

# POLICY BRIEF

## PUBLIC & POLICY IMPERATIVES FOR YOUTH BULGE IN PAKISTAN

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**BARGAD** برجاد

Organization for Youth Development



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## Message from the Executive Director

I am pleased to present the Policy Brief on *Public and Policy Imperatives for Youth Bulge in Pakistan*. I believe that this brief is a useful tool to initiate debate on youth bulge in Pakistan from the perspective of integrated youth development.

I would like to express my gratitude to United Nations Population Fund (UNFPA) for financial support of the project.

I am thankful to Sadia Atta Mehmood of UNFPA for conceiving the idea of this whole project, *Public and Policy Imperatives for Youth Bulge in Pakistan*, and for her thorough technical support. I am also indebted to both Sadia and Iqbal Haider Butt for their painstaking research and writing of the policy brief.

It has taken some time for youth development concepts to appear on agenda of the development community in Pakistan. It is indeed a reassuring fact that BARGAD is now witnessing a steep rise of youth issues and growth of youth programmes and groups in the country and so many public interest practitioners are joining us to mainstream youth issues into Pakistani development policy and grassroots' practices.

From a small group of young and enthusiastic students in 1997, when BARGAD was established, we have traversed through responding to youth apathy, deficit and risks and now have turned into a national organization that is committed to positive youth development – the need to link youth with national development designs, structures and processes. In that sense our organizational memory is also an itinerary of the youth work approaches in Pakistan.

Youth development is a compelling, urgent and gigantic task that would demand more stakeholders to enter into the youth work which cross-cuts different sectors and is scattered among multiple themes like the population, education, employment, and participation and engagement. There is a need to articulate an integrated framework for youth development.

The present policy brief is an effort to present the youth development framework from Pakistani perspective. It binds together valuable youth information, data and analysis from different sectors and themes to synthesize a vision for youth development.

I hope that the policy brief has effectively maximized the issue of youth bulge as a strategic leverage to put integrated youth development into public debate and policy designs. I expect bridging effects of this document on lessening distances between public and policy circles working on youth issues.

I look forward to a meaningful interaction between policy makers, development donors and implementing organizations on integrated youth development and congratulate BARGAD team for being part of this valuable undertaking.

*SabikaShakeen*

## Policy Brief

### Public and Policy Imperatives for Youth Bulge in Pakistan

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This policy brief introduces the youth bulge debate and is a resource input for the “National Youth Conference on Risks and Dividends of Youth Bulge in Pakistan” to be held in Lahore on 8-10 August 2010.

By looking at legacy of conception and policy practices in youth development it highlights critical areas for integrated youth development in the country: (i) ensuring declining fertility, (ii) education and youth development, (iii) youth for labour force development, (iv) and youth participation and engagement.

It is envisaged that the policy brief will provide a balance to integrate youth development roles of the policy makers, donors and practitioners working in different sectors.

### 1. Introduction

Despite popular perceptions, youth<sup>1</sup> has traditionally been a marginalized group especially in the developing countries. It is not until recently that public and policy circles have started to count this outnumbered group, its distinct needs, aspirations in life, specific socio-biological complexities that it encounters and how youth condition can create dynamic pressures upon national development.

When the number of youth is at massive rise and they are unprepared and under-groomed for future roles, unemployed and are isolated from the development process then the nation will have to compromise its well-being rather than transform the youth potential into a driving force of development.

In the case of Pakistan, the development community has lately paid attention to the youth as a distinct group whose interests have to be incorporated in national development agenda. It comes mainly from our historical legacy of youth involvement in national affairs.

There have been three key currents and forms of youth visibility in Pakistan; (i) the politically active and organized youth (student organizations), (ii) community youth involved in grassroots charity work, (iii) humanitarian contribution of youth during national emergencies.

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<sup>1</sup> Youth refers to young people between 15-29 years of age according to Pakistani official standards, while the United Nations regards youth as those falling between the age bracket of 15-24 years. BARGAD adheres to the Pakistani definition.

Young people first emerged as palpable stakeholders in the Pakistan movement materializing its concrete mission in the 1940s. Right from that dynamic period to other milestone movements in the country, the potential of youth has been mainly understood in a (political) “struggle” and “mass power” mode.<sup>2</sup> This speaks essentially of their spontaneous and sporadic visibility rather than a youth conception with clear development objectives, policy frameworks and coherent programmes.

Youth were a political instrument or token reference to their potential/ deficit/risk for the nation, not a policy priority. At the best, employment generation, educational resources, social services and health and population indicators were assumed to automatically target the needs of youth and were not integrated into an inclusive package of youth development. As a result, it is not surprising that the policy makers in Pakistan started pondering on the subject of developing a comprehensive national youth policy as late as of 1989.<sup>3</sup>

Youth policy work has been further conventionally limited by a set of gaps in knowledge, practice, scope, magnitude and perception.<sup>4</sup>

The knowledge gap points to lack of understanding of even the basic definitions of “Youth” apart from age factor and explanations of trends and values attached with sub-cohorts of youth and young people with different demographic backgrounds.

In a diverse society such as Pakistan it is imperative to disaggregate the monolithic expression ‘youth group,’ for the critical reason that youth manifest a bewildering diversity in levels of empowerment, access to information, capacity to self-reflect, opportunities and ultimately the nature of connect with contemporary world beyond their known economic, social, cultural and ethnic confines.

We need to map out the segmentation of different youth groups and how they behave and respond to personal and external transitions, fluxes and pressures. Policies aimed at youth have also to address the distinctive environments from where different young folks come. For example, there are obvious differences between the social and economic circumstances of urban and rural areas. It would be naïve to assume that urban resources of education or health are readily available for the rural youth or even for poor or those youth who live in slums. Likewise, heavy dependence of the labour force development programmes on formal technical and vocational education training and certification is bound to frustrate the community youth who are illiterate.

The practical demonstration to invest in social sector spending on issues concerning youth would create practice gaps and despite enlarging bureaucratic set-up for youth may not imply that we are tackling their issues on national scale and magnitude. Resources’ input for youth can be

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<sup>2</sup> For detailed discussion on understanding the conception of youth, please see “Section 3.1 Historical Case of Pakistan” in “Butt, Iqbal Haider. “Revisiting Student Politics in Pakistan”, Bargad: Gujranwala, 2009, pp. 36-47. Available at: <http://www.bargad.org.pk/downloads.asp>

<sup>3</sup> Government of Pakistan, Ministry of Youth Affairs. “National Youth Policy”, Islamabad, Dec 2008, p.4.

