



## A SYSTEMATIC REVIEW PROTOCOL

# Qualitative Evidence on Barriers to and Facilitators of Women's Participation in Higher or Growing Productivity and Male-Dominated Labor Market Sectors in Low- and Middle-Income Countries

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# Contents

Abstract .....	1
1. Background .....	1
1.1 Aims and rationale for review	1
1.2 Policy and research background	2
1.3 Definitional and conceptual issues	4
1.4 Review objectives	9
1.5 Review team	10
2. Methodology .....	10
2.1 Type of review	10
2.2 Criteria for inclusion of studies in the review	12
2.3 Search strategy for identification of relevant studies	14
2.4 Data extraction	20
2.5 Appraisal of quality of studies	21
2.6 Method of synthesis	22
2.7 Assessment of confidence in the review findings	24
3. Timeline .....	23
4. References .....	28
Appendix 1.1 Roles and Responsibilities .....	32
Appendix 2.1 PRISMA Checklist.....	34
Appendix 2.2 Mapping Keywords .....	36
Appendix 2.3 Data Extraction Tool .....	37
Appendix 2.4 List of Low- and Middle-Income Countries .....	40
Appendix 2.5 Search Terms .....	46
Appendix 2.6 Quality Appraisal Tool .....	51

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# Abstract

Globally, women's participation in the labor force continues to be lower than men's and varies across sectors. This inequality in labor force participation is especially pronounced in higher and growing productivity sectors. With this systematic review, we aim to review qualitative studies on the barriers to and facilitators of women's participation in higher or growing productivity labor market sectors that are male-dominated in low- and middle-income countries.

We will conduct our systematic review in two stages: a first stage of an initial scoping exercise and a second stage of full systematic review. The aims of the first stage scoping exercise are to set the boundaries of the review and to map the diversity of the studies captured by the search strategy. In the second stage, we will conduct a systematic review of all research evidence that we decide to include in our review, screening full text of relevant studies, providing detailed coding of key data from relevant studies, assessing the quality of these studies, and synthesizing their findings.

We will identify studies by conducting a bibliographic search of 18 databases. We will also draw on the grey literature by handsearching more than 35 topic-specific websites. Studies we will consider for our review will be limited to those published in English from 2000 onwards.

We will use review-specific and standardized tools to extract data from and to critically appraise all relevant studies for our systematic review. The coding will be designed to capture study aims and objectives, population characteristics, study methods, outcomes, mechanisms (barriers and enablers), limitations, and recommendations. The method of our synthesis will be thematic synthesis.

At the end of our review we will produce a technical review report and a more accessible summary. Both reports will be made publicly available.



# 1. Background

## 1.1 Aims and rationale for review

Despite significant global progress toward gender equality across several key indicators in the economic, social, political, and legal realms, a substantial difference persists in labor force participation rates between men and women in low- and middle-income countries (ILO 2013). Women are twice as likely to work in part-time employment than men and are more likely, in general, to be in vulnerable employment. Furthermore, labor markets continue to be gender-segregated, with women being overrepresented in public administration, community, social and other services (ILO 2012) and underrepresented in sectors where productivity is high or growing such as commercial agriculture, energy, trade, transportation, accommodation and food, and business administration services (ILO 2010; ILO 2012; UCL 2016).

Despite some decline in occupational segregation globally through the mid-1990s, both horizontal segregation (overrepresentation of women in certain occupations) and vertical segregation (also known as the “glass ceiling,” or less pay and responsibility for women than men for the same job irrespective of the skill level or experience) have shown no improvement since that time (European Commission 2009; ILO 2012). Reducing these persistent differences between men and women in the labor market will not only increase women’s access to economic and social opportunities but can also promote economic growth, increase economic output, and reduce poverty (ILO 2016).

The current review will advance understanding of these issues by systematically reviewing qualitative literature to address the following key question:

***What are the main barriers to, and facilitators of, women’s employment in sectors with higher or growing productivity that are male dominated in low- and middle-income countries?***

## 1.2 Policy and research background

Policymakers have implemented programs, policies, and other strategies to redress economic inequities not only to protect women's basic human rights, but also to achieve the gains in economic growth and productivity that women's full participation in the labor market can provide (Duflo 2010). A recent systematic review (Langer et al. 2017) identified evidence that certain interventions were effective in increasing women's participation in high-productivity sectors in low- and middle-income countries. In particular, the analysis found sufficient evidence to conclude that combined job training and job placement interventions are effective at improving women's wage labor employment and income.

A better understanding of the barriers and facilitators to women's participation in higher productivity and higher-paying sectors can help inform ongoing efforts and the development of future interventions to increase women's economic empowerment. Women's economic empowerment has been identified as a high priority for international development policy, as reflected by the establishment of the UN High-Level Panel Women's Economic Empowerment to advance recommendations for women's economic empowerment in the context of the 2030 Agenda for Sustainable Development.<sup>1</sup>

A wide range of factors hinder women's participation in the labor market, especially in higher productivity sectors that are male-dominated. In a recent review of the literature primarily focused on low- and middle-income countries (Peters et al. 2016), we identified barriers to women's economic empowerment and labor force participation across all sectors. These barriers include, among others, the limited availability of child/dependent care and lack of policies that facilitate work-family balance; discrimination and differential legal rights for women; and violence against women and girls.

A narrower literature identifies barriers to women's participation in high-productivity and/or male-dominated sectors. Such factors include harassment and discrimination in the workplace; institutional discrimination in the market; access to credit and capital; lack of technical and business skills to assume senior positions; social norms; and behavioral biases (CGD 2016; Eftimie et al. 2009; ILO 2016; Kabeer 2012; Kahnemann 2011; ODI 2016; Peters et al. 2016; Pronyk et al. 2006; Raghavendra et al. 2013; Ribero & Sánchez 2004; Sabia et al. 2013; Samman et al. 2016; Thaler & Sunstein 2008; Uma Devi 2005; UN 2013). Some of these barriers

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<sup>1</sup> See [www.womenseconomicempowerment.org](http://www.womenseconomicempowerment.org)

have been the subject of recent studies focused on low- and middle-income countries (e.g., Samman et al. 2016 on dependent care or Eftimie et al. 2009 on gender discrimination and the extractive industries).

Although these separate studies have been helpful in identifying barriers, there is a clear need to synthesize what is known and to identify knowledge gaps. Our review will address this by summarizing the state of qualitative research on barriers to and facilitators of women's participation in higher productivity market sectors that are male-dominated and on how these factors operate to support or deter women's participation in these sectors. We deliberately focus on studies using either only qualitative methods or mixed methods (in which case we focus only on findings drawn from qualitative methods).

Our focus on qualitative research complements a recent systematic review on this topic focused on quantitative methods (Langer et al. 2017), which will enhance understanding of women's participation in key sectors through inclusion of a broader range of methodologies. Qualitative reviews can be central to exploring aspects of social and economic experiences that cannot be fully captured in quantitative analysis, and growing interest in qualitative reviews reflects an understanding that they can add to knowledge gained from quantitative synthesis (Gough 2015; Seers 2015).

To illustrate with a comparison of primary studies, a recent Urban Institute survey of refugees in Pakistan produced quantitative findings showing that women have smaller social networks than men. Qualitative research conducted with focus groups helped explain the mechanisms behind this finding, namely that cultural norms limit the time women may spend outside their homes and result in women's networks being dominated by close friends and family within their neighborhoods (Malik et al. 2017).

As this systematic review is intended to complement the findings in Langer et al. (2017), we follow that review and include mixed methods studies in our review, focusing on portions of the analysis relevant to our synthesis. Researchers employ mixed methods for a variety of reasons (Atkins et al. 2012), and including them in our review ensures that we capture any relevant findings for our analysis. Some mixed methods studies publish qualitative and quantitative reports as separate documents, but others present both in the same report; thus, including only qualitative studies in our searches would risk missing relevant research. Additionally, mixed methods studies that include a quantitative component may be primarily qualitative in in

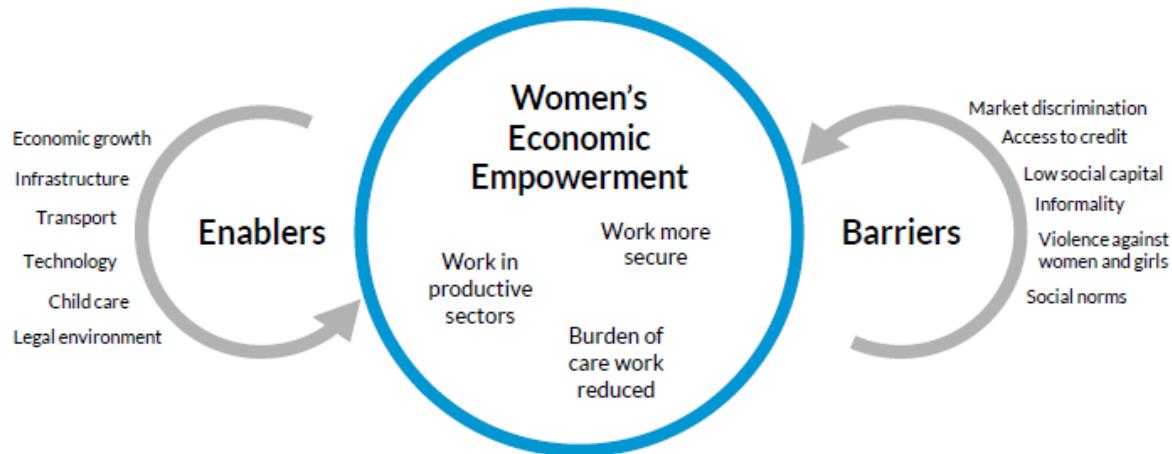
nature. As described below, our review will include studies where the qualitative component(s) comprise a substantial feature of the study and contribute substantively to the findings

### 1.3 Definitional and conceptual issues

In Figure 1, we illustrate the conceptual model that guided our recent evidence review on women's economic empowerment (Peters et al. 2016). One important aspect of women's economic empowerment, as can be seen in the figure, is women's work in more productive sectors.

