

Summary

Pakistan

National Human Development Report

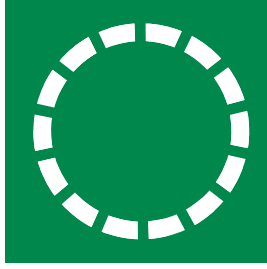
**Unleashing the Potential
of a Young Pakistan**





The front cover of this report represents a visual exercise depicting Pakistan's youth as a 100 young people. Our wheel of many colours represents the multiple dimensions of what it means to be young in Pakistan today. Based on national data as well as results of our own surveys, the Wheel presents a collage of information on Pakistan's young people (details in Chapter 2). This tapestry shows the diversity as well as vibrance of our youth, while also highlighting the inequities and hurdles they face as young Pakistanis. We chose the Wheel as this Report's motif and cover art, because it represents not only the basis of our hopes for the future, but also our concerns.

Diagram inspired by Jack Hagley's *'The world as 100 people'*.



Pakistan National Human Development Report **2017***

Unleashing the Potential of a Young Pakistan

*NOTE: The data (including national statistics, survey results and consultations) in this report was mostly completed in 2016.



Published for the
United Nations
Development
Programme
(UNDP)

Human Development Reports: In 1990, Dr. Mahbub ul Haq produced the first Human Development Report, introducing a new concept of human development focusing on expanding people's opportunities and choices, and measuring a country's development progress through the richness of human life rather than simply the wealth of its economy. The report featured a Human Development Index (HDI) created to assess the people's capabilities. The HDI measures achievements in key dimensions of human development: individuals enabled to live long and healthy lives, to be knowledgeable, and have a decent standard of living. Subsequent Human Development Reports (HDRs) released most years have explored different themes using the human development approach. These Reports, produced by the UNDP's Human Development Report Office and ensured editorial independence by UNGA, have extensively influenced the development debate worldwide.

National Human Development Reports: Since the first national Human Development Reports (NHDRs) were released in 1992, local editorial teams in 135 countries have produced over 700 NHDRs with UNDP support. These reports bring a human development perspective to national policy concerns through local consultations and research. National HDRs have covered key development issues ranging from climate change to youth employment, to inequalities driven by gender or ethnicity. This is Pakistan's first National Human Development Report in over a decade. The last one in 2003, the NHDR on Poverty, focusing on growth and governance, was authored by Dr. Akmal Hussain.

Copyright © 2017

United Nations Development Programme, Pakistan

4th Floor, Serena Business Complex, Khayaban-e-Suharwardy, Sector G5-1, Islamabad, Pakistan

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by means, electronic, mechanical, photocopying, recording or otherwise, without prior permission.

Disclaimer:

The views expressed in this publication are those of the authors and do not necessarily represent those of the United Nations, including UNDP or the UN Member States.

UNDP has copyrights to all photographs used in the report, taken during the National Youth Consultations.

For contributions and feedback, please email us at: pak.communications@undp.org

ISBN: 978-969-8736-19-4

Printed in Pakistan by Khursheed Printers

For a list of errors or omissions found after printing, please visit our website at <http://pk.undp.org>

Pakistan Human Development Report 2017 team

Lead authors

Dr. Adil Najam and Dr. Faisal Bari

UNDP oversight

Shakeel Ahmad (Assistant Country Director, Development Policy Unit)

Management and writing team

Umer Akhlaq Malik, Sonia Atallah, and Gemma Stevenson (Coordinators), Dr. Rizwan ul Haq (Statistician), Beena Sarwar (Editor), Muntazir Ali, Saira Talha, Saeed Ahmed, Meeran Jamal, Fazilda Nabeel, Saba Shahid, Nadia Ali Syed, Hina Sheikh, and Beenisch Tahir (Communication)

Layout and Information Design

Nida Salman

Operations and administration

Naveeda Nazir (Administration) and Azam Khan (Operations)

Foreword

Pakistan is not only one of the youngest countries in its region, but also in the world. Sixty four percent of the country's population is under the age of 29, with some 30 percent between the ages of 15 and 29. For at least the next three decades, Pakistan will continue to be a younger country.

Never have the opportunities for social, economic and political progress been so great. Nor have the challenges facing us ever been more pressing. As in many countries, but more than in most, Pakistan faces an important opportunity – indeed, a responsibility – to place its young at the very centre of its development priorities. If there is one most important lesson of this Report, it is the need to invest in Pakistan's youth today, to ensure a better future tomorrow.

We have chosen 'youth' as the focal topic of Pakistan's National Human Development Report 2017 because we believe in this simple, unequivocal truth: the youth are a powerful force, possibly the most powerful force, for transformational change. With their demographic size and more importantly their fresh ideas and energy, if provided with a conducive environment, they can lead the way to sustainable human development.

This, the country's first National Human Development Report (NHDR) in over a decade, seeks to understand Pakistan's human development challenges and opportunities from the prism of youth. It focuses on how to improve human development outcomes – by empowering young people, addressing the root causes of the obstacles they face, and by proposing innovative ways to surmount these challenges. Offering first-rate analysis and evidenced-based policy recommendations, this Report looks at three key drivers of youth empowerment: quality education, gainful employment and meaningful engagement. These, we believe, are levers of change that can harness the potential of young people and catapult Pakistan on a path of greater human development.

The first lever is education for knowledge empowerment of the young. It is the most important tool for improving human development outcomes as education enhances the capabilities, freedoms and choices amongst the young. The NHDR's resounding call is that to enhance human development outcomes both the quantity and quality of Pakistan's education system will have to be improved.

