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# Transitions to the Labour Market within Girls Education Challenge

Wow Helpdesk Query 32

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**Query Question:**

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1. Drawing on existing literature from FCAS contexts including Pakistan, what are the potential entry points to supporting older girl adolescents (15+) in transitioning from education to gaining better jobs and transitions to adulthood in FATA (newly merged districts of KP), Sindh, and Balochistan provinces?
2. How can the design of Closing the Gap and TEACH be strengthened to maximise the potential for transformative and sustainable outcomes for girls'/women's economic empowerment?\*
3. What indicators could be used in Closing the Gap and TEACH to measure "successful" transitions from education to the labour market and adulthood, and what are the pathways to impact?\*\*

\*This would involve proposing specific interventions that could be explored by GEC and its partners, ensuring there is harmonisation and no duplication with other bilateral programmes that DFID Pakistan or others are funding within the education/TVET sector. It should account for ways to maximize impact, ensure sustainability, mitigate risks, and consider necessary changes in the enabling environment (government, private sector, NGOs etc.). The term "better jobs" should be defined for politically insecure/unstable contexts, where there are considerable constraints on female self-determination.

\*\*Assumptions and possible sources of evidence should be provided.

In answering these questions, the multiple marginalisation characteristics of adolescent girls (15+) in the three provinces should be taken into consideration to ensure the answers to the questions are applicable to the beneficiary group.

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# Acronyms

ABES	Adult Based Education Society
ACTED	Agency for Technical Cooperation and Development
ALP	Accelerated Learning Program
BBC	BISP Beneficiary Committee
BEAC	Balochistan Examination and Assessment Commission
BISP	Benazir Income Support Program
CNIC	Computerized National Identity Card
DFID	Department for International Development
FATA	Federally Administered Tribal Areas
FCAS	Fragile and conflict-affected situations
GEC	Girls' Education Challenge
HLP	High Level Panel
IRC	International Rescue Committee
KII	Key Informant Interview
KP	Khyber Pakhtunkhwa
LNGB	Leave No Girl Behind
MFI	Microfinance Institute
NMD	Newly Merged Districts
OOS	Out Of School
OOSG	Out of School Girls
PTSMC	Parent and Teacher School Management Committees
PWD	Persons with Disability
SEL	Social and Emotional Learning
SHG	Self Help Groups
SMC	School Management Committee
SMS	Short Message Service
TEACH	Train and Education Girls with Community Help

TTB	Trade Testing Board
TVET	Technical and Vocational Education and Training
UN	United Nations
VSG	Village Support Group
VSLA	Village Saving and Loan Association
WASH	Water, Sanitation and Hygiene
WEE	Women's Economic Empowerment

# 1. Executive Summary

This report was produced to inform two Girls Education Challenge (GEC) projects in Pakistan, considering: the entry points to support older adolescent girls in transitioning from education to adulthood and better jobs; how the two GEC projects (Closing the Gap and TEACH) can be strengthened; and what indicators could be used to measure “successful” transitions from education to the labour market and adulthood, and what are the pathways to impact.

The term ‘transition’ is used to refer to the ability of an individual to progress, by acquiring new kinds of skills or educational qualifications, securing access to new livelihoods, or acquiring the ability to take greater control over personal decision making and choices. **A successful transition is one in which an individual has enhanced access to new economic opportunities, is economically empowered and is capable of making choices and decisions, which affect their personal and professional lives.**

Better jobs are jobs which provide opportunities for decent work. We base our definition of better jobs on ILO’s definition of decent work, however we adapt it to the context of conflict affected situations. **‘Better jobs’ are jobs that are ‘productive, delivers a fair income, security in the workplace, provides prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives, and ensure equality of opportunity and treatment for all women and men’ (based on ILO, 2019<sup>1</sup>).**

The key findings of this report are organised according to the three research questions that this query seeks to address:

## 1. What are the potential entry points to supporting older girl adolescents (15+) in transitioning from education to gaining better jobs and transitions to adulthood in FATA (newly merged districts of KP), Sindh, and Balochistan provinces?

- Older adolescent girls in these provinces face five key challenges which could hinder their transition pathways. This includes: **educational and skills gaps** (low levels of literacy and numeracy; lack of employability skills); **information gaps** (lack of credible information on available learning opportunities and how to acquire new skills); **aspiration gaps** (adolescents in these regions have very few female role models who have made successful transitions, and as a result they may not be able to imagine a different kind of future for themselves); **limited employment opportunities** (a low supply of jobs); and **adverse social norms** (deeply entrenched gender expectations makes it particularly difficult for women to have non-conventional aspirations and find ways to achieve them). **To support older girls to achieve successful transitions, all five of these challenges must be addressed.**
- **The report suggests three key entry points**, to support older adolescent girls to make successful transitions. Specific programme interventions could be designed at each of these levels:
  - **The individual level:** Examples of interventions at this level could include: outreach and mobilisation programmes to motivate girls to learn new skills; coaching and mentorship support to help girls improve their learning outcomes; access to counselling and information on possible transition pathways.

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<sup>1</sup> The ILO definition of ‘decent work’ includes social protection, but we removed this, as we believe that providing women the opportunity to take up employment and work outside the home is a major step in these communities. Hence, ensuring social protection systems could be made a priority at a later stage. A key priority is to enable more women to access new economic opportunities, in fair terms.

- **Peer to peer level:** This includes initiatives to create peer to peer networks for adolescent girls where they can share information on their future plans, aspirations, training needs and requirements, and find collective solutions to achieve them. Interventions could focus on creating safe spaces for girls to gather together, express their opinions freely and work towards achieving their goals. These networks can also be platforms for social change, which can empower girls and young women to make important personal decisions in their lives about when they would like to marry or start a family.
- **Institutional level** (including both formal and non-formal institutions): Interventions could focus on a range of institutions such as: **the family** (for example sensitising older or male family members to support girls' education), **community based organisations** (increasing representation of women in school management committees and platforms to facilitate collective action for women<sup>2</sup>); **educational and training institutions** (recruiting more female teachers; counselling and mentorship opportunities for girls) and **local government support** (motivate local leaders to become advocates for girls' education and workforce participation).

## 2. How can the design of Closing the Gap and TEACH be strengthened to maximise the potential for transformative and sustainable outcomes for girls'/women's economic empowerment?

- This report uses the framework prescribed by the UN Secretary General's High-Level Panel on Women's Economic Empowerment to identify existing areas of the program design that contribute to economic empowerment of adolescent girls and suggests ideas to further strengthen the program design.
- **Current GEC LNGB program interventions focus on tackling adverse norms and promoting positive role models, building digital, financial and property assets and changing business culture and practice.** These programme elements are feasible, but to further strengthen programme design, **the report recommends the inclusion of new programme design elements such as: recognition of unpaid work and care, and to strengthen visibility, collective voice and representation of women.**
- Some examples of recommendations made to further strengthen the design of both programmes include: focusing on enhancing the aspirations of adolescents, motivating girls to continue formal post-secondary education, expanding outreach to male members of the community, using media outreach to enhance awareness of new economic opportunities and transition pathways, introducing formal courses for domestic and care work, promoting digital literacy, building stronger linkages with microfinance institutions, exploring economic opportunities for women in local industries, forming Self Help Groups in collaboration with BISP Beneficiary Committees, and forming work collectives.
- A key point that is highlighted in this section is that the programme design of each intervention must put the adolescent girl, the challenges that she faces and her future aspirations at the core of programme design and delivery. Interventions must simultaneously enhance individual skills and capabilities of adolescent girls and deal with institutional and social challenges that hinder adolescent girls from realizing their potential.

## 3. What indicators could be used in Closing the Gap and TEACH to measure "successful" transitions from education to the labour market and adulthood, and what are the pathways to impact?

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<sup>2</sup> Such as women's self help groups. There is evidence to indicate that collective action platforms such as self help groups of unions play an important role in empowering women and can also facilitate transitions (See Evans and Nambiar, 2013).

