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USAID TRAINING FOR PAKISTAN PROJECT

PATHWAYS TO SUCCESS FINAL REPORT



A participant from the Life Skills Training Workshop at Ghotki, Sindh.

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EXECUTIVE SUMMARY

The goal of USAID'S Pathways to Success Program (PTS), a long-term initiative under the Training for Pakistan project, was to empower adolescent girls in underserved areas of Pakistan, to keep them in school and to support their transition from school to work in the formal sector and/or through entrepreneurship.

The PTS Program supported adolescent girls between the ages of 13 and 19 in completing technical and vocational education and trainings (TVET) and developing work readiness skills to support their transition to employment, and provided entrepreneurship training and basic tool kits for a select group of adolescent girls to start their own small business. Developing partnerships and enhancing local ownership of the program activities and outcomes was a centerpiece of the PTS approach. The program provided three training and support components:

- Component 1: Formal technical training in public and private schools
- Component 2: Entrepreneurship and income generation training
- Component 3: Complementary programs to develop work readiness skills (soft skills, life skills, ICT skills) and promote awareness of career pathways for women in the workplace

Additionally, gender equality, girls' empowerment and promoting positive images of girls and women in leadership were cross-cutting themes through all program activities.

PTS activities were implemented by a number of service providers that were procured by TFP. PTS for Khyber Pakhtunkhwa was implemented by Peace Education and Development (PEAD) Foundation in Peshawar District, and by Engro Foundation in the Karachi and Ghotki districts.

Through component-1, 662 trainees completed three to six month long training courses on topics such as Stitching and Dress Making, Cooking and Baking, Photography, and Web Design. The training courses were offered in partnership with well-regarded training institutes such as the national Institute of Design and Analysis, College of Home Economics, Peshawar and the Government Technical and Vocational Training Authority.

Under component-2, 115 trainees completed entrepreneurship and income generation training and received start-up toolkits upon completion their training. Training included visits to local markets and business, engagement with local mentors and introductory meetings with entities offering small scale loans for start-up. More than 25 trainees started their small scale businesses of their own during the training.

Under component-3, a Life Skills and Work Readiness training was organized for 2,223 adolescent girls at various educational institutes in Peshawar, Ghotki and Karachi. This training included sessions on motivation, confidence building, and career development and was designed to boost self-confidence and improve their outlook on professional careers after education. In addition to the trainees who just received Life Skills and Work Readiness training, the trainees from component-1 also participated.

By the end of this program, each participant had attended a three to nine month training and learned market-driven, income-generating skills. The objective is for these women to find employment in local businesses or start income-generating activities on their own, with support from the Training for Pakistan Project (TFP).

This report explains the PTS context and provides details about the project management, implementation, summary of results and outcomes.

PROJECT MANAGEMENT AND IMPLEMENTATION

PTS Context

Pakistan is a patriarchal society where women and girls are restricted to certain social roles, stemming from social structures in which institutionalized perceptions of gender differences and women's subordination are formed. According to Global Gender Gap Index Report 2015, Pakistan was ranked 144 out of 145 countries, indicating a higher rate of gender inequality¹. In 2017, Pakistan was 143 out of 144 countries. Economically, women are mostly dependent on the male members of the family for their needs. A considerable number of females are deprived of basic education and rights due to socio-cultural barriers and lack of awareness.

Government institutions, including the Technical Education and Vocational Training Authority (TEVTA), have not been able to cope with the demand, and evidence shows that there is strong demand for skills training among households as well as employers.² Evidence also shows that household demand for skills training is not gender-biased, meaning there is an equal demand for female employees. The majority of households are willing to enroll a family member in a skills program and prefer to enroll a young adult in order to support household income. Recently conducted government surveys of employers also show a healthy demand for skilled workers among employers.³

The most significant skill gap identified by employers is a lack of capacity among graduates to use modern machines, equipment and tools, as well as a lack of trade knowledge and practical exposure. In addition, the availability of skills training is lacking. In mapping employment opportunities in wage and self-employment, the market assessment indicates that a very small percentage of the target group is presently engaged with the formal industrial sector. The situation prevailing in the rural areas of Punjab, Sindh and KPK is that the target group does not engage directly with those developing the products, but rather relies on an intermediary tier.

The existing skill inventory is comprised primarily of informally acquired skills in stitching, tailoring, handicrafts and embroidery for women.⁴ However, research indicates the market demand for skills in enterprise development, business skills, life skills and English language courses can increase employability.⁵ PTS sought to instill these skills for the target beneficiary group through a specialized entrepreneurship course, which integrated these skills into the curriculum as well as work readiness training. Research also suggests that the market is failing to provide demand-relevant supply of skills due to a number of demand-supply mismatches, which include; (a) education-related barriers to entry for skills training, (b) weak integration of literacy and numeracy in skills training, (c) access constraints

¹<http://reports.weforum.org/global-gender-gap-report-2015/rankings/>

²Labour Force Survey 2012-2013

³Labour Force Survey 2014-15

⁴Care International Pakistan, Market Assessment and Skill Gap Assessment Report

⁵Ibid

for women in receiving quality training (d) reliance on middlemen (e) unstructured and informal work arrangements and (f) lack of government capacity to increase specialized skilled work force.⁶

In this context, skills and vocational trainings have emerged as preferred programs to build human capital among the large population of young adults with low educational attainment. Research suggests that skills and vocational training programs need to be designed to achieve the desired impact of human capital accumulation on earnings, labor market opportunities, poverty reduction and growth. This requires designing skills and vocational training programs to explicitly incorporate market linkage, job placement as integral components, pedagogical innovations and interventions that reduce the cost of access to training, tying skills programs to complementary asset transfer, micro-entrepreneurship and active labor market programs. Creating a post-training earnings impact for women will require active labor market policies that can create quality jobs at the village and neighborhood levels. The consortium partners also carried out a rapid market assessment survey which identified (1) Lack of marketable skills for livelihood and employability (2) Deficient marketing strategies among services sector (3) Outdated/time consuming skills among women workers (4) Lack of networks/databases in local industry for jobs emplacements (5) Lack of coordination between corporate sector and labor force (6) Lack Capacity among training institutes to impart finished skills in vocational training programs and (7) Non-availability of internship sources in local markets and corporate sectors.

Approach

The goal of USAID's Pathways to Success Program (PTS) was to empower adolescent girls in underserved areas of Pakistan, to keep them in school and to support their transition from school to work in the formal sector or through entrepreneurship. TFP's approach was informed by a combination of desk and intensive field-based research as well as meetings with stakeholders such as civil society organizations, prominent vocational training institutes and other organizations implementing similar programs.

The Pathways to Success activities aimed to support and empower more than 2500 girls ages 13-19 in three marginalized communities in Karachi, Ghotki and Peshawar by providing high quality technical/formal education that provides the knowledge and skills needed to constructively participate in society. Girls were empowered by being connected with local and national mentors, and their qualifications were augmented through development of soft skills including emotional intelligence, confidence, and interpersonal communication.

