

Table 1.1: Sample Session Layout

Session	Duration
Check-in	10 min
Activity	20 min
Reflection	15 min
Preview of next step	10 min

Table 1.2: Three Mentee Pathways

 The Newcomer	 The Returnee	 The Experienced
A first-time gig worker with low digital confidence.	Some prior gig experience, but took a break (e.g., after childbirth).	Skilled and already working, seeking growth.
Step 1: Orientation session — “What is mentorship?” Step 2: Build basic digital and communication skills. Step 3: Identify barriers (e.g., device access, confidence). Step 4: Set first small goal (e.g., apply for one gig). Step 5: Ongoing support and check-ins.	Step 1: Reconnect with past gig experience — “What’s changed?” Step 2: Map personal assets and current constraints. Step 3: Refresh skills and confidence. Step 4: Set medium-term goals (e.g., find remote or part-time work). Step 5: Explore support for time-balance and safety.	Step 1: Reflect on past gigs and patterns. Step 2: Identify skills to deepen or diversify (e.g., negotiation, financial planning). Step 3: Explore leadership and mentoring others. Step 4: Co-create a long-term growth plan. Step 5: Optional: train to become a peer mentor.
Outcome: Gains confidence, learns platform basics, takes first gig.	Outcome: Rebuilds momentum, integrates work with life, regains earnings.	Outcome: Moves towards sustainability, confidence, and community leadership.

Table 2.1: Checklist for Outreach Strategies to Reach Right Communities

Identify and get in touch with existing women's groups, stakeholder groups, NGOs, and community leaders.	☐
Conduct focus group discussions or informal conversations to understand local barriers for women.	☐
Identify cultural sensitivities around women's participation.	☐
Create outreach materials like text messages, radio broadcasts, and print posters in different languages for digital as well as offline channels.	☐
Develop FAQ responses to address safety concerns, earning potential and time constraints.	☐
Feature diversity in outreach materials to cater to women of different ages, backgrounds, and statuses.	☐
Highlight testimonials and success stories of women already into gig work.	☐
Select meeting venues accessible to women and offer flexible participation and/or childcare options.	☐
Plan joint sessions with family members to address safety and income concerns.	☐
Create materials explaining gig work benefits for household economic security.	☐
Create a peer support programme with successful women in gig work to encourage more women to join the programme.	☐
Create multiple entry points for women to join the programme and maintain a flexible enrolment process.	☐

Table 2.2: List of Stakeholders

Stakeholder Group	Sub-group	Targeted Entities
Individual Stakeholders	Women workers	Young women entering the digital workforce, mothers seeking flexible income, women re-entering after career breaks, and older women looking for additional income streams.
	Family members	Spouses, in-laws, parents, and adult children who influence women's participation decisions.
Community Stakeholders	Community leaders	Town heads, religious/cultural leaders, community elders, and women's help group leaders.
	Service providers	Local healthcare workers, trainers, shopkeepers, and other professionals who interact regularly with women.
Institutional Stakeholders	Government agencies	Local group members, women and child development institutes, and employment institutes.
	NGOs	Institutions working on women's empowerment, livelihoods, digital literacy, or community development.
	Financial institutions	Banks, micro-finance institutions, and cooperative societies focused on women's empowerment.
Market Stakeholders	Local representatives	Local partners of gig economy platforms who can provide training and onboarding support to women.
	Training providers	Skill development institutes, computer training centres, and vocational training institutes.
Support Stakeholders	Safety networks	Women's help groups and legal aid institutes.
	Childcare providers	Daycare centres, and community childcare initiatives.