- The first step is to define what success means both in terms of the scope of the project and in terms of the expectations and aspirations of project beneficiaries. While formally both projects define success in numerical terms (such as meeting predetermined programme targets) there is a recognition that empowerment of girls and women was a key intended outcome.
- To measure successful transitions within the scope of Closing the Gap and TEACH, a combination of quantitative and qualitative indicators should be used that capture access to and enrolment in formal opportunities, as well as changes in the aspirations, agency and capabilities of adolescent girls.
- The existing indicators used to measure success include: literacy and numeracy test scores, scores on life skills tests, scores on financial literacy, transition rates, average income of transitioning girls, rating of SMCs, provision of learning centres and facilities etc. We argue that these indicators should be supplemented by data that captures any reduction in vulnerability and increase in agency that adolescent girls experience.
- To do so, two tools for data collection are recommended: 1) socio-emotional behaviour survey and 2) tracer study. The socio-emotional behaviour survey should aim to document how empowered adolescent girls feel, and whether that changes through the course of the project through investigating three themes: social and economic behaviour, emotional behaviour and aspirations. The tracer study takes place after graduation from the training/educational program and tracks the extent to which beneficiaries were able to benefit from the intervention; the timing for this would depend on resources available, but should consider at least 6-12 months after the cohort graduates, and longer-term follow-up research with the same cohort if possible<sup>3</sup>. The scope of the tracer study should be expanded not only to document whether the beneficiaries are engaged in any economic activity, and the economic value of their revenue, but also to explore the specific nature of their activity, the field of work, satisfaction levels of the beneficiaries and other feedback.

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<sup>3</sup> NB as the projects are being executed in multiple cohorts, so for the earlier cohorts, a study can be scheduled one year later as well as it would still fall within the project time frame.



## 2. Introduction

### Objectives

This report aims to enhance understanding of transitions from basic education to obtaining better jobs in the labour market for adolescent girls and young women (15+) in conservative and conflict-affected areas. With a specific emphasis on Pakistan, transitions to labour market for adolescent girls are explored in the context of FATA, Sindh and Balochistan. Furthermore, this report aims to strengthen the design of two Girls Education Challenge (GEC) projects, Closing the Gap and TEACH, to maximize potential for economic empowerment for women and girls, and define ways to measure progress towards this aim. The potential to influence project design is high given that implementation in the field has not yet commenced.

The questions that will be addressed in this report are given below:

1. What are the potential entry points to supporting older girl adolescents (15+) in transitioning from education to gaining better jobs and transitions to adulthood in FATA (newly merged districts of KP), Sindh, and Balochistan provinces?
2. How can the design of Closing the Gap and TEACH be strengthened to maximise the potential for transformative and sustainable outcomes for girl's/women's economic empowerment?
3. What indicators could be used in Closing the Gap and TEACH to measure "successful" transitions from education to the labour market and adulthood, and what are the pathways to impact?

### Methodology

This review was undertaken through desk-based research drawing on documents shared by the WOW Helpdesk; project documentation material for Closing the Gap and TEACH provided by ACTED and IRC; and an online literature review, which included evidence reviews, mixed-methods studies, and research from FCAS contexts. The desk review was complemented by Key Informant Interviews (KIIs) to ensure the query captures the nuances of the different provinces; two KIIs were conducted with team leads and other program staff of Closing the Gap and TEACH programs.

Due to time constraints, there were some limitations to the data collection. While we were able to interview key personnel from both program teams, we were not able to supplement it by Key Informant Interviews from field staff in the program locations, or consult other experts working for female economic empowerment in the region.

### Overview of Women's Economic Empowerment (WEE)

Women's economic empowerment is central to realizing women's rights and gender equality and to achieving the 2030 Agenda for Sustainable Development. Women's economic empowerment is a key component in DFID's Strategic Vision for Gender Equality (2018) and encompasses "access to and choice over jobs in high growth sectors with improved working conditions; and better access to digital, financial and property assets" (DFID, 2018). To facilitate this, social and legal barriers, as well as issues of harassment, violence and discrimination need to be addressed (DFID, 2018). While there are several definitions of economic empowerment, the concept is commonly associated with skills and capacities that make it possible to progress economically, as well as the power to act and make economic decisions.

The UN’s High Level Panel (HLP) Women’s Economic Empowerment creates a conceptual framework for the drivers of women’s economic empowerment. The figure at right gives an overview of these drivers (UN HLP WEE, 2017).

The empowerment of adolescent girls is particularly important for adult Women Economic Empowerment as it lays the foundation for educated, confident and well-rounded adulthood<sup>4</sup>. Moreover, adolescent girls are at a tipping point in their life; adolescence “magnifies the difference between girls and boys [and] entrenches norms that disproportionately create

negative experiences for girls” (Modi, 2017). In order to create productive opportunities for adolescent girls, it becomes important to look beyond the provision of skills, education and assets: the role of social and human capital becomes more pronounced since young girls are less likely to own physical assets. Moreover, the accumulation of social and human capital for adolescent girls must be supplemented by improvements in the enabling environment (norms, beliefs, attitudes, and behaviours that support girls’ education, and economic and broader empowerment) within and outside the household (Kaminski, 2018).

This report uses the UN HLP WEE framework to explore the contribution of GEC Pakistan’s project to adolescent empowerment, and recommend ways to strengthen transitions for adolescent girls from education to decent work.

### Overview of the Girls Education Challenge (GEC):

The Girls’ Education Challenge (GEC) programme is a global initiative, launched by DFID in 2012 as a commitment to reach the most marginalised girls around the world. Presently GEC is the largest global fund dedicated to girls’ education. Through the GEC, the idea is to transform the lives of over one million of the world’s most marginalised girls through quality interventions including formal and non-formal learning. Access to a good quality education and learning opportunities will empower these girls to secure a better future for themselves, their families and their communities<sup>5</sup>.

While the first phase of the GEC (2012-2017) focused on provision of quality education, the GEC is now in its second phase (2017-2025), which enables existing GEC beneficiary girls’ transition to secondary education and technical vocational training or employment. An additional cohort of girls



Figure 1 Figure 1: Seven Primary Drivers of Women’s Economic Empowerment

<sup>4</sup> For further details, see : <https://www.gage.odi.org/wp-content/uploads/2019/07/Economic-Empowerment-1.pdf>

<sup>5</sup> See <https://girlseducationchallenge.org/#/about>

is also being supported through the Leave No Girl Behind (LNGB) funding window, which consists of interventions for highly marginalized, adolescent girls (15+) who are out of school.

In Pakistan there are two GEC LNGB projects – TEACH and Closing the Gap (see section 3 below). An underlying assumption in both programmes is that adolescent girls will require a combination of skills to maximise their potential and make effective transitions.

## Regional Context

These two projects, TEACH and Closing the Gap, operate in North Sindh, FATA and Balochistan. Owing to conflict and conservatism, the status of female empowerment and education in the targeted areas of North Sindh, FATA and Balochistan is amongst the worst in the country<sup>6</sup>. The remoteness of the districts, prevailing insecurity, and cultural context compounded to make adolescent girls in these areas hard to reach for development programs. Often, advocates for adolescent girls programming note that adolescents fall between the cracks of programming for children and programming for adult women, and thus are hard to reach (UNICEF, 2011). This can be compounded in settings like this, where adolescents have limited mobility pathways.

These societies are strongly patriarchal; women have extremely limited mobility and are often expected to remain at home and thus have limited opportunities for education or economic activity. Female education and empowerment is not generally encouraged in these regions owing to the underlying socio-cultural dynamics. Decision-making authority, even on aspects of women's lives, lies predominantly with male members of the household<sup>7</sup>. Early marriages (before the age of 18) are extremely common and become a key reason for women dropping out of school, and not joining the labor force<sup>8</sup>. The practice of honor killing is still commonly reported in many of these areas. Some of the barriers to female education and empowerment in the regions include limited access and large distances to schools/technical and vocational centers and susceptibility to conflict and natural disasters on the supply side, and low rates of parental education and involvement, societal perception of education, and socio-cultural gender roles, on the demand side. While supply side barriers to female education and empowerment exist, it is crucial to focus attention on these contextually relevant demand side barriers as well.