The PTS Program supported adolescent girls between the ages of 13 and 19 in completing technical and vocational education and trainings (TVET); developed strong work readiness skills to support their transition to employment and provided entrepreneurship training and start-up tool kit for a select group of adolescent girls to start their own small business. Developing partnerships and enhancing local ownership of the program activities and outcomes was a centerpiece of the PTS approach. World Learning, through regional implementing partners, partnered with public training institutes, vocational training institutes, government entities, local organizations, private training institutes, communities and provided targeted capacity building to help these entities plan for the sustainability of PTS activities past the life of the PTS program.

PTS focused on three pillars:

⁶Dr Ali Cheema, 2014, Pakistan's Demographic Transition: Young Adults, Human Capital and Jobs

1. Increasing access to quality education
2. Empowering adolescent girls
3. Reducing barriers to success

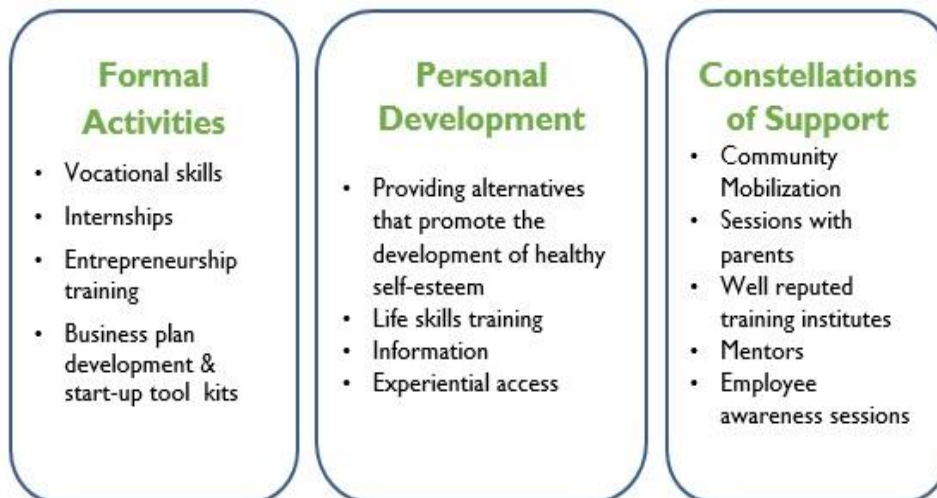
The intended impact of USAID Pathways to Success (PTS) activities can be summarized as providing adolescent girls with the opportunity to achieve an economically independent and self-sufficient life. This required an overhauling change in social perceptions, developing skills among girls and creating networks with the industry and providing financial assistance, internships and employment opportunities to trained girls.

Addressing gaps in the local systems entails providing an enabling environment for young women through skills training and formal education, and soft skills building with support from teachers, parents, and their community.

With a balanced combination of professional training and personal development, girls' confidence has strengthened and they will be better equipped to exercise responsibility on behalf of themselves and their peers to improve society and the political economy at large. Making girls' support networks enabling, rather than suppressing, is just as important as formal education. This will help create a society where women can make independent decisions for their own development and the welfare of society.

PTS led with agency through the vocational skills, internships, entrepreneurship training, business plan development and startup tool kits. These skills and activities will enable girls to be recognized for income generating potential and encourage families to keep girls in school longer and perceive them as useful members of the family.

Pathways to Success Design



Community Mobilization

Reaching out to communities was an important part of the success of PTS. If girls were to participate in the trainings, their families and communities had to trust the implementers and support the initiative. Our implementing partners utilized their local contacts to begin reaching out to the selected communities.

In order to build greater levels of trust with grass roots leadership and to gain feedback, the initial community mobilization sessions were arranged at project offices, where the district members including Nazims, Naib Nazims and Councilors were invited. The purpose of these sessions was to introduce the PTS project to community representatives and mobilize them to assist in organizing further mobilization sessions in their respective communities and to identify vulnerable target beneficiaries for the training program.

Fewer than 20% of the girls approached possessed any form of identification document. It was challenging at the time to convince parents and community elders complete necessary documentation and to simultaneously motivate them to get their daughters enrolled in the offered courses. The social mobilization team utilized various strategies including making announcements through local mosques after the Muslim call to prayer, attending Sunday church services, spending time with local elders to build rapport, and facilitating acquisition of formal identification document for all prospective students.

A publicity campaign was launched in conjunction with the community outreach campaign. This campaign included flyer/brochure dissemination and posters displayed in prominent places within local communities. Part of the publicity campaign was an information helpline staffed by an operator fully versed on the specifics of the program, including details about the technical and vocational skills being offered, the target group and incentives for participation. The helpline was active for three months, after which it was converted into a complaint hotline for beneficiaries to contact the team in case of any issues with their trainings, internships, family issues or workplaces environment.

The Project undertook a comprehensive process to identify, recruit and select 600 girls from the target communities. Efforts were made to provide an equal opportunity to girls from minority faith communities including Christian, Sikh and Hindu communities of Peshawar and girls with disabilities.

SUMMARY OF RESULTS

PTS achieved significant impact in terms of skill development, raising awareness and creating spaces for girls' education and employment at large.

The Project provided an opportunity to adolescent girls for increased mobility. Coming to and from the training centers, meeting with other girls, and interacting with successful women from their area and the country, helped spark their confidence and interest in personal development. Many of the program participants are going to pursue trainings, internship and employment leading to better future for them and their families.

The program also witnessed improvement in participants' attitude and interpersonal skills and believe that the local and national mentorship programs were instrumental.

TFP commissioned a qualitative research initiative to explore and document case studies of target adolescent girls. The respective report, which will be submitted separately from this activity report, will offer substantial qualitative data and insights regarding PTS impact.

Impact

2,935 girls received trainings on various skills under all three components of PTS. Registration of these girls from Karachi, Ghotki and Peshawar for their respective training programs followed an intensive community mobilization drive which was fundamental in changing perceptions about the economic participation of adolescent girls. Initiatives such as dedicated transport service for these girls and

assurances to the families of the girls' safety helped to develop positive perceptions regarding girls' vocational training and employment.

These girls were trained on various vocational skills, and provided work readiness, life skills and entrepreneurship training. The objectives of the project were broader than simply helping girls acquire new or improved skills. They included support in start-up activities and in searching for employment. Micro credit firms were engaged to provide micro-credit loans for enterprise start-up activities, and 112 girls received internships in various organizations for further skill development and professional training.

Outcomes

Through PTS, participants of the first two components acquired the skills and knowledge necessary to find employment. Their attitudes about the employability of women are positive and their increased abilities in specialized areas of work will demonstrate to employers the potential for female employees to succeed. Some women will be confident enough to start their own businesses, affirming the constructive role women can play in society. Participants of the third component would have increased knowledge, awareness, and confidence to make informed choices regarding their professional and personal lives and would have a more positive view of young women participating in the labor force.

By the end of this program, it was expected that each participant would have attended three to nine-month training and will have learned market-driven, income-generating skills. The objective is for these women to find employment in local businesses or start income-generating activities on their own, with support from the Training for Pakistan Project (TFP).