Table 2.3: Stakeholder Mapping Template

[illegible]

Table 2.4: Checklist for Strategies to Maximise Outreach

Create value-focused messages focusing on flexibility, peer support, and family-friendly earnings.	☐
Address common safety concerns associated with women and use local languages in your promotional materials.	☐
Partner with existing women's groups, self-help groups (SHGs), and community organisations for endorsements.	☐
Integrate your promotions into established programmes, such as skill development schemes and financial literacy initiatives.	☐
Document and share success stories from women with similar backgrounds and circumstances to encourage more participation.	☐
Enable a multi-channel approach by using visual materials, short videos, and infographics alongside written communications.	☐
Align your promotion activities with seasonal patterns, cultural events, and community schedules.	☐
Create eye-catching visual materials and short testimonial videos to reflect the diversity of your audience.	☐
Provide low-commitment entry points that allow women to explore without full programme enrolment.	☐
Test different messages, channels, and approaches with small groups before full rollout.	☐
Collect regular feedback from both stakeholders and non-stakeholders to refine your promotional approach.	☐
Maintain regular communication with interested women throughout the enrolment process.	☐
Gain recommendations from partner organisations like NGOs and government agencies.	☐

Table 3.1: Areas to Align Mentees and Mentors On

Area	What to Align?
Expectation	Set clear ground rules for communication, mutual respect, and support.
Goals	Define shared goals like building skills, confidence, or taking the next career step.
Roles and Time	Say yes to responsibilities like who does what, when to meet, how often, and how long.
	Talk about their preferred way to communicate—calls, texts, or in person and how often they'd like to connect.
Feedback Style	Understand how each person prefers to give and receive feedback.
Working Style	Respect each other's pace, learning style, and ways of expressing ideas.

Table 3.2: Agile Mentorship Formats

Format	Best for	Tools Needed	Challenges
1:1	Deep support, trust-building	Time, consistent pairings	Scheduling, mentor availability
Group	Peer support, common goals	Mentors, shared goals	Group dynamics, dropout risk
Workshops	Awareness, early exposure	Mentors, learning content	Keeping attention, large numbers
Digital	Wider reach, flexibility	Devices, digital content	Connectivity, engagement

Table 3.3: Agile Peer Learning Formats

Format	Best For	Tools Needed	Challenges
1:1 Peer Pairs	Practice, mutual learning, confidence	Time, trusted peer match	Coordination, uneven knowledge level
Small Groups	Shared learning, real-life issues	Chat apps, simple facilitation	Group focus, participation may vary
Learning Circles	Rotating learning, leadership skills	Phone, notes, simple agenda	Low confidence to lead, needs support
Digital Sharing	Tips, wins, questions across locations	Messaging apps, short videos	Engagement, language/literacy differences

Table 5.1: Tracking Output Using Key Quantitative Metrics

Goal									
Output	Indicator	Definition (How is it calculated?)	Disaggregated By (Gender/Age/Community)	Baseline Value	Target (What is the target value?)	Actual (What is the actual value?)	Data Source (How will it be measured?)	Frequency (How often will it be?)	Person Responsible (Who will measure it?)
Enrolment	Mentee Enrolment Count	Number of mentees registered for the programme		0	[e.g., 100]	[e.g., 70]	Enrolment record using classroom register, online and offline admission	Start of the programme	[e.g., Mentor]
Engagement	Session Attendance Rate	Average attendance rate across all sessions		0	[e.g., 100]	[e.g., 90]	Classroom register or meeting logs of video conferencing tools	Ongoing/Continuous. For example, after 5 sessions	[e.g., Mentor]
Completion	Programme Completion Rate	% of participants who complete the programme		0	[e.g., 100]	[e.g., 85]	Number of certificates issued (online, offline)	Programme end	[e.g., Mentor]
Peer Learning	Peer Participation Rate	% of mentees participating		0	[e.g., 75%]	[e.g., 60%]	Sign-in forms	Ongoing/Continuous	[e.g., Mentor & Implementing Institution]
	Peer Session Count	Number of peer learning sessions held		0	[e.g., 2/month]	[e.g., 1/month]	Attendance records	Weekly/Monthly	[e.g., Mentor & Implementing Institution]

Table 5.2: Output Indicator Examples

Output	Online Training	Indicators
Objective Setting	Objective Setting Rate	% of trainees who defined their objectives during the programme.
Objective-Achievement	Objective-Achievement Rate	% of trainees who achieved at least one of their objectives during the programme.
Outreach	Outreach Rate	the number of trainees who contacted the programme.
Pass Rate	Pass Rate	% of trainees passing job skill competency exams on initial attempt after completing the course.
Collaboration Effectiveness	Collaboration Project Count	Number of projects/presentations done in collaboration with peers.