The second lever of youth empowerment is gainful employment for economic empowerment. From a human development perspective, providing decent employment is not just about economic opportunity but also about increasing self worth, dignity and an expanding capability for social impact. The NHDR views youth unemployment as one of the biggest emerging challenges in Pakistan even as it views entrepreneurship as a great new opportunity. It emphasizes the need to improve the quality of employment, focusing on reducing unpaid and casual employment.

The third lever of transformation and meaningful engagement for social empowerment as identified by this Report is about voice, identity, inclusion and citizenship – meaningful social, political and institutional integration of youth into the fabric of society and its collective decisions. The NHDR 2017 reveals the existence of starkly limited open spaces and inadequate engagement opportunities for Pakistan's youth to be young. This is especially true for young women.

The NHDR concludes that to utilise the youth's potential as a positive force for transformation and as a human development enhancement tool, it is of critical importance to provide them with inclusive open spaces to voice their concerns as well as meaningful engagement opportunities in both the social and political spheres.

This Report celebrates the idea of human development, the invention of one of Pakistan's finest intellectuals, Dr. Mahbub ul Haq. The lead authors of this Report,

Dr. Adil Najam and Dr. Faisal Bari, have meticulously constructed a framework that is true to Dr. Haq's ideas of what human development is and how it can be actualised. Most importantly, they have done so by reaching out and listening carefully to what the young of Pakistan are saying. Behind this Report lies an intensely participatory process involving 81 youth consultations, besides one-on-one interviews, a national survey on youth perceptions and other out-of-the-box outreach methods, directly engaging over 10,000 young Pakistanis. I am proud to say that this Report truly is *"for the youth and by the youth"*.

Maintaining a long and cherished tradition that also goes back to Dr. Mahbub ul Haq's vision, this Human Development Report is an intellectually independent effort supported by UNDP-Pakistan and its partners. It has benefited from the expertise, experience and participation of a wide array of stakeholders. Most importantly, we owe a special thanks to the Advisory Council chaired by Ahsan Iqbal, Federal Minister of Planning Development and Reforms, and including Dr. Akmal Hussain, Asad Umar, Dr. Bacla Raza Jamil, Bushra Gohar, Jan Muhammad Khan Achakzai,

Marvi Memon, Qazi Azmat Isa, Shahnaz Wazir Ali and Dr. Umar Saif. Bringing their wisdom and advice from a wide variety of perspectives and encouraging the authors of this Report the freedom to think boldly has made the process as well as the product most rewarding.

I am also grateful to the very dynamic team that worked on this Report and to the wide community of civil society activists, subject experts and international, national and provincial policymakers who were deeply engaged and consulted in the process. I take great pride in knowing that this is deeply and truly a country owned Report: an NHDR made for, by and in Pakistan.



Neil Buhne

Resident Representative

United Nations Development Programme,
Pakistan

Contents

Foreword

Acknowledgements

CHAPTER 1

A human development approach to youth

Why this Report?

Tapping a nation's real wealth

How this Report came about: Methodology and a little madness

Tools that capture our learning

CHAPTER 2

The state of youth in Pakistan

Population dynamics and the youth bulge

Measuring development

The Youth of Pakistan as 100 people

Looking ahead

CHAPTER 3

Education for the youth's human development

Harnessing the potential

State of education in Pakistan

Through the voices of the youth

Beyond formal education

CHAPTER 4

Youth employment and human development

Dimensions of youth employment

Delivering quality employment

Barriers to quality employment

Leveraging opportunities for quality employment

CHAPTER 5

Youth engagement and human development

Engagement as human development

Youth action: political and civic engagement

Youth development: health and social norms

Reflections and the way forward

CHAPTER 6

Enhancing human development through youth

Necessary steps in the areas of the three Es

Policy-wise, what is to be done?

STATISTICAL ANNEX

Readers' guide

Statistical tables

Technical note 1. Human Development Index

Technical note 2. Youth Development Index

Technical Note 3. Youth Gender Inequality Index (YGII)

Technical note 4. Multidimensional Poverty Index

National Youth Perception Survey 2015

Data sources

Regional divisions of Pakistan

BIBLIOGRAPHY

FIGURES

1.1 Dimensions of human development

1.2 Human development index (HDI)

1.3 National Human Development Report 2017: an inclusive, participatory and youth-led process

1.4 Pakistan National Human Development Report – National Youth Consultations

1.5 Sentiment Meter - NHDR National Youth Consultations

2.1 Population and its growth rate in selected age groups: 1950-2100

2.2 Share of youth in working age population

2.3 Timing of the 'window of opportunity': dependency ratios

2.4 The changing shape of Pakistan

2.5 Share of youth in the total population: 1950-2100

2.6 A conceptual framework of the YDI

2.7 Dimensions and indicators used in the YGII

2.8 Pakistan is the only non-African country amongst the bottom ten Commonwealth countries in YDI.

2.9 The youth of Pakistan as 100 people

3.1 Comparison of the youth's education rankings for selected countries

3.2 Different scenarios to achieve zero out-of-school children

3.3 Literacy rate of population above 10 years

3.4 Pakistan's youth literacy rate varies widely across provinces, regions and gender

3.5 Enrolment drastically drops at middle and matric level

3.6 Comparison of retention rates from class 1 to 10 for the years 1996-2006 and 2006-2016

3.7 Proportion of out-of-school children belonging to the poorest backgrounds is twice that of the richest

3.8 Education attainment levels of youth at the time of their first job

3.9 While a significant number of youth (25–29 years) in urban areas manage to attain at least matric, a major proportion in rural areas has never been to school