<sup>4</sup> Salman, Ali. “Alternative Youth Policy in Pakistan”, Bargad : Gujranwala, 2009, pp. 41-43.

based upon eight key principles, which are: an organizational structure that is supportive of youth development; a safe, physical environment that is supportive of the youth and staff's needs; a holistic approach to all youth; youth contribution and collaboration; supportive relationships; high expectations and clear limits; activities that are engaging and that foster learning, and mechanisms in place to help youth move forward as young adults. In the nutshell, the youth investment is to promote youth-led initiatives and allowing youth to contribute their ideas for programs, services and special events and projects. The desired paradigm thereby recognizes 'agency role of the youth' – to ensure that youth are consulted and included at every stage of reflection, visioning and materializing strategies as dynamic agents of change rather than passive recipients or mere 'beneficiaries'.<sup>5</sup>

An added hindrance has been the convergence of perceptions and workable understanding points among multiple stakeholders on what we have to do about the youth issues. Otherwise these different public and policy stakeholders may lack agreed direction and ownership of the policies. Thus the need to develop a framework for integrated youth development cannot be over-emphasized; in which different perspectives such as population, education, employment and engagement of youth break through common grounds.

It is encouraging that with the promulgation of national youth policy (2009) and development of its plan of action in Pakistan we have progressed towards broad based consensus of what is to be done for youth. The challenge of procuring a blue-print for national youth development has been well responded and indicates to a new era of some clarity that Pakistani youth has to be part of the national transformational campaign.

We can comfort us with the fact we have established the compelling need to develop youth in Pakistan; so that the future generation grows up as contributing force rather than a liability and risk to the nation. Nevertheless, it still will take too much from the government, donors and different implementing agencies and groups to put young people's interest top on the agenda and to translate policy into action for incorporating a growing population into development designs.

Today, the youth issues are fast pacing towards debates in the public sphere and there has been gradual increase in investments on youth from the development donors and the government. The ascendance of youth issues to national priorities has primarily come from realization of the very outnumbering of young people in the country and due to what we call the 'youth bulge' and its potential implications that can catch the public eyes.

## 2. Youth bulge in Pakistan

Population growth rate and size has been a matter of serious concern for centuries. Nevertheless, the recent demographic transition in developing countries has invited attention of policy makers, donors, practitioners, analysts, media persons and public interest groups towards the rapidly

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<sup>5</sup> Mack, Cassandra. "Smart Moves That Successful Youth Workers Make." *Strategies for Empowered Living*. New York, 2005.

changing age structure of the working age and youth population, commonly referred to as the 'demographic dividend' and 'youth bulge'.

Recent researches establish that the population's age structure (the relative size of each age group) deeply affects development opportunities and plays a major role in security risks and governance challenges.<sup>6</sup>

Analysts and practitioners believe that the phenomenon of youth bulge is bound to cause upheavals for good or bad.

Around the world, sixty-two countries are ranked as "*very young*" which means that two-thirds of their populations are under the age of thirty. The Middle East, where 60 percent of the population is under twenty-five, is also susceptible to youth-bulge-related civil strife<sup>7</sup>.

With generally low levels of development, countries with a very young age structure are consistently the most likely to face major challenges. When countries that experienced new conflict in the 1970s, 1980s and 1990s were cross-referenced with their age structure at the beginning of each of those decades, very young structures were found to have the strongest correlation with occurrences of civil conflict. In 1990s, countries with a very young structure were three times more likely to experience conflict than countries with a mature structure. Between 1970 and 1999, 80 percent of all new outbreaks of civil conflicts occurred in countries in which 60 percent or more of the population was under age 30<sup>8</sup>.

Pakistan is also experiencing the demographic transition. It is projected that this trend will go up to 2048. With 165 million people, Pakistan is today the sixth most populous country in the world. Its population has historically grown rapidly and, if current projections are on target, growth will continue well into the 21<sup>st</sup> century. Between 1975 and 2005, the country's population more than doubled, and the United Nations estimates that another 54 million people will be added in the next 15 years. Around the early 2040s, Pakistan will have surpassed Brazil and Indonesia to become the fourth most populous country in the world, following behind China, India and the United States<sup>9</sup>.

Pakistan is undergoing a dramatic demographic transition. According to the recent projections made by US Census Bureau, population of Pakistan in 2010 is estimated to be 177,276,594 and the active age group of youth falling between the age of 15-29 years (53,265,671) contributes to 30.1% of this total projected population.<sup>10</sup>

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<sup>6</sup> Leahy, Elizabeth, Robert Engelman, Carolyn Gibb Vogel, Sarah Haddock and Tod Preston. "The Shape of Things to Come: The Effects of Age Structure on Development", Population Action International PAI: Washington DC, 2007. Available at: <http://www.populationaction.org/Publications/>

<sup>7</sup> Ibid. "Chapter 2: Very Young Age Structures". pp.22-33.

<sup>8</sup> Ibid. "The Effects of Youth Bulge on Civil Conflicts"

<sup>9</sup> Asian Bureau of Statistics

<sup>10</sup> U.S. Census Bureau, International Data Base. "Midyear Population, by Youth Age Groups – Pakistan". Available at: <http://www.census.gov/ipc/www/idb/groups.php> [Accessed on April 9, 2010]

This "youth bulge" is not inherently dangerous, but when governments are unable to foster work opportunities and platforms for expression and engagements, or the prospects of stability, youth bulge can exacerbate the risks of internal disorders.

Pakistan's next generation is confronting a daunting challenge. Over the next two decades, the country will have around 85 million more citizens<sup>11</sup>. Educating, feeding and caring for so many children will be a daunting task for a society that is struggling to satisfy the needs of its population. Each year growing numbers of active youth will be the work hunters, idle, suppressed and politically and socially alienated or frustrated due to no decent place in the society.

The demographic change in Pakistan, according to a recently released briefing paper (2010)<sup>12</sup>, demands (i) ensuring fertility decline in Pakistan, (ii) extracting dividend through educational attainment, (iii) and absorption of growing labour force and the democratic transition has visible implications for attaining MDGs in Pakistan.

The stakes are increasingly growing because of youth bulge. However, Pakistan could benefit from its young population that will endure into the next century, otherwise, having the opportunity unutilized, could result into social devastation.

With enactment of a national youth policy in place, we have also to recognize the urgency of responding to youth bulge in Pakistan – both as risks and dividends and there is dire need to come up with an action plan to harness youth potential.

There has been little policy research and programmatic response into 'youth bulge' as part of an integrated youth development package in Pakistan. Moreover, it is still largely focused on the supply side and on links between policy and sporadic youth agendas in demography, economy, education and health and socio-political realms. This has also to be supplemented with demand generation, and developing mechanism for youth participation and engagement with the policies; so that a critical mass of buy-in, support and partnering is available and actual potential of youth and practical investment is enhanced for youth-reforms in Pakistan.

