and supported multiple digital skills initiatives focused on practical, market-relevant competencies such as social-media management, digital content creation, branding, online entrepreneurship, and productivity tools. Its programming approach emphasises hands-on learning, peer engagement, and contextual adaptation to participants' lived realities, including constraints related to internet access, confidence, and exposure to online risks. In addition to technical skills, Webfala has increasingly integrated digital rights, online safety, and responsible digital use into its training models, reflecting an understanding that meaningful digital inclusion requires both skills and protection. Through partnerships with civil society organisations and development actors, Webfala has delivered training programmes, workshops, and bootcamps that prioritise women-centred learning environments and practical application over abstract instruction.

Webfala's collaboration with the Development Research and Projects Centre (dRPC) and funding support from the Ford Foundation builds on this institutional experience. The partnership leverages Webfala's technical expertise in digital skills delivery alongside dRPC's long-standing strength in gender-responsive programming, evaluation, and evidence-based development practice. This combination provides a credible institutional foundation for the design and implementation of the SheGrows Digital Bootcamp.

Project Proposal: The SheGrows Digital Bootcamp

The SheGrows Digital Bootcamp was conceived as a targeted response to persistent gender gaps in digital access, skills, and safe online participation among women entrepreneurs in Nigeria. While digital platforms have become increasingly central to business visibility, customer engagement, and income generation, particularly in the post-COVID-19 economic context—many women-led micro and small enterprises remain constrained by limited digital skills, low confidence, weak business organisation, and exposure to online risks such as scams, harassment, and data misuse. These constraints reduce women's ability to fully leverage digital tools for business growth and economic resilience.

In response, the SheGrows Digital Bootcamp was designed as a gender-responsive, rights-aware digital entrepreneurship programme that integrates practical digital skills, business management competencies, and digital rights education within a single, women-centred learning model. Implemented between May and October 2025, the programme targeted young women entrepreneurs and aspiring entrepreneurs, primarily in Kwara State, with additional representation from Ekiti and Kogi States. The Bootcamp combined modules on social-media management, Canva design, branding and online visibility, financial literacy, pricing, business formalisation (including CAC and TIN registration), and digital rights and online safety.

The project proposal was grounded in the assumption that women's effective participation in

the digital economy requires more than technical training alone. By deliberately linking skills development with confidence-building, peer learning, and awareness of rights and risks in digital spaces, the programme sought to enable participants not only to “go online,” but to do so safely, strategically, and sustainably. This integrated design reflects Webfala’s prior experience in digital capacity building and aligns with broader development priorities around women’s economic empowerment, digital inclusion, and safe digital participation. The SheGrows Digital Bootcamp therefore represents a credible, context-responsive intervention implemented by an organisation with demonstrated experience in delivering digital skills programmes for women and youth

1.1 Programme Description

Programme Objectives

The SheGrows Digital Bootcamp was designed to strengthen women’s digital, entrepreneurial, and rights-based capacities to enable sustainable business growth and safe participation in the digital economy. The specific objectives of the programme were to:

1. Improve participants’ digital skills, including social-media management, digital branding, content creation, and the use of productivity tools for business.
2. Enhance entrepreneurial and business management competencies, particularly in financial literacy, pricing, business planning, and formalisation processes such as CAC and TIN registration.
3. Build confidence, leadership, and communication skills to support women’s visibility, networking, and professional engagement.
4. Increase awareness and practice of digital rights, online safety, and responsible digital behaviour, enabling participants to protect their personal and business information and navigate online platforms safely.
5. Support practical application of skills that translate into improved business visibility, customer engagement, and early income or growth outcomes.

Target Group

The programme targeted young women entrepreneurs and aspiring entrepreneurs operating within the informal and micro-enterprise sectors. Participants were predominantly women already engaged in small businesses who sought to scale their operations through digital tools. The cohort comprised women with varying levels of prior digital exposure but shared common challenges related to confidence, access to skills, and safe digital participation. The programme intentionally focused on women as a response to persistent gender gaps in digital access, skills, and online safety with 11 participants aged 20–25, eight aged 26–30, and one above 30 years. This focus on young women at formative entrepreneurial stages aligns with Nigeria’s demographic profile where over 60 percent of the population is under 30 and national priorities to harness youth innovation for inclusive economic growth.

Duration and Locations

The SheGrows Digital Bootcamp was implemented over a four-month period, from May to October 2025. The programme enrolled 20 women, of whom 16 completed the full training. Implementation was primarily concentrated in Kwara State, which accounted for the majority of participants, with additional representation from Ekiti and Kogi States. Training activities were delivered through a combination of interactive sessions and practical assignments, designed to

be accessible within participants' local contexts.

Key Modules and Delivery Components

The Bootcamp adopted a modular, hands-on learning approach, combining technical, entrepreneurial, and rights-based content. Key modules included:

- Digital Skills and Online Presence: Social-media management, content creation (text, images, video), Canva design, and basic digital marketing tools.
- Branding and Business Visibility: Logo and flyer design, product photography, and online brand positioning.
- Entrepreneurship and Business Management: Business planning, time management, productivity tools, and grant-search skills.
- Financial Literacy and Business Formalisation: Pricing strategies, financial management, and guidance on CAC and TIN registration.
- Digital Rights and Online Safety: Privacy and data protection, responsible use of digital platforms, online safety practices, and strategies for avoiding scams, harassment, and harmful digital behaviours.
- Mentorship and Peer Learning: Interactive sessions, real-life business projects, and opportunities for peer exchange and feedback.

This integrated programme design ensured that participants developed not only technical and business competencies but also the confidence and rights-based awareness required for safe, sustainable, and inclusive participation in the digital economy.

1.2 Purpose of the Evaluation

The purpose of this evaluation is to provide accountability, learning, and evidence for programme improvement and potential scale-up of the SheGrows Digital Bootcamp. The evaluation was designed to assess the extent to which the programme achieved its stated objectives and to generate practical insights to inform future digital inclusion and women's empowerment initiatives.

First, the evaluation serves an accountability function by systematically assessing programme implementation and results against intended objectives. It documents participant reach, completion, and outcomes, and provides evidence on changes in digital skills, entrepreneurial capacity, confidence, and awareness of digital rights. This ensures transparency to implementing partners, funders, and stakeholders regarding what was delivered and what was achieved within the programme period.

Second, the evaluation supports learning and reflection by identifying what worked well, what challenges were encountered, and which programme components were most effective from the perspectives of both participants and implementers. By combining quantitative and qualitative evidence, including participant feedback and post-programme impact case studies, the evaluation captures both measurable outcomes and lived experiences, enabling deeper understanding of how women engage with digital skills and rights-based training.

Third, the evaluation aims to inform **programme improvement and scaling**. Findings are intended to guide refinements in programme design, delivery methods, module sequencing, and duration, as well as to inform decisions on follow-up support, mentorship, and alumni engagement. The inclusion of a selective post-programme impact assessment provides early

evidence on sustainability and potential longer-term outcomes, supporting discussions on replication and expansion of the SheGrows model in other locations or contexts.

Finally, the evaluation examines issues of **access and inclusion**, assessing whether the programme design and delivery enabled equitable participation and learning. Particular attention is given to access to digital devices and internet connectivity, inclusiveness of training methods, and participants' ability to engage safely and confidently in digital spaces. This focus ensures that future iterations of the programme can better address structural barriers to access and strengthen inclusive digital participation for women entrepreneurs.

1.3 Evaluation Scope

What Was Evaluated: The evaluation assessed the design, implementation, and outcomes of the SheGrows Digital Bootcamp, with a focus on measuring changes in participants' digital skills, entrepreneurial competencies, confidence levels, and awareness and practice of digital rights. Specifically, the evaluation examined:

- The relevance and adequacy of programme content in addressing women's digital inclusion, business development, and online safety needs.
- The effectiveness of training modules in improving digital proficiency, branding and marketing skills, financial literacy, and business formalisation knowledge.
- Changes in participants' confidence, behaviour, and application of digital tools for business and professional purposes.
- Early evidence of post-programme outcomes and potential impact, including business visibility, customer engagement, income-related activities, and sustained use of digital skills and rights-based practices.
- The inclusiveness and accessibility of programme delivery, including participation levels, access to digital devices and internet connectivity, and suitability of training methods.

The evaluation covered both immediate programme outcomes at the end of the training and early post-programme effects through a selective impact assessment of a small number of participants.

Who Was Included: The primary evaluation population comprised women who participated in and completed the SheGrows Digital Bootcamp. Of the 20 women initially enrolled in the programme, 16 participants who completed the full training were included in the endline evaluation. These participants formed the basis for assessing overall programme performance and outcomes.

In addition, a purposively selected sub-sample of three participants was included in a post-programme impact assessment. These participants were selected based on full participation in the bootcamp, active application of acquired skills after programme completion, and observable changes in business practices or digital engagement.