The following table summarizes the outcomes after implementing activities in two regions of Pakistan:

	Participants	Lead Partner Institutions	Outcome
Component 1: Formal technical training in public and private schools	girls aged 15 – 17	TVET training institutions	662 girls received scholarships to complete TVET trainings and develop in-demand technical skills 112 girls secured internships with local companies or CSOs (from the 662 above)
Component 2: Entrepreneurship and income generation training	girls aged 17 – 19	Local NGOs and CBOs	115 girls developed skills and networks needed to start their own businesses (from the 655 in Component One) 115 girls awarded start-up toolkits to start their own business
Component 3: Complementary programs to develop work readiness skills and promote awareness of career pathways for women in the workplace	girls aged 13 – 19	TVET training institutions, private industries, local NGOs	2223 girls participated in 2-hour career pathways events Community and family media campaigns in each province

The following results were delivered by the program activities

Component 1: Formal technical training in public and private schools for each regional project

- 662 girls have completed vocational/technical training

- 112 girls have completed internships for up to six months in duration

Component 2: Entrepreneurship and income generation training

- 115 girls have completed between three and six months of entrepreneurial or income generation training
- 115 girls received start up tool kits

Component 3: Complementary programs to develop work readiness skills (soft skills, life skills, ICT skills) and promote awareness of career pathways for women in the workplace

- 662 girls have attended at least three complementary programs from the following:
 - Life skills
 - Civics (including women's rights)
 - Counseling
 - Mentoring
 - IT
 - English
 - Job-readiness
- 2,223 high school girls have taken part in programs that promote awareness of issues such as women's rights, job-readiness, increased confidence, etc.

Additional observations include:

- Community mobilization is crucial as it linked the implementing partner with target beneficiaries
- Girls are open to non-traditional professions
- Exposure visits to industry and incubation centers helped the girls to focus on their goals
- Girls were able to augment their learning when they got the opportunity to link their classroom knowledge with workplace requirements
- Interaction and guidance of local mentors enabled the girls to understand and address the complexities towards their development in the local context
- Life skills training was highly appreciated because of the relevance to the girls' lives

Component 1: Formal technical training in public and private schools

Scholarships were provided to girl ages 15-19, to attend public and private TVET schools and private companies that offer technical training for 3-6 months. Three hundred and seventeen girls received training in Peshawar and 338 girls received training in Karachi and Ghotki. Public and private training institutes were engaged to impart 3-6 month trainings in traditional as well as non-traditional trades. Some training institutes had internal training programs of varying durations which were redesigned to align with PTS objectives. The subject areas/trades of trainings provided in the program were identified by the labor market survey.

In order to make the selection process clear, merit-based and inclusive, advertisements were given in newspapers and applications were invited through the specific training institutions in which that particular skill is being offered including references to incentives i.e. free tuition, travel allowance and stipends. The selection criteria included:

1. Age between 15-19 years
2. Low income households will be given preference.
3. Citizen of Pakistan, and resident of District Peshawar

Following a short-listing process of applications based on the criteria mentioned above, the girls underwent a personal interview with a selection committee comprising field officers and M&E officers.

PEAD Foundation organized the following 7 training courses for a total of 317 beneficiaries In Khyber Pakhtunkhwa:

No.	Training Course	Beneficiaries	Location	Duration
1	Web designing	25	Peshawar	3 months
2	Graphics designing	22	Peshawar	3 months
3	Stitching & Dressmaking	92	Peshawar	6 months
4	Beauty aesthetician	65	Peshawar	6 months
5	Fabric painting	30	Peshawar	3 months
6	Cooking and baking	60	Peshawar	6 months
7	Photography	30	Peshawar	3 months

Engro Foundation organized the following 7 training courses for a total of 338 beneficiaries In Sindh:

No.	Training Course	Beneficiaries	Location	Duration
1	Certificate in Information Technology	62	Karachi	4 months
2	Graphics Designing	57	Karachi	4 months
3	Early Childhood Education	71	Ghotki	4 months
4	Web Designing	36	Ghotki	4 months
5	MS Office & Administration	37	Ghotki	3 months
6	Beauty aesthetician	36	Ghotki	3 months
7	Artisans and textile	39	Ghotki	3 months

Young women in the above-mentioned trades attended the Life Skills and Work Readiness training along with the vocational skills training. The themes included, but were not limited to; building confidence and increasing motivation, professional CVs, cover letters, job applications, interviewing, and workplace behavior, leadership skills, girls/women's rights and civic responsibility, basic hygiene and sanitation, communication skills and stress management & conflict resolution.

To further support employability and gender equity, more than 15 employer awareness and gender sensitizations sessions were conducted to raise employer awareness on gender equality practices in the workplace, including workplace safety and security, awareness regarding harassment policies in the workplace, provision of separate toilets for female workers, etc. The sessions were also helpful for employers in designing mechanisms to improve gender equality in the workplace in their respective organizations. One-hundred employers representing various business such as beauty salons, dress makers and designers, photographers, training institutes, hotels and restaurants, and social welfare organizations were targeted by these sessions.

Both regional PTS programs placed the most qualified girls in 3-6 month internship programs. In Peshawar, 54 girls were placed in internship programs. Sixty-one beneficiaries successfully completed internships in Ghotki (37) and Karachi (24), with 7 beneficiaries receiving job offers. Businesses selected to host interns were provided support to improve the workplace environment for female workers. Four beneficiaries are employed as "Learning Facilitators" under a UNICEF Project implemented by IRC in Ghotki after completion of vocational training and 3 were employed in local ECE centers.

PEAD and Engro Foundation identified local mentors including professionals from relevant fields such as photographers, beauticians, graphic designers, ECE educators and dress designers. Local mentors provided trainees the opportunity to meet with local professionals in the field they had been studying. The local mentors visited respective training programs to share their experience and tips and techniques for beginners.

Component 2: Entrepreneurship and income generation training

Small-scale training on entrepreneurial and income-generation activities was provided to 100 girls aged 17 – 19, for a duration of up to three months. This component benefited girls who had completed upper high school including:

- PTS participants who completed component one
- Participants who had merit and need but have never completed formal training
- Participants who had completed formal training but were new to PTS

By the end of the program, a total of 61 young women in Sindh and 54 young women in KPK completed entrepreneurship training. The successful trainees of the technical and vocational training underwent an extensive entrepreneur training course of more than two months. The purpose of the training was to help them to start up their own small scale businesses individually or in groups. PEAD Foundation encouraged girls to start businesses in small cluster groups to increase target market.

The girls were divided into two cohorts for entrepreneurship training. The first cohort consisted of participants of the PTS component one as well as participants from outside PTS, whereas the second cohort only included the graduates from component one. These trainees were selected based on their aptitude, interest, performance, record of participation and attendance, and support from their families. The girls from outside PTS were selected on the basis of having prior technical and vocational skills or prior knowledge and expertise of running their own businesses and require particular entrepreneurship training to be successful entrepreneurs.