Across these districts, there are high rates of out of school children, low female literacy rates, and low HDI scores. As the table below shows, these problems are exacerbated in rural areas that are more remote, and the gender parity remains low as well. According to ASER (2018), 27.8% of children aged 6-16 are Out of School in rural Balochistan – comparable figures for KP Newly Merged Districts (NMDs)/FATA and Sindh are 27.6% and 14% respectively (ASER, 2018). Moreover, female labor force participation rates are extremely low; 4.90% in Balochistan, 7.98% in KP, and 8.59% in Sindh (Pakistan Bureau of Statistics, 2018). Table below gives an overview of the education and development landscape for the project areas:

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<sup>6</sup> See <https://www.samaa.tv/news/2017/12/women-hold-half-sky-sindh-balochistan/>

<sup>7</sup> See <https://www.adb.org/sites/default/files/institutional-document/32562/women-pakistan.pdf>

<sup>8</sup> See <https://www.girlsnotbrides.org/child-marriage/pakistan/>

Table 1: Overview of Project Areas

Province	District	Gender Parity Scores (Middle School) <sup>9</sup> (Alif Ailaan and SDPI, 2016)	HDI (UNDP, 2017)		Female Literacy Rate (2017-18) <sup>10</sup> (Government of Pakistan, 2019)	
			Score <sup>11</sup>	Rank <sup>12</sup>	Overall	Rural
Balochistan	Nushki	85.42	0.441	79	33.5%	26.8%
	Pishin	45.47	0.482	73		
	Killa Abdullah	44.82	0.238	106		
	Chaghi	43.03	0.210	110		
	Kharan	46.63	0.290	102		
KP Newly Merged Districts/FATA	Mohmand Agency	34.43	0.216	n/a	38.5% (for KP)	35.3%
	Bajaur Agency	27.30				
Sindh	Jacobabad	50.97	0.440	81	49.9%	25.7%
	Kashmore	36.41	0.471	74		

### 3. Overview of Programme Interventions

This report focuses on the two GEC interventions introduced above: Closing the Gap and TEACH. Funded through the GEC LNGB window, these are both focused on enhancing the quality of education for girls and promoting successful transitions. Both these programmes are currently just about to be rolled out and begin field activity. Hence, there is scope to introduce new design elements and suggest innovative transition pathways, to maximise the impact of the projects. These two interventions are described below:

<sup>9</sup> The gender parity score is a measure of equity. The purpose of using gender parity is to ensure that efforts to increase enrolment focus equally on both girls and boys. The gender parity score for the secondary level is equal to the gender ratio of enrolment only due to the unavailability of data for retention (effective transition rates). The Net Enrolment Ratio for middle school encompasses classes 6-8 with the corresponding age group of 11-13 years

<sup>10</sup> Literacy rate is given for females 10 years and above

<sup>11</sup> Pakistan HDI is based on three dimensions: education, health and standard of living. The HDI's Education Index is calculated using mean years of schooling and expected years of schooling at the district level from the 2014/15 Pakistan Social and Living Standards Measurement (PSLM) data. The Health Index is constructed using two indicators: immunisation rates and satisfaction with health facility taken from the PSLM data. Whereas, for the Standard of living index we used the living standards from the Multidimensional Poverty Index (MPI) as a proxy. A higher HDI score (closer to 1) denotes greater attainment in human capital.

<sup>12</sup> of 116 Pakistani Districts

## Closing The Gap<sup>13</sup>

Objective: The overall objective is to support out-of-school adolescent girls (aged between 10 and 19, who were dropped out of the education process or never attended a school) to receive non-formal education, gainful skills training, and relevant employment opportunities for improving quality of their family lives and linking with formal education process.

Target Beneficiaries and Areas: 5,500 girls between 10-19 years of age in Sindh (Jacobabad and Kashmore districts) and Newly Merged Districts of KP/Previously FATA region (Mohmand and Bajaur agencies).

Implementing Agency: Agency for Technical Cooperation and Development (ACTED)

Partners: Right to Play, Adult Based Education Society (ABES)

Current Status: The project is set to initiate field activities by November 2019 including baseline, teachers' identification, training and centre establishment for first set of literacy and numeracy centres in Sindh under first short-term learning stream cohort.

A detailed overview of the project design is given in ANNEX 1 while the theory of change is given in ANNEX 2.

## TEACH (Train and Education Girls with Community Help)<sup>14</sup>

Objective: The overarching objective of the project is to bring lasting improvement in learning outcomes for girls, to transition them to formal schools wherever possible and appropriate, and to enable them to gain market-relevant livelihood and life skills. The project aims to address two basic barriers for girls to education: 1) lack of access to education; and 2) social and cultural barriers.

Target Beneficiaries and Areas: 35,000 girls in Balochistan (Nushki, Kharan, Chaghi, Pishin, Killa Abdullah districts).

Implementing Agency: International Rescue Committee (IRC)

Partners: Balochistan Education Foundation (BEF), Developments in Literacy (DiL Pakistan), Tameer-e-Khalq Foundation

Current Status: TEACH project has just started its implementation phase. Community mobilization has started and consortia partners are in the process of identification and selection of girls, villages and centres.

A detailed overview of the project design is given in ANNEX 3 while the theory of change is given in ANNEX 4.

It is important to note that while empowerment of adolescent girls is an important outcome in both programmes, these interventions have been designed with a focus on addressing specific educational challenges. Therefore, what seems to be missing in the ToC and the explicit programme design documents is how these programmes will help shape the aspirations of young people, influence their ability to make decisions and choices and exercise agency. Some of the policy recommendations suggested in this paper focus specifically on these points.

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<sup>13</sup> ACTED project brief

<sup>14</sup> IRC project brief

## Considering ‘skills’, ‘aspirations’ and ‘better jobs’: The analytical context

Skills are defined as multidimensional capabilities, in both GEC projects. Specific interventions have been included to develop specific kinds of skills, in each initiative. For example, the ALP component in both programmes aims to develop ‘foundational skills’ or ‘core skills’, which serve as the basis on which new skills are acquired<sup>15</sup>. The short term training programme component of both interventions have a strong focus on developing a combination of technical skills and life skills (also known by the term ‘transferable skills’), which aim to provide adolescent girls with a complex skills set, which will not only enable them to continue to acquire new skills and perform effectively at the workplace, but also empower them to become active citizens and exercise agency in their personal lives.

The conception of skills in both the programmes resonate with the World Bank’s framing of skills in its 2018 World Development Report (World Bank, 2018). In addition, there are also parallels with the UNICEF’s upcoming global skills framework, which specifically focuses on the diverse skills sets that adolescents will need as they transition into adulthood (Nasir, 2018). A key message of the UNICEF skills framework is the idea that adolescents will need to specifically develop a multidimensional transferable skill set, which covers four sets of skills. This includes skills for learning (such as critical thinking and creativity), and skills for employability and entrepreneurship (see Annex 5 for an overview of the UNICEF draft global skills framework).

Both programmes also mention ‘empowerment of adolescents and girls’ as a key intended outcome. While some of the key outcome indicators of both projects focus achieving socio-economic indicators and better educational outcomes, the psychological dimensions of empowerment of girls could be explored further. For example, Nussbaum (2000) uses the term ‘adaptive preferences’ to refer to how marginalised groups seem to have low expectations from themselves, due to their limited life expectations. Similarly, Ray (2003) refers uses the term ‘aspirations window’ to refer to the fact that aspirations are framed by an individual’s socio-economic and psychological contexts. A key feature of both interventions is that they seek to broaden the aspirational horizons of adolescent girls, by shaping what Appadurai (2004) calls ‘the capacity to aspire’, which he refers to ‘navigational capacity’. Appadurai argues that aspiration as acts as a map – providing individuals (particularly those who are vulnerable) new routes to empowerment<sup>16</sup>. Given that adolescent girls who participate in these programmes are often first-generation learners, with few female role models, a crucial component of both programmes is that they seek to teach adolescents to imagine a new kind of future – one that would have been impossible for the older generation of women. This may not have been a conscious programme design element, however it is an important aspect of the programme – one that must be explored in further detail in the programme implementation phase.

Importantly, these programmes could help provide insight into crucial questions such as: how do adolescent girls view the future? What are their future aspirations? What kinds of lives do they envision for themselves? The answers to these questions will be important to understand what empowerment means to adolescent girls in the region and strengthen programmes design elements. It will also help programme teams define clear ‘success’ criteria for both interventions, from the perspectives of programme beneficiaries<sup>17</sup>.

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<sup>15</sup> For further details on the multidimensionality of skills see Greene 2013; World Bank 2018

<sup>16</sup> It is important to note that aspiration is recognised as an important element of adolescent girls’ empowerment in practice in global adolescent development programming. For examples, see: Stavropoulou (2018). For further literature on aspirations and development see Ray (2003).