Secondary stakeholders, including representatives of the implementing organisation, were also included through Key Informant Interviews (KIIs) to provide insights into programme design, delivery processes, implementation challenges, and sustainability considerations.

1.4 Evaluation Questions

This evaluation was guided by a set of core questions designed to assess the relevance, effectiveness, early impact, and inclusiveness of the SheGrows Digital Bootcamp. The questions reflect both programme objectives and broader considerations related to digital rights, access,

and safe participation in the digital economy.

1. Relevance and Responsiveness

- To what extent did the programme address the real digital, entrepreneurial, and online safety needs of women entrepreneurs?
- How well did the programme content align with participants' existing business contexts and digital capabilities?

2. Skills Acquisition and Application

- To what extent did participants acquire practical digital and entrepreneurial skills, including digital branding, social-media management, financial literacy, and business formalisation knowledge?
- To what extent were participants able to apply these skills in their businesses or professional activities during and after the programme?

3. Digital Rights, Access, and Safe Participation

- To what extent did the programme increase participants' awareness and practice of digital rights, including online safety, privacy, and responsible use of digital platforms?
- How did access to digital devices, internet connectivity, and supportive learning environments influence participants' ability to engage fully with the programme and apply digital skills safely?

4. Early Outcomes and Impact

- What early outcomes and impacts are observable after programme completion, particularly in relation to business visibility, customer engagement, income-related activities, confidence, and sustained use of digital skills?
- How did the integration of digital skills and digital rights contribute to these early changes?

5. Enablers and Constraints

- What factors enabled successful participation and learning, including programme design, facilitation methods, peer learning, and mentorship?
- What constraints, such as time limitations, digital access challenges, or skill-level differences, affected participant outcomes and the overall effectiveness of the programme?

1.6 Theory of Change

The SheGrows Digital Bootcamp was based on the premise that women entrepreneurs' limited participation in the digital economy stems not only from technical skill gaps, but also from low confidence, weak business organisation, exposure to digital risks, and limited understanding of formal business systems. The programme therefore combined practical digital and branding skills, financial literacy and pricing knowledge, digital rights and online safety education, and business formalisation guidance within a women-centred, hands-on learning environment. Through applied practice and peer support, participants were expected to build confidence, adopt safer and more intentional digital behaviours, improve business decision-making, and develop readiness for formalisation. These changes were anticipated to lead to improved visibility, professionalism, and early business gains in the short term, and to contribute over time to more sustainable, women-led enterprises and greater inclusion of women in the digital economy.

2. Evaluation Methodology

2.1 Evaluation Design

The evaluation adopted a mixed-methods design, combining quantitative and qualitative approaches to assess programme performance, outcomes, and early impacts of the SheGrows Digital Bootcamp. This design enabled triangulation of data sources to capture both measurable changes in skills and confidence, as well as participants' experiences, behavioural changes, and perceptions of value.

The evaluation consisted of two complementary components. First, an endline evaluation was conducted at the conclusion of the programme to assess immediate outcomes related to digital skills acquisition, entrepreneurial competencies, confidence levels, and awareness and practice of digital rights. This component focused on measuring changes between baseline (pre-programme) and post-programme conditions among participants.

Second, the evaluation incorporated a selective post-programme impact assessment involving a small number of participants. This component was designed to explore early outcome and impact pathways beyond the training period, examining how participants applied acquired digital, business, and digital rights knowledge in real-life contexts after programme completion. The impact assessment was case-based and qualitative in nature, providing depth and contextual understanding rather than statistical attribution.

2.2 Sampling and Coverage

The SheGrows Digital Bootcamp enrolled a total of 20 women participants, of whom 16 completed the full programme, representing an 80 percent completion rate. All programme completers were invited to participate in the endline evaluation, forming the primary sample for assessing overall programme outcomes.

For the post-programme impact assessment, a purposive sampling approach was used to select three participants. Selection criteria included: (i) full participation in the bootcamp, (ii) active application of acquired digital and entrepreneurial skills following programme completion, and (iii) evidence of observable changes such as improved online presence, customer engagement, income-related activities, or steps toward business formalisation. This approach is appropriate for small-scale capacity-building programmes and aligns with good practice for case-based impact evaluation.

2.3 Data Collection Methods

Data for the evaluation were collected using a combination of quantitative and qualitative methods, consistent with the mixed-methods evaluation design.

Surveys: Structured pre- and post-programme surveys were administered to participants to capture self-reported changes in digital skills, entrepreneurial competencies, confidence levels, and awareness and practice of digital rights. The surveys used a 1–5 rating scale to assess levels of proficiency and confidence across key skill areas, enabling comparison between baseline and endline responses. The surveys also included open-ended questions to document participants' reflections on learning experiences, application of skills, and perceived benefits of the programme.

Key Informant Interviews (KIIs): Key Informant Interviews were conducted with representatives of the implementing organisation to gather insights on programme design, delivery processes, integration of digital rights content, implementation challenges, and sustainability

considerations. KIIs provided contextual and operational perspectives that complemented participant-level data and supported interpretation of findings.

Follow-Up Interviews (Post-Programme Impact Assessment): As part of the selective post-programme impact assessment, in-depth follow-up interviews were conducted with three purposively selected participants several weeks after programme completion. These interviews explored how participants applied digital, entrepreneurial, and digital rights knowledge in their businesses and daily online activities, as well as early outcomes related to business performance, confidence, online safety practices, and sustainability of skills.

2.4 Data Analysis

Quantitative Analysis: Quantitative data from the pre- and post-programme surveys were analysed using descriptive statistical methods, including frequencies, percentages, and averages. This analysis enabled comparison of baseline and endline responses to identify patterns of change in digital proficiency, entrepreneurial skills, confidence levels, and digital rights awareness among participants.

Qualitative and Case Analysis: Qualitative data from open-ended survey responses, KIIs, and follow-up interviews were analysed using thematic analysis. Responses were coded and grouped into recurring themes related to learning experiences, behavioural change, application of skills, enablers and constraints, and perceptions of impact. For the post-programme impact assessment, individual case narratives were developed to trace contribution pathways, linking specific programme components to observed early outcomes. This case-based analysis provided depth and contextual understanding of how programme gains translated into real-world change.

2.5 Ethical Considerations

The evaluation was conducted in accordance with basic ethical principles of informed consent, confidentiality, and respect for participants. All participants were informed about the purpose of the evaluation, the voluntary nature of their participation, and how the information they provided would be used for learning and programme improvement purposes. Consent was obtained prior to data collection, and participants were assured that their responses would be treated confidentially and reported in an anonymised manner.

Care was taken to ensure that participation in the evaluation did not expose respondents to harm or undue pressure. Particular attention was given to issues of digital safety and privacy, especially when discussing online behaviour and business practices. Data were stored securely and accessed only by authorised members of the evaluation team.

2.6 Limitations

This evaluation has several limitations that should be considered when interpreting the findings. First, the evaluation relied primarily on self-reported data, which may be subject to response bias or over-reporting of positive outcomes. Second, the small cohort size and absence of a comparison or control group limit the ability to attribute observed changes solely to the programme.

Third, the short post-programme follow-up period restricts the assessment of longer-term outcomes, particularly in relation to sustained income growth and business performance. Finally, variations in participants' access to internet connectivity, time availability, and prior digital experience may have influenced individual learning outcomes. Despite these limitations, the use of mixed methods, triangulation of data sources, and inclusion of post-programme impact case studies provide credible and useful evidence of programme outcomes and early impact.

3. Relevance: Did the Programme Address Real Needs?

Addressing Digital Exclusion among Women Entrepreneurs

Findings from the evaluation indicate that the programme was highly relevant to participants' digital needs, particularly in addressing gaps in practical digital skills required for business visibility, branding, and online engagement. At baseline, the majority of participants reported low to moderate confidence in using digital tools beyond basic smartphone functions, with digital activities largely limited to personal messaging and informal social-media use. Following programme completion, over 80 percent of participants (13 out of 16 completers) reported improved confidence and ability to use digital platforms for business purposes, including social-media management, content creation, and online promotion.

Post-programme data further show that the training responded directly to these gaps in social-media use, visual communication, and branding, which are core requirements for women operating micro and small enterprises in increasingly digital markets. With 75 percent of participants indicated that the digital skills acquired were immediately applicable to their businesses, particularly in creating branded content, improving online visibility, and engaging customers through social-media platforms.