Table 5.3: Self-Assessment Using Qualitative Metrics

Mentee Name:	
Self-Assessment	Rate from 1 to 5 (1 = Not at all, 5 = Extremely well)
How well do you know the types of gig work available?	
How well can you apply for freelance opportunities?	
How confident do you feel while writing a freelance proposal to a client?	
How good are your communication, problem-solving, negotiation, and client-dealing skills?	
How good are your financial skills, such as budgeting, pricing, taxation, and risk management?	
How effectively can you create a competitive profile that attracts customers?	
Expertise Level (To be filled by the mentor)	(Beginner/Intermediate /Advanced)

Table 5.4: Outcome Indicator Examples

Outcome	Indicator	Definition
Support Network	Access to Support Network	Number of mentees connected to support network.
Self-Confidence & Motivation	Increased Self-Confidence	% of mentees who reported increased self-confidence due to the programme.
	Increased Motivation	% of mentees who reported increased self-confidence due to the programme.
Increased Decision-Making & Self-Efficacy	Increased Decision-Making	% of mentees who reported improved clarity on deciding their next steps.
	Increased Self-Efficacy	% of mentees who reported increased belief in completing tasks.

Table 5.5: Post-Mentorship & Peer Learning Outcome Indicator Examples

Post-Mentorship & Peer Learning Outcome	Indicators*	Definition
Employment	Increased Employment Options	Number of project interviews per mentee
		Number of projects offered per mentee after [X] months of the mentorship and peer learning programme
		Number of mentees who accepted a freelance project offer
	Increased Job Placement	% of mentees doing [X] type of freelance project
Wages	Increased Wages	% of mentees who reported an increase in their wages
Peer-Mentoring	Sustained Peer-Mentoring Engagement	% of mentees continuing in support/peer groups
Mentee Satisfaction	Mentee Satisfaction Rate	% of mentees who reported being satisfied with the mentorship
		% of mentees who reported being satisfied with the peer collaboration
		% of mentees who credited mentorship and peer learning with helping them find work
Alumni Engagement	Alumni Engagement Rate	% of alumni providing career guidance to mentees
		% of alumni acting as promoters, bringing in new mentees
	Alumni Absorption Rate	% of alumni acting as mentors for the mentorship and peer learning programme
		% of alumni acting as consultants for the mentorship programme

Table 5.6: Household and Community Level Assessment Survey

Household and Community Level Assessment	Rate from 1 to 5 (1 = Strongly disagree, 5 = Strongly agree)
My family has a positive perception of gig work.	
My community has a positive perception of gig work.	
My family has sufficient digital literacy and access to digital devices.	
My mother or sister would be open to pursuing gig work.	
Women in my community are open to exploring gig work.	
My family is aware of gig work as a viable career path.	
My community is aware of gig work as a viable career path.	

Table 5.7: Checklist and Reflection Guide to Documenting a Story of Change

Checklist	Yes/No
Are there any changes that weren't planned initially? If yes, are these changes positive or negative? Note in detail about the changes.	
Is there a shift in the mentees' agency in their houses/families? If yes, are these changes positive or negative? Note in detail about the changes.	
Is there a shift in the mentees' agency in their community? If yes, are these changes positive or negative? Note in detail about the changes.	
Have the decision-making dynamics shifted in their house/family? If yes, is this a positive or negative change? Note in detail about the changes.	
Have the decision-making dynamics shifted in their community? If yes, is this a positive or negative change? Note in detail about the changes.	
Is the current work different from the perceived gendered work of mentees?	
Is the public voice of mentees transformed? If yes, is this change positive or negative? Note in detail about the changes.	