Engro Foundation partnered with INJAZ Pakistan to conduct the entrepreneurship training in Karachi and with IBA Sukkur to conduct the entrepreneurship training in Ghotki. PEAD Foundation implemented the entrepreneurship training with KP Women Chamber of Commerce & Industries. The curriculum for the training was designed by subject experts with experience designing similar trainings. In addition to formal lectures, the training also involved practical exercises, exposure visits and mentorship sessions.

After completing training, the girls would be able to:

- Elaborate key concepts of enterprise development: business cycle, business planning, marketing, costing & pricing and bookkeeping;
- Recognize and demonstrate personal entrepreneurial competencies;
- Develop and confidently present a business plan based on an understanding of the business cycle, market assessment and marketing mix plan, costing & pricing and financial management;
- Conceptualize, operate and close a practical business creation exercise;
- Elaborate key elements value chain framework particularly for business linkages;

Following the completion of the entrepreneurship training, participants developed and presented their business plans. The nature of participants' business plans varies greatly and includes creation of a new business or articulation of income-generating activities/strategies, and includes activities considered non-traditional for women. Each participant received a start-up toolkit according to their business

plan. Additionally, follow-up visits were conducted through the end of the project in March, 2018 to provide guidance and further support to the trainees who started home based businesses with their progress. The girls were encouraged to start businesses in small cluster groups to increase the target market. A total of 27 start-ups were created. Engro Foundation will continue working with the 39 PTS entrepreneurs based in Ghotki to provide support as they set up their start-ups. IBA Sukkur will also conduct follow-up mentoring sessions after project close out.

To further support the entrepreneurial enterprises of the participants, the PTS team reached out to a number of microfinance organizations for interest-free loans. Akhuwat Foundation worked with Engro Foundation to review and assess the girls' profiles for the provision of microcredit loans. Additionally, Kashf Foundation held sessions for the participants on business planning, best practices of business management, and micro-credit facilities for women they offer in Peshawar, Karachi and Ghotki.

Telenor Tameer Bank was brought onboard to introduce micro-financing to the entrepreneurship training beneficiaries. The bank held three detailed sessions during the training. The first session explained the mechanisms of microfinance and how it is relevant to small businesses. In the second session, the girls gained valuable information about financing opportunities in the future and developed an understanding of collateral and guarantors. The girls were asked to draw up cost structures and financing requirements for their respective business plans in the third session, which then focused on the specific financing needs of each business plan and how to address them through micro-financing. The importance of repaying loans and avoiding default was emphasized in discussions. The sessions were highly interactive and the Telenor Tameer team addressed queries of the participants. Contacts of individuals in bank branches located in the respective vicinities of the beneficiaries were shared.

Additionally, exposure visits to businesses, markets and incubation centers were conducted. These visits served as an important training tool, helping the beneficiaries to gain a better understanding of how businesses run through very concrete examples.

Almost all participants and their parents had positive comments about the training, particularly its ability to open their minds and allow them to understand the intricacies of starting a business. Another common comment was that the training was instrumental in enhancing their confidence. In particular, once they had undertaken the Business Creation Exercise, they realized that it is possible to start a business with just a small amount of cash, and that if the business planning is right, profit is always possible. Several participants commented that with limited financial resources they could improve their economic condition as a result of the training. Some participants also expressed an interest in finding ways to enable their friends from school and relatives to attend this training.

Component 3: Complementary programs to develop work readiness skills and promote awareness of career pathways for women in the workplace.

Complementary programs were offered to all participants to supplement the technical skills they gained through components one and two. Complementary programs focused on life skills, Information and Communications Technology (ICT), remedial English, and work-readiness skills (soft skills development, job seeking skills, networking, etc.) among others and were integrated into other trainings. Civic and girls' rights awareness activities were conducted to promote confidence, provide

knowledge to help girls who are making significant life decisions (health, marriage, etc.), and foster civic awareness.

The objective was to provide the target adolescent girls with enhanced skills and opportunities for successful careers and enriched lives. At the individual level the aim was to enhance the capacity of girls so that they can make decisions about their own life and act on them to achieve a desired outcome. At the community level this project aimed to boost shared prosperity.

The training were designed to:

- Elaborate life skills basic and professional skills and expertise.
- Explain opportunities for increasing employability skills and conducting successful job searches.
- Identify techniques and benefits of technology.
- Develop basic structure of professional CV.

The training sessions included the following activities/topics:

- The World of Work
- Professional Competencies
- Managing Stress
- Effective Leadership and Women Rights
- Conflict Resolution
- Assertive Communication at the Workplace
- Personal Entrepreneurial Competencies
- Basic Financial Education
- The World of Information Technology
- CV and Interview

The IPs were responsible for development of Life Skills Based Education (LSBE) and work readiness manuals considering local needs and realities. The TFP life skills instructional consultant worked closely with the IPs in the design and development of these training manuals. Some of the topics include Time Management, Hygiene, and Nutrition, Building Confidence, and Working with Enthusiasm. The TFP consultant standardized the LSBE manuals for consistency and quality assurance and some modifications were made to ensure the manuals were tailored to regional differences and needs. Expected reading comprehension level of trainees was taken into account and more practical information/activities were added rather than focusing solely on academic and theoretical knowledge. Case studies, activities, and discussion points were included consistently across the modules.

Counseling was provided to the participants and their families to encourage them in supporting the program. These were particularly helpful in addressing participant's concerns and ensured the girls were safe from harassment. Peer mentoring, using the Peer Cluster Approach, was utilized to help participants learn about their rights, abilities and opportunities in a supportive environment.

A social awareness campaign, conducted primarily through community meetings and print media influenced religious, cultural, political and commercial leaders to recognize the benefits of women entering the workforce and contributing to economic growth in their communities.

The girls expressed their interest in learning more about leadership skills and interviewing skills, as they wanted to contribute to their household incomes. Furthermore, the parents appreciated the increase in confidence demonstrated by the girls after LSBE training. They felt that the girls exhibited

greater responsibility for the tasks assigned to them and expressed their concerns about their health more frequently.



A student brainstorming leadership ideas in LSBE session under Component - III

Under the third component of the program, 1,101 young girls in Sindh and 1,122 young girls in KPK completed life skills and work readiness training.

MENTORSHIP PROGRAM

National Mentorship Program

A National Mentorship Program was built into PTS as a program within a program, to provide an opportunity to the beneficiaries to interact with prominent women in Pakistan from various fields and learn from their experience. The National Mentorship Program engaged mentors in diverse subject areas such as women legal rights, Sawara law, gender stereotypes and rules, family structures, communication, violence against women, personal empowerment through confidence building and decision making. More than 20 prominent women came forward to volunteer their participation in the National Mentor Network. An introductory session was held with all girls enrolled under PTS program to explain the mentorship program and its objectives to them. All potential mentees were then interviewed for shortlisting. They were asked to respond to questions which would judge their motivation to excel in life, their ability to cope with new challenges, competency on handling job requirements.