Participants consistently highlighted that the programme focused on practical, business-oriented digital skills, rather than abstract or overly technical content. This relevance was reinforced through hands-on modules on Canva design, social-media posting, and basic video and photo editing, which participants identified as immediately applicable to their businesses. As one participant noted:

"The most helpful parts of the bootcamp were the interactive sessions and real-life projects. They allowed me to apply digital tools practically and better understand how technology can be used as a business owner."
(Participant 4)

This emphasis on usability ensured that the programme addressed digital exclusion not only in terms of access, but also in terms of confidence and capability to participate meaningfully online.

Responding to Business and Entrepreneurial Needs

Beyond digital skills, the programme demonstrated strong relevance to participants' entrepreneurial and business management needs. Evaluation findings show that a large majority of participants reported improved understanding of core business fundamentals following the programme. Specifically, over 75 percent of participants indicated increased confidence in areas such as branding, pricing strategies, financial management, and business formalisation, including knowledge of CAC and TIN registration processes. These gains point to the programme's effectiveness in addressing a critical gap faced by many women entrepreneurs the ability to connect digital visibility with structured and sustainable business practices.

Survey data further indicate that more than two-thirds of participants reported clearer understanding of how digital tools could be integrated into business planning and day-to-day operations, particularly for customer engagement and income generation. This suggests that

the Bootcamp went beyond skills acquisition to support practical entrepreneurial decision-making.

Participants' qualitative feedback reinforces these findings, confirming that the programme responded to real and immediate business challenges, especially those related to visibility, market reach, and growth. Several respondents described how the training helped them clarify their business direction and improve their professional positioning:



“I built more confidence, improved my teamwork skills, and gained practical knowledge that shaped my career direction. The training helped me understand not just how to be online, but how to use digital tools properly to grow my business and attract customers.” (Participant 10)

Another participant added:

“The bootcamp helped me clarify my career path and identify where my strengths and interests align.” (Participant 6)

These reflections underscore the relevance of combining digital tools with entrepreneurship and self-development, especially for women seeking to grow or formalise their enterprises.

Gender Responsiveness and Women-Centred Design

The relevance of the programme was further strengthened by its women-centred and gender-responsive design. All participants were women, and the programme content, facilitation style, and learning environment were tailored to address gender-specific barriers such as low confidence, limited exposure to digital business tools, and constrained access to professional networks. High participation and engagement levels supported by adequate access to internet and devices for the majority of participants indicate that the programme design was accessible and appropriate for women entrepreneurs.

Participants repeatedly emphasised the value of interactive learning, peer exchange, and practical exercises, suggesting that the programme responded well to women's preferred learning styles and real-life constraints. The focus on confidence-building, safe participation in digital spaces, and practical application positioned the Bootcamp as more than a technical training it addressed both economic and social dimensions of women's digital inclusion.

4. Participation and Coverage

Completion and Retention

Participation records show a high programme completion rate, indicating sustained interest and relevance among participants. Of the 20 women initially enrolled in the programme, participants completed the full programme, resulting in a completion rate of 80 percent. Attendance data

from the endline survey (n = 16) indicate strong retention throughout the training period. Specifically:

- 10 participants (62.5 percent) reported attending all sessions,
- 4 participants (25 percent) attended more than half of the sessions, and
- 2 participants (12.5 percent) attended about half of the sessions.

No participant who completed the programme reported attending fewer than half of the sessions. These figures suggest that once enrolled, participants were largely able to remain engaged despite competing demands on their time. One participant explained:

“I was able to attend almost all the sessions because the training was practical and relevant to what I was doing in my business.” (Participant 4)

The four participants who did not complete the programme were not included in the endline assessment; feedback from completers and implementers indicates that non-completion was largely linked to external constraints such as time availability rather than dissatisfaction with programme content.

Access to Digital Tools and Connectivity

Access to digital devices was generally high among participants. Survey data show that 15 out of 16 participants (93.8 percent) reported having regular access to a smartphone or digital device during the programme, while 1 participant (6.2 percent) reported inconsistent access.

In terms of internet connectivity:

- 9 participants (56.3 percent) rated their access to internet and data as good or very good,
- 5 participants (31.3 percent) rated access as adequate, and
- 2 participants (12.5 percent) rated their access as poor.

While the majority of participants were able to participate meaningfully online, the data indicate that 2 out of 16 women experienced significant connectivity challenges, which occasionally affected timely participation in sessions or completion of assignments. As one participant noted:

“Sometimes data was a challenge, but I still tried to follow the sessions because I didn’t want to miss out.” (Participant 9)

Engagement and Active Participation

Engagement levels were consistently high among programme completers. Survey responses indicate that 14 out of 16 participants (87.5 percent) reported being actively engaged in practical exercises, assignments, and peer discussions during sessions. Only 2 participants (12.5 percent) described their engagement as moderate, often due to time or connectivity limitations.

Participants attributed their engagement to the programme’s hands-on delivery approach, interactive facilitation, and the women-only learning environment, which encouraged

participation and confidence. One respondent shared:

“The sessions were interactive, and I felt comfortable asking questions and practicing what we were taught.” (Participant 15)

Engagement was particularly strong during modules involving real-life projects, content creation, and business branding, which participants identified as directly relevant to their entrepreneurial goals.

5. Outputs: Skills and Knowledge Gained

Digital Proficiency and Use of Digital Tools

Survey findings indicate substantial gains in digital proficiency among participants by the end of the programme. Using the 1–5 self-rating scale (1 = very low, 5 = very high), participants reported marked improvements across all assessed digital skill areas.

- The proportion of participants rating their ability to use smartphones and the internet confidently at high or very high levels (scores 4–5) increased from 5 out of 16 participants (31.3 percent) before the programme to 14 out of 16 participants (87.5 percent) after completion.
- Confidence in creating social-media content (text, photos, videos) improved significantly, with 13 participants (81.3 percent) rating themselves at high or very high levels post-programme, compared to 4 participants (25 percent) at baseline.
- Skills in using Canva and similar design tools showed one of the largest gains: while only 3 participants (18.8 percent) reported high proficiency before the programme, this increased to 15 participants (93.8 percent) after completion.



SheGrows Beneficiary

These findings suggest that the programme effectively delivered practical, usable digital skills that participants could immediately apply to business and professional activities. One participant reflected:

“I learned how to design flyers and posts myself using Canva, which I could not do before the training.” (Participant 6)

Design, Branding, and Productivity Skills

Beyond basic digital use, participants demonstrated strong gains in design, branding, and productivity-related competencies. Post-programme ratings show that 14 out of 16 participants (87.5 percent) felt confident in using digital tools to promote their businesses online, including creating branded content and managing posts across social-media platforms. Participants also reported improved ability to organise their work digitally, including planning content, managing time, and structuring online activities more efficiently. These outputs are particularly relevant for micro-entrepreneurs who previously relied on informal or ad-hoc business practices.

As one respondent noted:

“The programme helped me organise my business better and present it professionally online.” (Participant 9)

Financial Literacy and Business Formalisation Knowledge

The programme also achieved strong outputs in financial literacy and business knowledge, areas that participants identified as critical gaps prior to the Bootcamp.

- 12 participants (75 percent) reported high or very high confidence in managing basic business finances after the programme.
- 13 participants (81.3 percent) reported improved understanding of pricing products and services correctly.
- Knowledge of business formalisation processes, including CAC and TIN registration, improved notably, with 14 participants (87.5 percent) reporting clear understanding of these processes by the end of the programme.

Awareness of Digital Rights and Safe Online Practices

In addition to technical and business skills, the programme produced clear outputs in digital rights awareness and online safety knowledge. While baseline awareness of digital rights was generally low to moderate, post-programme responses show that:

- 13 participants (81.3 percent) reported high confidence in protecting their personal or business data online.
- 12 participants (75 percent) reported increased confidence in avoiding online scams and unsafe digital practices.
- 14 participants (87.5 percent) reported improved understanding of responsible use of social-media platforms for business purposes.

Participants highlighted that this knowledge was particularly important as their online visibility increased. One participant explained:

“Now I know how to protect my account and avoid things that can put my business at risk online.” (Participant 8)

6. Outcomes: Behaviour and Confidence Change

Application of Digital and Business Skills

Evaluation findings show that the skills and knowledge gained during the programme translated into observable behavioural change among participants. Survey responses indicate that 13 out of 16 participants (81.3 percent) reported actively applying digital tools learned during the programme to their businesses after completion. These applications included regular social-media posting, creation of branded content, and more intentional online engagement with customers. In addition, 12 participants (75 percent) reported making deliberate changes to how they promoted their businesses online, such as improving the quality of visual content, adopting

more consistent branding, or scheduling posts more strategically. This shift from passive or irregular digital use to intentional digital engagement reflects a meaningful behavioural outcome of the programme. One participant described this change clearly:

“Before the programme, I just posted randomly. Now I plan my posts and use designs that actually represent my business.” (Participant 1)

Changes in Business Practices

Beyond digital behaviour, participants reported changes in core business practices, particularly in organisation, pricing, and financial decision-making. Survey data show that 11 participants (68.8 percent) indicated that they now manage their business activities more systematically, including better tracking of income and expenses and clearer separation between personal and business finances.