We intend to develop a conceptual framework based on the one presented in Figure 1, but one that focuses on the narrower question of the current systematic review – barriers to and enablers of work in higher or growing productivity sectors of the economy that are male-dominated. We will organize our initial broad mapping of the literature by enablers and barriers identified below and then refine the conceptual model based on the findings of the thematic synthesis. The preliminary conceptual framework will inform decisions about the scope of our review but will be subject to potentially substantial revision as we gain a more detailed understanding through the application of thematic synthesis in our review.

**FIGURE 1**  
**Visualization of the Preliminary Conceptual Framework**



**Source:** Slightly modified from Peters et al. (2016). *Women's Economic Empowerment: A Review of Evidence on Enablers and Barriers*.

At the outset of this review, we envision enablers being factors or policies benefiting broader society (e.g. economic growth or infrastructure) or those focused on women (e.g. child care or safer transport). Similarly, barriers include both deeply embedded, and thus slower to change, traditional norms regarding women's role in society and more actionable problems (e.g. access to credit). These enablers and barriers are described in greater detail below. As the review progresses, we will be able to assess what the literature says about how each of these factors can be effective specifically in promoting women's participation in higher productivity sectors, as opposed to their role in promotion women's labor force participation in general. Further, the framework will evolve through the review process and may address additional elements, such as the role of men in unpaid care work, access to assets, social protection, or women's representation as economic decisionmakers.

### **Enablers**

- Economic growth: results in growing demand for labor, which creates incentives for employers to hire more female workers. This is particularly true in markets with high male employment that reduces the size of the available male talent pool.
- Infrastructure: investments and resulting improvements in public service delivery, such as rural electrification, reduce burdens on women's time, freeing up time for leisure and more economically productive activities.
- Transportation: transport that is accessible and safe for women, particularly in urban areas, is essential both to their participation in the labor market and in ensuring they can work at times of their choice.
- Technology: technology diffusion increases women's access to education and training (e.g., online instruction) and political involvement (social media), and it provides greater market access, particularly given growth of the gig economy. Technology can also reduce women's time burden through labor-saving appliances and infrastructure.
- Child care: provision of child care is an important enabler of women's economic empowerment; reducing the time women need to spend providing care increases their ability to join and thrive within the labor market.
- Legal environment: protections for women's rights, such as land ownership and greater control over assets, facilitate entrepreneurship and create enabling conditions for women to progress into higher productivity jobs.

## Barriers

- Social norms: prevailing norms regarding women's role in society (e.g. primary responsibility for household chores and care duties; appropriateness of particular occupations for women) severely restrict their access to economic opportunity.
- Violence: experienced violence or the threat of victimization at home or in public or workplaces causes absenteeism and prevents women from becoming part of the labor market, resulting in tangible economic losses.
- Size of the informal economy: in low- and middle-income countries, women's jobs are often concentrated in the informal economy, particularly as home-based and domestic workers. These jobs are unregulated and underpaid, making women more susceptible to abuse.
- Social capital: for low-income individuals, social capital often serves as the primary social protection mechanism, particularly in times of crises such as loss of job or property. Women's social networks are often limited and thus less likely to serve this purpose.
- Access to credit: for women, access to credit is limited by lack of control over bankable assets, which prevents women-owned businesses from growing or lending being a source of social protection at critical junctures.

Occupational segregation is central to the question of women's access to high productivity jobs. This topic is well researched in the economics and sociology literature, which includes clear evidence of a greater concentration of women in industries and occupations paying less than those dominated by men (Anker 1997; Oostendorp 2009; World Bank 2011). Though not all barriers are a result of this, it is important to understand the demand side (why employers are less likely to hire women in high productivity jobs) and the supply side (why women may self-select out of occupations that they are qualified for but may not pursue because of gendered stereotypes).

This self-selection is an outcome of a complex interplay of several policy, legal, social, and economic factors. For example, Salinas and Romani (2014) emphasize the pivotal role of social norms and accompanying conceptualizing of what constitutes "women's work" and "men's work" in the context of recruiting women for mining jobs. These gender differences in concentration of occupations, industries, and productivity levels are also associated with

women's different information networks (Contreras et al. 2007), firms' discriminatory hiring and promoting practices (Abbas et al. 2011), and laws and customs protecting existing workers against new workers gaining ground (Razavi et al. 2012).

In focusing on higher productivity sectors, we may include other factors or discover that some factors in the figure are less relevant in the context of the current systematic review. In simple conceptual terms, productivity is defined as output per worker (Syberson 2011). Hence, in high-productivity sectors such as finance or software engineering, workers require advance technical and problem-solving skills that command higher salaries. These are the opposite of low-skilled employment, such as brick laying or home moving services, which do not require higher education and thus do not command as high salaries in the labor market. By targeting our searches on specific higher productivity sectors such as commercial agriculture, energy, trade, transportation, and business administration services, we expect to uncover more specific barriers and enablers.

Our review is concerned with barriers to and enablers of both formal and informal wage labor outcomes. The informal economy includes income-generating activities that are not covered, or insufficiently covered, by formal arrangements (ILO 2002). Informal wage labor takes place outside of the recognized system; it is not taxed, regulated, or monitored by government. Its inclusion in this review is important because the informal sector is a large share of employment in the developing world, accounting for an estimated 50 percent of GDP in developing economies in 2010 and employing as much as 40 to 80 percent of the working population (Charmes 2012; ILO 2004).

Women and youth are disproportionately represented in the informal economy and are often the most marginalized (ILO 2013). Operating outside of state protective systems can leave women vulnerable to poverty, exploitation, and abuse. Most workers in the informal economy are poor or low-income. Nevertheless, informal work is an important part of economic life in the developing world and can provide meaningful economic opportunity (Darbi, Hall, & Knott 2018). Additionally, this sector is diverse – for example, the informal economy includes successful enterprises that operate outside the formal sector, in part to avoid taxes or regulations (ILO 2013). Consistent with most literature on the informal economy, and given the focus on women's empowerment, we exclude businesses that focus on illegal criminal activity (Losby et al. 2002).

Additionally, to more fully address economic empowerment within the context of wage labor employment, our review includes research on outcomes associated with career progression, entrepreneurial success, and vertical segregation. These outcomes are important for understanding women's access to full economic opportunity. Women in low- and middle-income countries tend not only to be underrepresented in wage employment (horizontal segregation) but also concentrated in lower-status, lower-earning positions with less decision-making authority (vertical segregation) (ILO 2016).

### **Higher-productivity sectors that are male dominated**

This systematic review will cover only studies on women's participation in higher or growing productivity sectors that are male-dominated (UCL 2016). We restrict our review to the specific sectors below.

- Accommodation and food
- Business administration services
- Commercial agriculture
- Energy (i.e., mining and quarrying, electricity, gas and water supply)
- Finance
- Trade
- Transportation

### **Challenges**

We expect to encounter some challenges as we proceed with the review. First, many valuable resources will be found outside the academic literature, so we will need to be very attentive to the grey literature (published outside of academic publication channels). Second, synthesizing qualitative studies is not as straightforward as synthesizing quantitative studies with tight causal inferences using meta-analytic techniques. We have engaged an expert in qualitative synthesis methods to help guide us throughout the process, ensuring that all steps in the review are geared to address the particular challenges associated with reviewing qualitative studies.

Third, there are many barriers and enablers, so the review is likely to be unwieldy unless we are able to narrow the focus. This is why we will present a clear conceptual framework, similar to the one above, to help us organize, synthesize, and link the studies that we find. At the same time, we will want to surface important information suggesting elements or processes are missing from the current framework. While the preliminary conceptual framework will inform the scope of our review, we expect to develop a much more detailed understanding of barriers and enablers through thematic synthesis, as described in greater detail below. This may result in substantial revisions to the framework we present in our final report, depending on what we are able to learn from the systematic review.

## 1.4 Review objectives

This review has several objectives:

1. Identify the scale of qualitative studies on the barriers to and facilitators of women's participation in higher or growing productivity labor market sectors that are male-dominated in low- and middle-income countries;
2. Assess the quality of this literature;
3. Summarize the findings of research in this area—limiting to high, or high and moderate quality studies<sup>2</sup>—describing the factors that serve as barriers to and facilitators of women's participation and how these factors operate to influence women's participation; and
4. Show how findings differ for key sub-groups of women, including but not limited to those defined by women's age, stage in the life course (i.e. transition from school to work, early adult, post-child birth etc.), education, disability, residence in urban or rural settings, and residence in conflict or forced-migration settings.

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<sup>2</sup> Our goal is to limit the review to high-quality studies based on specific quality appraisal criteria described in this protocol. If we find an insufficient number of studies meeting the high-quality criteria, we may include moderate quality studies in the final review as well.