At least twice a month, following a structured process, the National Mentors will meet with their adolescent mentees to provide insight into their lives and advice on problem-solving, overcoming challenges, balancing cultural and gender norms, and exploring steps to professional success.

The following mentors were engaged for the National Mentorship Program:

Mentor	Profile
Rakhshanda Naaz	A lawyer and rights activist from Peshawar. Naz fought cases for women who were incarcerated under the Frontier Crimes Regulation (FCR). Her experience in legal rights made her a very appropriate mentor.

Mentor	Profile
Samar Minallah	Samar Minallah is a Mishwani Pashtun, from Haripur District, Hazara, Khyber Pakhtunkhwa province, and a filmmaker termed by the media as a 'crusader with the camera'. She is a pioneer in using film for social change in Pakistan.
Masarrat Misbah	A distinguished entrepreneur, cosmetologist and philanthropist. As a beautician, she is Pakistan's first beauty expert, who initiated the trend of professional beauty salons in the country.
Kiran Khan	An Olympic swimmer and one of the first international female swimmers for Pakistan. She first came to national attention at the 28th Pakistan National Games in 2001, where she won 7 gold medals, 3 silver medals and 3 bronze medals.
Dr Asia Asad	A practicing doctor with expertise in mother and child health
Dr Sadia Shafique	A practicing psychiatrist. She is running her own hospital in Peshawar. Her experience in interacting with young women about mental health issues makes her a most sought after public speaker.
Tanzila Khan	An International Motivational Speaker in Pakistan who is wheel chair bound. Tanzila is a writer and a soft skills trainer for development and corporate sector.
Sania Saeed	A prominent actor who has been working in theatre and television for over two decades. Sania is known for her roles that highlight women empowerment issues.
Simi Raheel	A Harvard Medical Graduate. Simi is a seasoned TV actress who has enjoyed success on all fronts. She is a spokesperson for social issues and has been associated with many social causes.
Dr Arfa Syeda	An educator who has been a teacher for over forty years. She is known for her eloquent command of Urdu and proficiency in the history of Urdu literature.
Moneeza Hashmi	The first female General Manager/Director Program of Pakistan Television. She is the recipient of many awards both local and international for portraying women issues on electronic media.
Hajra Khan	A footballer and the current captain of the Pakistan women's national football team. She plays as a striker or midfielder. She is associated with UN women and other related projects
Zainab Saeed	Head of Research and Development at Kashf Foundation. She is an entrepreneurship trainer and trains women in starting their own businesses.
Mehtab Akbar Rashdi	A well-known politician, educator, activist and anchorperson. She is a well-known and respected figure in political setup of the country having to her credit a long list of successful and impactful social projects.
Sultana Siddiqui	A Pakistani television director, producer and a businessperson from Karachi. She is the director of Hum Network Limited and the President of Hum Network Limited and the first woman who started her own TV channel.
Khush Bakht Shujaat	A Pakistani politician who has been a member of the National Assembly and the Senate of Pakistan since March 2015.
Roshanay Zafar	A founding member of Kashf Foundation and Kashf microfinance Bank Limited (FINCA Bank). Roshanay, through her organization provides soft terms loans and trainings to women for starting their own businesses.

The following sessions were conducted by the mentors:

Mentor	Topic	Location	No of Participants
Moneeza Hashmi	Your rights as a woman, how to handle a conflict situation.	Peshawar	211
Rakhshanda Naaz	Information about legal rights of women/girls	Peshawar	45
Samar Minallah	Fight against tribal tradition with a camera	Peshawar	45
Moneeza Hashmi	Gender awareness/stereotypes	Peshawar	38
Sarah Qureshi	Briefing about the program and importance of mentoring	Peshawar	150
Masarrat Misbah	Physical hygiene and its implications. Physical grooming and the importance of cleanliness	Peshawar	61
Kiran Khan	The impact of physical health and exercise on your over all life.	Peshawar	61
Dr Asia Asad	Women and children, health and politics	Peshawar	59
Dr Sadia Shafique	Mental health and how it can impact your life.	Peshawar	50
Tanzila Khan	Breaking Barriers:-The session was based on story of Tanzila Khan's life on breaking mental barriers and overcoming challenges to excel in this world.	Peshawar	28
Sarah Qureshi	Entrepreneurship	Peshawar	80
Rakhshanda Naaz	Session with Parents	Peshawar	45
Moneeza Hashmi	Violence against women	Ghotki	50
Moneeza Hashmi	Women's empowerment	Ghotki	105
Moneeza Hashmi	Briefing about the program and importance of mentoring	Ghotki	Complete Group
Sania Saeed	Self-knowledge and discovery through theatre games. Helping communication and building self confidence.	Ghotki	51
Simi Raheel	Self-awareness	Dharki	30
Moneeza Hashmi	Learning about Bano Qudsia's life and her achievements. Bano Qudsia is a well known Urdu writer of Pakistan.	Ghotki	20

Mentor	Topic	Location	No of Participants
Tanzila Khan	Breaking Barriers-The session was based on story of Tanzila Khan's life on breaking mental barriers and overcoming challenges to excel in this world.	Ghotki	29
Kiran Khan	Sanitation, physical health and exercise	Ghotki	20
Moneeza Hashmi	What can you achieve through the National Mentorship Program (NMP)	Karachi	35
Moneeza Hashmi	Gender awareness/stereotypes	Karachi	18
Moneeza Hashmi	Gender awareness/stereotypes	Karachi	17
Mehtab Akbar Rashdi	Orientation for entrepreneurship/women's empowerment	Karachi	18
Sarah Qureshi	Brief about the program and importance of mentoring	Karachi	200
Sultana Siddiqui	Self empowerment and challenges of becoming empowered.	Karachi	42
Simi Raheel	Gender/empowerment/self development and communication.	Karachi	37
Mehtab Akbar Rashdi	Self empowerment	Karachi	44
Tanzila Khan	Breaking Barriers-The session was based on story of Tanzila Khan's life on breaking mental barriers and overcoming challenges to excel in this world.	Karachi	41
Dr Arfa Syeda	Importance of mentorship (with parents) This session was to motivate the parents to continue to support their daughters even after the project ended.	Karachi	50
Khush Bakht Shujaat	How education can change your life and the lives of others.	Karachi	44
Hajra Khan	Importance of physical fitness and aiming high	Karachi	33
Roshanay Zafar	Entrepreneurship and setting up your own business.	Karachi	42
Kiran Khan	Finding the balance between physical health and emotional health.	Karachi	22

In addition to the sessions above conducted by individual mentors, the Project held two high level panel discussions with mentors. One-hundred and fifty people attended the first panel discussion, held in Islamabad, where mentors Seemi Raheel, Musarat Misbah, Rukshanda Naz, Saleema Hashmi, and Tanzila Khan discussed opportunities for adolescent girls in Pakistan.

The second panel event was also held in Islamabad and featured two sessions of panel discussions. The first discussion focused on the experience of PTS trainees and the role of their parents in their journey towards skill development, employability, and entrepreneurship. The second panel explored the support systems for personal growth of young women and featured Kiran Khan, Hajra Khan, Amra Mubashir, Danielle Sharaf, Ather Viqar Azeem, and Faheem Hamid.