<sup>17</sup> In recent years, a number of programme interventions have focused on answering these questions using participatory approaches, to take into account the perceptions and definitions of the project beneficiaries. See <http://www.sddirect.org.uk/our-work/projects/dfid-la-pépinère-drc-s-programme-for-adolescent-girls/>

A key focus area of this report is to understand transitions pathways from education to better jobs, for adolescent girls. Better jobs are jobs which provide opportunities for decent work. We base our definition of better jobs on ILO's definition of decent work, but we adapt it to the context of conflict affected situations.

**'Better jobs' are jobs that are 'productive, delivers a fair income, security in the workplace, prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men' (based on ILO, 2019<sup>18</sup>).**

Better jobs can occur in the formal or informal sector. It could refer to both self-employment opportunities, entrepreneurship, public sector employment or even employment in the private sector. Given that in these contexts, the very act of women seeking to engage in social or economic activities outside the home, is itself a big step. Hence, it is also important to consider other transition pathways which could lead to women's empowerment. This includes, social work, community service or community leadership activities (for example, working as frontline health workers), voluntary jobs and apprenticeships – as these opportunities help catalyse the transition to better jobs.

## 4. Potential Entry Points to Supporting Older Adolescent Girls in Transitions

This section discusses the potential entry points to support older girl adolescents (15+) in transitioning from education to gain better jobs and transition to adulthood in FATA (newly merged districts of KP), Sindh, and Balochistan provinces.

The term 'transition' refers to a progressive shift in an individual's personal or professional life. Transitions can be achieved by learning new kinds of skills or obtaining educational qualifications, securing access to new livelihoods, or acquiring the ability to take greater control over personal decision making and choices (See Salem, 2018). A successful transition therefore, is one where an individual is capable of taking a step forward towards realising her potential.

Broadly speaking, there are two key indicators of successful transitions, in the context of this report. The first is access to better jobs and new economic opportunities for adolescents. The second, is enhanced agency of girls and young women. It is important to note that the onus for ensuring both these outcomes cannot be entirely be on the individual. For example, in contexts such as the regions where these programmes are located, there are few jobs available and economic opportunities are limited. The ability to make successful transitions does also depend on these factors. However, there is global evidence to suggest that collective action – through the form of establishing self help groups or cooperatives (through initiatives like the CAMFED movement in Africa or the Self Employed Women's Association (SEWA) in India) play a key role in opening up new economic opportunities for women and girls and enhancing their agency (See Evans and Nambiar, 2013). Individual agency is influenced by a number of environmental factors, including social norms,

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<sup>18</sup> The ILO definition of 'decent work' includes social protection, but we removed this, as we believe that providing women the opportunity to take up employment and work outside the home is a major step in these communities. Hence, ensuring social protection systems could be made a priority at a later stage. A key priority is to enable more women to access new economic opportunities, in fair terms. For further details see: <http://www.ilo.org/global/topics/decent-work/lang-en/index.htm>



customs, political and institutional contexts (Narayan, 2007). These factors play an important role in determining what transition pathways are possible and whether they will achieve their intended outcome.

Transition pathways are not rigidly defined, in either of the programmes. There also seems to be an acknowledgement from programme implementation team members that transition pathways need not be linear. For example, a school dropout who has attended a short-term vocational training programme and has been sewing garments can also return to complete formal schooling and either pursue higher education, or a new livelihood. Both programmes seek to provide adolescent girls with an array of options to enhance their skills so that they can realise their potential. While there is recognition that these transitions are not always easy to achieve, particularly for vulnerable adolescents, the underlying assumption in both programmes is that education and skills training will enable adolescent girls to make effective transitions.

Some examples of successful transition pathways, as envisaged in project guidelines and interactions with programme staff, include: returning to higher education, obtaining a job (in the formal or informal sector), starting a small business, or becoming a trainer or a teacher. An important transition pathway which was not mentioned (but could be considered) includes, becoming community health workers or volunteers. This pathway may not offer income, but could also enable women to play a leadership role in the community<sup>19</sup>. Hence, we suggest that in each of the programmes, we explore how opportunities for community leadership and mentorship can be enhanced to provide girls and women with new transition pathways within existing programmes. For example, could peer support networks or alumni groups be established in each of these programmes to provide the new cohort of girls role models and navigational pathways to realise their aspirations? When looking at whether transitions have been successful, it is important to also consider the degree to which women control their finances and the extent to which they exercise agency in making choices about the future (Narayan, 2007).

Older adolescent girls in these provinces face five key challenges which could hinder their transition pathways.

- **First, they may have skills challenges.** Low levels of literacy and numeracy and low skills levels could hinder them from enrolling in new skills training programmes.
- **Second, there are information gaps. They may lack credible information on available learning opportunities.** They may also lack guidance on which courses to choose. For successful transitions to take place, these information gaps must be bridged.
- **Third, there are aspiration gaps.** Young girls in these regions may have very few female role models who have made successful transitions. They may not be clear on what kinds of pathways are open to them to realise their aspirations. Many of these girls may not have the chance to even discuss their future aspirations.
- **Fourth, there are limited employment opportunities and a low supply of jobs in these regions.** As a result women and girls have limited choice on what kinds of opportunities to pursue.

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<sup>19</sup> There is evidence to suggest that female Community Health Workers (known as Lady Health Workers in Pakistan) face a high degree of domestic violence and sexual harassment at the workplace, so such pathways also come at a cost for women in such contexts. These issues are now being flagged at national level platforms in Pakistan. See for example: <http://www.ftuc.org.fj/2017/02/16/in-pakistan-community-health-workers-get-their-issues-across/>



- **Lastly, restrictive social norms hinder adolescent girls from exercising agency and making choices**, hence no transition pathway will be possible without changes in institutional norms, to facilitate girls to continue their education and transition from education to employment. Gendered social norms could also make employers biased against hiring women for job roles, making transitions to employment particularly challenging for girls.

**To support older girls to achieve successful transitions, all four of these challenges must be addressed.**

**In this report, the term ‘entry point’ is used to refer to specific domains or levels in which specific interventions could be introduced, to ensure successful transitions.** There are three key entry points, namely at the individual level, the peer to peer level and the institutional level. Targeted interventions could be applied at each of these levels to catalyse successful transitions.

- **The individual level:** This includes interventions to enhance access to education and training for adolescent girls and shaping their ‘capacity to aspire’. This could include outreach and mobilisation programmes to motivate girls to learn new skills. It could also involve coaching and mentorship support to help girls improve their learning outcomes and provide access to counselling and information on possible transition pathways. Interventions at this level are focused on enabling individual girls to overcome specific challenges, so that they can be tracked into a transition pathway which aligns with their personal aspirations.
- **Peer to peer level:** This includes initiatives to create peer-to-peer networks for adolescent girls where they can share information on future plans, aspirations, training needs and requirements and find collective solutions to achieve them. For example, the CAMFED Association’s CAMA Alumni network is an excellent example of how a women’s network of alumni helps women overcome key skills gaps and information gaps and connect them to new economic opportunities quickly and effectively<sup>20</sup>. This could be a model that could be replicated. For such peer-to-peer interventions to be successful, it is vital for adolescent girls and women to have safe spaces, within their communities where can gather together and express their opinions freely. Safe spaces have become a common component of programming for adolescent girls in general, particularly in female economic empowerment interventions. For example, Marcus and Brodbeck’s (2015) overview of work in Uganda, Ethiopia, Nepal and Vietnam notes that these groups give girls opportunity to learn about issues that affect their lives, enabling them to expand their social networks and, in some cases, to learn vocational and life skills. Such interventions have proven to be successful in increasing girls’ self-confidence, encouraging them to express their views, and giving them access to role models who often also act as mentors. Such peer networks can also help reach out to vulnerable adolescent girls in the community (Stavropoulou, 2018; Salem, 2018). In addition, these networks can also be platforms for social change, which can empower young girls and women to make important personal decisions in their lives about when they would like to marry or start a family.
- **Institutional level** (including both formal and non-formal institutions): In order to create sustainable pathways for successful transitions, support from institutions is vital. Interventions could focus on a range of institutions such as:
  - **The family and community level:** support from families and wider community is crucial, to enable adolescent girls to realise their aspirations and maximise their potential. In the areas where these programmes will be implemented, families are often organised according to clans. Hence, extended family members and respected

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<sup>20</sup> See <https://camfed.org/why-girls-education/leaders-of-change/> (for further information)

elders in the family are also key household decision-makers in these community contexts. Counselling interventions for male family members – particularly younger males is crucial, so that they can also support women’s aspirations. For example, a number of international studies emphasise the importance of engaging with men and boys in programmes targeted towards female empowerment and inclusion (Mejia 2014; Klugman et al 2014) in order to address gender norms in the wider community and note that this can lead to change related to violence, marriage, reproduction, household gender roles and the roles of women in public life. A few studies also highlight the potential of working with traditional authorities to change norms (Klugman et al 2014), but the more common approach in practice is to address partners, rather than men and boys generally. Bringing in male community leaders or male family members (such as brothers) to become advocates for women’s education could be an important step to facilitate transitions. At a wider community level, women should be encouraged to take on leadership positions. These women leaders will then act as role models for a new generation of adolescent girls.