## 1.5 Review team

This review will be co-led by Dr. H. Elizabeth Peters and Dr. Dorothy L. Espelage. Urban Institute researchers Tyler Woods, Emily Reimal, Micaela Lipman, Carol Tripp, Janet Malzahn, Erica Undeland, and Gayane Baghdasaryan as well as University of Florida researchers Alberto Valido, America el Sheikh, and Ally Montesion will support the screening and coding activities under the senior review of Drs. Yasemin Irvin-Erickson, Ammar Malik, and Shirley Adelstein. Urban Institute's information scientist Rachel Lewin will assist the team in optimizing the search strategies. Dr. Teresa Derrick-Mills will serve as a senior advisor on rating the quality of qualitative and mixed methods studies and on thematic review analysis (see Appendix 1.1 for a summary of the roles and responsibilities of the review team).

## 2. Methodology

Our review will adhere to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidance (Moher et al. 2009) provided in Appendix 2.1. In this section, we describe in detail our:

- Key stages of the review;
- Study inclusion criteria;
- Search strategy;
- Data extraction methods;
- Quality appraisal methods;
- Data synthesis methods; and
- Method for assessing confidence in our findings

### 2.1 Type of review

We will conduct our systematic review in two stages: a first stage consisting of an initial scoping exercise and a second stage with the full systematic review.

#### 2.1.1 Stage 1: Scoping exercise

The aims of the scoping exercise are to:

- 1) set the boundaries of the review; and
- 2) map the diversity of the studies captured by the search strategy.

To achieve our first aim, **setting the scope of our review**, we have run pilot searches with our search strategy to further familiarize ourselves with the research topic and search terms.

Through these pilot searches, we conducted a preliminary scoping review to examine the number and breadth of studies identified to develop a more refined search strategy. We plan to update these results based on consultation with DFID and the EPPI-Centre about scope and focus of the review.

To achieve our second aim, **mapping the evidence captured**, after setting the scope of our review, we will conduct a descriptive coding of each relevant study captured by our search strategy in our review to describe these studies and to produce a map of the relevant literature (see Appendix 2.2 for mapping keywords and section 2.2 for the study relevance criteria).

Through this initial coding we will capture key information on the 1) topic focus, 2) geographic location, 3) study design, and 4) sector focus, and 5) outcome of the included studies. We expect that this mapping exercise will inform our review in two ways:

- identifying what kind of research has been conducted on our review topic; and
- identifying the gaps in the evidence on our review topic.

The output from the first stage will be a scoping exercise PowerPoint document. We plan to update the results from our preliminary scoping exercise to incorporate feedback from DFID and the EPPI-Centre about scope and focus of the review.

First stage findings will be discussed with DFID and the EPPI-Centre to inform the scope and approach of the second stage full systematic review.

### **2.1.2 Stage 2: Full systematic review**

In Stage 2, we will conduct a full systematic review of all research evidence that qualifies for our review by 1) screening full text of relevant studies, 2) detailed coding of key data from relevant studies (in addition to the data extracted with Appendix 2.2 Mapping Keywords; see Appendix 2.3 for the Data Extraction Tool), 3) assessing the quality of these studies, and 4) synthesizing findings from these studies. The output from this second stage will be a full technical report and a more accessible summary. Both reports will be made publicly available.

## 2.2 Criteria for inclusion of studies in the review

Studies must meet all of the following inclusion criteria to be included in stage 1 (scoping exercise). These criteria can be broader than the inclusion criteria for stage 2 (full systematic review). The inclusion criteria for stage 2 can be further refined after discussions with UCL and DFID to determine the scope for the full systematic review.

### 2.2.1 Study design

We will include studies that report qualitative data on the barriers to and facilitators of women's participation in the sectors of interest in our review. These studies will include both qualitative and mixed methods studies as described below:

*Qualitative studies:* All qualitative study designs will be considered for inclusion. These designs include but are not limited to action research and thematic approaches to qualitative data analysis, case studies, ethnographic research, grounded theory, content analyses, and phenomenological studies.

*Mixed methods studies:* All mixed methods studies where the qualitative component(s) comprise a substantial feature of the study and contribute substantively to the findings will be considered for inclusion. Only the qualitative components of mixed methods studies will be included in the synthesis.

We will exclude all studies that do not have a qualitative data analysis component from our analysis. We will further exclude from our analysis studies that do not have a clear method and results section or studies such as editorials and opinion pieces. Additional quality appraisal methods are described below.

### 2.2.2 Population

To be included in the review, the studies need to meet the following population criteria:

*Sex:* A study will be included in the review if the study sample is majority women 15 years and older (51% or more). The two exceptions to this condition are as follows: 1) the sample is not majority women but the study explicitly focuses on male-female differences in outcomes and

separates out a discussion of women and 2) the study sample is not majority adult however the study results are disaggregated by age.

*Geography:* A study will be included in the review if the geographic setting is either a low- or a middle-income country as classified by the World Bank at the time of data collection for each study (see Appendix 2.4).

### **2.2.3 Language**

To be included in the review, the studies need to be published in English.

### **2.2.4 Publication date**

Only studies from 2000 to the present will be included in our review.<sup>3</sup>

### **2.2.5 Focus**

To be included in our systematic review, studies must focus on participation in formal or informal wage labor employment (including self-employment) in higher or growing productivity sectors that are male-dominated. To more fully address economic empowerment within the context of wage labor employment, research on outcomes associated with career progression, entrepreneurial success, and vertical segregation within these sectors will also be considered as part of the first-stage scoping review, which will be summarized in an updated PowerPoint document as described above (section 2.1.1)

### **2.2.6 Sectors**

As indicated earlier in section 1, our review we will only include studies that focus on women's labor force participation in at least one of the below sectors (as identified in UCL 2016):

- Accommodation and food
- Business administration services

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<sup>3</sup> This year coincides with the United Nations Millennium Declaration that was signed in 2000 to commit world leaders for eight development goals, including combating discrimination against women.

- Commercial agriculture
- Energy (i.e., mining and quarrying, electricity, gas and water supply)
- Finance
- Trade
- Transportation

## 2.3 Search strategy for identification of relevant studies

We will use a comprehensive search strategy to search the international research literature for qualifying studies. The aim is to identify evidence relevant to the review question. We will use a wide range of sources to capture both academic and grey literature.

Our search strategy will include the following: 1) a formal search of academic databases using search strings based on Boolean operators; 2) a formal search of grey literature using key word searches and applying full search strings where organizational databases support searches with Boolean operators; and 3) an informal search using snowballing techniques.

### **2.3.1 Search of academic databases**

We plan to conduct computer-assisted searches to identify the articles for inclusion in this systematic review. We will use the following databases:

- Academic Search Complete
- ASSIA
- Canadian Research Index
- EconLit (EBSCOhost)
- Education Full Text (H.W. Wilson)
- International Bibliography of the Social Sciences (IBSS)
- ERIC (EBSCOhost)
- ProQuest Dissertations and Theses

- ProQuest Education Journals
- ProQuest Social Science Journals
- PsycInfo
- PubMed (Medline)
- Social Science Abstracts (H.W. Wilson)
- Sociological Abstracts
- Web of Science
- Wiley Online

We will also search the following regional databases through ProQuest:

- Australian Education Index
- British Education Index
- CBCA Education

The general key concepts that we will use for the search query in databases are presented below. These concepts are informed by our inclusion criteria (described in section 2.2 above) and the outcome framework presented in this section. We combined search terms related to the key concepts using the following Boolean combination: 1 AND 2 AND 3 AND 4 AND 5 (see Appendix 2.5 for a detailed list of search terms).

1. Low- and middle-income countries (including lower-middle and upper-middle)
2. Women
3. Type of study
4. Outcome
5. Sector

### **2.3.2 Search of grey literature**

We will consult existing reviews and syntheses that have been produced by the World Bank, the Overseas Development Institution (ODI), the United Nations (UN), and the International Labour Organization (ILO). We will assemble a list of the major funders of research in this area and search their websites. We also plan to search the grey literature extensively, following the suggestions of Hammerstrom, Wade, & Jorgensen (2010), and include the following open-source databases we have identified based on other systematic reviews and consultation with subject matter experts:

- Abdul Latif Jameel Poverty Action Lab (J-PAL) Evaluation and Publication Database
- African Development Bank Evaluation Reports
- Asian Development Bank Evaluation Resources
- BRAC
- Campbell Collaborative Library
- Centre for Global Development
- CORDIS Library
- Database of Systematic Reviews (3ie)
- DFID Repository
- ELDIS
- enGENDER IMPACT
- EPPI-Centre Systematic Reviews
- Grey Literature Database (Canada)
- Harvard Women and Public Policy Program
- Hewlett Foundation
- Innovations for Poverty Action Database
- Institute of Development Studies

- Institute of Labour Economics (IZA)
- Inter-American Development Bank Office of Evaluation and Oversight
- International Centre for Research on Women
- International Growth Centre
- Labordoc (ILO)
- National Bureau of Economic Research
- Overseas Development Institute
- Oxfam
- Poverty and Economic Development Research Network
- Register of Impact Evaluations Published Studies
- RePEc
- Research for Development
- UN Women Economic Empowerment
- UNDP International Policy Centre for Inclusive Growth
- USAID Development Experiences Clearinghouse
- Social Care Online (UK)
- Social Science Research Network eLibrary
- World Bank Independent Evaluation Group
- World Bank Open Knowledge

### **2.3.3 Use of snowballing techniques**

Finally, we will snowball to supplement our review using the steps below:

1. We will write down references in key articles and search for articles that have cited key sources that we identify.
2. We will send requests to key authors and organizations to share studies with the review team.

The above snowballing techniques will be used primarily in the first stage scoping exercise.