For mentors it was an eye opening experience to meet with these girls and speak to them about their challenges and experiences. All the mentors were extremely pleased to have participated in this project and wished to have more time.

Overall the girls enjoyed learning from impressive women whom they otherwise may never have been able to access. The girls were actively engaged in the sessions and some of them approached the mentors and coordinators separately through calls or SMS to discuss matters on a more personal level. In group discussions with the coordinator, the girls shared that they and their families have noticed positive changes in their attitudes and that they have become more ambitious. Many girls expressed the desire to attend more mentoring sessions.

A few mentees shared their experience of the National Mentorship program:

Malka e Noor:

"I am really thankful to USAID for not merely training us in a high-demand beautician training course, but for also involving us in other programs, especially the national mentorship program. During Ms. Musarat Misbah and Dr. Sadia Shakeel's lectures, I not only learned advanced techniques in my field of training but also boosted my confidence to talk and face obstacles that could be a hindrance to my success. I also feel lucky that I was among the few trainees who were invited to the panel discussion of national mentorship program at Islamabad, because I feel after that both my mother and my father started backing me up even more, although they were always supportive."

Mawra Mujeeb:

"In the field of photography, your dress, confidence, and mental/physical health is very important. I really enjoyed and learned from the sessions on mental health and physical appearance. Moreover, inviting our parents to these sessions was an add-on because my mother really appreciated the session."

Muskan Shahid:

"The mentorship session was my favorite activity of the training. It not only provided us the opportunity to meet Pakistan's most successful women, but also allowed us to learn about the struggles they went through to achieve what they have now. After every session, I discussed with my parents whatever I learned that day. These women are my role models."

Local Mentoring Sessions

The aim of the local mentoring program was to identify mentors who had humble beginnings but excelled in their skills and/or started their businesses from the scratch. The mentors shared their experiences and the challenges they faced from a local perspective. Local mentorship proved to be

very effective in terms of context, first-hand knowledge and the availability of the mentors. Interaction with female entrepreneurs who started and eventually ran successful income generating businesses was motivational and provided first-hand knowledge and expertise on how to run a small scale enterprise in the local market.

PEAD Foundation identified local mentors including professionals including photographers, beauticians and dress designers with experience in the local area. The local mentors visited respective training programs, where they shared their experience and tips and techniques for beginners. At least ten local mentorship sessions were organized for the entrepreneurship trainees during the project.

In Karachi, volunteers from different backgrounds were engaged in local mentoring sessions. Professionals such as IT entrepreneurs, boutique owners, beauticians, pest controllers, and organic food producers provided a rich learning environment. Most local mentors were female with existing entrepreneurial start-ups, which was a deliberate choice in order to create a classroom environment where the students would be able to learn about experiences and challenges that could be directly applicable to them.

Local mentoring sessions were conducted by the Institute of Business Administration (IBA) Sukkur in Ghotki with entrepreneurship trainees and focused on their business plans. In addition, the Engro Fertilizer's female employees were engaged for local mentoring sessions.

CROSS-CUTTING THEMES

Advisory Board

In order to provide technical guidance to the project, an advisory board was formed in both provinces with representation from the government, TEVTA, local businesses, media houses, academics and other public/private institutes.

The main objectives of the advisory board were to provide technical and expert guidance for the project, identify businesses for internships, career counseling for the participating girls, assessing business plans of girls undergoing entrepreneurship course, providing counseling and mentoring to girls, work and lobby as group to ensure friendly work environments for girls.

The group from KP was comprised of the following members:

- Dr. Mehrtaj Roghani (Deputy Speaker KP Provincial Assembly)
- Dr. Anoosh Khan (Director-Gender Studies, UoP)
- Ms. Fouzia Inayat (President WCCI Peshawar)
- Mr. Malik Niaz Muhammad (Vice President KPCCI)
- Mr. Abbas Ali (Assistant Director-TEVTA)
- Mr. Naveed Ahmad (Project Manager-NIDA)
- Ms. Sameena Imtiaz (Executive Director-PEAD Foundation)
- Ms. Shamama Tul Amber (Former President of WCCI Peshawar)
- Mr. Haji Afzal (Former President KPCCI)
- Farzana Ali (Bureau Chief Aaj TV)
- Safiullah Gul (Bureau Chief Dunya TV)
- Ms. Rabia Basri (District Member)
- Ms. Neelofar (Owner Honey's Academy)

The group from Sindh was comprised of the following members:

- Mahnaz Rehman (Resident Director Aurat Foundation)
- Dr. Yameen Memon
- Sabiha Shah Moosvi
- Mustafa Baloch
- Dr Bilal Ahmed
- Mashall Chaudri

Gender Sensitivity Workshop/ Employer Awareness Sessions

During the project, a total of 10 employer awareness sessions were conducted. The purpose of these sessions was to a.) Raise awareness among employers regarding the provision of safe and secure working environments for women and b.) Identify organizations/institutions where trainees can work as interns. More than 100 employers, including representatives from beauty salons, dress makers and designers, photographers, training institutes, hotels and restaurants, and social welfare organizations attended. With the help of these sessions, fifty-six trainees were placed at internships in their respective trades of training.

These gender sensitivity workshops were conducted by Dr. Dilshad Ashraf and Dr. Nosheen Ali. Dr. Ashraf specializes in the fields of gender studies, curriculum studies, teacher development, education and development, qualitative research and equity issues in education. Dr. Dilshad has extensively advised the Sindh government on gender-inclusive education, and worked as the gender focal person for AKU-IED's Strengthening Teacher Education in Pakistan (STEP) which aimed at improvement in schools and teaching learning processes in the focused districts of Sindh and Balochistan.

Through these sessions, 19 employers were identified and provided internships to 56 trainees. Two of these employers have awarded interns full-time job contracts.

Two employers shared:

Jawad Afridi:

"I am a young entrepreneur heading a business (Syntank) in Peshawar. I am a photographer and cover wedding events. We have a small set-up in the Base Camp Peshawar, which is a facility for young entrepreneurs providing an office space to work. Prior to attending the Employers Awareness Session organized by PEAD, my team and I were basically unaware of the gender work place practices and sensitivity. We did not have an environment that facilitated girls and, being a male, often did not realized about gender sensitivity in our work place.

After attending the Employer Awareness Session, we are implementing the gender workplace practices in the Base Camp. I have volunteered to raise awareness on gender sensitivity in the workplace to other people doing work in the base-camp. We also have provided opportunities for girls who completed the photography course under the PTS project. Two trainees have been placed as interns in Synctank, and we are providing them with a good working environment in order to boost their confidence and motivate them to pursue their professional ambitions."