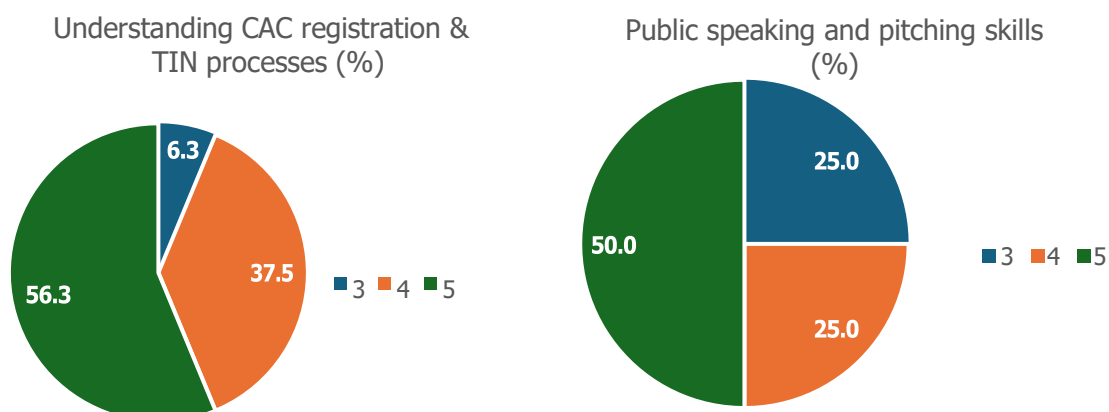
Similarly, 10 participants (62.5 percent) reported adjusting how they price their products or services following the programme, citing improved understanding of costs and value. These behavioural shifts suggest that the programme influenced not only digital engagement but also day-to-day entrepreneurial decision-making.

As one participant noted:

“I now think about my pricing properly and plan my business better instead of guessing.” (Participant 1)

Financial literacy outcomes were strong, with a combined 87.6 percent (levels 4 and 5) expressing confidence in managing business finances, and 68.8 percent rating level 5 for pricing products and services correctly, an indicator of improved understanding of value-based pricing and sustainability.

Confidence in pitching business ideas was also high, with 43.8 percent rating level 5 and 37.5 percent level 4. Additionally, 56.3 percent rated level 5 and 37.5 percent level 4 for understanding CAC registration and TIN procedures, underscoring increased readiness for business formalization and compliance.



Confidence, Self-Efficacy, and Decision-Making

One of the most significant outcomes observed was an increase in confidence and self-efficacy, particularly in relation to using digital tools and presenting businesses professionally. Post-programme survey responses indicate that 14 out of 16 participants (87.5 percent) reported higher confidence in their ability to promote their businesses online, while 13 participants (81.3 percent) reported greater confidence in learning and adopting new digital skills independently.

This increased confidence also extended to communication and professional interaction. Participants reported feeling more comfortable engaging with customers online, asking questions during learning sessions, and positioning themselves as business owners. One respondent explained:

“I am now confident to speak about my business and put it online without fear.” (Participant 11)

Table 1: Participant Confidence Levels Before and After the Bootcamp

Confidence Rating (1–5)	Pre-Program (%)	Post-Program (%)	Change / Interpretation
1 – Not confident	10.0	—	Minimal participants remained at the lowest confidence level.
2 – Slightly confident	10.0	—	Reduction in low-confidence participants post-training.
3 – Moderately confident	20.0	—	Participants moved from moderate to high confidence.
4 – Confident	15.0	43.8	Marked increase (+28.8 pp) in confident participants.
5 – Very confident	40.0	37.5	Stable high-confidence group maintained; overall improvement sustained.
Total Responses (%)	100.0	81.3 (complete responses)	—

Adoption of Safer and More Responsible Digital Practices

Behavioural change was also evident in relation to digital rights and online safety. Following the programme, 12 participants (75 percent) reported that they had changed how they manage their online accounts, including adjusting privacy settings, being more cautious about sharing personal or business information, and avoiding suspicious online interactions. These changes are particularly important given the increased online visibility that accompanies digital business growth. One participant reflected:

“I am more careful now with my accounts and the kind of messages I respond to online.” (Participant 5)

Section 5: Post-Programme Impact Assessment

To complement the endline findings, the evaluation conducted post-programme follow-up interviews with three purposively selected participants. These case studies illustrate early impact pathways, showing how programme outputs translated into behavioural change and

initial business outcomes. The cases are not intended to be statistically representative, but to provide depth and contextual understanding of programme contribution.

Case Study 1: Strengthening Branding and Customer Engagement through Digital Confidence

Participant A, age 25, is a young woman entrepreneur operating a small fashion and accessories business. Prior to participating in the programme, her business operated primarily within informal markets and relied heavily on word-of-mouth referrals and personal customer networks. Although she owned a smartphone and had a basic social-media presence, digital platforms were not functioning as a meaningful channel for business growth.

Situation Before the Programme: Visibility without Strategy

Before joining the programme, Participant A's core challenge was weak digital visibility combined with low confidence in online self-presentation. While she had created a business page on social media, its use was irregular and unstructured. Visual content lacked branding, posts were inconsistent, and there was no clear strategy for attracting or engaging customers online.

This situation reflected two binding constraints. First, there was a skills gap, particularly in content creation, visual branding, and platform use. Second, there was a confidence gap, which limited experimentation and active engagement online. As a result, digital tools were underutilised, and the business continued to depend largely on offline networks.

She described this challenge clearly:

"I had a business page, but I didn't really know how to use it properly or make it look professional." (Participant A)

Importantly, the issue was not lack of motivation or access, but limited capacity to translate digital presence into effective business communication.

Programme Inputs: Targeting Skills and Confidence Simultaneously

The SheGrows Digital Bootcamp addressed these constraints through practical modules on Canva design, social-media content creation, digital branding, and basic business organisation. These modules were delivered using hands-on exercises that allowed participants to work directly on their own business materials. In addition, sessions on digital rights and safe online practices helped reduce anxiety around online engagement by clarifying how to manage privacy, interact safely with customers, and protect digital accounts. This combination of technical skills and rights-based knowledge was important in building confidence alongside competence.

The programme's design ensured that learning was immediately applicable, lowering the barrier between training and practice.

Changes After Programme Completion: From Passive Presence to Active Engagement

After completing the programme, Participant A demonstrated a clear behavioural shift in how she used digital platforms. She began creating branded visual content using Canva and posting more consistently on social media. Rather than avoiding online promotion, she engaged more actively with potential customers through comments and direct messages.

This shift reflects not just improved skills, but a change in decision-making and self-perception. The participant moved from seeing digital platforms as intimidating or confusing to viewing them as legitimate tools for business growth.

Early Impact: Professional Visibility and Market Response

Within weeks of programme completion, Participant A reported early but meaningful impacts linked to improved branding and engagement. These included increased online interactions and inquiries from customers who were previously outside her immediate personal network. Improved visual consistency enhanced the professional image of her business, increasing credibility and customer trust.

She captured this shift in perception succinctly:

“People now take my business more seriously because it looks organised and professional.” (Participant A)

While the evaluation timeframe does not allow for measurement of sustained income growth, these outcomes represent enabling conditions for expansion, particularly in sectors where visual presentation strongly influences consumer decisions.

Sustainability Outlook: Skill Retention with External Constraints

The sustainability of changes in this case is assessed as moderate to high. The participant reported that she now independently creates content and applies branding principles without relying on external assistance, suggesting that the skills gained are embedded and transferable.

However, sustainability is partly contingent on continued access to affordable data and periodic mentorship, especially as platform algorithms and digital marketing practices evolve. Without such support, there is a risk that momentum may slow, even if foundational skills remain.

Case Study 2: Strengthening Business Organisation and Pricing Decisions

Participant B, age 27, is a woman entrepreneur operating a small **service-based enterprise**, which she had managed for over one year prior to participating in the programme. The business generated regular work opportunities but remained largely informal in structure and management. While the participant was committed to sustaining her enterprise, limited exposure to structured business training constrained her ability to make informed financial and operational decisions.

Situation Before the Programme: The Core Constraint

Prior to the programme, Participant B's primary challenge was weak internal business organisation, particularly in relation to pricing and financial management. Income and expenses were not systematically tracked, and there was no clear separation between personal and business finances. Pricing decisions were made intuitively rather than analytically, often based on fear of losing clients rather than an assessment of costs or value.