3.10 A significant percentage of Pakistani youth have never been

SPECIAL CONTRIBUTIONS

Valuing philanthropy to build a justice, peaceful and inclusive society -

Abdul Sattar Edhi

Youth and human development - Ahmad Alhendawi

The importance of girls' education - Malala Yousafzai

Sports for youth development - Sana Mir

EXPERT OPINIONS

The importance of teaching teachers to teach - Zakia Sarwar

Converting the Internet's potential into reality - Dr. Taimur Rahman

Human development and youth in the context of public private
partnerships in Pakistan - Dr. Baela Raza

Vocational training today: challenges and opportunities -

Dr. Ali Cheema

Entrepreneurship and education - Nabeel A. Qadeer

Citizenship and the youth – I. A. Rehman

Youth radicalisation in Pakistan – Dr. Moeed Yusuf

Youth volunteerism - Dr. Muhammad Amjad Saqib

Information technology: connected identities - Beena Sarwar

A human development approach to youth

Pakistan currently has the largest generation of young people ever in its history, with about two-thirds of the total population under 30 years of age. This includes children under 15 who will be tomorrow's youth. The youth cohort, defined as those between 15-29 years of age, currently forms nearly a third of the country's total population.¹ As a section of the populace that is transiting to adulthood, this 'youth bulge' will prove to be either a dividend or a disaster for the country, depending on how Pakistan invests in its development. The Pakistan National Human Development Report 2017 thus focuses on the youth as a critical force for shaping human development.

Human development and Pakistan's youth

The NHDR 2017 takes the human development approach, measuring human well-being through the prism of “expanding the richness of human life” rather than simply economic wealth, with a focus on people and their opportunities and choices.² As such, this Report relies on the Human Development Index (HDI) as a measure of overall achievement, emphasising three main aspects of a nation's polity: people, opportunities and choices (figure 1).³

HDI variations amongst regions and provinces depict the state of choices and opportunities available for people. Higher HDI figures mean higher development levels and a greater availability of opportunities and freedom of choice for individuals to enhance their lives and society. However, since it is uncertain whether these opportunities cater to the specific needs of youth and promote youth development, the UNDP has produced, for the first time in Pakistan, two composite indexes that go further than the HDI to measure youth development: a regionally representative Youth Development Index (YDI) and a gender adjusted YDI, the Youth Gender Inequality Index (YGII).

Outlining the state of youth human development in Pakistan, the Report hinges

on three main points:

- Pakistan has a huge youth population – a youth bulge that is an opportunity now but will turn into a disaster if not dealt with appropriately;
- How the youth develop and grow will critically impact Pakistan as a country. For instance, if engaged and utilised properly, the youth can serve as catalysts for the Sustainable Development Goals (SDGs);
- The youth, a massive segment of the population transitioning between childhood and adulthood, will not remain youth forever – hence the need to act now.

The Report identifies and examines three 'Es', education, employment, and engagement, as the key levers of change for the youth. These drivers shape the youth's experiences as they transition from dependence into independence, physically, emotionally and financially, and begin to engage with society beyond their families and immediate communities.

The three Es are inextricably inter-linked. Youth employment patterns stem from educational trends which may depend on the household demographics and regional norms, while educational and employment patterns influence the youth's interaction with society, by voting, starting families, and becoming productive citizens.

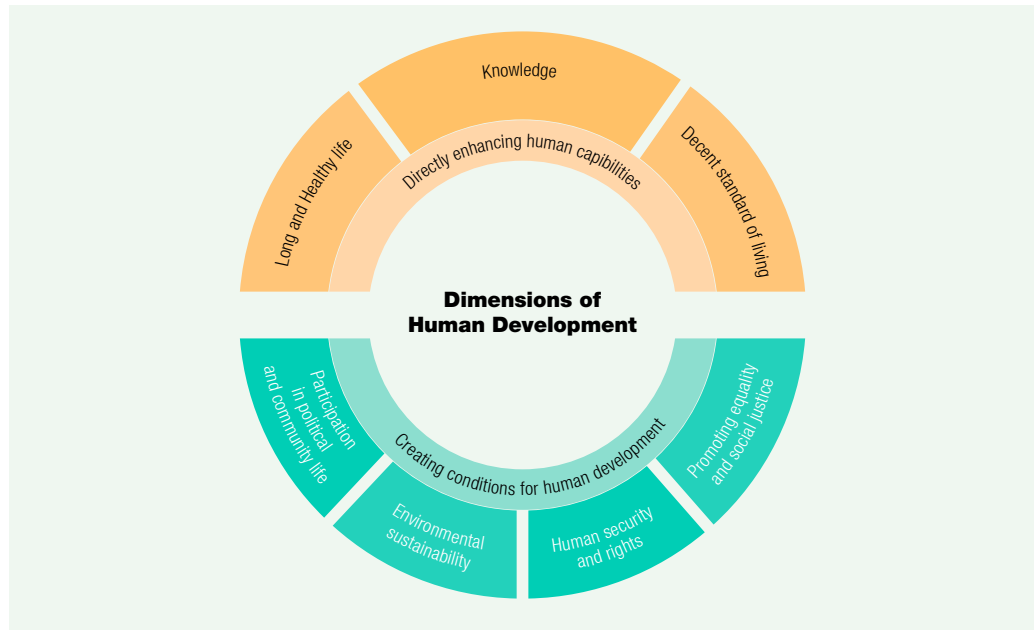
Jawan Ideas



Celebrate the week of August 14 as National Youth Week. Hold youth-focused activities, celebrate young role models and emphasise regional linkages.