Ms. Neelaufar:

"My vocational center for young girls, Honey's Academy, has been offering skill trainings for females for the last two decades. Gender sensitivity is very important and we make sure that we implement the basic practices in the workplace. The awareness session gave me an opportunity to learn about contemporary practices related to gender sensitivity in the workplace in detail. It also gave me a chance to share my experiences and learn from other entrepreneurs regarding the importance of how gender workplace practices to development a good working environment. I also learned about gender based harassment in workplaces and practices to cope with

these issues. My academy is also providing internship opportunity to successful trainees of web-designing and graphic designing course. This is a female-oriented academy that provides a family-like environment and implemented gender workplace practices”.

SUCCESS STORY EXCERPTS-KHYBER PAKHTUNKHWA

Saadia Ibrahim (Mehr Stitching House)

Saadia Ibrahim, a resident of Pakha Ghulam and beneficiary of the Pathways to Success.

“I belong to a very poor family. My father has no permanent source of income. Due to social and economic conditions, I had always thought that I was a ‘nobody’ in the world. I had no confidence or self-worth. But after six months of getting vocational skill for dress making and two months of entrepreneurship and income generation training, I feel much more confident. My sister and I started the Mehr Stitching House. We used our stipend money and start-up tool kit to set up the business. We stitch approximately 37-40 suits a month and earn around 15000 – 18000 per month. Because of the business techniques we learned during the Entrepreneurship Course we make around 8000-10000 profit per month, and we look forward to expanding our business by purchasing “Peeko” and “Overlock” machines to facilitate our customers”.

Urooj Sattar (Mystique Imaginations)

Urooj Sattar is a 19 year old young girl from a marginalized Christian community of Peshawar. Her father works in the Sanitation Department at Peshawar University.

“We girls from minority communities are always discriminated and looked upon by society as strangers. It was difficult for me to deal with the attitudes of people towards us when I was growing up. I’ve always loved photography but it’s an expensive profession and there is a lack of opportunities for girls in Peshawar, so I never learned professional photography skills. Thanks to Pathways to Success, my dream turned into reality. I was further motivated and inspired by my trainer who has studied engineering but pursued his passion in a career in Photography and turned it into a successful business. During the course, we learned about photography and were equipped with modern methods and techniques. It was an overwhelming experience to learn to use the camera manually, as I had previously used to take photographs on auto-mode. During the course I became friends with Aiman Zeb, and soon our common interests made us to decide to take pursue photography as a profession. We launched our photography business under the name Mystique Imaginations. With support from our trainer we started to shoot family events under his supervision and made a Facebook page to highlight our work through social media.

<https://www.facebook.com/MystiqueImaginations/>

We were fortunate enough to become part of the Entrepreneurship Course, where we received knowledge and skills in running a business and how to make it effective. The course helped us to move in the right direction with our photography business. We currently shoot events like weddings, family gatherings, birthday parties, and more.. The profession of photography for girls in Peshawar has a bright future, since families mostly like and are satisfied to have a female photographer capturing their family events. I received an overwhelmingly positive response from the families when capture photographs. With the grace of God, we both are doing well

and have a good start with receiving contracts and work from senior photographers. We divide our earnings equally and split them in three-parts. One part of the earnings is kept for purchasing equipment. My family provides strong support in the growth of the business and see me as a successful entrepreneur. I want to use my skills and abilities to prove that girls can do well in any profession.”

Suraksha Chawla

Suraksha Chawal is a young girl belonging to an underprivileged Hindu Community of Peshawar.

“My mother used to run a small beautician parlor at home to support our family. However, due to domestic issues and financial constraints she had to close it down. When she heard about the Pathways to Success project after attending a community mobilization session, she asked me to join the entrepreneurship training. I was keen to support the family by generating income and had already learned basic beautician techniques but lacked the confidence and skills required to run a small business on my own. After completing the entrepreneurship training, I turned one room of the house into a beauty parlor. The course not only provided me with basic knowledge about how to run a small business on my own, but also provided me with the confidence to feel that I can do it on my own. The start-up toolkit was the best thing to have come out of the project, as I lacked the money for basic equipment. Now I can easily run my business. I am now a role model for other girls from my community.”

Malaika Sardar

Malaika Sardar is an 18-year-old resident of Dalazak Road, Peshawar.

“My father is a shopkeeper. Due to financial issues, I had to discontinue my studies after passing SSC. In March 2017, a team from PEAD foundation came to our area and arranged a community awareness session about Pathways to Success (PTS). I was very happy to learn about the project and about the free training courses for girls. With support from my family, I enrolled in the 3 month fabric painting course at Government Technical & Vocational Center (GTVC) in Peshawar, offered by PEAD Foundation. I loved drawing and painting since my childhood. My family members and friends always admired my creativity and I used to play with colors and make beautiful drawings. I had some basic knowledge and skills regarding Fabric Painting/Art work but had never attended any formal training course due to a lack of resources and opportunities. PTS offered not only practical skills training but also provided motivation, mentoring and life skills. I learned new techniques and methods under the supervision of experienced teachers and trainers. During the course I was able to exhibit my skills, and my trainers who encouraged me to pursue this as a profession. I won an appreciation award during an art-exhibition carried out by PEAD Foundation in Peshawar in October 2017 and received an award for my paintings from honorable deputy speaker, Khyber Pakhtunkhwa Assembly, Dr. Mehrtaj Roghani. She acknowledged and admired my paintings which was a huge honor for me and motivated me to pursue my dreams of becoming an artist. I was also offered a paid internship by PEAD Foundation at the Art & Design Department, College of Home Economics Peshawar. This was an amazing opportunity for me, both financially and professionally. The stipend helped me to support my family. In professional terms, the internship enhanced my professional career in this field, as working in the Art-Design department is allowing me to enhance my skills and learn new things under the guidance of experienced teachers. I am confident and optimistic that after completion of the internship, I will be able to run my own painting business and ultimately earn enough to fulfill the needs of my family and raise our living standards.”

SUCCESS STORIES EXCERPTS –SINDH

Alfia Naz

Alfia Naz is a 15-year-old girl from the Baloch community who lives with her parents and three siblings in the conflict and crime affected area Singoolane of Lyari town. Lyari is the smallest town in Karachi, but also the most densely populated. Gang wars and poverty are usually associated with Lyari. Due to security risks, attendance in schools remains volatile. Alfia Naz faces these risks daily to go to school. Alfia was hesitant and unsure about the training at first, but after understanding the different components of the LSBE training, she readily agreed to participate. Alfia had thought about leaving school many times due to verbal taunts she had to face from street boys while going to school. This affected her confidence negatively and made her afraid each day. She thought that LSBE would be an opportunity to tackle these fears. After completing the LSBE training, Alfia feels that she has now come to terms with her fear because she is now equipped with mental strategies and exercises to deal with it. She aims to become a life coach and mentor for her younger siblings. According to her parents, she now expresses her opinion more frequently in family discussions.

Mariam Rafique Arain

Mariam Rafique Arain, 18 years old, is a resident of the Mian Abdul Sami Muhalla of UC Deharki, District Ghotki. Her father is a Rickshaw Driver. She has 3 siblings, including 2 sisters and 1 brother.

After completing intermediate, Mariam started teaching at a private school where she worked on a monthly salary of PKR 8,000.