Apart from the broader points of the youth significance articulated elsewhere in the world – i.e youth bulge and security risks/ extremism – we have yet to obtain credible information and data on how youth numbers and lack of opportunities are contributing to and may shape internal rifts and upheavals in Pakistan. Another issue is feeble demand-based in-put from public interest groups on youth issues and especially to the urgency of a youth bulge<sup>13</sup> and coming up with framework of integrated youth development.

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<sup>11</sup> World Population report 2009

<sup>12</sup> Population Council. "Pakistan's Demographic Transition in the Development Context", Islamabad: 2010.

<sup>13</sup> Analysis of election manifestos of major political parties during elections 2002 would reveal that youth bulge is nowhere even briefly touched. Refer to Pakistan Institute for Legislative Development and Transparency (PILDAT), "A Comparative Analysis of Major Political Parties: What do the Political Parties Promise? Where do they stand on Issues?" Oct 2002: Islamabad.

Ironically even the student organizations have to offer a blue-print on youth issues, youth development or youth bulge, see compilation of manifestos/ Aims and Objectives of Pakistani student organizations published by BARGAD, titled "Talba Tanzeemain Kiya Chahtee Hain" (Urdu), July 2009: Gujranwala.

The issue of youth bulge has turned government functionaries, development donors, advocates and practitioners and public interest organizations to look for defining how to develop youth and what would be the key components of such a national undertaking.

In the next section, we try to elaborate on critical areas of integrated youth development in Pakistan.

### **3. Critical Areas for Integrated Youth Development**

Youth development is "what parents do for their children.....on a good day."

Hugh Price, President National Urban League (1998)

Youth development refers to the process through which all young people seek ways to meet their basic physical and social needs and to build knowledge and skills necessary to succeed in adolescence and young adulthood."

Youth Development Guide, Community Network for Youth Development (2001)

"...the ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives."

Karen Pittman, CEO The Forum for Youth Investment (1993)

Youth development combines efforts of different stakeholders (government, donors and public interest and youth groups), input resources (policy and programming, investment and activism), services (health, education, employment, and civic resource generation) and support systems and opportunities (youth, family and national development outcomes).

As in the case of Pakistan, the national youth policy offers chances for young people to maximize their positive potential through its 15 principles. The encouraging aspect of the national youth policy is to principally promote positive development of youth rather than playing on their deficits and risks, while ensuring affirmative action to address identified deficits and risks. Nevertheless the challenge is to enrich this framework with technical and practical support from different stakeholders because the functions of youth development over-lap and cross-cut many ministries, disciplines and organizations.

To identify key and critical areas of integrated youth development, one will have to consult its varied components, diverging from individual-focused to setting-oriented and systems level interventions to harness the dividends of youth bulge. For the purpose of this policy brief, we address the system-level, sectoral and countrywide fields of social, economic and political development services that can be put to operation for youth-friendly reforms in the country.

While also appreciating the need to develop youth as individuals and create pro-youth settings, we are inclining ourselves towards reforming services which have systemically worked more closely to meet youth development needs in Pakistan. These are health and population, education, economy and governance. These services are informed by four critical areas:

- I. Ensuring Declining Fertility: To ascertain that the total fertility rates in Pakistan are decreased for higher investments in manageable future population of the country.
- II. Education for Youth Development: To direct education policies towards youth development and go beyond traditional learning and instructive pedagogies which can help students to better prepare for future roles and required competencies of social and economic lives.
- III. Youth for Labour force development: To guarantee that all youth are engaged in decent work regardless of their marginality and vulnerabilities.
- IV. Youth Participation and Engagement: To provide political legitimacy to inclusion of youth in policy and governance.

In the coming section we would discuss afore-mentioned critical areas of integrated youth development and highlight points for recommendations.

### 3.1. Ensuring Declining Fertility

Fertility is at the core of present debate on demographic transition and youth bulge in Pakistan. It has been on the decline for the last two decades, though unevenly – decreasing from 6.3 to 4.8 children during 1991-2000 and from 4.8 to 4.0 in the following decade (2000-2009). Total fertility decline was regarded as the fastest in Asia in the former decade.<sup>14</sup> However this slowed down in the current decade despite assumption of the government that the previous trend would persist.

Fertility decline has huge implications for development planning and to extract maximum benefit from youth bulge in Pakistan. It will determine the population size and volume for resource allocation to meet current and future needs (education, health, employment, housing, etc.) of Pakistani population. A Population Council study projects three different scenarios of Pakistani population in 2009-2030 based upon the total fertility rate. The projections are as following:

Table 1: Projected Population (millions) under Three Different Scenarios, 2009-2030				
Scenarios	2009	2015	2020	2030
I. Proposed Course: Moderate decline (TFR 3.0 by 2015, 2.7 by 2020 and 2.2 by 2030)	171.2	192.7	210.6	243.6
II. Current Course: Slow Decline (TFR 3.4 by 2015, 3.1 by 2020 and 2.6 by 2030)	171.2	195.4	216.1	255.3
* "Planned Course": Impossibly fast Decline (TFR 2.08 by 2020 & 1.92 by 2030)	164.6	181.2	194.7	218

*Source: Population Council. "Pakistan's Demographic Transition in the Development Context", Nov 2009, p. 6.*

<sup>14</sup> Population Council. "Pakistan's Demographic Transition in the Development Context", Nov 2009.

It is obvious that the differences of fertility trends put varied pressures on the population size and hence on development planning and resource allocation. The practitioners' emphasis to facilitate fertility decline trends is further informed by public acceptability of population planning and increase in relative demand for reducing the family size.

Researchers have shown that the cultural barriers to fertility planning are gradually giving way to demands for reducing the family size. Especially more and more rural women want to limit child bearing. Moreover, there is a strong demand for birth spacing among Pakistani women.<sup>15</sup>

It will be also interesting to look at findings of one recent survey of the next generation - school going girls - conducted in Sanghar and Gujranwala on knowledge, attitude and practice of SRH and the desire to learn life skills and to attain economic empowerment.<sup>16</sup> Despite knowledge and practice limitations, attitudes of girls were clearly found positive towards their development.

A similar survey conducted in Peshawar (1995) indicated that 88% girls demand sex education. Gujranwala-Sanghar study supported this and found that in the target respondents, this demand was 85% and 82% respectively.

Pakistan Demographic Health Survey computed figures for knowledge about STDs for women aged between 15 and 19 and accordingly 30% of women had heard about AIDS. Current study places this number at 32%. PDHS also mentions that 53.6% of adolescent girls are aware of at least one method of prevention from HIV-AIDS. Overall, the findings of the afore-mentioned baseline are synchronized with previous similar studies.