FIGURE 1

Dimensions of human development



Source: UNDP 2016b.

Jawan Ideas



Encourage local government to create youth community centres (Jawan Markaz) with free internet, meeting rooms and easy access to information on education, jobs, civic opportunities, peer counselling, etc.

Key messages

- Focus on education, employment and engagement will enable Pakistan’s youth to positively impact the polity. Failure to provide them with the right opportunities will lead to disaster, with large segments of the population becoming unemployed, uneducated, disengaged and disempowered.
- The situation is urgent, because the youth bulge will start to decrease after another three decades. To attain the maximum benefit, it is imperative to invest in the youth now to enhance their wellbeing as well as the country’s human development.
- Quality is essential. Providing the youth with education, employment, and engagement opportunities is not enough by itself and can even be detrimental. Policy must focus on providing quality in addition to quantity.

A report “by the youth, for the youth”

The NHDR 2017 is a first step towards

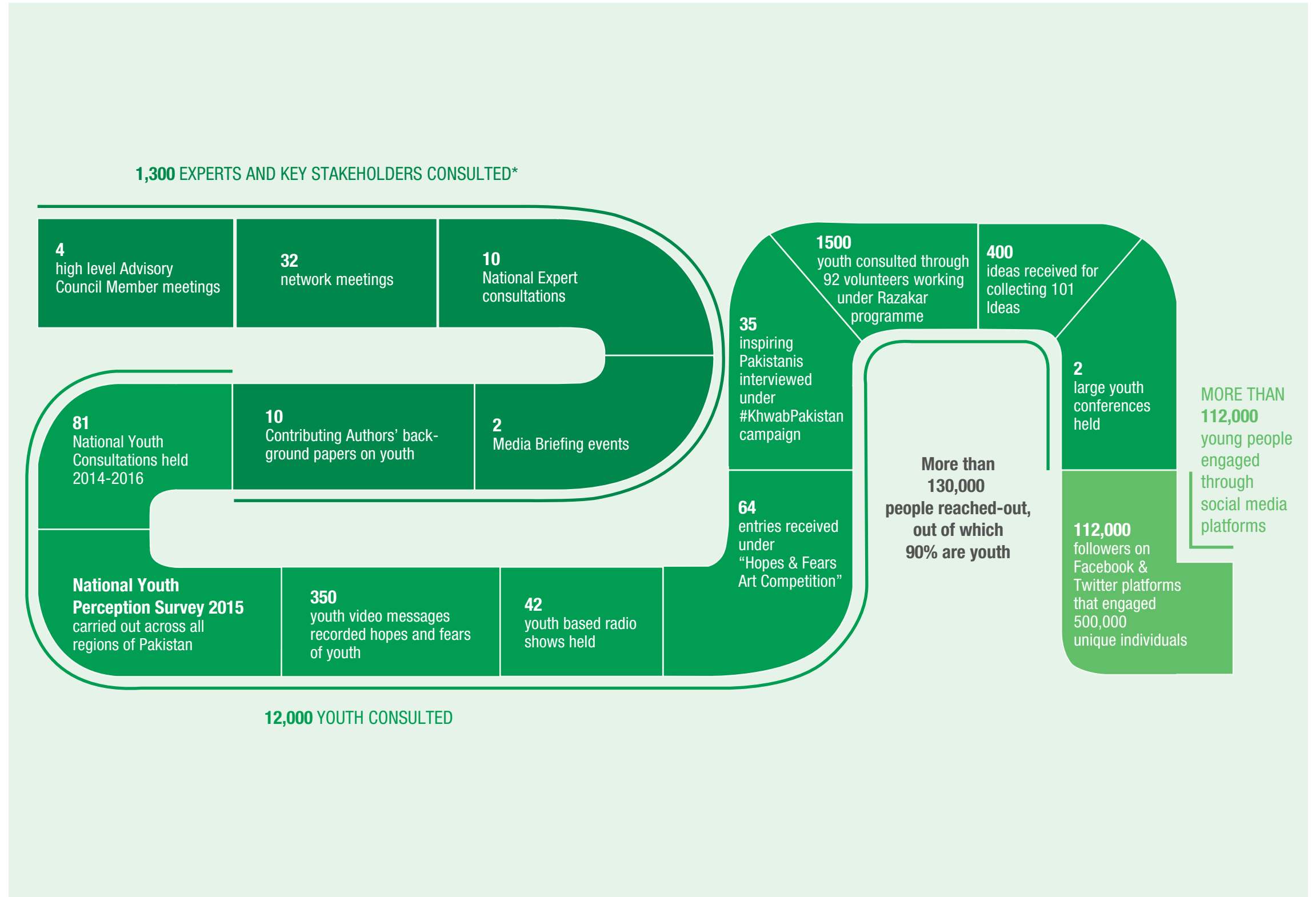
understanding Pakistan’s young, their needs and aspirations.⁴ Despite the growing political consensus about the youth’s significance for economic growth and the importance of reflecting their needs in policymaking, young people in Pakistan are often simply not ‘heard’. The NDHR 2017 aims to address this neglect and to understand the overall ethos of Pakistan’s young population, while recognising that the “youth” are not a homogenous mass.