This lack of structure created two interrelated constraints:

1. Financial vulnerability, as the participant could not clearly assess profitability or plan for business growth.

2. Low pricing confidence, which affected negotiations with clients and reinforced underpricing.

As the participant explained:

“I was just guessing prices and mixing my business money with personal expenses.” (Participant B)

Although digital tools were available to her, they were not being used for planning, record-keeping, or business management. The problem, therefore, was not access alone, but limited knowledge of how to organise and discipline business practices.

Programme Inputs: Addressing the Binding Constraints

The programme directly targeted these constraints through a combination of financial literacy, pricing strategies, time management, and digital productivity tools. Rather than treating pricing as a standalone topic, the programme linked pricing decisions to cost awareness, time investment, and business value. This reframing was critical in shifting the participant's understanding of pricing from guesswork to calculation.

In addition, the introduction of simple digital tools for tracking income, organising tasks, and planning work schedules addressed the organisational gap that underpinned her financial uncertainty. These tools were intentionally low-complexity, reducing the risk of non-adoption and making integration into daily routines more feasible.

Changes After Programme Completion: Behavioural and Cognitive Shifts

Following programme completion, Participant B reported two interrelated changes in behaviour and mindset. First, she began to separate personal and business finances, allowing for clearer visibility of income and expenses. This behavioural shift represents a foundational change in business discipline, enabling more informed decision-making.

Second, she adopted a more structured approach to pricing, basing her charges on cost considerations and perceived value rather than intuition. This change was accompanied by a notable increase in confidence when communicating prices to clients.

Importantly, these changes were not isolated actions but part of a broader shift toward intentional business management. The participant also began using digital tools to organise appointments and tasks, reducing inefficiencies and improving reliability in service delivery.

Early Impact: Why the Changes Matter

Within weeks of programme completion, these behavioural shifts produced early but meaningful outcomes.

- Increased confidence in pricing reduced hesitation during client negotiations and helped establish clearer professional boundaries.
- Improved tracking of income and expenses enhanced the participant's understanding of her business performance.

- More organised operations translated into improved professionalism in client interactions.

The participant articulated this outcome succinctly:

“Now I know what my service is worth, and I don’t feel shy charging properly.” (Participant B)

While the evaluation timeframe does not allow for robust measurement of income growth, the observed changes represent enabling conditions for financial sustainability.

Sustainability Outlook: Likelihood of Lasting Change

The likelihood of sustainability in this case is assessed as **moderate to high**. The changes adopted by Participant B are embedded in daily routines rather than dependent on external support. The use of simple digital tools and basic financial practices lowers the cognitive and time burden required to maintain new behaviours.

However, the case also highlights a potential **next-level constraint**. As the business grows, the participant may require more advanced support in budgeting, savings, and long-term financial planning. Without this, growth may plateau despite improved organisation.

Case Study 3: Strengthening Safe Digital Engagement and Pathways to Business Formalisation

Participant C, age 24 is a woman entrepreneur operating a small online-based business at an early stage of development. Her business relied primarily on digital platforms for visibility and customer interaction, positioning her squarely within the digital economy. However, despite frequent online activity, her engagement with digital tools was cautious and constrained by limited understanding of digital rights, online safety, and formal business compliance requirements.

Situation Before the Programme: Risk Without Protection

Prior to participating in the programme, Participant C was active online but operated in a state of high perceived digital risk and low institutional clarity. She lacked practical knowledge of how to protect her personal and business data, manage privacy settings, or identify unsafe online practices. This created anxiety around digital engagement, particularly as her business relied on online interactions with customers.

At the same time, she had limited understanding of business formalisation processes, including CAC and TIN registration. The perceived complexity of registration procedures, combined with fear of online scams, discouraged her from taking steps toward formalisation. These two factors digital insecurity and regulatory uncertainty reinforced each other, limiting her willingness to scale her business online or engage more professionally.

She summarised this constraint as follows:

“I was afraid of doing some things online because I didn’t know what was safe.” (Participant C)

The core challenge in this case was therefore not a lack of digital access or motivation, but exposure to digital risks without adequate protective knowledge, coupled with uncertainty about formal business requirements.

Programme Inputs: Reducing Risk and Uncertainty

The programme directly addressed these constraints through targeted modules on digital rights, online safety, and responsible digital engagement, alongside sessions on CAC and TIN registration. Rather than presenting digital tools in isolation, the programme framed digital participation as a space requiring rights awareness, protection, and informed decision-making.

The participant learned practical strategies for safeguarding online accounts, managing privacy settings, recognising fraudulent activities, and navigating digital platforms with greater confidence. At the same time, the programme demystified business formalisation by breaking down registration processes into clear, actionable steps.

Branding and social-media modules complemented this learning by showing how safe digital practices could coexist with increased visibility, addressing the participant's fear that being more visible online would expose her to greater risk.

Changes After Programme Completion: From Fear to Informed Engagement

Following programme completion, Participant C reported a clear cognitive and behavioural shift in how she approached digital engagement. She adopted safer online practices, including stronger password management, more careful handling of messages and transactions, and greater attention to privacy controls. These changes reduced her fear of operating online and increased her willingness to use digital platforms strategically for business.

In parallel, she gained clarity on business formalisation requirements and began to view registration as achievable rather than intimidating. While she had not yet completed full registration at the time of evaluation, she had taken initial steps toward formalisation and expressed confidence in navigating the process.

She described this shift succinctly:

“Now I understand how to protect my account and what I need to do to register my business.” (Participant C)

These changes indicate movement from passive digital participation driven by fear to active and informed engagement.

Early Impact: Enabling Conditions for Growth

The early impacts observed in this case are best understood as risk reduction and capability enhancement, rather than immediate economic gains.

- Safer online behaviour reduced the participant's perceived vulnerability, enabling more confident use of social media for business.
- Increased confidence supported more consistent online presence and customer engagement.

- Initial steps toward formalisation laid the groundwork for future access to formal markets, financial services, and institutional support.

Although the evaluation timeframe does not allow assessment of longer-term income or growth effects, these outcomes represent critical enabling conditions. For early-stage digital entrepreneurs, reduced fear and increased regulatory clarity are often prerequisites for scaling, investment, and sustainability.

Sustainability Outlook: Foundations Rather Than Immediate Returns

The sustainability of changes in this case is assessed as moderate, with strong potential if follow-up support is available. The digital rights and online safety knowledge gained is foundational and likely to persist, as it directly affects how the participant interacts with digital platforms on a daily basis.

However, progression toward full business formalisation may require continued guidance and institutional support, particularly in navigating administrative procedures and compliance requirements. Without this, there is a risk that initial motivation may not translate into completed formalisation.

7. Contribution Pathways: Linking Programme Inputs to Outcomes and Early Impact

This section examines how the programme contributed to observed behavioural changes and early impacts, drawing on triangulated evidence from participant surveys, post-programme impact interviews, and implementer insights. Rather than attributing outcomes solely to the programme, the analysis focuses on plausible contribution pathways that is, the mechanisms through which specific programme components enabled change.

Digital Branding and Content Creation - Improved Visibility and Engagement

Prior to the programme, many participants operated businesses with limited digital visibility despite having access to social-media platforms. Online presence, where it existed, was often unstructured, visually inconsistent, and used sporadically. This limited the ability of women entrepreneurs to attract new customers beyond their immediate social networks and constrained the perceived professionalism of their businesses. The core challenge was therefore not platform access, but a skills and confidence deficit in using digital spaces strategically for business purposes.

The programme directly addressed this gap through modules on Canva design, social-media content creation, and digital branding. These modules focused on practical competencies such as creating branded visuals, structuring posts, and aligning images and messages with business identity. The primary mechanism through which these modules contributed to change was the combination of technical skill acquisition and confidence building. As participants learned how to design and control the visual presentation of their businesses, they also gained confidence in publicly promoting their products and services. This dual effect was critical: technical skills alone would have been insufficient without the accompanying shift in self-perception as capable digital entrepreneurs.



SheGrow Participants

Evidence from Case Study 1 illustrates this pathway clearly. The participant transitioned from irregular, unbranded posting to consistent use of branded visuals and more intentional engagement with customers. Improved visual consistency enhanced the credibility of her business, making it more recognisable and trustworthy to potential customers. This shift resulted in increased customer inquiries and more active engagement on digital platforms, even within a short post-programme period.

“Before the training, I used to post once in a while, and the pictures didn’t really show what my business stands for. After learning how to use Canva and plan my posts, my page looks organised and professional. I now get messages from people I don’t even know asking about my products.”

“I used to just guess my prices and mix my business money with personal expenses. After the programme, I started writing down my costs and separating my finances. Now I understand the value of my service and I’m confident telling clients my price.”

“I was afraid of doing many things online because I didn’t know what was safe. The session on digital rights helped me understand how to protect my account and avoid scams. Now I feel confident using social media for my business and I know the steps to register my business properly.”