- **Community based organisations:** Both GEC projects seek to leverage community-based organisations to achieve programme outcomes. For example, School Management Committees or community learning centres could be key community-based institutions, which could catalyse transitions. Ensuring that women from the community are members of these organisations, could help create new transition pathways for community leadership for girls and will also ensure that the perspectives of girls and women are considered in decision-making processes. In addition, senior males in the community also need to advocate and support women’s participation in community organisations, to ensure lasting change.
- **Education and training institutions:** These are the key sites where skills and knowledge are imparted. It is important to also note that girls’ aspirations and expectations of the future are also shaped through these institutions. Hence, it is vital that these institutions not only impart skills, but also serve as a platform for providing adolescent girls with positive role models, information about transition pathways, counselling and mentorship support. The current network of these institutions is limited and inaccessible for some communities. Further research is needed around the social acceptability and broader feasibility of co-education after primary school, and what mixed- or single-sex institutions exist and would be most appropriate.
- **Local government support:** For these interventions to be successful – local government support and endorsement could also motivate more families in the region to invest in the education of their girls. This is particularly challenging in the three provinces, as in general, the prevailing attitudes and norms are not very supportive of girls’ education. However, it is possible that younger local government officials and local leaders could potentially take up this cause. Hence, it is vital to work with local government and obtain their support.

The key entry points discussed above are summarised in the diagram below:

Figure 2: An Overview of Key Entry Points



## 5. Strengthening the Program Design to Maximize Potential for Women’s Economic Empowerment

This section discusses how the design of Closing the Gap and TEACH can be strengthened to maximise the potential for transformative and sustainable outcomes for girls’ and women’s economic empowerment.

The primary objective of the TEACH and Closing the Gap interventions is to provide adolescent girls with a better quality of education, provide opportunities to acquire new kinds of skills, and find new pathways to employment. This is clearly articulated in the theories of change included in the annexure. In this section, we highlight some of the existing design principles underpinning both the programmes, following which we suggest ways to strengthen these further, to catalyse successful transitions. Some of the key programme design elements, which seek to contribute to economic empowerment of adolescent girls are depicted in the diagram below.



Figure 2: Overview of existing program design elements contributing to economic empowerment of adolescent girls in Closing the Gap and TEACH projects<sup>21</sup>

The figure above gives an overview of existing design elements within Closing the Gap and TEACH programs that contribute to economic empowerment of adolescent girls, within the UN High Level Panel on Women's Economic Empowerment framework given above in Figure 1. It is important to note that some elements are common across both programs, while some are specific to either Closing the Gap or TEACH. Wherever feasible, both programs may seek to supplement their approach by adopting some of the design elements highlighted above.

To further strengthen the ability of the programs to encourage economic empowerment of adolescent girls, the following design elements may be incorporated<sup>22</sup>:

**1) To tackle adverse norms and promote positive role models:**

- a. Emphasize the development of agency for adolescent girls through the curriculum and extra-curricular activities. The existing life skills component of the program should be supplemented by activities that build girls' 'capacity to aspire' (Appadurai, 2004), encourage them to pursue higher education and/or vocational training and employment, partake in decision-making within their households and increase their self-worth.
- b. Introduce outreach activities to change social norms targeted specifically toward male members of the community, for example through community discussions or media. Given the role that socio-cultural norms play in holding back adolescent girls, and the authority that men have over asserting these norms, it is imperative to create acceptance for the empowerment of girls within the male community. Content creation for these outreach activities should focus on a male audience, and

<sup>21</sup> TEACH has instituted certificate from TTB for adolescent girls completing their short-term course; Closing the Gap should also explore offering certification from a credible authority to encourage market linkages.

<sup>22</sup> These recommendations are based on KIIs with teams of both projects, and the expertise and contextual experience of the authors.

create a contextually relevant narrative. Some degree of involvement and buy-in from male members will be crucial to avoid the potential for backlash in case the program objectives are viewed as too liberal or modern for the society, or to avoid a perception that beneficiary girls are taking opportunities away from young men.

- c. Explore the involvement of male mentors to supplement female role models. These male mentors should be champions of female education and economic empowerment, for example household members of women in the local community that are accomplished. Having male members from the community that support the increased independence of women can create local acceptance among other families for female empowerment as well.
- d. Introduce (or in the case of TEACH expand the scope of) media outreach through low-cost measures (radio, SMS etc.) to generate awareness and behavioural change campaigns focusing specifically on discouraging early marriage and gender-based violence.
- e. Create a community mapping of support services for adolescent girls and women and provide all beneficiaries information on their services and procedures to reach out to them if needed. For example, a printout with information about local government shelters, legal aid clinics, women support centres, BISP outreach platforms or other such public or private services in the area can be given to all beneficiaries as part of the orientation activities.
- f. Create a formal role/agreement for beneficiary girls to become 'mentors' within the community after graduation from the program. Perhaps networks like CAMFED's CAMA network could be replicated for these regions. In this manner, they can remain connected with peers and a space that reminds them of their individual agency, and can also act as agents of change for future cohorts and younger girls within the community. These networks of graduating beneficiary 'mentors' should be created by the program teams and can either be a formal network for which the program hosts regular meetings, or just take the form of a local WhatsApp group which requires little involvement from program teams after the initial creation.

## **2) To enable legal protection:**

- a. For beneficiaries that are 18 or older, the program should encourage registration for the Computerized National Identity Card (CNIC). This can be done through increasing awareness regarding the importance of civil documentation during the course, and providing support on the procedure for its application.

## **3) To recognize unpaid work and care:**

- a. In the context of these strongly patriarchal societies where care taking is often part of the identity of women, conversations about redistributing or reducing the care burden are premature. However, the GEC programs can make efforts to create recognition for traditionally unpaid and care work. This can be done through introducing formal courses and certification for these roles, such as skills training for housekeeping, childcare and elderly care. In particular there exists an opportunity to introduce certification for Early Childhood Care and Education that may expand the role of traditional childcare skills. This will encourage women and contribute to their individual self-worth, as well as improve social standing and respect in the society for these roles.

- b. Conduct a needs assessment to explore whether offering childcare facilities at the centre would encourage greater attendance for adolescent girls who would otherwise be required to take care of younger siblings at home.

#### **4) To build digital and financial assets:**

- a. Incorporate and emphasize digital literacy within the curriculum as it aids the ability of adolescents to be aware and responsible citizens. Digital literacy focused on mobile phone technology would be most contextually relevant as even if adolescents do not have their own mobile phone, they are likely to have access to one within the household. The digital literacy component should also identify useful online sources and applications (particularly applications with offline material) that can help adolescents build literacy and life skills on their own time.
- b. Within the existing financial literacy component, emphasize the procedure and advantages of opening a physical bank account, as well as other digital financial services such as easy paisa. Making adolescents comfortable with access to these services is one step closer to women being able to control their own finances.
- c. Build stronger linkages with and exposure to MFIs. Partnerships with local MFIs should be formed not only in the context of providing financial services to those girls seeking funding, but to provide an introduction to MFI services to all beneficiary girls. This can be done through simple measures such as requesting local MFI representatives to take a guest lecture within the financial literacy component. Apart from raising awareness on financial services for all beneficiary girls, a sustained partnership may also encourage ownership and affinity for the cohort within the MFI and increase the likelihood of seeking funding for beneficiary girls in the future.