The Report also makes the point that dignity lies at the heart of the human development concept. It is dignity that completes the individual at home and at the workplace, and is also a central factor in resolving conflict.

The most exciting aspect of this Report is the voices of the youth, obtained through an intensely participatory process allowing them to speak for themselves and feel ownership of the project (figure 2). This involved multiple conventional and unconventional out-of-the-box methodologies combining research, data analysis, consultations, and activities with innovative outreach and engagement approaches,

FIGURE 2

National Human Development Report 2017 - An inclusive, participatory and youth-led process



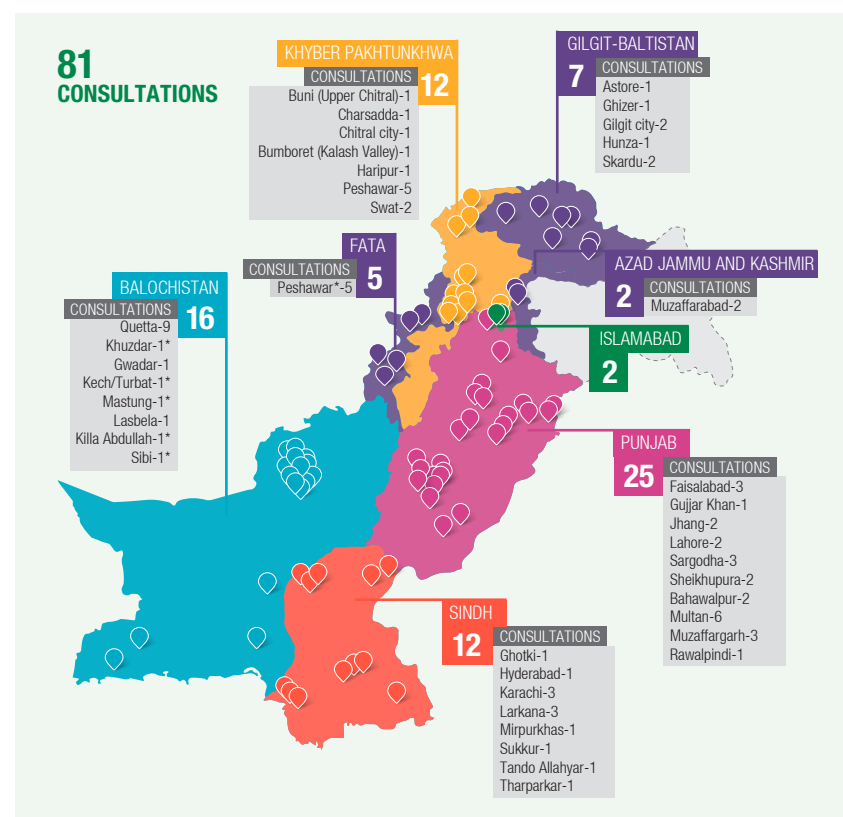
*Government representatives, civil society members, policy makers, academics, statisticians, labour unions, employee's federation, UN agencies, International development organizations and the private sector organizations.



National Human Development Report 2017 - An inclusive, participatory and youth-led process

FIGURE 3

Pakistan National Human Development Report - National Youth Consultations



*The consultations for FATA were held in Peshawar. In Balochistan, the consultation for Kech/Turbat was held in Gwadar; for Khuzdar in Hub; and for Killa Abdullah, Sibi and Mastung in Quetta. The consultation with young miners from Shangla was held in Swat. Multan consultations included consultations with surrounding smaller communities. Consultations in Quetta included segmented consultations with different ethnic communities in Balochistan.

ers and differently-abled youth across the country from different backgrounds (figure 3).⁵ This engagement spread over three years supported the main research and informed the Jawan Ideas sprinkled throughout the Report.⁶

Additionally, various campaigns engaged youth through – #YourIdeaCounts (leading to Jawan ideas), “Jawan Pakistan” (Young Pakistan), the *Razakar* (volunteers) programme, #KhwabPakistan (Dream Pakistan, involving young leaders), youth conferences, an art competition, video messages and radio shows, besides on-line platforms like Twitter and Facebook.⁷

The NHDR 2017 also reflects the insights of high level Advisory Council members comprising parliamentarians from political parties, and contributing authors comprising Pakistani academicians, policy makers and civil society members. Another 1,300 experts and key stakeholders participated in a series of one-on-one meetings and consultations.

The Report additionally draws on consultations with youth-led and donor organisations, reaching a total of 130,000 individuals across Pakistan overall including 100,000 youth.⁸ It also incorporates information from secondary research sources and surveys.⁹

including new tools and technology that define this generation.

These tools include National Youth Perception Survey (NYPS), an unprecedented, extensive sub-provincial and regional survey targeting 7,000 young women and men in rural and urban settings across Pakistan. The NYPS captures the youth’s hopes, fears and perceptions about the three Es as well as health and wellbeing, quality of life, identity, and level of trust in society and institutions.

Exhaustive National Youth Consultations complemented this exercise, capturing the voices of underprivileged and marginalised individuals, including religious minorities, brick kiln workers, domestic workers, madrassa students, transgender individuals, uneducated youth, sex work-

The need for thoughtful investment in the youth

Overall, the Report offers a framework premised on the view that the youth are not a problem to be solved but a responsibility to fulfil. The findings provide grounds for greater optimism to enhance human development through the youth – but also warn of the dire consequences unless there is immediate and thoughtful investment in the youth.