Survey findings reinforce this qualitative evidence, showing high post-programme confidence in content creation and digital promotion among participants. A large proportion of respondents reported actively applying branding and content skills after programme completion, indicating that the pathway from skills acquisition, application, and early market response was activated for a significant share of the cohort.

Financial Literacy and Pricing Modules - Improved Business Organisation and Decision-Making

A recurring constraint for women-led micro and service enterprises is not the absence of income, but the absence of decision frameworks for managing that income. Prior to the programme, pricing and organisation were shaped by short-term pressures client expectations, fear of losing work, or immediate cash needs rather than structured assessment. This left participants vulnerable to underpricing, income volatility, and weak business planning, even when demand for their services existed.

The financial literacy and pricing modules intervened at this structural level by reframing business management as a set of deliberate choices rather than instinctive reactions. By unpacking costs, time investment, and value, the programme helped participants see pricing as an analytical process. This reframing shifted pricing from an emotional negotiation to a calculable decision, introducing predictability and logic into daily business operations. An important mechanism of change was the introduction of routine and discipline. Participants were encouraged to separate personal and business finances, track income and expenses, and plan work more systematically. These practices did not require advanced accounting knowledge; instead, they relied on simple tools and habits that reduced cognitive overload. As a result, business decisions became easier to justify and less stressful to execute.

Case Study 2 demonstrates how these changes altered the participant’s internal decision

environment. Once pricing and record-keeping were structured, uncertainty declined and confidence increased. Improved professionalism in client interactions was not an accidental outcome but a direct result of clearer internal organisation. When entrepreneurs understand their own costs and value, external negotiations become less intimidating and more consistent.

Survey responses across the cohort suggest that this experience was not isolated. Increased confidence in financial management and pricing reflects a broader shift from reactive to proactive business behaviour. Participants began to anticipate expenses, set clearer boundaries, and evaluate opportunities more critically. These changes indicate movement toward sustainability, even in the absence of immediate revenue expansion.

“After the training, I started looking at my business more seriously. I now think about how much my time and materials cost before setting prices, instead of just copying what others charge.”

“Now I understand my costs and I separate my business money from my personal money. Because of that, I am confident when I tell clients my price and I don’t feel shy anymore.”

“The training helped me see my business as something I need to plan properly. I am more careful with my finances and I am preparing to register the business because I want it to grow the right way.”

Digital Rights and Online Safety - Safer Digital Engagement and Reduced Risk

For the participation in the digital economy is shaped as much by perceived risk as by opportunity. Prior to the programme, online engagement was often accompanied by fear of scams, account compromise, harassment, or financial loss. This risk perception constrained how participants used digital platforms, leading to cautious, limited, or avoidant behaviour even when their businesses depended on online visibility. The digital rights and online safety sessions addressed this constraint by reframing digital participation as a rights-based and manageable space, rather than an inherently unsafe one. By introducing concepts such as data protection, privacy control, and responsible online interaction, the programme shifted the narrative from vulnerability to agency. Participants were not only told what to avoid, but were equipped with practical strategies for protecting themselves while remaining active online.

A key mechanism in this pathway was the reduction of uncertainty. Fear was not primarily driven by actual exposure to harm, but by lack of knowledge about how digital platforms function and how risks can be mitigated. Once participants understood basic protective measures, such as account security, recognising fraudulent messages, and controlling personal information the emotional cost of digital engagement declined.

Case Study 3 illustrates this mechanism clearly. The participant moved from hesitant and fearful online activity to more confident and intentional engagement. Importantly, this change did not result in withdrawal from digital spaces; instead, it enabled **more active and strategic use** of social media for business purposes. Reduced fear allowed the participant to increase visibility while managing risk more effectively.

“Before the training, I was afraid of being scammed or losing my account. Now I know how to secure my page and I am confident using social media for my business. I am more careful about the kind of messages I respond to and how I share my business details online. The training helped me understand what is safe and what is not. I’m also used to avoid online promotion because I didn’t feel safe. After learning about digital rights and privacy, I now post and interact with customers without fear.”

Survey evidence supports this qualitative insight, showing increased confidence among participants in protecting online accounts and avoiding unsafe practices after the programme. These findings suggest that improved digital rights awareness translated into **behavioural adjustments**, such as more cautious transaction practices and better management of privacy settings. This indicates that learning was internalised and applied, rather than remaining theoretical.

Business Formalisation Guidance - Initial Steps toward Formal Economy Integration

The Module on CAC and TIN registration functioned primarily as a catalyst for intent and preparedness, rather than as an immediate driver of completed formalisation. By clarifying procedural steps and expectations, the programme shifted participants’ understanding of formalisation from an abstract regulatory burden to a concrete, navigable process. This shift was especially important for early-stage and online-based businesses, where uncertainty often delays engagement with formal systems. The key contribution of this module lay in lowering psychological and informational barriers. Participants gained a clearer sense of sequencing what to do first, what documentation is required, and which aspects can be deferred allowing them to align formalisation with business readiness rather than viewing it as an all-or-nothing obligation. This reframing reduced avoidance behaviour and increased openness to formal engagement.

“Before the training, I thought registering a business was very complicated and risky. Now I understand the steps and I am preparing the documents because I know what to do first. The session on CAC and TIN helped me realise that registration is something I can plan for. I don’t feel confused anymore, and I know when my business is ready to take that step. “I used to avoid anything about registration because I didn’t understand it. After the training, I see it as part of growing my business, not something to fear.”
(Participant C)

Evidence from post-programme follow-up indicates that participants began to situate formalisation within their broader business trajectory. Rather than rushing into registration, they approached it as a strategic step linked to growth, credibility, and access to future opportunities. This represents a qualitative change in orientation, even where registration had not yet been completed. From an evaluation perspective, this pathway highlights that early impact in formalisation is best measured through readiness and movement, not immediate completion. The observed changes suggest progress along the institutional integration pathway, recognising that formalisation often unfolds incrementally for women entrepreneurs managing limited capital and competing demands.

Box 1: Most Impactful Aspects of the Bootcamp

Participants overwhelmingly described the Canva design sessions, business registration (CAC) training, branding, social-media management, and product-photography components as the most transformative. They praised the sessions as “interactive,” “practical,” and “real-life oriented,” emphasizing opportunities to apply digital tools directly to their businesses. One participant summarized: *“The most helpful parts of the bootcamp were the interactive sessions and real-life projects. They allowed me to apply digital tools practically, improve my problem-solving abilities, and better understand how technology can be used to create solutions as a business owner.”* (Participant 3)

Integrated, Women-Centred Delivery - Confidence and Sustained Engagement

The integrated and women-centred delivery model functioned as a **structural enabler** of change across all observed outcomes. Rather than treating technical skills, business knowledge, and digital rights awareness as separate domains, the programme intentionally combined them within a single learning process. This integration reduced fragmentation and allowed participants to understand how different competencies interact in real business contexts.

A defining feature of this approach was the creation of a psychologically safe learning environment. The women-only setting, coupled with participatory facilitation, lowered barriers to engagement that often limit women’s participation in mixed or highly technical training spaces. Participants were able to ask questions, admit uncertainty, and test new skills without fear of judgement or reputational risk. This safety was critical in enabling learning through practice rather than observation alone. Hands-on exercises and peer interaction played a central role in sustaining engagement. Practical assignments encouraged immediate application of learning, while peer exchange normalised experimentation and problem-solving. Participants learned not only from facilitators but also from each other’s experiences, reinforcing relevance and motivation. This collective learning dynamic helped maintain participation even in the presence of external constraints such as time or connectivity challenges.

“Because the training was only for women, I felt free to ask questions and try things without feeling embarrassed. That confidence helped me practice what we learned instead of just listening. The way the sessions were linked together made it easy to understand. Digital skills, business planning, and safety were all connected, so I could see how to use them in my real business.” (Participant A)

Across the case studies, confidence consistently emerged as the mediating factor linking programme inputs to behavioural change. Participants did not simply acquire new skills; they developed belief in their ability to use those skills independently. This confidence translated into more proactive decision-making, greater consistency in business practices, and willingness to engage digitally and professionally. Importantly, the evidence suggests that these outcomes were not attributable to any single module. Instead, they resulted from reinforcing effects digital skills supported business organisation, digital rights knowledge reduced fear, and peer support

sustained motivation. The integrated delivery model ensured that gains in one area strengthened capacity in others, creating a cumulative effect.

“Learning in a supportive environment made a big difference for me. I was not afraid to make mistakes, and that helped me apply the lessons immediately. Working with other women who had similar challenges encouraged me to keep attending and practicing. Seeing others try gave me the confidence to do the same. The practical exercises helped me stay engaged after the training, and I still use what we learned because I practiced it during the sessions and it became part of my routine.”
(Participant B)

8. What Worked Well

Hands-On Learning Approach

A key strength of the programme was its emphasis on hands-on, practice-based learning. Rather than relying primarily on lectures or demonstrations, the programme integrated practical exercises that required participants to apply new concepts in real time. This approach reduced the gap between learning and application and supported immediate skill use. Participants were able to test tools, receive feedback, and refine their work during sessions, which increased retention and reduced reliance on post-training support.