#### **5) To change business culture and practice**

- a. Explore opportunities with local industry and business owners whereby beneficiary girls can seek employment along with a male member of their family in the same workplace. If there is sufficient buy-in from employers for this, it can increase mobility for adolescent girls by counteracting cultural reservations of women being out of their house unsupervised.
- b. Explore the introduction of formal skills courses in local trades conventionally done by women (such as carpet-weaving, embroidery, bangle-making, cotton-picking) and expand the scope to develop greater female participation in the value chain (for example by involving them in packaging and market linkages). Introduction of new skills courses in areas such as clean energy, green jobs etc, which could have a positive social impact could also be explored.
- c. Explore employment and economic opportunities in new work avenues developing within the local contexts that may not have been gendered yet. A local assessment could inform viable trades that may fall within this category but may include trades such as hospitality, mobile phone repair, technical knowledge on installation and maintenance of hand pumps, installation of solar panels (if relevant), livestock dairy etc. These trades might be riskier and will require much stronger investment in developing market linkages and generating demand on the employers' side. Moreover, efforts should be made to ensure that these trades are considered

socially acceptable for adolescent girls to participate in, particularly by their families to ensure there aren't any permission barriers.

#### **6) To strengthen visibility, collective voice and representation**

- a. Form Self Help Groups (SHGs) in collaboration with the BISP Beneficiary Committees (BBC) wherever possible<sup>23</sup>. These committees are already functioning within the communities to raise awareness on girls' education and other BISP services. For the TEACH program, this could apply to the planned VSLAs and will bolster the VSLAs internal trust and capacity. Closing the Gap can explore either adding a Self-Help Group dimension to their program, or can simply leverage these committees (wherever present) for community mobilization and support.<sup>24</sup> The main risks to consider in working with these groups are a) that they do not exist in all districts, and b) it is necessary to get a one-off agreement from authorities to establish these.
- b. Explore the development of work collectives focusing on local trades (for example tie-dye, candle making, bangle making, mobile/computer repair, online work, livestock dairy etc.) for graduating beneficiary girls. Such group collectives can provide another avenue for revenue generating activity, as well as foster leadership and independence within adolescent girls.

## 6. Indicators to Measure Successful Transitions

### What Does 'Success' Mean?

This section discusses what indicators could be used in Closing the Gap and TEACH to measure 'successful' transitions from education to the labour market and adulthood, and what are the pathways to impact. An analysis of programme documents and interviews with programme staff brought out the point that defining 'success' is complex. During initial discussions, 'success' was defined in numerical terms, using indicators such as: achieving specific learning outcomes, transition rates, etc. While there was recognition that empowerment of girls and women was a key intended outcome of the programme – there were few indicators to measure this.

What was missing was an understanding on how adolescent girls and women define 'success' themselves. What would they consider a successful outcome? Is the act of defying family norms and enrolling in formal education considered a successful outcome? If so, how can this be measured? Is an adolescent girl's ability to have a negotiation with her family on when she will like to get married a 'success'?

What seems missing in the current set of indicators for these two projects is the perspective of adolescent girls, on how they define and measure 'success', broader measures of empowerment including agency, and documentation of social norm changes in the girls, their families and their communities, particularly with regards to issues of female education and employment . Considering

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<sup>23</sup> BBCs are present at the village level in districts where the Government of Pakistan's Waseela-e-Taleem program is present. Of the program districts, BBCs are present in Nushki, Killa Abdullah, Jacobabad, Kashmore and Mohmand Agency. For more details on the BBCs visit <http://bisp.gov.pk/service/women-empowerment-story/>

<sup>24</sup> Since BBCs are not present in all communities, one can evaluate the impact/value add of the BBCs toward adolescent girls' economic empowerment and explore this as a sustainable avenue for the future.



these aspects will be the key pathways to impact. Some of our suggestions focus on strengthening this aspect of programme design and measurement.

## Overview of Existing Indicators to Measure Success

**The existing measures of success for the two projects focus on three broad areas; learning, transitions and sustainability.** Within learning, the emphasis is on capturing scores in literacy and numeracy and life skills based on internal project tests and on documenting intermediate outcomes such as attendance rates, percentage of proficient instructors, and percentage of learning centres with a conducive learning environment. Within transitions, the emphasis is on capturing the transition rates to formal education and/or employment where relevant. Within sustainability, the emphasis is on capturing the involvement of community participation through SMCs, VSLAs etc. A more detailed overview of the existing project indicators to measure success is given in ANNEX 6 and ANNEX 7.

## Measuring Success

The indicators listed above effectively track the projects' implementation, and provide information on achievement of learning levels. These can be supplemented by exploring innovative evaluation methodologies that measure not only the immediate uptake of the intervention, but also the reduction of vulnerability and enhancement of agency within beneficiary girls. This can be done through two key tools: a socio-emotional behavioural tool and a tracer study. Aspects of both these tools are present in the existing projects (particularly in TEACH), but they can be substantially strengthened, and should be complemented by qualitative data as well.

### 1. Socio-emotional behavioural tool

The socio-emotional behavioural survey should aim to capture how empowered adolescent girls feel, and whether that changes through the course of the project. This can be done through capturing information on whether the beneficiaries have the requisite socio-emotional skills, and whether they feel they have the agency to utilize them. This tool should adopt a mixed methods approach; there should be a survey component that largely focuses on quantifying the change at a larger scale (TEACH has already planned such activities), which should be complemented by some qualitative discussions (FGDs, KIIs and/or case studies) that capture the experiences of the beneficiary girls and explore the underlying dynamics and causes for change. Drawing on the work done by the Population Council, Zambia on the Adolescent Girls Empowerment Programme<sup>25</sup>, it is recommended that this survey cover the following areas:

- a. Social and Economic Behaviour – To track the social skills, support and environment for beneficiary girls.
- b. Emotional Behaviour – To track the emotional health and vision of self that beneficiary girls develop.
- c. Aspirations – To track aspirations and goals of beneficiary girls

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<sup>25</sup> [https://www.popcouncil.org/uploads/pdfs/2016PGY\\_AGEPMidtermReport.pdf](https://www.popcouncil.org/uploads/pdfs/2016PGY_AGEPMidtermReport.pdf) and <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5420151/>



## 2. Tracer study

A tracer study takes place some time after graduation from the training/educational program and tracks the extent to which beneficiaries were able to benefit from the course in the longer term. From conversations with the program team, it appeared that TEACH (IRC) is already planning a tracer study. This approach should also be adopted by Closing the Gap (ACTED) and should be expanded to include a detailed understanding not only of whether the beneficiaries are participating in any revenue generating activity, but the specific nature of the activity, the field of work, the level of independence they feel they have achieved and feedback on how this has impacted their individual agency, capacity and decision-making ability. For the TEACH program, it would be interesting for the tracer study to also explore how, if at all, these impacts differ between beneficiaries that receive business grants and beneficiaries that receive apprenticeships and employment linkages. The Tracer study should ideally be conducted between 6-12 months after graduation from the cohort, depending on logistical feasibility. For earlier cohorts, it is recommended that the study be carried out 12 months after graduation as this would still fall within the project time frame. The tracer study for the last cohort may need to be expedited to comply with project timelines and contract requirements. The idea should be to give sufficient time for beneficiaries to seek and find appropriate opportunities, and to benefit from any post-graduation support the programs offer (such as becoming a mentor for future cohorts as suggested earlier).

Across all project monitoring, evaluation and learning activities, all data should be disaggregated to understand project impacts on different types of adolescent girls, considering vulnerabilities including but not limited to age, disability, marital status, etc.

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## 7. Annexures

### ANNEX 1 – Overview of Closing the Gap Program Design<sup>26</sup>

#### Program Design

Closing the Gap program has two components; the first is an **Accelerated Learning Program (ALP)** while the second is **short-term courses**.

#### *Component 1: Accelerated Learning Program (ALP)*

The ALP targets 1,100 girls between 10-13 years of age. The ALP has been based on the Sindh non-formal education policy and covers the syllabus for grades 1 - 5 through three packages over a 30 month period; Package A covers curriculum for grades 1&2, Package B covers curriculum for grades 3&4, and Package C covers curriculum for grade 5.

The key objective of the ALP program is to transition girls to into further formal education. Once ALP participants have completed their course, they will sit for the government held grade 5 exams and will receive a passing certificate from the government if they clear the exams. With that certificate, girls will become eligible for admission into grade 6 in public or private formal education streams.