The question is why then the people's desire does not reflect in sharp fertility decline? Answer lies in inadequate supply of full demand to contraceptives and eliminating unmet demands, access to and outreach of reproductive health facilities especially in rural areas, involving families and men and breaking cultural barriers.

**Table 2: Percent of Met Demand versus Unmet Demand, 1991-2007**

Demand	1991	2001	2007
Met Demand	11.8	27.6	29.6
Unmet Demand	28.0	33.0	37.0
Total Demand	39.8	60.6	66.6
Percent unsatisfied	70.0	54.0	56.0

Source: Zaidi, Batool. "Ensuring Fertility Decline in Pakistan" in "Pakistan's Demographic Transition in the Development Context", Population Council, November 2009

However, when we cross-examine treatment of sexual and reproductive health as youth development policy work there is a massive room to synchronize national policies in related sectors. The following policy review matrix may explain this:

<sup>15</sup> Zaidi, Batool. "Ensuring Fertility Decline in Pakistan" in "Pakistan's Demographic Transition in the Development Context", Population Council, November 2009, pp. 9-17.

<sup>16</sup> WPF. "Baseline Action Research: Sexual and Reproductive Health and Economic Status of Adolescent Girls in Sanghar (Sindh) & Gujranwala (Punjab), Conducted by Development Pool, 2010 (unpublished).

Table 3: Sexual and Reproductive Health: Policy Review Matrix				
Policy	Reference to Adolescent Girls	Reference to Life Skills-based Education (LBSE)	Reference to SHR	Reference to Leadership
Pakistan Population Policy 2010 (Draft)	Yes	Yes	Yes	No
National Health Policy 2009	No	No	No	No
National Education Policy 2009	No	Yes	No	No
National Youth Policy 2009	No	Yes	No	Yes

Source: WPF. "Baseline Action Research: Sexual and Reproductive Health and Economic Status of Adolescent Girls in Sanghar (Sindh) & Gujranwala (Punjab), Conducted by Development Pool, 2010 (unpublished).

It clearly indicates gaps in harmonization and coordination of national population, health, education and youth policies in complementing areas of action.

### 3.1.1. Points for Recommendations

- Supply of full demand to contraceptives and eliminating unmet demands
- Access to and outreach of reproductive health facilities especially in rural areas
- Involving families and men in reproductive health awareness
- Breaking cultural barriers
- More Investment on declining fertility: It is evident from an allocation of Rs. 3 billion (USD 35.29 million) per annum that the Population Policy lacks resources to achieve its goals. That's why the field practitioners advocate focusing more on the fertility reduction rather than surrendering before the population rise while finalizing People's Five Year Plan, 2010-2014 – better more investment now than huge resource allocation in future.

### 3.2. Education and Youth Development

At the outset, we have to make a radical shift from the conventional thinking of looking at education as an automatic process for youth development. This can at best indicate educational attainment, literacy and student enrolment in campuses. Leading proponents of youth development, such as Karen Pittman, contest that the school system is not itself a complete educational and learning experience. She argues that education systems alone simply cannot provide the comprehensive supports necessary to succeed by themselves. Equality of *schools* alone does not guarantee equal *educational* opportunity. Schools are merely one aspect of a child's education, much of which occurs beyond the school doors, beyond the school day, and beyond the realm of (lecture-based) academics.<sup>17</sup> Youth development advocates would rather insist to broaden the definition of student outcomes and to go beyond (formal) academics to

<sup>17</sup> Karen Pittman (President and CEO, The Forum for Youth Investment). Statement Before the (US) Senate Committee on Health, Education, Labor, and Pensions. April 22, 2010  
Available at: [help.senate.gov/imo/media/doc/Pittman.pdf](http://help.senate.gov/imo/media/doc/Pittman.pdf)

include a full range of outcomes, beyond schools to strengthen a full range of institutions, and beyond teachers and principals, to ensure quality child care workers and youth workers.

There have been groundbreaking works done on educational standards for youth development by various notable organizations - The College Board, the Search Institute, Harvard and MIT professors, the Partnership for 21st Century Skills, the Gallup Organization and Katariba, among others - which propose skill-sets necessary for student attainment and success. List of such works and suggested skill-sets for students can be viewed in *Table 4: Skill-set for Youth Development*.

<b>Table 4: Skill-set for Youth Development</b>	
<b>Organizations and Sources</b>	<b>Skill-set Required from Education for Youth Development</b>
College Board Readiness Standards <a href="http://professionals.collegeboard.com/k-12/standards">http://professionals.collegeboard.com/k-12/standards</a>	Proposed practical skills such as critical thinking, collaboration, problem-solving and technology literacy in addition to the subject contents
Search Institute  <a href="http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18">http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18</a>	Developmental Assets Survey demonstrated a powerful, direct relationship between the number of assets in a young person's life, their involvement in pro-social or anti-social behaviors, and their attitudes and performance in school.
Murnane and Levy, the Harvard-MIT education-economics (1997)  <a href="http://www.infibeam.com/Books/info/Richard-J-Murnane/Teaching-the-New-Basic-Skills/0684827395.html">http://www.infibeam.com/Books/info/Richard-J-Murnane/Teaching-the-New-Basic-Skills/0684827395.html</a>	Identified three skill sets that young people need to succeed in the workplace – hard skills (e.g. mathematics, problem solving, and reading); soft skills (e.g. oral and written communications, team work) and information technology.
The Partnership for 21st Century Skills (2002)  <a href="http://www.21stcenturyskills.org/documents/P21_Framework.pdf">http://www.21stcenturyskills.org/documents/P21_Framework.pdf</a>	Introduced skill sets that acknowledged the importance of: core subject matter content infused with 21st century themes; learning and innovation skills; information, media and technology skills, and life and career skills.
The Gallup Organization (2008)  <a href="http://www.gallupstudentpoll.com/121019/Gallup-Student-Poll-National-Report.aspx">http://www.gallupstudentpoll.com/121019/Gallup-Student-Poll-National-Report.aspx</a>	Introduced a student poll that measures students' hope, engagement and well-being.
Katariba (Tokyo-Japan)  <a href="http://www.katariba.net/">http://www.katariba.net/</a>	Found out that Japanese students especially from public schools of rural areas were not performing well due to lack of communication, student-student interaction and platforms for self-expression.

In case of Pakistan, the emphasis has been on literacy and enrolment. Nevertheless, the questions of standardization and equality have been left un-addressed for multiple school systems. In reaction to that there is a conveniently articulated and unpractical call for all together abolishing “class-based” systems and adopt a uniform education system. There is a need that students are given opportunities to build their resources by gaining essential skill-set i.e. oral and written communication skills, coordination and management skills through formal student platforms in the campus and internships, etc. Outside campus context has also to be integrated with formal learning of students; so that ownership of education is enhanced in community and markets.