#### **2.3.4 Managing and documenting the search and selection process**

We will use EPPI-Reviewer 4 software developed by Thomas et al. (2010) to manage our systematic review process. All potentially relevant items identified through the academic database search will be exported to EPPI-Reviewer and then will be manually screened for eligibility, with EPPI-Reviewer being used to keep track of decisions made about each citation (include/exclude/not sure).

Search hits from organizational repositories and snowballing will be stored in Excel, and only the details of studies deemed relevant for scoping review, plus those over which there is some doubt, will be transferred to EPPI-Reviewer.<sup>4</sup> Upon screening against the selection criteria, a record of all decisions taken (include/exclude/not sure) will be kept in EPPI-Reviewer and Excel, as appropriate.

All information retrieval and selection activities in our review will be described in detail in the final report. To adhere to the PRISMA checklist for reporting results of searching and screening (Moher et al. 2009), we will record the following information: databases, database platforms, search strategy for at least one database, dates of search, and timeframe.

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<sup>4</sup> Items selected for inclusion in the review will be imported to EPPI-Reviewer during data extraction.

### **2.3.5 Study inclusion**

We will select primary studies (pieces of original research not included in those systematic reviews, e.g. trials, diagnostic accuracy studies) to be included in our review based on our pre-developed selection criteria described in section 2.2. We will include any systematic reviews or literature reviews in the initial and harvest their references for screening.

The selection criteria will be piloted by two researchers who will screen a sample of search hits (a minimum of 2% of hits) independently and then compare and discuss their assessments. Discrepancies will be resolved by further examination of the respective titles and abstracts by these coders. If the coders cannot reach a final decision, a third reviewer will be asked to reconcile differences. This process will be repeated until consistency in application of the selection criteria is achieved. After our team is confident that all screeners are consistent in their decisions, the remaining studies awaiting screening will be split between the reviewers (single screening) who will work through the selection criteria hierarchically.

Relevant primary sources to be included in our full systematic review will be selected in the two stages described in section 2.1. The screenings will start after all the hits from academic databases have been exported into the EPPI-Reviewer 4 database and all potentially relevant items from the grey literature and snowballing searches have been saved in MS Excel. During first stage scoping exercise, studies will be screened on the inclusion criteria as described in detail in section 2.2: study design, population, focus, sectors, language, and year. At the end of the scoping review, in consultation with the DFID and EPPI-Centre, we will finalize the criteria for the in-depth review and narrow the scope of the review as necessary.

#### **2.3.5.1. Stage 1: Screening for the scoping exercise**

In first stage scoping exercise, we will mainly apply the inclusion criteria to the titles and abstracts of all studies. However, at the beginning of this stage, we will be looking at a sample (at least 2%) of the full texts before finalizing the screening of the titles and abstracts to recognize the different ways in which papers that definitely fall within the scope are described in titles and abstracts. This will help us have earlier discussions within the review team to identify the challenges against applying the inclusion/exclusion criteria; refine definitions and interpretations of these criteria as necessary; and overall screen the studies more efficiently. To avoid the risk of spending too much time reviewing studies with few relevant findings, we will include only studies where the main focus of the paper is on the sectors and populations of interest.

In stage 1, we will screen both studies we imported to EPPI Reviewer and studies that have been saved in MS Excel. We have already completed a preliminary scoping exercise, and we plan to update these results using a similar process to incorporate feedback from DFID and the EPPI-Centre about scope and focus of the review.

As noted above, we will first start with examining a sample of full-text studies, and the titles and abstracts of the rest of the records after removing the duplicate records in EPPI Reviewer. We will assess the relevance of each study against the inclusion criteria described in section 2.2. As explained earlier, at the beginning of this stage the inclusion criteria will be piloted by two researchers (and involvement of a third researcher if necessary) and then the remaining studies awaiting screening will be single-screened.

Studies will be included in the mapping keywords activity if these studies meet the inclusion criteria outlined in section 2.2 (study design, population, language, publication date, focus, and sector). If a record does not provide enough information, we will check the full-text of the document. For studies whose bibliographic information we cannot import into EPPI Reviewer, we will screen the studies using the same criteria and record our decisions in MS Excel and manually enter the information of only the relevant studies in EPPI Reviewer.

#### **2.3.5.2. Stage 2: Screening for the in-depth review during full systematic review**

We will screen all studies included in the second stage full systematic review (in-depth review) using full texts. As explained earlier, screening criteria will be piloted by two researchers (and involvement of a third researcher if necessary) and then the remaining studies awaiting screening will be single screened. Similar to the screening process in stage 1, the screening criteria for the in-depth review will be finalized after conferring with DFID and UCL at the end of the scoping exercise update. As described below, studies will also be appraised using clear quality appraisal criteria.

## **2.4 Data extraction**

We will use our pre-defined data extraction tool (see Appendix 2.3) to extract data from the included studies. This tool was adapted from the data extraction tool used by Langer et al. (2017). As the current review is focused on qualitative research rather than quantitative (as in the Langer et al. study), we first removed any elements specific to quantitative research. We

then worked in consultation with subject matter experts on the team and a qualitative research expert to modify to the tool to reflect the parameters of the current review, including scope and methodology. Finally, we incorporated feedback from DFID and the EPPI-Centre.

Since we will be using thematic synthesis methods, we expect that in addition to our *a priori* (etic) codes, new (emic) codes might emerge (Cresswell 2007; Maxwell 2005). We will transform our data extraction tool into a coding set on EPPI-Reviewer 4 to extract information required for the in-depth review of the full text of documents. However, we might modify our data extraction tool to capture additional themes that emerge.

For this in-depth analysis and synthesis of study results, we will examine full-text reports, and we will code studies on variables related to the study characteristics, sample characteristics, study methodology (including study focus, sample, design, data collection and analysis methods), outcomes, mechanisms (facilitators and barriers), and main study findings.

Two members of our review team will pilot the data extraction tool, working independently on a small sample of eligible studies (5% of all eligible studies for data extraction) to test the data extraction tool and the consistency of the review approach. The tool will be finalized after there is a high consistency between both coders in their application of the codes to the selected studies. After our team is confident that all coders are consistent in their decisions, the remaining studies awaiting data extraction will be split between the reviewers (single screening).

## 2.5 Appraisal of quality of studies

Quality assessment tools often have poor relevance to qualitative inquiry due to a lack of agreement and empirical evidence on what constitutes high-quality research (Thomas and Harden 2008). Some inefficient quality assessments borrow from quantitative methodology and were originally based on study designs that sharply differ from the analytic traditions of qualitative studies (e.g. thematic analysis, grounded theory). Researchers emphasize the importance of choosing high-quality assessment tools based on their ability to confidently estimate the credibility, contribution, rigor and defensibility of research findings, looking at all different stages and processes within a qualitative study (Spencer et al. 2003).

Using these recommendations, the quality assessment tool developed by the EPPI Centre was deemed a suitable choice for our systematic review (Bangpan et al. 2017; Hurley et. al. 2018). The EPPI Centre quality assessment tool was solely constructed to be used in the synthesis of primary qualitative research in the context of policy-informing systematic reviews. This tool (8 items) offers the flexibility to succinctly assess quality across many different qualitative methodologies and will allow us to estimate both reliability and usefulness of primary qualitative findings for the specific aims of our project (See Appendix 2.6).

We will assess the study's **reliability** (items 1-4) by ranking (high, medium, or low) the methodological rigor of the sampling, data collection, data analysis, and how well the study's findings are grounded in the data. Similarly, the tool will assess **usefulness** (items 5-6) in terms of the breadth and depth of the findings and whether the study adequately privileges the perspectives of participants (Bangpan et. al. 2017). Item 7 will be used to assign a reliability score (low reliability, medium reliability, high reliability), considering the responses to items 1-4 as a whole. Lastly, item 8 will consider the study's usefulness (high usefulness, medium usefulness, low usefulness) attending to items 5-6 (Bangpan et al. 2017).

## 2.6 Method of synthesis

We will employ a thematic synthesis approach as described by Thomas and Harden (2008). Thematic synthesis is a technique that helps the researchers to conduct a synthesis that is "systematically grounded in the studies it contains" (Gough, Oliver, & Thomas 2017). Thematic synthesis is different from other thematic summaries such as framework analysis. For example, while the conceptual framework in framework analysis is set from the beginning of a review, in thematic synthesis the conceptual framework emerges from the primary studies over the course of the synthesis.

Our team's prior work on the topic (Peters et al. 2016) and our existing conceptual framework might suggest a method such as framework analysis where the framework is set from the beginning. However, we believe that the factors that are important for women's participation in higher productivity, male-dominated sectors are likely sufficiently different from those that are relevant for overall female labor force participation that an emerging framework methodology such as thematic synthesis is more appropriate. The conceptual framework described above (Figure 1) serves as a point of departure for decisions about the scope of our review, but we

expect to develop a more evolved framework through thematic analysis of barriers and enablers in the specific contexts of interest for this review.

We will begin to organize studies using the conceptual model we develop. Specifically, we will conduct our synthesis in three stages: 1) code the findings of the studies, 2), organize these codes into descriptive themes and 3) develop analytical themes.

1. Code the findings of the study:

- 1.1. Our systematic analysis will consider a study “finding” to include all the text labeled as “results” or “findings” in study reports.
- 1.2. If we are unable to locate text labeled as “results” or “findings,” the team will conduct further examination of the study as a whole to do a critical appraisal of the contents of the study.
- 1.3. After a thorough evaluation the team will decide if the study merits inclusion in the systematic review.
- 1.4. We will input all study findings in the qualitative reviewing system EPPI-Reviewer 4.
- 1.5. Researcher A and Researcher B will independently “free code” line-by-line each study finding in a small sample of the studies (5%) according to its meaning and content (double screening).