A window of opportunity

Pakistan is one of the youngest countries in the world, and the second youngest in South Asia after Afghanistan. The youth (15-29 years) form just under half the

Valuing philanthropy to build a justice, peaceful and inclusive society

More young people live in Pakistan today than at any time in its history. They represent a wellspring of ideas and inspiration, leadership and creativity, and of voluntary spirit that has the potential to positively shape the future of this country in the coming decades. More than any other segment of the society, it is today's young generation that has the opportunity and responsibility to strengthen the traditions of generosity and selfless service by giving of their knowledge, time and resources to help those less fortunate.

Selflessness, simplicity and honesty are virtues that the youth of this country need to adopt if they are to contribute to the development of an inclusive and equitable society. No obstacle, whether of social status, educational level or political/religious affiliation, can deter a young individual determined to help others. If there are lessons to be learned from my work, they are that one should make

honest and continuous efforts, regardless of circumstances, and have faith in the inherent goodness of humanity. One should also remember that no religion is complete without human values. It is the spirit of charity of Pakistanis that has enabled me to help people in distress here and across the world.

As we in Pakistan wrestle with poverty, inequality, conflict and intolerance, it is important that the young generation realises their potential, have faith in their ability and that of society to respond to their honest intentions and efforts, and grasp the opportunity to help build a better society for themselves and the generations to come. They should partake in the generosity and philanthropy of the people of Pakistan, and focus on helping humanity with their energy, knowledge and skills. Only then can the current and future generations of Pakistanis hope to live in a just, peaceful and inclusive society.

Abdul Sattar Edhi (1928-2016), founder of the Edhi Foundation, wrote this comment for Pakistan NHDR 2017 a few months before his death.

country's total workforce (15 to 64-years). With the mortality rate slowly declining and life expectancy rising, the country's current median age of 22.5 is expected to hover at around 31 years by 2050.¹⁰ Pakistan will then have more young people than ever before until this number starts to decrease.

Not all the repercussions of these demographic processes are negative. A potentially positive aspect for the economy is "the demographic dividend" – a window of opportunity offered by the changing demography of a population when dependency ratios shrink and there are more people of working age (15 to 64) than older people (65 and above) or children (< 15 years). Pakistan's current dependency ratio will remain nearly constant for the next three decades. The window of opportunity will then start to close for good.

Pakistan's current population pattern follows the conventional pyramid structure – a large base and narrow peak. This will start transforming into a cylindrical shape in 2030, and by 2060 Pakistan's population will have a uniform age structure (figure 4).

Measuring youth development

One of the most critical functions of the NDHR 2017 is to present as complete a

picture as possible about the human development of youth in Pakistan. The Youth Development Index is a combination of indicators that presents an assessment of inclusion regarding education, employment and political and social life. It is a composite index that measures average achievement in four dimensions of youth development – health, knowledge, engagement, and employment. To capture the multidimensional nature of youth development, the YDI assigns the same importance to indicators regarding the civic and political participation levels of young people as it does to indicators about their education, health and economic prospects (figure 5, pg 8). To calculate the YDI across the widest areas using the available time and resources, researchers for this report divided Pakistan into a total of 18 regions (map 1, pg 9).

According to YDI, the regions with highest youth development were AJ&K, eastern Punjab, Islamabad and northern Punjab, whereas most of Balochistan (northern, central, and south-eastern), FATA and northern KP were found to be most deprived in terms of YDI (map 1). Apart from the two indicators related to employment used in the YDI, youth labour force participation rate and the ratio of total unemployment rate to the youth unemployment rate, the youth's perfor-