If we browse contents of successive national education policies in Pakistan, we would witness a major bias for (lecture-based) learning by students. While a pervasive stress on prescriptive

teaching regresses student's much desirable faculties to question, explore and contest – it also negates their essential partnering in the learning process.

There is however one exception, the National Education Commission of 1959, whose report elaborated in detail the need to service learning for students and linked campuses with outside community. The commission viewed to create welfare state was the aim of the education policy. It declared, “educational system is the instrument a society uses to equip its people to lead productive public lives and full personal lives.”

“It must play a fundamental part in the ‘preservation of the ideals, which led to the creation of Pakistan and strengthen the concept as a unified nation.’

The commission of 1959 also encouraged the non-governmental educational institutions to assume leadership role and play their part in promoting education in Pakistan. Furthermore the commission was also vocal for equality issues. On gender, it made three salient points; first, girls primary schools should have same facilities as of boys; second, up to class III women be encouraged as primary school teachers; and third, departments of Home Economics be created for girls in universities and colleges.

The commission floated the idea for the ministry of education to establish a pilot project using school children to teach their parents and proposed that under-graduate college teachers could also be used as adult literacy teachers and suggested to initiate an ‘each one teach one’ programme under which each literate was expected to teach an illiterate adult.

Nevertheless, there is a new wave emerging especially in private schooling systems and some provincial governments mainly on producing competitive and useful students who are well-equipped to address the market requirements. These can be seen as introduction of motivational courses, community monitoring, public-private partnerships, involvement of NGOs, summer schools, model schooling, sports activities and promotion of internships and community service, etc.

There is a need that such ‘non-academic programming’ be horizontally mainstreamed within the system of educational institutions rather than vertically undertaking stand-alone projects sporadically. Partnerships among government, schools and grassroots organizations are the key to success of such programming.

It is equally important that education benefits all youth, especially the young people who are most in need. Although the literate population in Pakistan has increased from 43 to 65 percent for males and from 22 to 42 percent for female since the early 1990s, those still outside schools are a huge chunk that also faces extreme poverty, unemployment, and hopelessness. They need to be connected to the mainstream and would be most deserving candidates for standardized education system.

Major efforts and huge investments have to be directed towards a sizable chunk of illiterate youth through non-formal education (NFE) and emphasis upon functional literacy based on labour rights curriculum. Special attention has to be dedicated especially to rural areas, women,

working children, bonded youth and adult labourers. At present there is a severe shortfall of literary centres and non-formal schools- to meet education needs of these vulnerable groups.<sup>18</sup>

### 3.2.1. Points for Recommendations

- Broaden the definition of education outcomes
- Clarifying educational aims and objectives
- Safe/ violence free campuses
- Women participation and leadership programmes
- Formalizing and supporting the roles of community and grassroots organization
- Community-school relations
- Promotion of Non formal basic Education programs
- Public-private partnerships
- Market out-reach and corporate involvement
- Introduction of service learning and community service programmes
- Student participation in campus affairs through unions, departmental societies and clubs
- Job-skills and career counseling/ placement

### 3.3. Youth for Labour Force Development

Labour Force Survey (2005-06) puts the number of total labour force at 51 million. It is projected to increase to 102 million and 120 million by 2030 in two assumed scenarios of fertility rate.

The national unemployment figures are still below the global average. However with current, rate the number of unemployment youth is projected at 6 million. See *Table 5: Youth Labour Force Trends in Pakistan* for more data.

With urban/rural, gender and literate/illiterate divides the types of youth employment varies from employees to self-employed and unpaid family helpers. It is a matter of concern that during last one and half decade, the unpaid helpers' category – considered to be vulnerable – has increased by 2.8 percent.<sup>19</sup>

Gender equality despite growth trends is still a worrying aspect; as in 2008, almost 8 out of 10 women were working in vulnerable employment conditions as either contributing family worker or own account workers. They are also mostly employed in insecure working condition. Almost every sixth female employee was engaged in casual or piece rate work. Women are furthermore subjected to unfavorable wages as compared to men.<sup>20</sup>

<sup>18</sup> “Policy and Programme Review of NFE/Literacy Programmes (Through ILO’s CEB Toolki to Mainstram Work Agenda for the illiterate Workers, Child and Bonded Labourers)”, Prepared for ILO: Islamabad, March 32, 2010.

<sup>19</sup> Arif, G. M and Urooj Amena. “Absorption of Growing Labor Force in Pakistan” in Population Council, Nov 2009, p.26.

<sup>20</sup> Labour Market Information and Analysis Unit, Ministry of Labour, Manpower and Overseas Pakistanis, Government of Pakistan. “Pakistan Employment Trends for Women 2009”, Series No. 5, Islamabad: April 2009.

Illiterate youth are generally omitted from technical education policies as they are highly biased for educated youth who can read and write. There is a need to systemize orality-based traditional instructive modes and include them in policy frameworks.

**Table 5: Youth Labour Force Trends in Pakistan**

Youth Employment Growth	<ul style="list-style-type: none"> <li>- More than the population growth until 2005-06.</li> <li>- Decreased by 0.1 million during 2006-7.</li> <li>- Employment-to-population rate decreased from 42.0 in 2005/2006 to 40.9 per cent in 2006/2007.</li> <li>- Youth Labour force participation rate also decreased by 1.7 percentage points in 2006/2007.</li> </ul>
Youth Unemployment Rate	<ul style="list-style-type: none"> <li>- Almost halved, from 13.3 to 7.5 percent in 2006/2007.</li> </ul>
Labour Market Disparities at the Provincial Level	<ul style="list-style-type: none"> <li>- Khyber Pukhtunkhwa indicates the lower and declining labour force participation rate and employment-to-population rate, and a high unemployment rate both for young males and females.</li> </ul>
Gender Gaps in the Youth Labour Market	<ul style="list-style-type: none"> <li>- Started to narrow since 1999/2000.</li> <li>- The female employment-to-population ratio has more than doubled since 1999/2000 (from 7.8 to 16.8 per cent). It remains with 16.8 per cent in 2006/2007, almost four times lower than the employment-to-population ratio for young men.</li> <li>- Increasing enrolment of girls in education can be one reason to explain stagnation in rising women participation in labour force.</li> </ul>
Vulnerable Employment	<ul style="list-style-type: none"> <li>- Decreased by 1.8 percentage points between 1999/2000 and 2006/2007, reflecting a decrease for males of 5.3 points, but an increase for females of 11.9 points</li> </ul>
Young Workers in the Informal Economy	<ul style="list-style-type: none"> <li>- Increased from 74.8 in 1999/2000 to 78.8 per cent in 2006/2007 and is more than 10 percentage points higher than the proportion of adults in the informal economy.</li> </ul>
Youth Share of Working “Excessive” Hours (50 hours or more per week)	<ul style="list-style-type: none"> <li>- Increased from 44.6 in 1999/2000 to 45.6 per cent in 2006/2007.</li> </ul>
The Job-search Period for Youth	<ul style="list-style-type: none"> <li>- More than half of the unemployed (55.7 per cent) youth were searching for work for more than six months in 2007.</li> </ul>
Education Level	<ul style="list-style-type: none"> <li>- More than half of the youth labour force (62.2 per cent) had either less than one year of education or just primary level, and only 2.7 per cent had a university degree in 2006/07.</li> <li>- There is a risk of young men leaving school before they have reached the intermediate level.</li> </ul>
At Higher Skills Level	<ul style="list-style-type: none"> <li>- Imbalances in the supply and demand for youth.</li> </ul>