From an implementation perspective, hands-on learning also allowed facilitators to identify and address gaps early. Observing participants practice skills, facilitators helped tailor explanations, adjust pacing, and provide targeted support. This adaptive delivery strengthened overall learning effectiveness and ensured that participants progressed at a manageable and inclusive pace.

Canva and Branding as an Entry Point

The use of Canva and basic branding tools proved particularly effective as an entry point into digital skills development. These tools were accessible, intuitive, and immediately relevant to participants’ businesses, making them suitable for entrepreneurs with varied levels of prior digital experience. Canva enabled participants to quickly create professional-looking materials, reducing dependence on external designers and lowering cost barriers.

Beyond technical ease, branding tools helped participants articulate their business identity more clearly. Visual consistency and structured content provided a tangible way for participants to express professionalism, which reinforced motivation and sustained engagement throughout the programme. The choice of tools therefore supported both skill development and participant confidence.

CAC and TIN Modules: Practical and Demystifying

The modules on CAC and TIN registration were effective because they focused on clarity rather than compliance alone. By breaking formalisation processes into clear steps and explaining their relevance to business growth, the sessions reduced intimidation and confusion around registration. Participants valued the practical orientation of these modules, which transformed formalisation from a distant requirement into a manageable future goal.

From a programme design standpoint, introducing formalisation alongside skills development ensured that participants understood registration as part of a broader business journey, rather than as a standalone administrative task. This sequencing helped align learning with participants' readiness and avoided overwhelming early-stage entrepreneurs.

Peer Learning and Collective Support

Peer learning emerged as a strong enabling feature of the programme. Structured group activities and shared practice sessions encouraged participants to learn from one another's experiences, challenges, and solutions. This collective dynamic normalised trial and error and reduced isolation, particularly for women entrepreneurs who often operate independently. Peer interaction also supported accountability and sustained participation. Seeing others apply skills and overcome similar constraints reinforced motivation and helped participants remain engaged. From an evaluation perspective, peer learning functioned as a multiplier, extending learning beyond facilitator-led instruction and strengthening the programme's overall effectiveness.

9. Challenges and Weaknesses

Short Programme Duration

One of the main limitations of the programme was its relatively short duration in relation to the breadth of content covered. While the programme successfully introduced participants to multiple skill areas digital branding, financial literacy, digital rights, and formalisation the available time constrained opportunities for deeper practice, consolidation, and follow-up. For some participants, this meant that learning was still at an early stage of application at the time of evaluation.

From an evaluation perspective, the short duration also limited the ability to observe longer-term outcomes, particularly around income growth, full business formalisation, and sustained market expansion. Although early behavioural changes were evident, a longer programme cycle or structured post-training support would be necessary to assess durability and progression more fully.

Gaps in Advanced Digital Marketing Skills

While foundational digital skills were effectively delivered, the programme was less able to address advanced digital marketing competencies. Topics such as paid advertising, analytics, audience targeting, and platform-specific growth strategies were either introduced briefly or not covered in depth. Participants who had already mastered basic branding and posting expressed interest in more advanced tools to scale their reach and measure performance.

This gap reflects a common trade-off in short, inclusive programmes: prioritising accessibility and foundational skills can limit the depth of more technical content. As participants' confidence and ambitions grew, the need for more advanced digital marketing support became more apparent, suggesting an opportunity for tiered or follow-on training.

Time and Data Constraints

External constraints related to time availability and internet data costs affected participation and learning experiences for some participants. Balancing training sessions with business operations and personal responsibilities occasionally limited the amount of time participants

could dedicate to practice outside scheduled sessions. Similarly, inconsistent or costly internet access affected the ease with which some participants could fully engage in online activities.

Although these constraints did not prevent overall programme completion or engagement, they influenced the pace and depth of learning for a subset of participants. This highlights the importance of designing future programmes with flexible scheduling, offline-friendly materials, or data support mechanisms to mitigate structural barriers faced by women entrepreneurs.

10. Lessons Learned

Foundational Skills Are a Strong Entry Point, Not an End Point: The evaluation shows that starting with foundational digital and business skills is effective in building confidence and engagement among women entrepreneurs. However, these skills function best as an entry point rather than a complete solution. As participants began to apply what they learned, demand naturally shifted toward more advanced competencies. Future programmes should therefore be designed as progressive learning pathways, allowing participants to move from basic to advanced levels as readiness increases.

Confidence Is a Critical Catalyst for Behaviour Change: Across all findings, confidence emerged as a central factor linking skills acquisition to actual behaviour change. Participants were more likely to apply new skills when they felt capable, supported, and safe to experiment. This suggests that confidence-building is not a by-product of training but a core outcome that should be intentionally designed into programme delivery through supportive facilitation, peer interaction, and applied learning.

Integration Matters More Than Content Volume: The programme's integrated approach combining digital skills, business knowledge, and digital rights proved more effective than treating these areas separately. Participants were able to see how different competencies reinforced one another in real business contexts. This highlights that coherence and integration can be more impactful than expanding content volume, particularly in time-bound interventions.

Early Impact Often Takes the Form of Readiness, Not Immediate Returns: The evaluation underscores that early programme impact is frequently expressed through improved readiness and decision-making, rather than immediate income growth or formalisation. Changes in organisation, confidence, risk awareness, and planning represent meaningful progress, especially for early-stage entrepreneurs. Evaluation frameworks should therefore recognise these changes as valid indicators of success.

Contextual Constraints Shape Learning Outcomes: External factors such as time availability and internet access continue to influence how participants engage with training and apply learning. While these constraints do not negate programme effectiveness, they shape the pace and depth of impact. Future interventions should be designed with flexibility and contextual adaptation in mind, acknowledging the realities of women's lives and businesses.

Follow-Up Support Enhances Sustainability: The findings suggest that learning does not end with programme completion. Participants who had opportunities for continued practice, peer exchange, or mentorship were better positioned to sustain changes. Structured follow-up mechanisms such as refresher sessions, peer groups, or advanced modules—can significantly enhance long-term outcomes.

11. Conclusion

The SheGrows Digital Bootcamp was effective in achieving its core objective of strengthening women's digital, entrepreneurial, and rights-based capacities within the programme's scope and timeframe. The evaluation provides credible evidence that the programme addressed key barriers faced by women entrepreneurs, particularly gaps in practical digital skills, business organisation, confidence, and safe digital participation. Strong completion and engagement rates, alongside consistent improvements across assessed domains, indicate that the programme was relevant, well designed, and appropriately delivered.

Findings from the mixed-methods evaluation show that participants made meaningful gains in digital branding, content creation, pricing, financial management, and digital rights awareness. Qualitative evidence further demonstrates that these gains translated into behavioural change, including more consistent digital engagement, improved business practices, and safer online behaviour. The integrated, women-centred delivery model emerged as a critical factor in enabling these outcomes, reinforcing the importance of how learning was structured and experienced.

While the evaluation timeframe limits assessment of long-term outcomes, there is strong evidence of early impact potential. Improvements in confidence, organisation, decision-making, and readiness for formalisation represent important enabling conditions for future growth. These changes are best understood as capability and readiness building rather than immediate income effects, which is appropriate given participants' early-stage business contexts.

12. Recommendations

12.1 Programme Improvement

Introduce a Tiered Learning Structure: Future iterations of the SheGrows Digital Bootcamp should adopt a tiered or phased learning model. While foundational digital, business, and digital rights skills were appropriate for first-time participants, evaluation findings show that participants quickly reached a point where more advanced content was needed. Structuring the programme into a basic and advanced phase would allow participants to consolidate core skills before progressing to topics such as paid digital advertising, analytics, customer targeting, and growth strategies.

Extend Duration or Add Structured Follow-Up: The short programme duration limited opportunities for deep practice and observation of longer-term outcomes. Where extending the training period is not feasible, structured post-programme follow-up mechanisms such as refresher sessions, monthly clinics, or mentoring check-ins should be integrated into programme design. This would support skill consolidation and enable tracking of outcomes beyond immediate post-training changes.

Strengthen Advanced Digital Marketing Components: Given participants' growing confidence and ambition, future programmes should include optional modules or add-ons on advanced digital marketing. These could cover practical use of paid ads, basic analytics interpretation, content performance tracking, and platform-specific strategies. Offering these modules as electives would maintain inclusiveness while supporting participants ready to scale.