Table 5.8: Programme Impact Reporting Template

Overall Performance	<i>Provide a narrative summary of the overall performance and key achievements of the project.</i>
Measuring Results	<i>Describe the outputs and outcomes (use Table 5.1) and results achieved, assessing progress against the targets identified for each indicator in the programme.</i>
Visuals	<i>Use a range of images, such as pie charts and graphs, to break up lengthy passages of text and keep your readers interested. These are excellent methods for presenting facts in an engaging and understandable manner.</i>
Affected Mentees	<i>Provide the number of mentees enrolled in the project, disaggregated by gender, age, and other guidance. The best practice standard is to present this data quantitatively as a table.</i>
Lessons Learnt	<i>Describe which aspects were the strongest or weakest or what elements or strategies most contributed to the success or failure of the programme and explain how these have contributed to the development of programme learning.</i>
Cost Effectiveness	<i>Give an overall assessment of whether the programme is good value for money.</i>
Story	<i>Include success stories, anecdotes, and testimonials from mentees, their families, and the community.</i>
Visibility	<i>Describe how the support for this project was made public. Refer to the Outreach and Promotion section of the Toolkit.</i>
Exit Strategy and Sustainability	<i>Provide a brief description of the project's exit strategy and closure stages, along with proposed next steps and an assessment of the sustainability of the results.</i>
Closing	<i>Close the report by thanking the stakeholders for their support. End the report by mentioning your name and contact details.</i>

Table 5.9: Tips to Create Post-Programme Support System

	Post-Mentorship Check-Ins	Establishing Graduate Networks	Ongoing Access to Support Services
Purpose	Important to assess the impact of the mentorship on mentees. Provides an opportunity to fill the gaps of the mentorship programme.	Build an alumni community of former mentees that can support each other with their learning and experiences.	Create a system in which graduates have access to the resources they need to advance their professional careers.
Frequency	Weekly, monthly, or quarterly, with a higher frequency at the start of the post-programme and gradually decreasing as the mentees build confidence.	Ongoing after the programme ends.	Ongoing after the programme ends.
Method	Discuss new opportunities and assess the challenges of the mentees. Provide feedback to mentees on their performance and development. Offer them guidance on the next steps, upskilling courses, and career opportunities. Use Google Forms, in-person meetings, phone calls, and video conferencing, depending on their needs and preferences. Re-use a survey used during the programme to compare growth over time.	Establish dedicated networking channels, such as online chat groups forums and groups, for graduates to share resources and opportunities. Organise networking events to encourage mentees to mingle with alumni. Encourage those working in the industry to mentor the mentees or help them secure jobs through referral.	Provide career counselling to guide mentees in their job search, career change, and advancement. Provide them with mentorship and refresher opportunities, such as webinars and workshops. Provide them with evergreen learning materials, such as PDFs, videos, and so on.

Table A.1: Impact Evaluation Survey Questions Suggestions

Theme	Pre-Survey (Rate from 1 to 5)	Mid-Survey (Rate from 1 to 5)	Post-Survey (Rate from 1 to 5)
5 = Excellent, 1 = Poor			
Understanding of gig economy	How would you rate your understanding of the gig economy?	How would you rate your understanding of the gig economy?	How would you rate your understanding of the gig economy?
Confidence in programme impact	How confident are you that this programme will help you find or increase	How confident are you that this programme will help you find or increase gig work opportunities?	How confident are you that this programme will help you find or increase gig work opportunities?
Overall experience	–	What has been your overall experience in the mentorship programme so far?	How would you rate your overall experience with the mentorship programme?
Challenges	What challenges do you think might affect your	What challenges have you faced during the	Did you face any challenges during the mentorship programme?
Mentor relationship	–	How would you describe the progress of your sessions with your mentor?	Rate your progress with your assigned mentor.
Peer learning	–	Have you actively participated in peer-mentoring sessions or activities? / How helpful was it?	Rate your experience with peer mentoring sessions.
Modules / Content	What areas are you most interested in learning about?	Which module or topic have you found most useful so far?	Do you feel you had a clear understanding of the modules taught during the programme?
Gender-specific issues	–	–	Did your mentor or mentee address gender-specific issues in your sessions?
Outcome tracking	Have you ever earned money through a digital gig platform?	–	Did you join any new digital gig work platforms during or after the programme? / If yes, list them.
Impact on earnings	–	–	If this programme has impacted your earnings, how has it impacted your earnings?
Networking confidence	–	–	How has this mentorship programme helped you in gaining confidence to network with people?
Mindset shift	–	–	Describe a key mindset shift you've experienced during the course of this mentorship programme.
Favourite part / suggestions	What are your expectations for this programme?	Any suggestions to improve the second half of the programme?	What was your favourite part of the programme? / What area(s) could we improve? / Other feedback