*Source: Adopted from Labour Market Information and Analysis Unit, Ministry of Labour, Manpower and Overseas Pakistanis, Government of Pakistan. “Pakistan Employment Trends 2008”, Series No. 3, Islamabad: May 2008.*

Youth labour force development is a daunting challenge for all stakeholders - the Government, corporate sector, education sector, trade unions, international development partners and civil society organizations. It is encouraging that with the induction of various skill development and technical education institutions, Pakistani policy approaches have progressed from reducing the labour force development with professional development and there is a tendency to look towards systemic and institutional mechanism for developing labour force. NAVTECH and TEVTA are

good examples for that while information and analysis support is being extended through Labour Market Information and Analysis Unit with the help of international donors.<sup>21</sup>

### 3.3.1. Points for Recommendations

- Unemployment reduction by 4 percent
- Diversification to non-agricultural sectors
- Increased opportunities for women
- Demand and skill mapping (Assessment of training needs) in various sectors
- Economic and social entrepreneurship, vocational and skill training
- Standardization of technical education and certification
- Devising certified programmes for illiterate youth

### 3.4. Youth Participation and Engagement

Youth development is consequently about engaging youth in affairs of communities, schools, governments, civil society organizations and other located structures where youth can learn and demonstrate their potential to act in different learning and caring roles and be mentored for the future roles.

**Table 6: World Programme of Action for Youth (WPAY)**

<b>Proposals for Action:</b>
<ol style="list-style-type: none"> <li>a. Improving access to information in order to enable young people to make better use of their opportunities to participate in decision-making;</li> <li>b. Developing and/or strengthening opportunities for young people to learn their rights and responsibilities, promoting their social, political, developmental and environmental participation, removing obstacles that affect their full contribution to society and respecting, <i>inter alia</i>, freedom of association;</li> <li>c. Encouraging and promoting youth associations through financial, educational and technical support and promotion of their activities;</li> <li>d. Taking into account the contribution of youth in designing, implementing and evaluating national policies and plans affecting their concerns;</li> <li>e. Encouraging increased national, regional and international cooperation and exchange between youth organizations;</li> <li>f. Inviting Governments to strengthen the involvement of young people in international forums, <i>inter alia</i>, by considering the inclusion of youth representatives in their national delegations to the General Assembly.</li> </ol>

*Source: United Nations. World Programme of Action for Youth, Economic & Social Affairs, New York: June 2010, p. 43.*

Youth participation is “full and effective participation of youth in the life of society and in decision-making,” according to the World Programme of Action for Youth (1995) which has been adopted by the UN. WPAY stipulates participation as one of the 15 priority areas. It further states that “the capacity for progress of our societies is based, among other elements, on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account.”

<sup>21</sup> Please refer to “Annexure 2: Labour Policy Context in Pakistan” for details.

The WPAY also states that other priority areas of youth are, “in a certain way, conditioned by enabling the economic, social and political participation of youth, as a matter of critical importance, and that the youth organizations are important forums for developing skills necessary for effective participation in society, promoting tolerance and increased cooperation and exchanges between youth organizations.

In Pakistan there is a layout of associational work within campuses that can be potentially functional for literate youth but in the absence of decentralized structures of governance and local governments the community youth can have lesser opportunities for civic participation and engagement with political commitment and legitimacy backing them.

Traditionally, the political parties and student organizations used to be the breeding grounds for youth recruitment and participation in civic and socio-political activism. But with the weakening of ties with formal political structures like the political parties young people are turning their attention to mostly virtual spaces and cyber activism. It is no co-incidence that the last visible political movement of young people in Pakistan (against the imposition of emergency by Gen Musharaf regime) was largely unaffiliated with particular political parties unlike the similar instances of the past.

Due to lack of adequate platforms and institutional mechanism for youth in campuses and communities, youth participation is one big area open for youth groups and NGOs to intervene and act for youth rights. National youth, population, education and health policies promulgated within last 2 years in Pakistan can be broad theme-setting frameworks for such an activism.

### **3.4.1. Points for Recommendations**

How can political process and programmes aimed at youth participation be developed in a context of weakening support for political parties and absence of local government structures? Some of the THEMATIC areas for grassroots action can be:

- Governance, voice and accountability: Youth activists can engage with political parties while keeping their non-affiliation intact in advocacy campaigns on youth rights where youth interacts with mainstream politicians. Likewise, they can be part of work at NGOs, ministries and many other institutions. They can also benefit from skills obtained during such campaigns and in the process learn how to plan actions, design and coordinate activities, volunteer time for day-to-day youth work and communicate on behalf of the youth, etc. This will build their capacity to interact with experienced people and equip themselves by handling difficult situations.

Organizations like BARGAD provide their volunteers with such opportunities that link personal development of youth with social development in Pakistan.

- Youth and Extremism: Youth is evidently visible in campus violence and extremist activities. There is a need to engage young people in effective behavioural change communication for internalizing values of tolerance, openness, dialogue and peaceful resolution of issues. Preventive actions also need to address economic, political and

cultural factors of extremism and realize youth the economic, political and psychological costs of extremism.

It is envisaged that creation of open platforms facilitates anti-extremism environment; as it is often linked with suppression of youth feelings.