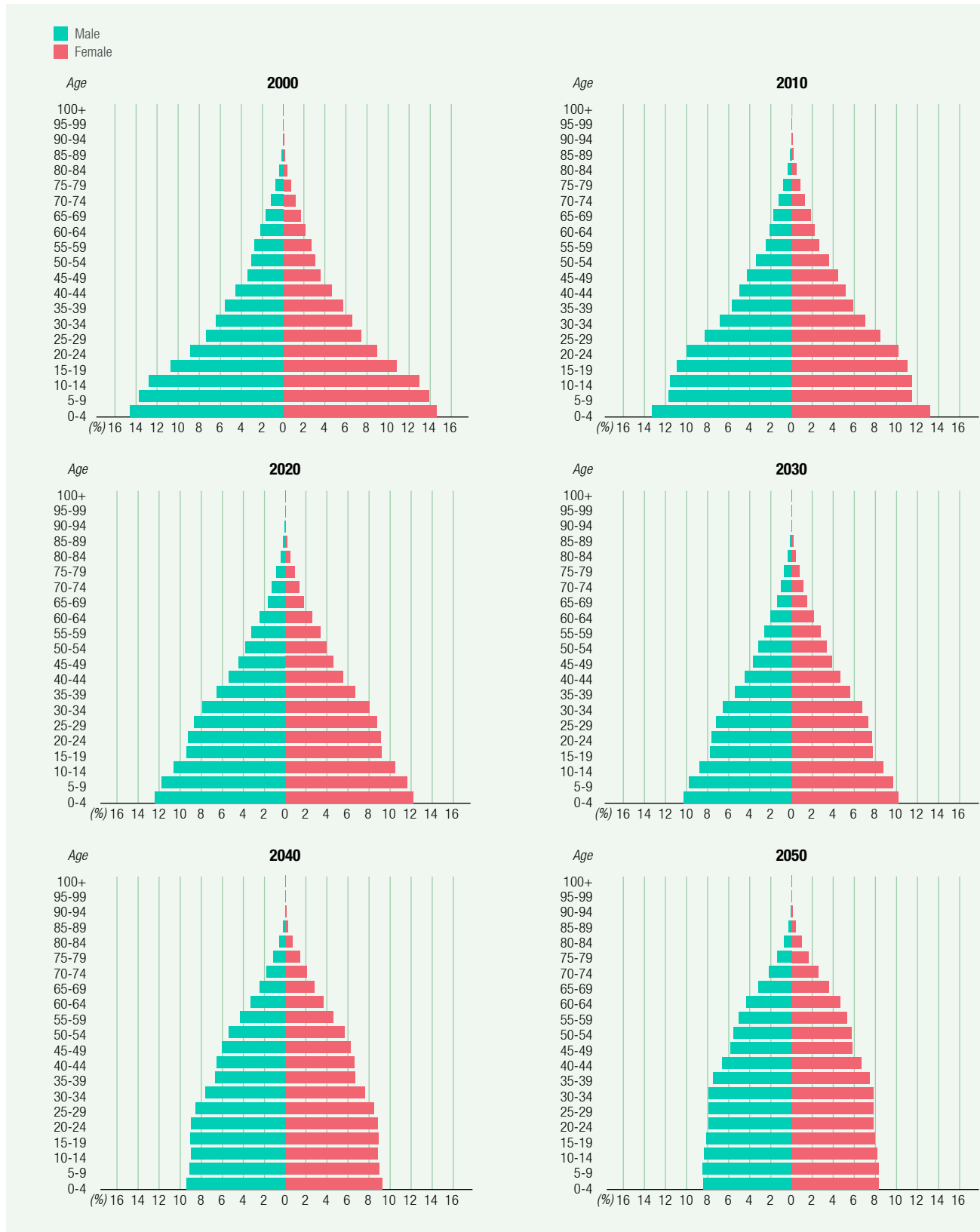
Jawan Ideas



Work with civil society to create a social media peace corps of young volunteers countering extremist ideology through messages of peace and tolerance.

FIGURE 4

The changing shape of Pakistan



Source: UNDESA 2015.