Table A.2: Benefits of Mentorship

Immediate Benefits	Long-term Benefits
• Mentorship can help mentees improve how they deliver services, set fair prices, and negotiate better pay. • Mentors can introduce mentees to new clients and work opportunities. • Mentees can learn useful skills like digital marketing, money management, and business planning. • With support, mentees can feel more confident when talking to clients or taking on new projects. • Mentorship can help mentees spot new gigs, manage clients well, and grow their work.	• Mentorship can guide mentees toward financial independence and stability. • Mentees can move to better-paying work and find new opportunities for their skills. • Mentors can support mentees in setting boundaries and balancing work with personal life. • Mentees can grow into future mentors and support others in their community. • Mentees can learn how to handle changes in the market, tough clients, and industry shifts.

Table A.3: Guiding Questions for Mentees

Category	Long-term Benefits
Getting to know your mentees	• What inspired you to get into gig work before you got started? • Can you walk me through your professional journey? • What does a typical week look like for you as a gig worker? • What is your definition of success in your present line of work? • What aspects of gig work do you find most challenging? • How do you balance your various roles and responsibilities outside of work?
Learning mentee motivations	• What impact do you want to make through your gig work? • Do you value financial stability or flexibility with your career decisions? • What encourages you to keep working during difficult times in your gig work?
Understanding mentee goals	• What outcomes are you hoping to achieve through this mentorship and peer learning programme? • What skills are you most excited to develop during this programme? • How do you think your gig work will evolve in the next 6 months? • What will you change in your working style to gain more confidence with your gig work?
Career planning	• If money were not your primary motivator, what work would you be doing? • How would you describe your ideal client? • Are there any industries or domains you'd like to explore? • How will your gig work align with your broad life goals? • What opportunities are you most afraid to pursue, and why?
Defining mentee learning styles	• What type of learning do you prefer? (reading, hands-on, discussions) • Which learning approach suits you the best? (structured paths or more flexible approaches) • How do you process feedback received from your peers/clients? • Do you prefer learning in a group or privately?
Information gathering	• When presented with a new challenge, do you prefer to dive straight in and learn as you go, or do you prefer to extensively research the topic? • What are your preferences for receiving new information? (example-based or step-by-step approach)
Identifying mentee strengths	• What do your clients or colleagues consistently praise you for? • What unique perspective or experience do you bring to your field? • In what situations do others turn to you for help? • Who in your life provides the most support for your professional goals? • How do you celebrate your wins and acknowledge your progress?
Gauging challenges and growth	• What do you find most stressful about gig work? • Any knowledge gaps you believe are currently holding you back? • What is your response to setbacks and failures? • What aspect of gig work do you find most difficult? (marketing, networking, pricing, time management)
Working with structural changes	• Have you experienced any gender-related barriers in your professional work? • What challenges do you face as a woman in your field? • What support systems do you believe are missing in your gig work? • What type of support do you need to achieve your goals?