#### *Component 2: Short-term Courses*

The short-term courses expect to target 4,400 girls between 14-19 years of age over 4 cohorts. These courses are structured to be 8 months long and cover three main areas: 1) basic literacy, numeracy and understanding, 2) basic life skills and their utility in everyday life, and 3) limited scale skills training.<sup>27</sup>

Of these 4,400 girls, 200<sup>28</sup> will be selected based on their display of potential for further 3-4 months of intensive and specialized TVET training.<sup>29</sup> The objective of this additional training would be to enable the girls in engaging in any revenue generating activity. Closing the Gap will aim to link these girls directly with employers. The ACTED team will undertake a research activity to inform how best to create these linkages.<sup>30</sup>

#### *Crosscutting Activities:*

Learning centres: An estimated 150-250 learning centres will be set up to cater to the 5,500 learners. These learning centres will provide the complete delivery of the intended courses and curricula specified for the various cohorts. Teachers for the centres will be recruited and trained by ACTED. Extracurricular activities and hands-on experiential learning modules will also supplement the academic activity in the centres.<sup>31</sup>

These learning centres will be privately arranged with the help of the community and a Safety and Risk Analysis will be done when choosing locations to ensure that centres are neat, clean and safe.

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<sup>26</sup> This information is documented on the bases of a Key Informant Interview conducted with the ACTED project staff

<sup>27</sup> The nature of skills training will be decided based on a baseline survey, which will cover the scope of the local trade and local market needs. ACTED also said they will reach out to local family business owners, cottage industry, government functionaries and chamber of commerce to advise on TVET modules to be included.

<sup>28</sup> Divided across 4 cohorts

<sup>29</sup> Trades to be determined

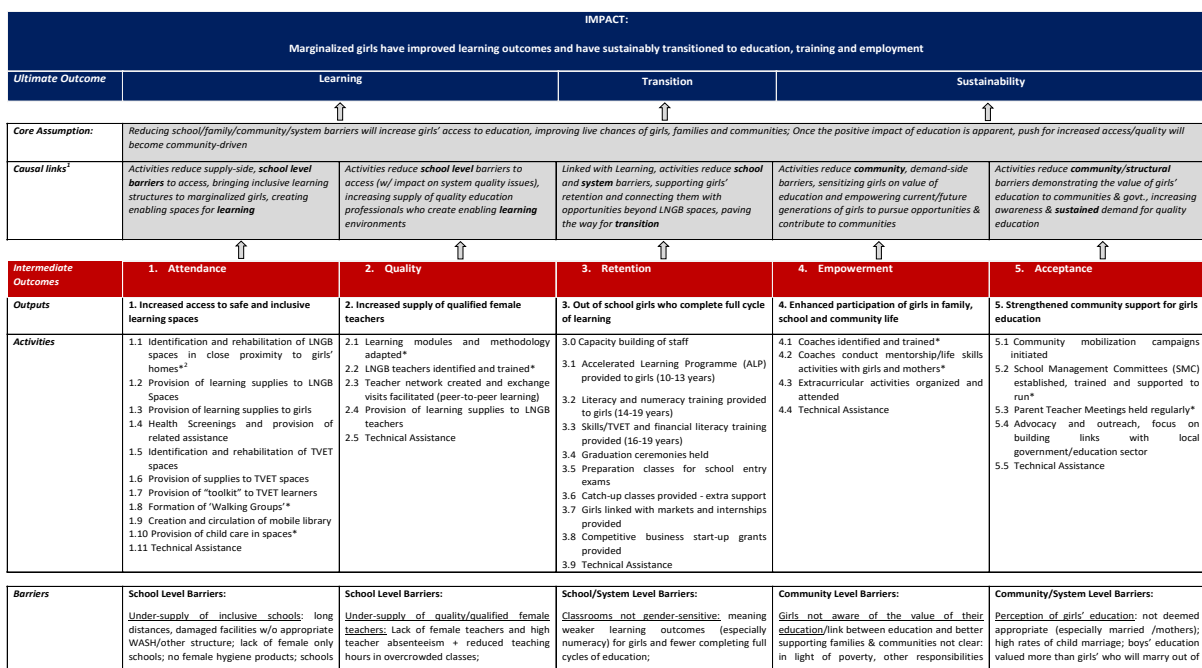
<sup>30</sup> Proposed options under consideration are increasing information on work from home opportunities, linking to local industry, setting up collective group work units (for activities such as tie-dye, stitching, candle-making etc.) or exploring microfinancing opportunities.

<sup>31</sup> Nature of extra-curricular activities still being explored at the moment.

**School Management Committee (SMC):** The School Management Committees will be largely responsible for the functioning and operations of the learning centres. They will use their presence and knowledge to develop community support for the centres by contributing to various activities such as; ensuring attendance of students and teachers, providing in-kind support, attending various events, keeping in touch with teachers about the various challenges and proposing solutions.

The SMCs will include both male and female members with an emphasis on ensuring presence of minorities and People With Disabilities (PWDs) wherever relevant. Individual members must be from the same location/community as the learning centre and must have a child/sibling attending the centre.

## ANNEX 2 – Closing the Gap Theory of Change



<sup>1</sup> Horizontal (across outcomes) and vertical (between outcomes, outputs and activities) links; assumptions and evidence explained in detail in narrative TOC

\* = activity with strong protection component

## ANNEX 3 – Overview of TEACH Program Design<sup>32</sup>

### Program Design

The TEACH program has two components; the first is an Accelerated Learning Program (ALP) while the second is employment skills-based courses.

#### Component 1: Accelerated Learning Program (ALP)

The ALP targets 26,000 girls between the ages of 10-14. The ALP will be an 18-month program that covers a government-endorsed curriculum.<sup>33</sup> Girls completing the ALP will be transitioned into formal schooling in established public or private institutions. Successful completion of ALP will

<sup>32</sup> This information is documented on the bases of a Key Informant Interview conducted with the IRC project staff

<sup>33</sup> While the government policy stipulates a 30-32 month ALP course, IRC has spoken with relevant authorities and agreed to condense the same curriculum over 18 months by not giving any vacations during the 18-month period and having longer hours. This may be a risk for the project as it may increase the burden on the adolescent girls.

enable girls to transition into grade 4 of formal schools (for girls aged 10-12) after 12 months and into grade 6 of formal schools after 18 months (for girls aged 12-14). The final assessment will be conducted by the testing service of Government of Balochistan i.e. Balochistan Examination and Assessment Commission (BEAC).

800 centres will be established to conduct the ALP. Special care will be taken to ensure that all centres have WASH facilities that are adequate for girls' needs, drinking water, and boundary wall and are inclusive, particularly with regards to access for disabled children. Each centre will also have a teacher/facilitator whose professional development will be supported by the program.

Parent Teacher Committees will also be set up to oversee the functioning of the centres, and also to liaise with government schools in the vicinity to smoothen transitions into mainstream education. These committees will receive funds to ensure provision of facilities in the centres, as well as in government schools in the area.

### *Component 2: Technical and Vocational Training*

The second component of the TEACH program will work with 9,000 girls between the ages of 15-19 and provide them market-relevant technical and vocational training, career support, and links to potential capital infusions. This employment skills based course will run for 12 months and will include the following components: 1) Girls Learn – basic literacy and numeracy (6 months); 2) Girls Earn – Business and life skills through a contextualized version of the Learn to Earn curriculum (3 months)<sup>34</sup>; and 3) Girls Shine – Social and Emotional Learning (SEL) and Vocational training (6 months). The project will provide employment and entrepreneurship counselling to Girl Earn graduates (15-19) through on job information, links to apprenticeships, career fairs and business plan development skills.

These trainings will be carried out through existing public TVET centres and new community-based training centres. Participatory market assessments will map the existing vocational training providers, and agreements will be set-up with them for institutional capacity building, which includes course delivery, teacher training, laboratories/equipment support and referral. An additional 360 vocational centres will be set up over 3 years. These centres will be registered through the Trade Testing Board (TTB) in Balochistan and TTB will also offer certification for successful completion. While the specific vocational streams for training have not been finalized, they are likely to include courses in fields such as embroidery, ada work, tailoring, beauty services, computer repair, mobile repair, and packaging etc. All graduates will also receive a tool kit relevant to their field.