- Sexual and Reproductive Health and Rights (SRHR): Young people especially girls can be the watch-dogs of SRHR aims. Gender-sensitive awareness and mobilization is also an opportunity in Pakistan; as more and more girls are entering education and professional arenas and need support for their inclusion in the national system. Male and female youth can also be involved in issues such as talking about health risks, street harassment, violence against women and equity within families; so that healthy family culture is promoted.
- Education as basic right: Youth is faced with challenges regarding access and affordability of education services and this cognizance should be integrated with processes focusing on greater investment in education. Since the problem scale is huge it is likely to win stakeholders on its side. But there is a need to promote a culture of information rather than sentimentality, which can backfire.
- Social exclusion: Youth development itself is a marginalized sector. There is a need to design processes and programmes and develop public messages to put youth at the top of agenda. Focus has to be upon especially services and rights of vulnerable and segregated youth groups i.e. rural, illiterate, poor, victims of violence, minorities, students of public institutions etc.

Youth can be involved in skill-based and functional interventions. It is often proven that these measures also act as soft entry points for youth rights groups in tough, rigid or hostile environment. Young people and institutions both like to be equipped with skill-based techniques for a bright future. Example of such programmes can be capacity building actions on (i) youth employment, job and entrepreneur skills, (ii) youth mobilization, (iii) youth Leadership, and (iv) generating youth analysis and research.

Youth analysis and research is a much needed functional area in Pakistan. Although it's a painstaking enterprise, yet it is rewarding due to non-availability of credible data. The experience of BARGAD has shown that its empirical data and researches on student politics and participation not only helped the organization to rise to limelight and on the other facilitated in designing well-grounded youth development programmes.

## Appendices

### Annexure 1: 15 Principles of National Youth Policy of Pakistan

#### 1. Reinforce sense of Pride, Awareness and Motivation.

- a. Reinforce the sense of pride by creating awareness about our history, heritage and achievements.
- b. To expose youth to works and examples of high achievers in the world in various walks of life and to instill a passion to excel and achieve excellence.
- c. Develop amongst the youth an international outlook, a desire to compete, an insight into other cultures and desire to learn lessons from achievements and errors of others.

#### 2. Promote National Integration

Promote:

- i. National integration and harmony,
- ii. Mutual friendship,
- iii. Tolerance, understanding and values.
- iv. Social interactions.

#### 3. Enabling Prospects of Income Generation for the Youth. (Harnessing the Youth Dividend).

Consistent with the policies of the Government for rapid economic growth which will create opportunities of income generation for Pakistani Youth, following specific measures be taken:

##### a. Skill Development

Undertake target oriented programmes for development of new and enhancement of existing skill to cater for the need of the youth in the specific area/regions (e.g. coastal, agriculture, industrial, urban, rural areas etc.). These programmes will also envisage training for foreign job markets where Pakistani youth can find jobs.

##### b. Entrepreneurships

Assist and support the youth in establishing self-employment businesses and start up of new companies/ventures.

##### c. Micro Finance

Provide financial resources for small scale income generation ventures.

##### d. Internship and Job Counseling

Enhance internship programmes and provide job counseling in collaboration with corporate sector and universities etc.

#### 4. Address Issues of Marginalized and Vulnerable Groups of Youth

Eradicate disparities related to access to social and economic opportunities and resources for youth development by adopting rights base approaches.

#### 5. Support Character Building

Inspire the youth with:

- i. Islamic values
- ii. Ideology of Pakistan, aspiration for Pakistan
- iii. Sense of good citizenship, high standards of morality
- iv. Discipline

- v. Respect for basic human values, laws and religions.
- vi. Educate, motivate & guide against extremism, terrorism, anti-state & inhuman activities.

**6. Promotion of Sports and Recreation:**

Patronize sports and recreation activities, sports competition, expansion of sports facilities at all administrative levels on sustainable basis with special emphasis for young females.

**7. Academic and Intellectual Development.**

- a. Take steps to promote scholarship, enhance availability and access to academic material, participation in conferences and undertake talent forming programmes.
- b. Special emphasis be given to mainstreaming of youth studying in Madrassas.
- c. Youth will be given representations in Think Tanks, policy formation and implementation fora.

**8. Youth Health**

Create awareness about responsible and safe behaviour, provide youth friendly and health care counseling and guidance facilities.

**9. Social Volunteerism**

Youth will be encouraged to undertake voluntary social service.

**10. Incentives for Talented and High Performing Youth**

Talented and high performing youth will be given recognition reward and incentive at the national level. Efforts be made to motivate and attract them towards service for the nation.

**11. Youth Marriage, Family and Life Skills**

Facilitating the youth (above 18 years) in the formation and planning of a healthy family on a sustainable basis.

**12. Youth Mentoring**

Supporting and guiding the youth in identifying their potentials, overcoming their failures, adopting the traits of good citizens and boosting their morale for high achievements in life.

**13. Special Youth**

Special consideration will be given to promote the participation of special and handicapped youth in all activities.

**14. Balancing the Gender Imbalance**

Work towards gender equity and provide greater opportunities and decent environment for the female youth to play their role in socio-economic development of the country.

**15. Youth in Prison**

Special Programme for rehabilitation, mentoring, training and education and incentives for youth in prison will be evolved so that their time in the prison is utilized to become good citizens capable of integrating in social economic activities.

*Source: Government of Pakistan, "National Youth Policy" Ministry of Youth Affairs. Islamabad. pp. 9-12.*

## Annexure 2: Labour Policy Context in Pakistan

Constitutional Provisions	International Commitments of Pakistan	National Policies and Programmes	Monitoring & Labour Market Information and Analysis
Article 37c: Provision of securing just and humane conditions of work and for maternity benefits for women in employment	Signatory to the UN Universal Declaration of Human Rights 1948 that recognizes the right to work, to freely choose employment and to have just and favorable working conditions.	Decent Work Country Program (DWCP)	Labour Market Information and Analysis Unit (LMIA&U) established in the Ministry of Labour and Manpower, Government of Pakistan (2006)
Article 3: Ensuring of exploitation and the gradual fulfillment of the fundamental principle, from each according to his ability, to each according to his work	The 1998 ILO Declaration on Fundamental Principles and Rights at Work	Mid-Term Development Frame Work (MTDF, 2005-10)	<b>MDGs INDICATORS BY ILO (2007)</b> to monitor the achievements of full and productive employment and decent work for all
Article 11: Prohibition all forms of slavery, forced labour and child labour	Ratification of 35 ILO Conventions, including eight core labour rights Conventions	Poverty Reduction Strategy Papers	1. Employment-to-population ratios for persons aged 15 years and over and youth (age15-24 years) 2. Vulnerable Employment
Article 17: Fundamental right to exercise the freedom of association and the right to form unions		“9-point” Plan	3. The share of working poor (US Dollar 1 a day) in total employment
Article 18: The right to enter upon any lawful profession or occupation and to conduct any lawful trade or business		Vision 2030	4. Labour productivity
		National Labour Policy, 2010	

Source: Adopted from Fayyaz Malik. "Decent Work in Pakistan" A Powerpoint Presentation, Ministry of Labour and Manpower, Government of Pakistan, Islamabad: February 2010.