Table A.4: End-of-Mentorship Checklist

Hold a dedicated closure session.	☐
Reflect on original goals—what changed? What’s next?	☐
Offer feedback and highlight progress.	☐
Identify short-term goals for the next 3 to 4 months.	☐
Flag any likely roadblocks and suggest how to navigate them.	☐
Share names of peer groups, collaborators, or mentors for future support.	☐
 Recommend local or digital communities for ongoing learning.	☐
Encourage mentees to become mentors or peer supporters in future rounds	☐
Reflect on your own learning—what will you do differently next time?	☐
Create materials explaining gig work benefits for household economic security.	☐

Table A.5: Checklist for Knowing Mentee Readiness

I can commit at least 1 hour a week for sessions and self-work.	☐
I will inform my mentor if I need to miss or reschedule.	☐
I will try to complete reflection or tasks given between sessions.	☐
I will be honest about what I know and don't know.	☐
I understand that mentorship is a shared journey, not a quick fix.	☐

Table A.6: Checklist for Mentee Engagement

I have written down one goal I want to achieve through this programme.	☐
I ask questions when something is unclear.	☐
I listen to feedback and reflect on it.	☐
I take notes during or after sessions.	☐
I try to maintain regular contact with my mentor.	☐
I share what I'm learning with others when possible.	☐

Table A.7: SMART Goals

SMART	My Goal Details
Specific	What exactly do I want to achieve?
Measurable	How will I know I've made progress?
Achievable	Do I have the time or resources?
Relevant	How does this help my journey in the gig economy?
Time-bound	By when do I want to achieve this?

Table A.8: Mentee Personal Assets Mapping Activity

Category	Examples	My Assets
Network	Family, friends, WhatsApp groups, community links	
Expertise	Skills, experience, things you're good at or passionate about	
Commitments	Roles and responsibilities (e.g. parent, caregiver, leader)	
Cultural	Languages, art, traditions, local knowledge	
Services	Things you can do for others (e.g. cooking, fixing, guiding)	
Businesses	Side hustles, family shops, informal income activities	
Financial	Savings, loans, grants, mobile money access	
Physical	Tools, space, transport, devices	

Table A.9: Summary of Gig Work Platform, Types of Work, and Requirements

Platform Type	Examples	Type of Work	Access Requirements
Transport & Delivery	Uber, Bolt, Swiggy (India), Zomato, Glovo, Wasili	Bike/scooter/car delivery, ride-hailing	Smartphone, driver's licence, transport access
Home & Personal Services	Urban Company, SweepSouth, HouseJoy	Cleaning, cooking, beauty services, repairs	Smartphone, basic tools, in-person verification
Caregiving & Domestic Help	Local informal networks, Eken	Childcare, eldercare, housekeepings, repairs	Word-of-mouth trust, referrals, mobile phone access
Artisan & Skilled Trades	Sulekha, HouseJoy, job boards	Plumbing, electrical, tailoring, carpentry	Skill proof or certification, tools, mobile profile
Marketplace for Services	Facebook Marketplace, OLX, Justdial	Any gig-based service offered directly to clients	Listing profile, customer reviews, smartphone access
Microtask Platforms	Clickworker, Remotasks, Appen	Data tagging, audio transcription, survey input	Smartphone or laptop, basic literacy, short registration
Web-Based Freelancing Platforms	Upwork, Fiverr, Freelancer.com	Graphic design, writing, coding, digital marketing	Laptop/smartphone, internet, skill portfolio
Crowdsourcing Platforms	Amazon MTurk, Toloka, Microworkers	Testing, simple tagging, content reviews	Email account, registration form, task accuracy
Online Contest Platforms	99Designs, Freelancer (contests)	Creative submissions for competitions	Creative portfolio, comfort with uncertain payment outcomes
Tutoring & Coaching Platforms	Chegg, Preply, TeachMeNow	Online teaching, subject coaching, language learning	Subject knowledge, online teaching tools, payment method

Table A.10: Checklist for Mentee Wellbeing

I take at least one short break every working day	☐
I have someone I can talk to when I feel stressed	☐
I have 1–2 small things I do regularly that make me feel good (music, walks, prayer, etc.)	☐
I stop checking work messages or platforms during rest hours	☐

Table A.11: Checklist for Mentee Privacy and Protection

I share my work details with someone I trust	☐
I use privacy settings on my devices and platforms	☐
I avoid suspicious job offers or clients	☐
I know how to report issues to the platform	☐
I feel comfortable saying no or leaving a situation	☐