(“Free coding”, also referred as “open coding”, is the initial stage of content extraction where reviewers independently assign “codes” to the text to label, collect, and categorize the findings. “Free” refers to the unconstrained nature of this process, not bound by preconceived bias either from theory or from other reviewers.)

- 1.6. Researcher C will independently assess the consistency of codes assigned by researcher A and researcher B during the pilot of the content extraction.
- 1.7. The pilot will end when the team decides that the coders have achieved a high level of consistency. The remaining studies awaiting data extraction will be split between the reviewers (single screening).

2. Organize these codes into descriptive themes:

- 2.1. Our reviewers will examine the consistency and interpretation of the codes developed in Step 1 to discuss whether further levels of analysis are needed.
  - 2.2. We will examine the similarities and variations among codes to group them into a hierarchical tree structure.
  - 2.3. New codes will be created to describe the groups or “tree layers” of initial codes which will be structured as descriptive themes.
3. Develop analytical themes:
- 3.1. We will synthesize all descriptive themes and incorporate them into our original framework to “go beyond” (i.e. extrapolate, infer, interpret) our study findings and descriptive themes.
  - 3.2. Reviewers will use the synthesized information to identify enablers or barriers to women’s economic empowerment and its implications for intervention. We will repeat these steps (3.1 - 3.2) until our analytical themes capture all our initial descriptive themes and inferred barriers and enablers.

Each reviewer will conduct these steps (2.1 - 3.2) first independently and then as a group. Changes will be made as necessary.

## 2.7 Assessment of confidence in the review findings

In our systematic review, we will use the GRADE-Confidence in the Evidence from Reviews of Qualitative Research (GRADE-CERQual) as defined by Lewin et al. (2015) to evaluate our confidence in the review findings. CERQual assesses the confidence of the qualitative evidence using four essential components (Lewin et al. 2015; Ames, Glenton & Lewin 2017):

1. Methodological limitations of included studies: the extent to which there are problems in the design or conduct of the primary studies that contributed evidence to a review finding.
2. Adequacy of the data contributing to a review finding: an overall determination of the degree of richness and quantity of data supporting a review finding.

3. Coherence: an assessment of how clear and cogent the fit is between the data from the primary studies and a review finding that synthesizes those data.
4. Relevance of the included studies to the review question: the extent to which the body of evidence from the primary studies supporting a review finding is applicable to the context (i.e. phenomenon of interest) specified in the review question.

We will evaluate each study according to these components to estimate the total confidence of a review finding to be high, moderate, low, or very low (Lewin et al. 2015):

1. High confidence: It is highly likely that the review finding is a reasonable representation of the phenomenon of interest.
2. Moderate confidence: It is likely that the review finding is a reasonable representation of the phenomenon of interest.
3. Low confidence: It is possible that the review finding is a reasonable representation of the phenomenon of interest.
4. Very low confidence: It is not clear whether the review finding is a reasonable representation of the phenomenon of interest.

The CERQual method assigns a starting point of “High Confidence” to each review finding and only degrades the score if there are important factors in violation of the four components mentioned above. We will follow the same methodology in our review based on the assumption that a review finding is a reasonable representation of the phenomenon of interest unless there are causes to weaken this assumption (Lewis 2015).

Two senior reviewers will independently assess each CERQual component individually and across components to produce a final assessment. We will rate overall assessment of confidence as high, moderate, low, or very low and document a reason for this judgement. Following Ames (2017), our systematic review will include a table summarizing our confidence in the evidence for each review finding, including findings of lower confidence. This will include a summary of each review finding and an explanation for each judgment of confidence.

### 3. Timeline

#### Systematic Review Timeline - June 2018 until Completion

Task	Start Date (mm/dd)	Completion Date (mm/dd)	Output
Protocol finalized		06/18/2018	Final protocol
Searches run	06/07	06/20	# searches reported to UCL
Abstracts (and full reports as needed) screened	06/21	07/19	# abstracts and titles (both academic and grey) screened reported to UCL
Scoping review results updated	07/20	07/27	Scoping review results slides
Review of scoping results	07/30	08/06	Comments to Urban
Full reports data extracted	08/07	08/21	# full reports data extracted reported to UCL
Full reports appraised	08/22	09/05	# full reports appraised reported to UCL
Synthesis	09/06	09/27	
Draft report	09/28	10/31	Draft systematic review and summary
UCL and advisor* review	11/01	11/22	Comments to Urban
Report revision	11/23	12/21	Updates to draft based on comments
Final report (reflecting requested revisions)	Submitted 01/02/2019		Urban senior review and revised report
UCL and advisor* review	01/03	01/31/2019	Comments to Urban
Final report (including copyediting/formatting)	Submitted 02/28		Final report
Dissemination workshop**	TBD		Workshop held after final report has been approved and published by DFID

*NOTE:* Start dates are provided for reference, but in practice some steps may overlap to maximize progress and efficiency.

\* Advisor review will include subject matter and systematic review experts, as we have previously discussed with UCL. External peer review will be facilitated by the EPPI-Centre.

\*\* We plan to host an end-of-project dissemination workshop. This may include widely cited academics from DC-area universities such as Georgetown and University of Maryland, thought leaders based at major international institutions, popular commentators and journalists, bilateral aid agencies and researchers based at nearby think-tanks and private contractors.

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# Appendix 1.1 Roles and Responsibilities

Title	Name	Role in The Review	Tasks Assigned for the review	Current Job Title and Employer Organization
Dr.	H. Elizabeth Peters	Provides overall leadership of project team including research approach, leading writing efforts, and final quality review	Co-Principal Investigator	Institute Fellow, Center on Labor, Human Services and Population, Urban Institute
Dr.	Dorothy Espelage	Guides team on research methodology and provide subject expertise on victimization	Co-Principal Investigator	Professor of Psychology, University of Florida
Dr.	Yasemin Irvin-Erickson	Trains coders; ensures that the ratings of study quality, outcomes, and implementation fidelity as assigned by the coder are appropriate and that coder's descriptions of study methods and findings are accurate; provides subject expertise on victimization	Senior Reviewer	Senior Research Associate, Urban Institute
Dr.	Ammar Malik	Provides subject matter expertise on transportation and urban labor markets	Senior Reviewer	Senior Research Associate, Urban Institute
Dr.	Shirley Adelstein	Supervises screening and coding activities and manages day-to-day project management	Senior Reviewer	Research Associate, Urban Institute

Mr.	Tyler Woods	Search for studies, carry the initial screening of eligibility and rigor of studies, codes eligible and basic rigor and eligible and high rigor studies	Coder and Junior Reviewer	Research Assistants, Urban Institute and University of Florida
Ms.	Emily Reimal			
Ms.	Micaela Lipman			
Ms.	Carol Tripp			
Ms.	Janet Malzahn			
Ms.	Erica Undeland			
Ms.	Gayane Baghdasaryan			
Mr.	Alberto Valido			
Ms.	America el Sheikh			
Ms.	Ally Montesion			
Dr.	Teresa Derrick-Mills	Provide senior advisory on assessment of quality of qualitative studies	Senior Advisor	Principal Research Associate, Urban Institute
Ms.	Rachel Lewin	Librarian/Information Scientist	Assists in optimizing search strategies	Librarian/Urban Institute

# Appendix 2.1 PRISMA Checklist

Section/topic	#	Checklist item	Report status
<b>TITLE</b>			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	Title page
<b>ABSTRACT</b>			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	Abstract
<b>INTRODUCTION</b>			
Rationale	3	Describe the rationale for the review in the context of what is already known.	Section 1.1
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	Section 1.1
<b>METHODS</b>			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	N/A
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	Section 2.2
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	Section 2.3
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	Appendix 6
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	Section 2.3
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	Section 2.4
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	Section 2
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level) and how this information is to be used in any data synthesis.	Section 2.7
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	N/A
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., $I^2$ ) for each meta-analysis.	N/A

Section/topic	#	Checklist item	Report status
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	N/A
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	N/A
<b>RESULTS</b>			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	To be completed in full review
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	To be completed in full review
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	To be completed in full review
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	N/A
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	N/A
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	To be completed in full review
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	N/A
<b>DISCUSSION</b>			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	To be completed in full review
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	To be completed in full review
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	To be completed in full review
<b>FUNDING</b>			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	Acknowledgements

Source: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. PLoS Med 6(7): e1000097. doi:10.1371/journal.pmed.1000097

## Appendix 2.2 Mapping Keywords

<b>Type of study</b>	<ul style="list-style-type: none"><li>• Qualitative only</li><li>• Mixed methods</li></ul>
<b>Country classification</b>	<ul style="list-style-type: none"><li>• Low income</li><li>• Lower middle income</li><li>• Upper middle income</li></ul>
<b>Sex of study participants</b>	<ul style="list-style-type: none"><li>• Female only</li><li>• Male and female</li></ul>
<b>Age group of study participants</b>	<ul style="list-style-type: none"><li>• Children and young people only</li><li>• Adult only</li><li>• Older people only (as specified in the source)</li><li>• No specific age group focus</li></ul>
<b>Factor</b>	<ul style="list-style-type: none"><li>• Economic growth</li><li>• Infrastructure</li><li>• Transport</li><li>• Technology</li><li>• Child care</li><li>• Legal environment</li><li>• Informality</li><li>• Violence</li><li>• Other</li></ul>
<b>Sector</b>	<ul style="list-style-type: none"><li>• Accommodation and food</li><li>• Business admin services</li><li>• Commercial agriculture</li><li>• Energy</li><li>• Finance</li><li>• Trade</li><li>• Transportation</li></ul>