The IRC team conducted a mobilization session in her neighborhood that Mariam's sister attended. Her sister told Mariam about the opportunity for vocational training courses, and Mariam contacted the IRC field team to express her interest in the ECE course and the Pathways to Success Project. Mariam left her job so she could join the ECE classes. She realized the importance of ECE training during her experience as a teacher.

Mariam comes from a lower middle-class family. Quitting her job for the training had various financial implications for Mariam and her family; therefore, she has now joined the Leads Teaching Academy as a tutor during the evening and receives a PKR 4,000 salary.

Mariam is excited to have learned about teaching techniques and concepts of assembly during the ECE training. She is very optimistic and enthusiastic about the teaching profession and wants to establish a Montessori in her city. After completing her training, she was selected for an internship and placed at Sahara Welfare School. Based on her performance, she was offered a job at end of internship, where she earns more than 10,000 per month.

CHALLENGES AND SOLUTIONS

Throughout PTS, the challenges were numerous, varying in their intensity and scale. But, through these challenges, new and innovative methods were tried and tested, producing fruitful results. The challenges and strategies adopted to tackle them are outlined in the table below:

Issues/Challenges	Strategies Adopted	Outcome
School selection and motivating the school head for cooperation while sharing required data before acquiring permission.	Indus Resource Centre (IRC) and Engro Foundation (EF) staff visited short-listed schools frequently and tried to motivate Head Mistress (Head of the schools) for facilitation in initial phase of the project.	Two secondary schools were selected for the intervention. School administration have been supporting throughout the project.
Obtaining NOC from authorities	NOC issue was a big challenge at initial stage of the project in which government authorities didn't support therefore IRC team frequently visited the government offices and with the support of ENGRO Foundation NOC was issued for three towns.	NOC obtained through closed coordination and support from EF
Teachers selection and participation for TOT of LSBE training.	At start, teachers didn't agree to join for 4-6 months project intervention. IRC project staff mobilized the administration and teachers to obtain their support for LSBE training implementation in schools. Through close-coordination and mobilization efforts, school administration allowed teachers for TOT and teachers participated in TOT and they are been conducting the sessions according to the schedule.	Two TOTs for LSBE-I & II were conducted at schedule and teachers participated as per planning.
Target achievement of 600 trainees for LSBE training.	In government schools, low-attendance is a trend therefore IRC project team motivated students to attend the school and regularly as they can be registered for the training. Motivational conversation and sharing importance of the LSBE helped to register 600 students.	Target achieved within the time.
Data collection activities in schools during class timings and permission for pre-training survey.	Data collection in government institutes is very sensitive nowadays therefore school administration was not allowing to do so therefore IRC staff again mobilized them and shared the monitoring tools which were to be used for data collection.	Close coordination and discussion resulted the activity was done timely.
Complications in monitoring-tools and tricky questions made activity time-taking and bit difficult to achieve timely.	Through time-taking translation exercise and probing activity helped to overcome this challenge.	Data was collection timely.

Issues/Challenges	Strategies Adopted	Outcome
Time table formation for LSBE sessions because it was taking two periods of school schedule.	IRC project team met HM and teachers for formation of time-table of LSBE sessions and it took a time to finalize because teachers tried to reduce the session time, but motivational efforts of project team made it feasible.	Time-table formed through mutual consultation.
To Keep registered students attending the LSBE sessions regularly.	IRC team tried to motivate students to attend sessions regularly.	Through coordination and motivation attendance was maintained which resulted 500+ students were present in sessions.
Training manuals are in English language which was very difficult to teach in schools because of students understanding level.	Teachers and IRC project staff tried their best to made it easy and understandable for trainees. Translation efforts made it easy to solve overcome it.	Students are being learning through collective effort.

Best Practices and Lessons Learned

- There is still a lack of interest and skepticism of women and girls working in unconventional trades as evidenced by 80% of the identified beneficiaries having showed interest in either beautician or dress making. The Project recommends orientation sessions at the education institutes to introduce opportunities in unconventional trades.
- The inclusion of community leaders in the community mobilization campaign allowed easier access to communities for mobilization and outreach. The decision to go to the communities in support of women councilors and political workers provided more effective community outreach.
- The decision/strategy to enroll extra trainees under component-I of the PTS vocational training was sound. As a result, despite 8 drop outs from one vocational course, the overall target beneficiary under the same component exceeded the original target.
- Providing transportation services remained one of the key best practices. This has increased the level of trust and confidence of parents and families in the training project and reduced unnecessary security risks for the beneficiaries.
- Given the conservative atmosphere of Khyber Pakhtunkhwa, the selection of training institutions for girls showed that choosing girls-only institutions had a positive effect on trust building with communities and families, and allowed for greater and more effective participation of girls.
- PEAD Foundation's local team members continued to monitor training activities and supported trainees who had not been performing well. Encouraging the girls and pairing them with other bright students helped improve their performances.
- The institutions were encouraged to offer small incentives for good performers during the training to encourage other girls to actively engage in the outcome of the training. This also had a good impact.
- One of the lessons learned involved micro-finance and linking trainees under entrepreneurship to be able to get small and medium loans. Due to the age limit, the majority of MFIs were reluctant in

supporting trainees since a majority did not have Computerized National Identity Cards (CNICs). However, even when MFIs which were willing to offer small loans to trainees were identified and linked with trainees, there remained a general lack of interest among the trainees. Upon further investigation, trainees informed team members that their families were not supportive of procuring loans.

- In technical courses such as web and graphic design and photography, it was observed that girls with a higher education level were able to grasp more of the skills.

CONCLUSION AND RECOMMENDATIONS

Pathways to Success provided trainees with specialized training reflecting market needs and/or personal interest, and were in a position to seek employment while many started their own businesses. Pathways to Success not only addressed the targeted adolescent girls' needs for knowledge and skills to find employment, but also provided them with confidence, motivation and mentoring through local examples and successful businesses. The project also helped spread positive attitudes about the employability of women, increased girls' skills in specialized areas of work, and demonstrated to employers the potential of female employees to succeed.

Some participants were confident enough to start their own businesses, affirming the constructive role women can play in society. Participants also developed increased knowledge, awareness and confidence to make informed choices regarding their professional and personal lives and had a more positive view of young women working and earning incomes.

Girls participating in the program have also served as agents of change in increasing adolescents' participation in secondary and tertiary education as well as productive labor in their communities. Their enhanced skills and income-generating role continues to demonstrate to other girls and their families the positive impact that educated and employed young women can have in their families and communities.

Based on feedback and observations, the Project makes the following recommendations:

- Remove the age restriction of trainees
- Allow more time for the community mobilization phase
- Teach the beautician course at beauty salons rather than training institutes to provide trainees first-hand experience
- Identify grant opportunities for trainees as opposed to micro-finance opportunities because trainees and their families are reluctant to apply for loans
- Introduce more non-conventional training courses; there was an unexpected positive response to these courses such as photography and cooking/baking
- The course length for more technical and specialized courses such as web and graphic design should be longer