Once the TVET training has been completed, 500 girls will be supported to establish their own business through the provision of a business grant. An additional 500 will be supported in gaining employment through the provision of apprenticeships and on-the-job training opportunities.

Provision of necessary capital infusions to support female entrepreneurship will also be explored through links with microfinance institutes (MFIs) and Village Saving and Loan Association (VSLAs). The project aims to set up a target of 150 VSLAs across the 5 districts with beneficiary girls and their caregivers as members.

### *Cross cutting Activities:*

Awareness and Outreach: The project will include a mass media campaign for community-based messaging with the key objectives of increasing awareness and mobilizing the community. This will

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<sup>34</sup> The business and life skills component will provide employment and entrepreneurship counselling and career support. It will overlap with 3 months of the basic literacy and numeracy component.



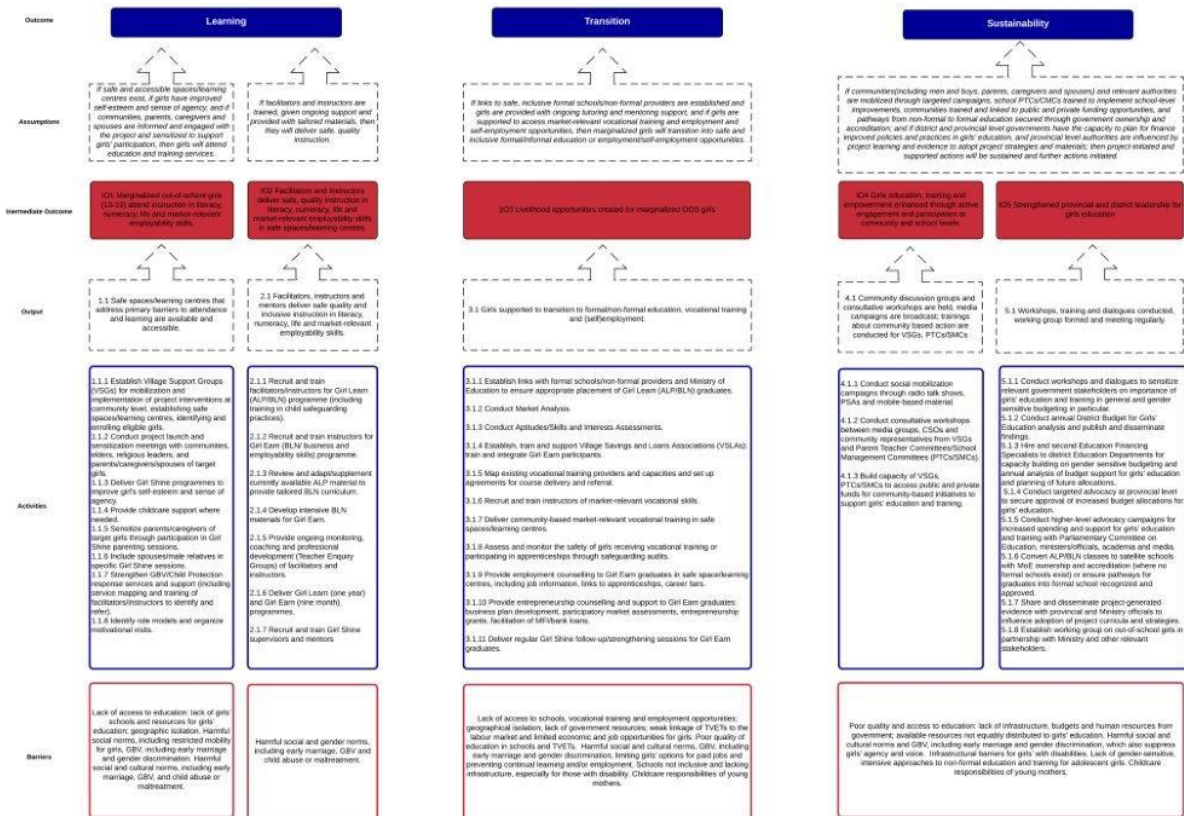
be supplemented with quarterly community discussion groups at the village level, in which TEACH will engage the community on the themes addressed in the media campaign.

**Village Support Groups:** The project will form village support groups (VSGs) and parent and teacher school management committees (PTSMCs) to ensure active engagement at various phases of the project, create ownership and ensure participation in project decision-making.

**Support to Public Education Department:** The TEACH project will work with education authorities to support budget analysis and advocacy for gender sensitive budgeting at district level. The project will place financial analysis experts in district education departments to analyse existing budget allocations in terms of gender equity and share key findings and recommendations with district and provincial education officials.

## ANNEX 4 – TEACH Theory of Change

*Out of School marginalised girls have significantly improved learning outcomes and have transitioned to education, training, or employment.*





## Global Framework on Skills for All- Conceptual



(Nasir, 2018)

### ANNEX 6 – Closing the Gap – Existing Indicators to Measure Success<sup>35</sup>

<i>Outcome 1 – Learning</i>	<i>Outcome 2 – Transitions</i>	<i>Outcome 3 – Sustainability</i>
Average literacy result of ALP and Num. Lit. girls*	Average successful transition rate of Num. Lit. girls	% of SMCs which scored satisfactory rating on sustainability assessment model.
Average numeracy result of ALP and Num. Lit. girls*		% of district level relevant stakeholders showed willingness to adopt/sustain learning spaces as result of advocacy.
Average attendance rate of ALP and Num. Lit. girls at learning spaces		% of individual centres’ action plans developed involving all stakeholders (education department, non-formal education department, community, local influential) for achieving sustainability of centres.
% of SMCs rated good through assessment tool for providing safe learning environment to ALP and Num. Lit. girls		% of centres that achieved their sustainable goals as planned in the individual centres’ action plans.

<sup>35</sup> Source: Closing the Gap project logframe

% of learning spaces where use of LNGB teaching methodologies is rated as good by using observation tools		Willingness of the provincial government to entertain ACTED's sustainability suggestions in its annual strategic plan.
% of spaces rated as good for ensuring conducive learning environment (in-class learning and physical environment)		% of learning space teachers absorbed in mainstream jobs through competitive exams at provincial level as result of LNGB staff mentoring.
% of increase in life skills score**		% of parents who demonstrate they actively support girls for enhanced education, transition and livelihood opportunities

\*It is recommended that instead of average scores, the percentage of girls scoring higher than a pre-determined threshold be reported

\*\*Improvement in financial literacy scores should also be tracked

### ANNEX 7 – TEACH - Existing indicators to measure success <sup>36</sup>

<b><i>Outcome 1 – Learning</i></b>	<b><i>Outcome 2 – Transitions</i></b>	<b><i>Outcome 3 – Sustainability</i></b>
Percent of OOSG (10-14 years) who achieve literacy and numeracy standard.	Percent of OOS girls (10-19 years) who successfully transition.	Percent of PTC/VSG implement community led actions to support girls' education
Percent of OOSG (15-19) who achieved the targeted literacy and numeracy levels in BLN Programme.	Average income of girls (15-19) participating in Girl Earn program.	Percent of Village Support Groups accessing fund to support girls' education
Average score in social and emotional skills test for girls (10-19 years)	Percent of girls (10-19 years) who have feasible transition plan.	Safe and inclusive formal education facilities exist for marginalized OOSGs (10-19) in targeted districts
Percent improvement of OOSG (15-19 years) achieving proficiency in enterprise development, financial literacy, technical, vocational and life skills.	Average proportion of household income saved in Village Saving and Loan Associations (VSLAs)	Percent of schools and learning centres that are safe and inclusive according to pre-determined criteria/agreed standards.
Percent of OOS girls (10-19 years) who have an average attendance rate of 70%.		Percent of Parent Teacher Councils (PTCs) have access to public and private funds to support girls' education.

<sup>36</sup> Source: TEACH project logframe

Percent of instructors who demonstrate proficiency in delivering quality instructional practices in literacy, numeracy and social and emotional skills.		District and provincial officials attend workshops, training and dialogues; engage with project evidence; project events; and include girls' education as a priority in government education agenda.
Percent of instructors who demonstrate proficiency in delivering quality instructional techniques in livelihoods and market-relevant skills training.		Number of actions taken by District Level Media and Civil Society Organizations to advocate for girls' education.
		Number of budget analysis carried out for girls' education on annual basis
		Percent of project-established ALP centres certification for girls is accredited by Ministry of Education.