# Appendix 2.3 Data Extraction Tool

Questions	Answers
<b>Section A: Administration</b>	
Linked reports	None / not known Linked Unclear
<b>Section B: Study Characteristics</b>	
Form of publication <i>If more than one report, choose the main report.</i>	Journal article Grey Literature Dissertation/thesis Other
Aims of the study / research question	Explicitly stated (specify) Implicit (specify) Unclear/not stated (specify)
Study funding	Stated Not stated
<b>Section C: Population and context of study</b>	
Region (select all that apply)	Low-income country Lower-middle income country Upper-middle income country
Country of focus	Specify
Number of study participants	Total 30 or less (specify)
Age	Children and young people only (as specified in the paper) Adults only (as specified in the paper) Older people only (as specified in the paper) No specific age group (if there is no age group focus or stated in the paper)

Questions	Answers
Sex	Females only
	Mixed (specify)
	Unclear (specify)
Special populations	People with disabilities
	People in conflict/forced migration settings
<b>Section D: Key methodological characteristics</b>	
Qualitative or mixed methods	Only qualitative data analysis
	Both qualitative and quantitative data analysis
	Systematic/literature review with qualitative component(s)
	Qualitative studies
	Ethnography
	Single case study
	Multi-case study
	Action research
	Community-based participatory research
	Evaluation
Study design (select all that apply)	Phenomenology
	Grounded theory
	Feminist research
	Other (specify)
	Unclear/not stated (specify)
	Interviews
	Focus group(s)
	Survey(s)
	Observations
	Case management/case file reviews
Data collection methods (select all that apply)	Document collection (specify)
	Website identification

Questions	Answers
	Other (specify) Unclear/not stated (specify)
Data analysis methods	What methods were used to analyze the collected data? (specify)
	Change/differences in employment status (from unemployed to employed in high growth/male-dominated sector) Change/differences in employment sector (from traditional sector for women's employment to high growth/male-dominated sector) Change/differences in employment status (from underemployment to full employment in high growth/male-dominated sector)
Outcome (select all that apply)	Nature of employment Progression/career prospects Vertical segregation Entrepreneurial success Other economic empowerment (specify) Unclear (specify)
Sector	Accommodation and Food Business admin services Commercial agriculture Energy Trade Transportation

## Appendix 2.4 List of Low- and Middle-Income Countries

This table was created based on data from World Bank country and lending groups (2017).<sup>5</sup>

Country	Income	Region
Afghanistan	Low Income	South Asia
Benin	Low Income	Sub-Saharan Africa
Burkina Faso	Low Income	Sub-Saharan Africa
Burundi	Low Income	Sub-Saharan Africa
Central African Republic	Low Income	Sub-Saharan Africa
Chad	Low Income	Sub-Saharan Africa
Comoros	Low Income	Sub-Saharan Africa
Congo, Dem. Rep.	Low Income	Sub-Saharan Africa
Eritrea	Low Income	Sub-Saharan Africa
Ethiopia	Low Income	Sub-Saharan Africa
Gambia, The	Low Income	Sub-Saharan Africa
Guinea	Low Income	Sub-Saharan Africa
Guinea-Bissau	Low Income	Sub-Saharan Africa
Haiti	Low Income	Latin America & Caribbean
Korea, Dem. People's Rep.	Low Income	East Asia & Pacific

<sup>5</sup> A full list of countries can be accessed at <https://datahelpdesk.worldbank.org/knowledgebase/articles/906519-world-bank-country-and-lending-groups>.

<b>Liberia</b>	Low Income	Sub-Saharan Africa
<b>Madagascar</b>	Low Income	Sub-Saharan Africa
<b>Malawi</b>	Low Income	Sub-Saharan Africa
<b>Mali</b>	Low Income	Sub-Saharan Africa
<b>Mozambique</b>	Low Income	Sub-Saharan Africa
<b>Nepal</b>	Low Income	South Asia
<b>Niger</b>	Low Income	Sub-Saharan Africa
<b>Rwanda</b>	Low Income	Sub-Saharan Africa
<b>Senegal</b>	Low Income	Sub-Saharan Africa
<b>Sierra Leone</b>	Low Income	Sub-Saharan Africa
<b>Somalia</b>	Low Income	Sub-Saharan Africa
<b>South Sudan</b>	Low Income	Sub-Saharan Africa
<b>Tanzania</b>	Low Income	Sub-Saharan Africa
<b>Togo</b>	Low Income	Sub-Saharan Africa
<b>Uganda</b>	Low Income	Sub-Saharan Africa
<b>Zimbabwe</b>	Low Income	Sub-Saharan Africa
<b>Angola</b>	Lower Middle Income	Sub-Saharan Africa
<b>Armenia</b>	Lower Middle Income	Europe & Central Asia
<b>Bangladesh</b>	Lower Middle Income	South Asia
<b>Bhutan</b>	Lower Middle Income	South Asia
<b>Bolivia</b>	Lower Middle Income	Latin America & Caribbean
<b>Cabo Verde</b>	Lower Middle Income	Sub-Saharan Africa

<b>Cambodia</b>	Lower Middle Income	East Asia & Pacific
<b>Cameroon</b>	Lower Middle Income	Sub-Saharan Africa
<b>Congo, Rep.</b>	Lower Middle Income	Sub-Saharan Africa
<b>Côte d'Ivoire</b>	Lower Middle Income	Sub-Saharan Africa
<b>Djibouti</b>	Lower Middle Income	Middle East & North Africa
<b>Egypt, Arab Rep.</b>	Lower Middle Income	Middle East & North Africa
<b>El Salvador</b>	Lower Middle Income	Latin America & Caribbean
<b>Georgia</b>	Lower Middle Income	Europe & Central Asia
<b>Ghana</b>	Lower Middle Income	Sub-Saharan Africa
<b>Guatemala</b>	Lower Middle Income	Latin America & Caribbean
<b>Honduras</b>	Lower Middle Income	Latin America & Caribbean
<b>India</b>	Lower Middle Income	South Asia
<b>Indonesia</b>	Lower Middle Income	East Asia & Pacific
<b>Jordan</b>	Lower Middle Income	Middle East & North Africa
<b>Kenya</b>	Lower Middle Income	Sub-Saharan Africa
<b>Kiribati</b>	Lower Middle Income	East Asia & Pacific
<b>Kosovo</b>	Lower Middle Income	Europe & Central Asia
<b>Kyrgyz Republic</b>	Lower Middle Income	Europe & Central Asia
<b>Lao PDR</b>	Lower Middle Income	East Asia & Pacific
<b>Lesotho</b>	Lower Middle Income	Sub-Saharan Africa
<b>Mauritania</b>	Lower Middle Income	Sub-Saharan Africa
<b>Micronesia, Fed. Sts.</b>	Lower Middle Income	East Asia & Pacific

<b>Moldova</b>	Lower Middle Income	Europe & Central Asia
<b>Mongolia</b>	Lower Middle Income	East Asia & Pacific
<b>Morocco</b>	Lower Middle Income	Middle East & North Africa
<b>Myanmar</b>	Lower Middle Income	East Asia & Pacific
<b>Nicaragua</b>	Lower Middle Income	Latin America & Caribbean
<b>Nigeria</b>	Lower Middle Income	Sub-Saharan Africa
<b>Pakistan</b>	Lower Middle Income	South Asia
<b>Papua New Guinea</b>	Lower Middle Income	East Asia & Pacific
<b>Philippines</b>	Lower Middle Income	East Asia & Pacific
<b>São Tomé and Príncipe</b>	Lower Middle Income	Sub-Saharan Africa
<b>Solomon Islands</b>	Lower Middle Income	East Asia & Pacific
<b>Sri Lanka</b>	Lower Middle Income	South Asia
<b>Sudan</b>	Lower Middle Income	Sub-Saharan Africa
<b>Swaziland</b>	Lower Middle Income	Sub-Saharan Africa
<b>Syrian Arab Republic</b>	Lower Middle Income	Middle East & North Africa
<b>Tajikistan</b>	Lower Middle Income	Europe & Central Asia
<b>Timor-Leste</b>	Lower Middle Income	East Asia & Pacific
<b>Tunisia</b>	Lower Middle Income	Middle East & North Africa
<b>Ukraine</b>	Lower Middle Income	Europe & Central Asia
<b>Uzbekistan</b>	Lower Middle Income	Europe & Central Asia
<b>Vanuatu</b>	Lower Middle Income	East Asia & Pacific
<b>Vietnam</b>	Lower Middle Income	East Asia & Pacific

<b>West Bank and Gaza</b>	Lower Middle Income	Middle East & North Africa
<b>Yemen, Rep.</b>	Lower Middle Income	Middle East & North Africa
<b>Zambia</b>	Lower Middle Income	Sub-Saharan Africa
<b>Albania</b>	Upper Middle Income	Europe & Central Asia
<b>Algeria</b>	Upper Middle Income	Middle East & North Africa
<b>American Samoa</b>	Upper Middle Income	East Asia & Pacific
<b>Argentina</b>	Upper Middle Income	Latin America & Caribbean
<b>Azerbaijan</b>	Upper Middle Income	Europe & Central Asia
<b>Belarus</b>	Upper Middle Income	Europe & Central Asia
<b>Belize</b>	Upper Middle Income	Latin America & Caribbean
<b>Bosnia and Herzegovina</b>	Upper Middle Income	Europe & Central Asia
<b>Botswana</b>	Upper Middle Income	Sub-Saharan Africa
<b>Brazil</b>	Upper Middle Income	Latin America & Caribbean
<b>Bulgaria</b>	Upper Middle Income	Europe & Central Asia
<b>China</b>	Upper Middle Income	East Asia & Pacific
<b>Colombia</b>	Upper Middle Income	Latin America & Caribbean
<b>Costa Rica</b>	Upper Middle Income	Latin America & Caribbean
<b>Croatia</b>	Upper Middle Income	Europe & Central Asia
<b>Cuba</b>	Upper Middle Income	Latin America & Caribbean
<b>Dominica</b>	Upper Middle Income	Latin America & Caribbean
<b>Dominican Republic</b>	Upper Middle Income	Latin America & Caribbean
<b>Ecuador</b>	Upper Middle Income	Latin America & Caribbean