12.2 Sustainability

Establish an Alumni Support and Peer Network: To sustain gains, the programme should formalise a SheGrows alumni network that facilitates continued peer learning, experience-sharing, and motivation. This could include online groups, periodic meet-ups, or peer-led learning sessions. Evidence from the evaluation shows that peer interaction was a strong driver of engagement and confidence; sustaining this dynamic post-programme would reinforce long-term application.

Provide Light-Touch Mentorship and Technical Backstopping: Participants would benefit from access to light-touch mentorship, particularly as they encounter new challenges in applying skills or navigating formalisation. Short-term mentorship support either through facilitators, alumni mentors, or partner organisations would help participants troubleshoot challenges and maintain momentum without creating long-term dependency.

Integrate Digital Rights as a Continuous Practice Area: Digital rights and online safety should remain a permanent and evolving component of the programme. As participants increase their online visibility, risks may also increase. Periodic updates, refresher content, or guidance on emerging digital risks would help participants sustain safe and responsible digital engagement over time.

12.3 Scale-Up and Replication

Replicate the Integrated, Women-Centred Model\: The evaluation confirms that the programme's integrated approach combining digital skills, entrepreneurship, and digital rights within a women-only learning environment is a core strength that should be preserved in any scale-up. Replication efforts should prioritise this holistic design rather than isolating technical skills from confidence-building and rights awareness.

Adapt Delivery to Local Contexts and Access Constraints: Scaling the programme to new locations should involve contextual adaptation, particularly regarding internet access, data costs, and time availability. Flexible scheduling, blended delivery options, and offline-friendly materials would help ensure equitable participation across different settings, including semi-urban and peri-urban contexts.

Embed Monitoring for Medium-Term Outcomes: For scaled versions of the programme, monitoring frameworks should be expanded to capture medium-term outcomes, such as sustained business growth, formalisation completion, and income stability. This could involve follow-up surveys at three to six months post-programme, enabling stronger evidence of impact while remaining realistic about attribution.

Annex

I. Survey questions

Introduction and Consent

You are invited to participate in this evaluation of the **SheGrows Digital Bootcamp**. The purpose of this questionnaire is to understand your experiences, learning outcomes, use of digital skills, awareness of digital rights, and any changes after completing the programme. Your participation is voluntary. All responses will be kept confidential and used only for learning, accountability, and programme improvement.

Do you consent to participate in this evaluation?

☐ Yes ☐ No

Section A: Background Information

1. Age group:
☐ 18–24 ☐ 25–30 ☐ 31–35 ☐ Above 35
2. State of residence: _____
3. Are you currently engaged in a business or income-generating activity?
☐ Yes ☐ No
4. Type of business/activity: _____
5. Prior level of digital skills before the programme:
☐ None ☐ Basic ☐ Intermediate ☐ Advanced

Section B: Participation and Access

6. How many SheGrows sessions did you attend?
☐ Less than half ☐ About half ☐ More than half ☐ All sessions
7. Did you have regular access to a smartphone or computer during the programme?
☐ Yes ☐ No
8. How would you rate your access to internet/data during the programme?
☐ Very poor ☐ Poor ☐ Adequate ☐ Good ☐ Very good
9. Did any of the following affect your participation? (Select all that apply)
☐ Internet/data challenges
☐ Time constraints
☐ Family responsibilities
☐ Cost of data/devices
☐ None

Section C: Digital Skills Acquisition (Before vs After)

On a scale of 1–5 (1 = Very low, 5 = Very high), please rate your level **BEFORE** and **AFTER** the programme.

Skill Area	Before	After
Using smartphones and internet confidently	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Creating social-media content (text/photo/video)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Using Canva or similar design tools	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Using digital tools for business promotion	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Confidence to learn new digital skills	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section D: Entrepreneurship and Business Skills

10. After the programme, how confident are you in the following? (1 = Not confident, 5 = Very confident)

Area	Rating
Managing business finances	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Pricing products or services correctly	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Developing a simple business plan	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Understanding CAC/TIN registration	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Pitching your business idea	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Section E: Digital Rights, Online Safety, and Responsible Use

11. Before the programme, how aware were you of digital rights (privacy, online safety, responsible use)?

☐ Not aware ☐ Slightly aware ☐ Moderately aware ☐ Very aware

12. After the programme, how confident are you in: (1 = Not confident, 5 = Very confident)

Digital Rights Area	Rating
Protecting personal/business data online	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Avoiding online scams or harmful content	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Using social media responsibly	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Responding to online harassment	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

13. Have you changed how you behave online since the programme?

☐ Yes, significantly ☐ Yes, slightly ☐ No

If yes, please describe how:

.....

Section F: Outcomes and Early Impact

14. Since completing the programme, have you experienced any of the following? (Select all that apply)
- ☐ Improved confidence
 - ☐ Improved digital skills
 - ☐ Increased online visibility/customers
 - ☐ Increased income
 - ☐ Better business organisation
 - ☐ Started a new business activity
 - ☐ None yet
15. Please describe one specific change the programme has made to your business or personal life:

Section G: What Worked and What Did Not

16. Which parts of the programme were most useful to you?

17. What challenges did you face during or after the programme?

Section H: Sustainability and Recommendations

18. Do you think the skills gained will be useful in the long term?
- ☐ Yes ☐ Not sure ☐ No
19. What additional support would help you sustain or improve these gains?
20. What should be done differently in future SheGrows programmes?

Thank you for your time and participation.

II. Key Informant Interview (KII) Guide

SheGrows Digital Bootcamp – Implementing Organisation

Purpose:

To gather implementation-level insights on programme design, effectiveness, digital rights integration, challenges, access, and sustainability.

Respondents:

Programme manager, lead facilitator, M&E focal person, or project coordinator.

Duration: 45–60 minutes

Section 1: Programme Design and Relevance

1. What problem was the SheGrows Digital Bootcamp designed to address, and how was the programme tailored to the needs of women entrepreneurs?
2. How were digital skills, entrepreneurship, and digital rights/online safety integrated into the programme design?
3. In your view, how well did the programme content align with participants' real business and digital challenges?

Section 2: Implementation and Delivery

4. Which programme components or modules worked particularly well, and why?
5. What implementation challenges were encountered (e.g. time, digital access, participant availability)?
6. How did participants' access to devices, internet connectivity, and learning support affect delivery and engagement?

Section 3: Digital Rights and Access

7. How were issues of **digital rights, privacy, and online safety** addressed during implementation?
8. What changes did you observe in participants' awareness or behaviour regarding safe and responsible digital engagement?

Section 4: Outcomes and Early Impact

9. Based on your observations, what key changes occurred among participants by the end of the programme?
10. Are there any early signs of impact after programme completion (e.g. business growth, increased confidence, safer digital practices)?

Section 5: Sustainability, Learning, and Recommendations

11. What mechanisms, if any, are in place to support participants after the programme?
12. What lessons should inform future iterations of SheGrows or similar programmes?
13. What would you do differently if the programme were to be scaled or replicated?

III. Post-Programme Impact Follow-Up Interview Guide**SheGrows Digital Bootcamp – Selected Participants (3 Cases)****Purpose:**

To explore **early impact pathways** and how programme gains translated into real-life outcomes after completion.

Respondents:

3 purposively selected programme completers

Timing:

4–8 weeks after programme completion

Duration: 45 minutes per participant

Section 1: Participant Profile and Baseline

1. Can you briefly describe your business or activity **before** joining the SheGrows Digital Bootcamp?
2. What were your main challenges related to digital skills, business growth, or online safety at that time?

Section 2: Programme Experience

3. Which SheGrows sessions or modules were most useful to you, and why?
4. Did the programme change how you think about using digital tools for your business?

Section 3: Skills Application and Behaviour Change

5. Since completing the programme, how have you used the digital skills you learned (e.g. branding, social media, Canva)?
6. Have you changed how you manage your business (pricing, planning, organisation) as a result of the programme?
7. Can you give a **specific example** of something you now do differently because of SheGrows?

Section 4: Digital Rights, Safety, and Access

8. Has your awareness of **digital rights, online safety, or privacy** changed since the programme? How?
9. Have you taken any steps to protect yourself or your business online (e.g. privacy settings, avoiding scams)?
10. Did access to internet, data, or devices affect how much you could apply what you learned?

Section 5: Early Outcomes and Impact

11. Since completing the programme, have you noticed any changes in:
 - Customers or online visibility?
 - Income or sales?
 - Confidence or decision-making?
12. Which changes do you feel are **directly linked** to the SheGrows programme?

Section 6: Sustainability and Reflection

13. Which skills or knowledge from the programme do you think will be most useful in the long term?
14. What support would help you continue building on these gains?
15. Looking back, how would you describe the overall impact of the programme on your life or business?

Section 7: Closing

16. Is there anything else you would like to share about your experience with SheGrows?



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