### **Annexure 3: Objectives of the National Population Policy of Pakistan (2010)**

#### **Short Term**

Reduce fertility level to 3 births per woman by the year 2015

Ensure universal access to safe family planning services by 2015

Reduce incidence of first birth (in ages less than 18) by two-thirds by 2015

Promote birth-pregnancy spacing (of more than 36 months) from existing 33 percent to 60 percent in year 2015

Reduce proportion of mothers giving late birth (ages beyond 34) to half by 2015

#### **Long Term**

Achieve replacement level fertility i.e. 2.1 births per woman by 2025

Minimize unmet need for family planning services from 25 to 10 percent by 2025

Achieve contraceptive prevalence rate of 70 percent by 2025

*Source: Government of Pakistan, “Labour Policy 2010”.*

## **Annexure 4: Vision and Aims and Objectives of the National Education Policy of Pakistan (2010)**

### ***Vision:***

*“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”*

### **Aims and Objectives**

1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
2. To play a fundamental role in the preservation of the ideals, which lead to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
3. To create a sense of unity and nationhood and promote the desire to create welfare State for the people of Pakistan
4. To promote national cohesion by respecting each others faith and religion and cultural and ethnic diversity.
5. To promote social and cultural harmony through the conscious use of the educational process.
6. To provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
7. To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
8. To aim at nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
9. To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in the society for the common good.
10. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.
11. To improve service delivery through political commitment and strengthening education governance and management.
12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
13. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action EFA Goals and Millennium Development Goals relating to education.
14. To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.

15. To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults.
16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.
17. To enable an individual to earn honestly his/her livelihood through skills that contribute to the national economy and enables them to make informed choices in life.
18. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-oriented and preparing the students for the world of work.
19. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.
20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

*Source: Government of Pakistan, "Labour Policy 2010".*

## Annexure 5: Youth frameworks and tools of International Development Agencies

<p><b>UN Programme on Youth</b>          World Youth Report' (2009)  <a href="http://www.un.org/esa/socdev/unyin/wyr09.htm">http://www.un.org/esa/socdev/unyin/wyr09.htm</a>          The UN Programme on Youth is part of the Social Integration Branch within DESA.  <b>World Programme of Action For Youth:</b> 15 priority areas in three clusters: 1) Youth in the global economy; 2) Youth and their well-being; 3) Youth in civil society.</p> <p><b>UNICEF</b>          Child and Youth Participation Resource Guide' (2006), Resources on child and youth participation from Asia, Europe, North America, Latin America, Africa, Australia and the Pacific.  <a href="http://www.unicef.org/adolescence/cypguide/index_child_adult.html/">http://www.unicef.org/adolescence/cypguide/index_child_adult.html/</a></p> <p><b>CYP/UNICEF</b>          Youth participation toolkits (four parts). Together, the booklets provide a comprehensive framework for participation that can be adapted for various social and cultural environments. Roles adults can play in enabling youth participation; fitting participation into the life-cycle of a project or intervention and practical tools for making participation happen.  <a href="http://www.thecommonwealth.org/Document/154211/162033/young_participation_toolkits/">http://www.thecommonwealth.org/Document/154211/162033/young_participation_toolkits/</a></p> <p><b>NORAD</b>          Outline a checklist for governments and donor agencies to use when they are developing new policy to ensure that they are considering children and youth and including them in any new policy.  <a href="http://www.norad.no/en/Tools+and+publications/Publications/Publication+page?key=109519">http://www.norad.no/en/Tools+and+publications/Publications/Publication+page?key=109519</a></p> <p><b>GTZ</b>          'Get Youth on Board!' (2008) A toolkit for stakeholder collaboration and youth promotion based on an integrated and participatory approach.  <a href="http://www.gtz.de/en/themen/uebergreifende-themen/jugend/24301.htm">http://www.gtz.de/en/themen/uebergreifende-themen/jugend/24301.htm/</a></p>	<p><b>UNFPA (2007)</b>          Present '4 Keys' for engaging youth: 1) Supportive policy making that applies the lens of population structure and poverty dynamics analyses; 2) Gender-sensitive, life-skills-based sexual and reproductive health (SRH) education; 3) Sexual and reproductive health services; and 4) Young people's leadership and participation.</p> <p><b>UNFPA/FHI (2008)</b>          Youth Participation Guide – assessment, planning and implementation. Illustrates how to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming at an institutional and programmatic level. The target audience includes senior and middle management, programme managers, staff involved in implementing activities, and youth.  <a href="http://www.unfpa.org/public/publications/pid/1325/">http://www.unfpa.org/public/publications/pid/1325/</a></p> <p><b>World Bank</b>          'Phases of Life' of a young person: learning, working, staying healthy, forming families and exercising citizenship. Investment and policy to address each of these areas will enable youth to fulfill their potential. Provide a set of indicators to measure progress towards youth goals. They stress the importance of evaluating the situation facing youth and also assessing youth strategies and programmes to establish what is effective Youth investments in the World Bank Portfolio' (2009) A summary of World Bank interventions targeting youth during fiscal years 1995-2007.  <a href="http://siteresources.worldbank.org/INTCY/Resources/395766-186420121500/YDNii2_InvPortfolio.pdf">http://siteresources.worldbank.org/INTCY/Resources/395766-186420121500/YDNii2_InvPortfolio.pdf</a></p> <p><b>CYP/Commonwealth Secretariat</b>          Mainstreaming of youth across sectoral programmes. Provide 'Government Action Points' with indicators.</p>
<p>Source: DFID-CSO Youth Working Group. "Youth Participation in Development: A Guide for Development Agencies and Policy Makers", London: March 2010, p.15.</p>	



The present policy brief introduces the youth bulge debate and is a resource input for the “National Youth Conference on Risks and Dividends of Youth Bulge in Pakistan” to be held in Lahore on 8 -10 August 2010.

By looking at legacy of conception and policy practices in youth development it highlights critical areas for integrated youth development and programming in the country: (i) declining fertility, (ii) education and youth development, (iii) youth for labour force development, and youth participation and engagement.

It is envisaged that the policy brief will provide a balance to integrate youth development roles of the policy makers, donors and practitioners working in different sectors.



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This policy brief is also to commemorate *International Year of Youth: Dialogue and Mutual Understanding* as declared by the United Nations. The year will start from 12 August 2010 to end on 11 August 2011. The UN system has announced to focus on the three key areas during the year:

- Create awareness (increase commitment and investment in youth)
- Mobilize and engage (increase youth participation and partnerships)
- Connect and build bridges (increase intercultural understanding among youth)