<b>Equatorial Guinea</b>	Upper Middle Income	Sub-Saharan Africa
<b>Fiji</b>	Upper Middle Income	East Asia & Pacific
<b>Gabon</b>	Upper Middle Income	Sub-Saharan Africa
<b>Grenada</b>	Upper Middle Income	Latin America & Caribbean
<b>Guyana</b>	Upper Middle Income	Latin America & Caribbean
<b>Iran, Islamic Rep.</b>	Upper Middle Income	Middle East & North Africa
<b>Iraq</b>	Upper Middle Income	Middle East & North Africa
<b>Jamaica</b>	Upper Middle Income	Latin America & Caribbean
<b>Kazakhstan</b>	Upper Middle Income	Europe & Central Asia
<b>Lebanon</b>	Upper Middle Income	Middle East & North Africa
<b>Libya</b>	Upper Middle Income	Middle East & North Africa
<b>Macedonia, FYR</b>	Upper Middle Income	Europe & Central Asia
<b>Malaysia</b>	Upper Middle Income	East Asia & Pacific
<b>Maldives</b>	Upper Middle Income	South Asia
<b>Marshall Islands</b>	Upper Middle Income	East Asia & Pacific
<b>Mauritius</b>	Upper Middle Income	Sub-Saharan Africa
<b>Mexico</b>	Upper Middle Income	Latin America & Caribbean
<b>Montenegro</b>	Upper Middle Income	Europe & Central Asia
<b>Namibia</b>	Upper Middle Income	Sub-Saharan Africa
<b>Nauru</b>	Upper Middle Income	East Asia & Pacific
<b>Panama</b>	Upper Middle Income	Latin America & Caribbean
<b>Paraguay</b>	Upper Middle Income	Latin America & Caribbean

<b>Peru</b>	Upper Middle Income	Latin America & Caribbean
<b>Romania</b>	Upper Middle Income	Europe & Central Asia
<b>Russian Federation</b>	Upper Middle Income	Europe & Central Asia
<b>Samoa</b>	Upper Middle Income	East Asia & Pacific
<b>Serbia</b>	Upper Middle Income	Europe & Central Asia
<b>South Africa</b>	Upper Middle Income	Sub-Saharan Africa
<b>St. Lucia</b>	Upper Middle Income	Latin America & Caribbean
<b>St. Vincent and the Grenadines</b>	Upper Middle Income	Latin America & Caribbean
<b>Suriname</b>	Upper Middle Income	Latin America & Caribbean
<b>Thailand</b>	Upper Middle Income	East Asia & Pacific
<b>Tonga</b>	Upper Middle Income	East Asia & Pacific
<b>Turkey</b>	Upper Middle Income	Europe & Central Asia
<b>Turkmenistan</b>	Upper Middle Income	Europe & Central Asia
<b>Tuvalu</b>	Upper Middle Income	East Asia & Pacific
<b>Venezuela, RB</b>	Upper Middle Income	Latin America & Caribbean

## Appendix 2.5 Search Terms

### Low- and Middle-Income Countries

(Afghanistan OR Albania OR Algeria OR Angola OR Antigua OR Barbuda OR Argentina OR Armenia OR Aruba OR Azerbaijan OR Bahrain OR Bangladesh OR Barbados OR Benin OR Belarus OR Byelorussian OR Belarus OR Belorussian OR Belorussia OR Belize OR Bhutan OR

Bolivia OR Bosnia OR Herzegovina OR Hercegovina OR Botswana OR Brasil OR Brazil OR Bulgaria OR “Burkina Faso” OR “Burkina Fasso” OR “Upper Volta” OR Burundi OR Urundi OR Cambodia OR “Khmer Republic” OR Kampuchea OR Cameroon OR Cameroons OR Cameron OR Camerons OR “Cape Verde” OR “Central African Republic” OR CAR OR Chad OR Chile OR China OR Colombia OR Comoros OR “Comoro Islands” OR Comores OR Mayotte OR Congo OR Zaire OR “Costa Rica” OR “Cote d’Ivoire” OR “Ivory Coast” OR Croatia OR Cuba OR Cyprus OR Czechoslovakia OR “Czech Republic” OR Slovakia OR “Slovak Republic” OR Djibouti OR “French Somaliland” OR Dominica OR “Dominican Republic” OR “East Timor” OR “East Timur” OR “Timor Leste” OR Ecuador OR Egypt OR “United Arab Republic” OR “El Salvador” OR Eritrea OR Estonia OR Ethiopia OR Fiji OR Gabon OR “Gabonese Republic” OR Gambia OR Gaza OR Georgia OR Ghana OR “Gold Coast” OR Greece OR Grenada OR Guatemala OR Guinea OR Guam OR Guiana OR Guyana OR Haiti OR Honduras OR Hungary OR India OR Maldives OR Indonesia OR Iran OR Iraq OR Jamaica OR Jordan OR Kazakhstan OR Kazakh OR Kenya OR Kiribati OR Korea OR Kosovo OR Kyrgyzstan OR Kirghizia OR “Kyrgyz Republic” OR Kirghiz OR Kirgistan OR “Lao PDR” OR Laos OR Latvia OR Lebanon OR Lesotho OR Basutoland OR Liberia OR Libya OR Lithuania OR Macedonia OR Madagascar OR “Malagasy Republic” OR Malaysia OR Malaya OR Malay OR Sabah OR Sarawak OR Malawi OR Nyasaland OR Mali OR Malta OR “Marshall Islands” OR Mauritania OR Mauritius OR “Agalega Islands” OR Mexico OR Micronesia OR “Middle East” OR Moldova OR Moldavia OR Mongolia OR Montenegro OR Morocco OR Mozambique OR Mocambique OR Myanmar OR Myanma OR Burma OR Namibia OR Nepal OR “Netherlands Antilles” OR “New Caledonia” OR Nicaragua OR Niger OR Nigeria OR “Northern Mariana Islands” OR Oman OR Muscat OR Pakistan OR Palau OR Palestine OR Panama OR Paraguay OR Peru OR Philippines OR Philipines OR Phillipines OR Phillips OR Portugal OR “Puerto Rico” OR Romania OR Rumania OR Roumania OR Russia OR Russian OR Rwanda OR Ruanda OR “Saint Kitts” OR “St Kitts” OR Nevis OR “Saint Lucia” OR “St Lucia” OR “Saint Vincent” OR “St Vincent” OR Grenadines OR Samoa OR “Samoan Islands” OR “Navigator Island” OR “Navigator Islands” OR “Sao Tome” OR Senegal OR Serbia OR Montenegro OR Seychelles OR “Sierra Leone” OR Slovenia OR “Sri Lanka” OR Ceylon OR “Solomon Islands” OR Somalia OR Sudan OR Suriname OR Surinam OR Swaziland OR Syria OR Tajikistan OR Tadzhikistan OR Tadjikistan OR Tadzhik OR Tanzania OR Thailand OR Togo OR “Togolese Republic” OR Tonga OR Trinidad OR Tobago OR Tunisia OR Turkey OR Turkmenistan OR Turkmen OR Uganda OR Ukraine OR Uruguay OR “USSR” OR “Soviet Union” OR “Union of Soviet Socialist Republics” OR Uzbekistan OR Uzbek OR Vanuatu OR “New Hebrides” OR Venezuela OR Vietnam OR

"Viet Nam" OR "West Bank" OR Yemen OR Yugoslavia OR Zambia OR Zimbabwe OR "developing country" OR "developing countries" OR "developing nation" OR "developing nations" OR "developing world" OR "less-developed countr\*" OR "less developed countr\*" OR "less-developed world" OR "less-developed world" OR "lesser-developed countr\*" OR "lesser developed countr\*" OR "lesser-developed nation" OR "lesser developed nation\*" OR "lesser developed world" OR "lesser-developed world" OR "under-developed countr\*" OR "under developed countr\*" OR "under-developed nation\*" OR "under developed nation\*" OR "under-developed world" OR "underdeveloped world" OR "under developed world" OR "underdeveloped countr\*" OR "under-developed countr\*" OR "Under developed countr\*" OR "under developed nation\*" OR "under-developed nation\*" OR "underdeveloped nation\*" OR "lower middle income countr\*" OR "lower middle-income countr\*" OR "lower middle income nation\*" OR "lower middle-income nation\*" OR "upper middle-income countr\*" OR "upper middle income countr\*" OR "upper middle-income nation\*" OR "upper middle income nation\*" OR "low-income countr\*" OR "low income countr\*" OR "low-income nation\*" OR "low income nation\*" OR "lower income countr\*" OR "lower-income countr\*" OR "lower income nation\*" OR "lower-income nation\*" OR "Low- and Middle- Income countr\*" OR "Low and Middle Income Countr\*" OR "underserved country" OR "underserved countries" OR "underserved nation" OR "underserved nations" OR "underserved world" OR "under served country" OR "under served countries" OR "under served nation" OR "under served nations" OR "under served world" OR "deprived country" OR "deprived countries" OR "deprived nation" OR "deprived nations" OR "poor countries" OR "poor nation" OR "poor nations" OR "poor world" OR "poorer country" OR "poorer countries" OR "poorer nation" OR "poorer nations" OR "poorer world" OR "developing economy" OR "developing economies" OR "less developed economy" OR "less developed economies" OR "lesser developed economy" OR "lesser developed economies" OR "under developed economy" OR "under developed economies" OR "underdeveloped economy" OR "underdeveloped economies" OR "middle income economy" OR "middle income economies" OR "low income economy" OR "low income economies" OR "lower income economy" OR "lower income economies" OR lmic OR lmics OR "third world" OR "lami country" OR "lami countries" OR "transitional country" OR "transitional countries" OR (LMIC OR LMICs OR LIC OR LICs OR LMICs OR LMIC OR UMICs OR UMIC) OR ("khmer" AND "republic") OR ("cape" AND "verde") OR ("central" AND "african" AND "republic") OR Africa OR Asia OR Caribbean OR "West Indies" OR "South America" OR "Latin America" OR "Central America")

## **Women**

(woman OR women OR women's OR female OR females OR "young women" OR girl OR girls OR gender OR girl's OR girls' OR mothers OR "young mother" OR mother OR wife OR wives OR "older girls" OR femini\* OR maternal OR maternity OR daughter OR daughters)

## **Qualitative Studies**

(qualitative OR "qualitative research" OR "qualitative study" OR "mixed-method\*" OR "mixed method\*" OR "descriptive research" OR ethnography OR "ethnographic research" OR "ethnological research" OR narrative\* OR "case study" OR "case studies" OR "action research" OR "participatory research" OR (qualitative AND evaluation) OR "process evaluation" OR "implementation study" OR "grounded theory" OR phenomenolog\* OR "feminist research" OR "naturalistic inquiry" OR interview\* OR "focus group\*" OR (qualitative AND survey\*) OR observations OR "observational analysis" OR "participant observation" OR "non-participant observation" OR audiorecording OR videorecording OR "audio recording" OR "video recording" OR "case management" OR "case file review\*" OR "document collection" OR "website identification" OR meta-synthesis OR metasynthesis OR "systematic review")

## **Sector**

("high-growth" OR "high growth" OR "high productivity sector\*" OR "high productive sector\*" OR "growing sector\*" OR "male-dominated" OR "male dominated" OR "commercial agriculture" OR energy OR mining OR quarrying OR electricity OR gas OR "water supply" OR trade OR transportation OR accommodation OR food OR "business admin\*")

## **Outcomes**

("economic empowerment" OR empowerment OR "economic opportunit\*" OR "economic participation" OR "female-owned business" OR "female-owned enterprise\*" OR "female-owned factor\*" OR "female-owned industry" OR "women-owned business" OR "women-owned enterprise\*" OR "women-owned factor\*" OR "women-owned industry" OR "job insecurity" OR "job security" OR "job placement" OR "labor force participation" OR "labor market participation" OR "labour force participation" OR "labour market participation" OR "occupational mobility" OR "personal wealth" OR "wage differential\*" OR "wage gap\*" OR "work\* condition\*" OR "job quality" OR "formal enterprise\*" OR "labor force" OR "labor

market" OR "labor demand" OR "labor economy" OR "labor supply" OR "labour force" OR "labour market" OR "labour demand" OR "labour economy" OR "labour supply" OR "small and medium-sized enterprise\*" OR "small enterprise\*" OR "medium enterprise\*" OR "wage labor" OR "wage labour" OR "business leadership" OR work\* OR business OR career OR employment OR employee OR employability OR job OR profession\* OR occupation OR "employment security"

OR "underemployment" OR "under-employment" OR "self-employ\*" OR "self employ\*\*" OR "own account work\*" OR "own-account work\*" OR "undocumented work\*" OR "undocumented work\*\*" OR "marginal work\*" OR "casual work\*" OR "domestic work\*" OR "homebased work\*" OR "home based work\*" OR "home-based work\*" OR "grey economy" OR "gray economy"

OR (informal AND (economy OR sector OR labor OR labour OR "wage labor" OR "wage labour" OR work\* OR business OR career OR employment OR employee OR employability OR job OR profession\* OR occupation OR enterprise\* OR industry OR produc\*))

OR ((pay\* OR remuneration OR salar\* OR benefits OR incentive\* OR financial or money OR monetary OR reward\* OR wage\* OR bonus OR pension OR earning\*) AND (change\* OR increase\* OR rise\* OR augment\* OR grow\*))

OR ((career OR skill\* OR work OR performance) AND (chang\* OR increas\* OR rise\* OR rising OR rose OR rais\* OR augment\* OR grow\* OR grew OR improv\* OR gain\* OR motivat\* OR promot\* OR encourag\* OR enhanc\* OR boost\* OR achiev\* OR success\* OR succeed\* OR accomplish\* OR thrive\* OR thriving OR attain OR enhance OR upgrade OR progress\*))

OR "vertical segregation" OR "occupational segregation" OR "labor market segregation" OR "labour market segregation" OR "employment segregation" OR "glass ceiling" OR "gender segregation" OR "sex segregation")

# Appendix 2.6 Quality Appraisal Tool

**Quality assessment tool** (Bangpan, M., Dickson, K., Felix, L. and Chiumento, A. 2017). The Impact of Mental Health and Psychosocial Support Interventions on People Affected by Humanitarian Emergencies: A Systematic Review. Oxford: Oxfam GB.

Quality criteria	Guidance and criteria for informing judgements
QAQ1: Were steps taken to strengthen rigour in the sampling?	<p>Consider whether:</p> <ul style="list-style-type: none"><li>the sampling strategy was appropriate to the questions posed in the study (e.g. was the strategy well-reasoned and justified?)</li><li>attempts were made to obtain a diverse sample of the population in question (think about who might have been excluded who might have had a different perspective to offer)</li><li>characteristics of the sample critical to the understanding of the study context and findings were presented (i.e. do we know who the participants were in terms of e.g. basic socio-demographics, and characteristics relevant to the context of the study?).</li></ul>
QAQ2: Were steps taken to strengthen rigour in the data collected?	<p>Consider whether:</p> <ul style="list-style-type: none"><li>data collection was comprehensive, flexible, and/or sensitive enough to provide a complete and/or vivid and rich description of people's perspectives and experiences (e.g. did the researchers spend sufficient time at the site/with participants? did they keep 'following up'? Was more than one method of data collection used?)</li><li>steps were taken to ensure that all participants were able and willing to contribute (e.g. processes for consent –language barriers, power relations between adults and children/young people).</li></ul>
QAQ3: Were steps taken to strengthen the rigour of the analysis of data?	<p>Consider whether:</p> <ul style="list-style-type: none"><li>data analysis methods were systematic (e.g. was a method described/can a method be discerned?)</li><li>diversity in perspective was explored</li><li>the analysis was balanced in the extent to which it was guided by preconceptions or by the data</li><li>quality analysis in terms of inter-rater reliability/agreement</li><li>the analysis sought to rule out alternative explanations for findings (in qualitative research this could be done by e.g. searching for negative cases/exceptions, feeding back preliminary results to participants, asking a colleague to review the data, or reflexivity).</li></ul>
QAQ4: Were the findings of the study grounded in/supported by the data?	<p>Consider whether:</p> <ul style="list-style-type: none"><li>enough data is presented to show how the authors arrived at their findings</li><li>the data presented fits the interpretation/supports the claims about patterns in data</li><li>the data presented illuminates/ illustrates the findings</li><li>(for qualitative studies) quotes are numbered or otherwise identified and the reader can see they do not come from just one or two people.</li></ul>
QAQ5: Please rate the findings of the study in terms of their breadth and depth.	<p>Consider whether (NB it may be helpful to consider 'breadth' as the extent of description and 'depth' as the extent to which data has been transformed/analysed):</p> <ul style="list-style-type: none"><li>a range of issues are covered</li><li>the perspectives of participants are fully explored in terms of breadth (contrast of two or more perspectives) and depth (insight into a single perspective)</li><li>richness and complexity have been portrayed (e.g. variation explained, meanings illuminated)</li></ul>

	<ul style="list-style-type: none"> <li>• there has been theoretical/conceptual development</li> </ul>
QAQ6: Privilèges participants' perspectives/experiences?	<p>Consider:</p> <ul style="list-style-type: none"> <li>• whether there was a balance between open-ended and fixed response questions</li> <li>• whether participants were involved in designing the research</li> <li>• whether there was a balance between the use of an a priori coding framework and induction in the analysis</li> <li>• the position of the researchers (did they consider it important to listen to the perspectives of children?)</li> <li>• whether steps were taken to ensure confidentiality and put young people at ease.</li> </ul>
<b>Reliability (rigour) and usefulness</b>	
QAQ7: <b>Reliability</b>	Guidance: think (mainly) about the answers you have given to questions 1–4 and rate studies as: low reliability, medium reliability, high reliability.
QAQ8: <b>Usefulness</b>	Guidance: think (mainly) about the answers you have given to questions 4–6 above and consider: the match between the study aims and findings and the aims and purpose of the synthesis and its conceptual depth/explanatory power. Rate studies as low usefulness, medium usefulness or high usefulness.

## **STATEMENT OF INDEPENDENCE**

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