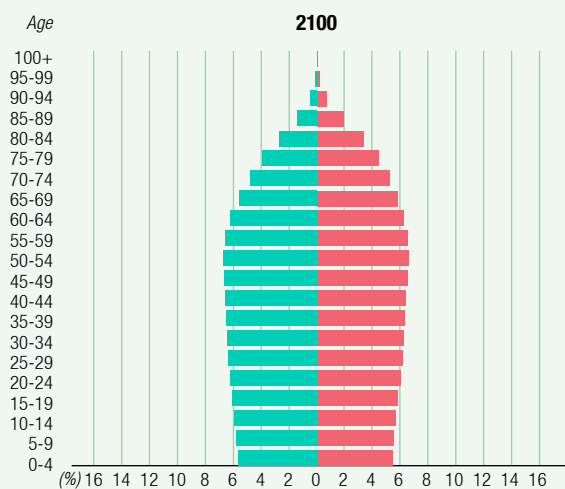
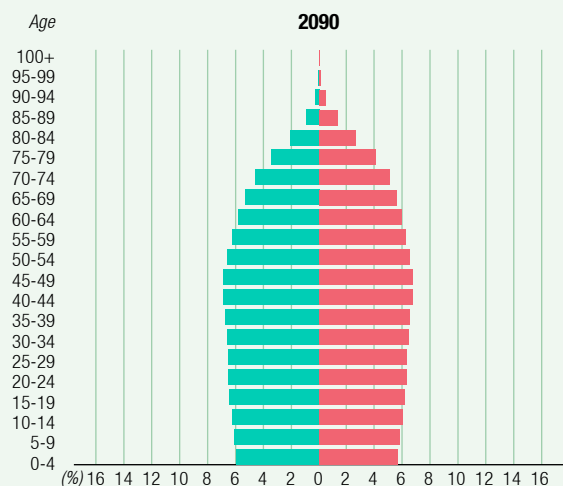
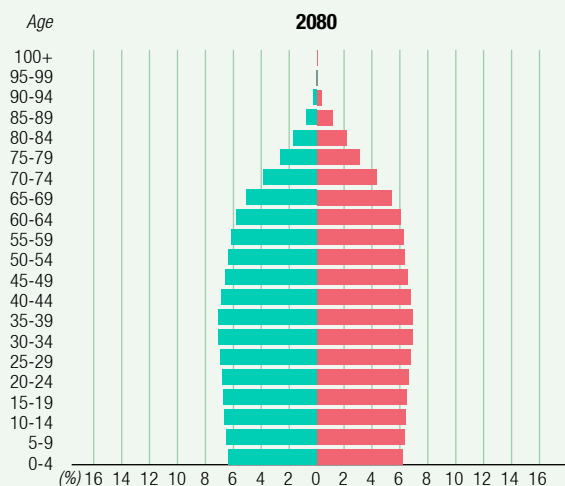
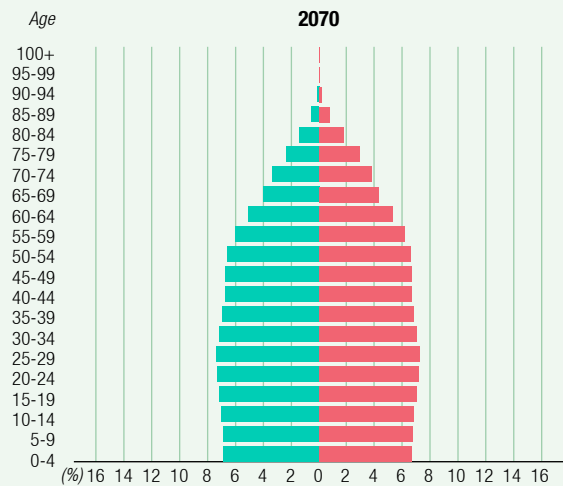
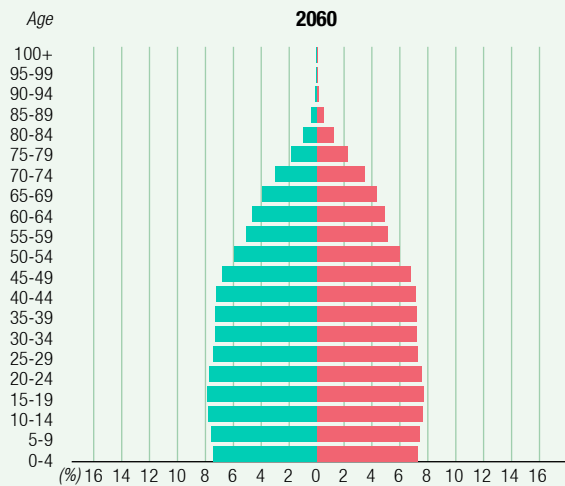
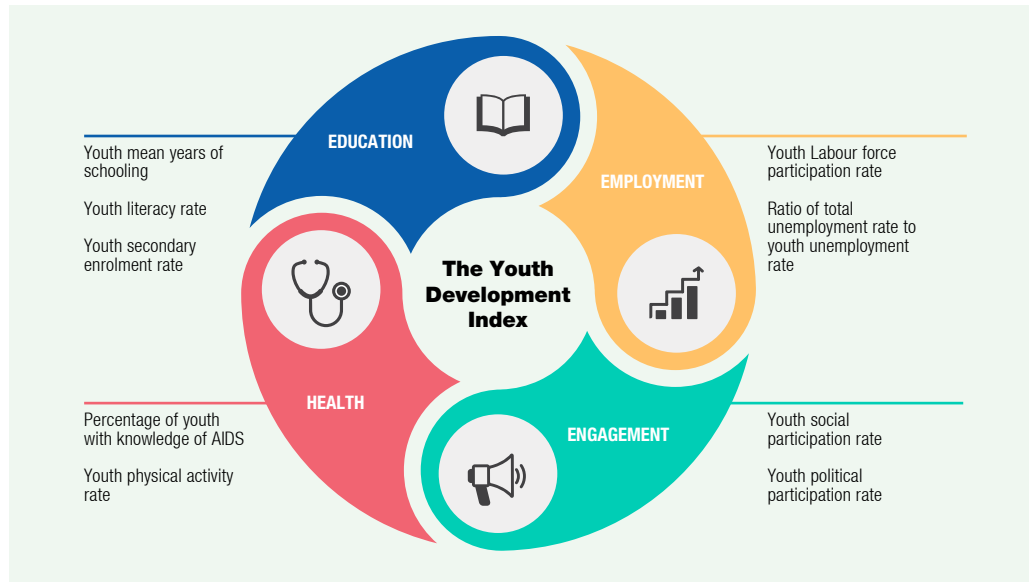


FIGURE 5

A conceptual framework of the YDI



mance in all other dimensions of YDI in these regions is alarmingly low. The report finds youth social participation rate to be extremely low all over Pakistan.

The YDI is accompanied by a Youth Gender Inequality Index (YGII), rather than a gender adjusted youth development index. The YGII, also a composite index, measures gender-based disparities across three dimensions of health, empowerment and the labour market. The YGII shows that gender disparities exist across the board in all indicators, while major gender disparities in physical activity and labour force participation translate to lower YGII scores. The latest global YDI report (2016) places Pakistan at 154 out of 183 countries with a score of 0.470, trailing behind the Asian average in all areas except health and wellbeing. Due to poor performance in education and factors like financial exclusion and poor political participation, Pakistan has the lowest scores for education and YDI global ranking of all South Asian countries, except Afghanistan. The lack of a coherent youth policy at the federal and provincial levels exacerbates the situation.

Another tool that captures the NHDR findings is the **Youth Wheel**, showing Pakistan's youth as 100 people. As a microcosm of Pakistani society, the population

reflected in this wheel-shaped graph conveys the basic heterogeneous composition of Pakistan's youth, representing various backgrounds, ethnicities and levels of education (figure 6, pg 11).

The unique **Sentiment Meter** developed from various engagements further conveys critical information at a glance. Readers should note that the sentiments identified in the chart represent dominant themes rather than signifying any group consensus or prioritisation (figure 7, pg 12).

The biggest surprise emerging from the National Youth Consultations is the Pakistani youth's intensity and preoccupation, particularly in urban areas, with making a difference. This generation is characterised by a determination to make its voice heard and to take a stand on one thing or another.

Overall, the Report finds that Pakistan's young people exude hope and energy despite their problems, and despite the divisions among them. These divisions, that also exist in the previous generations, may be sharper among today's youth.

Education

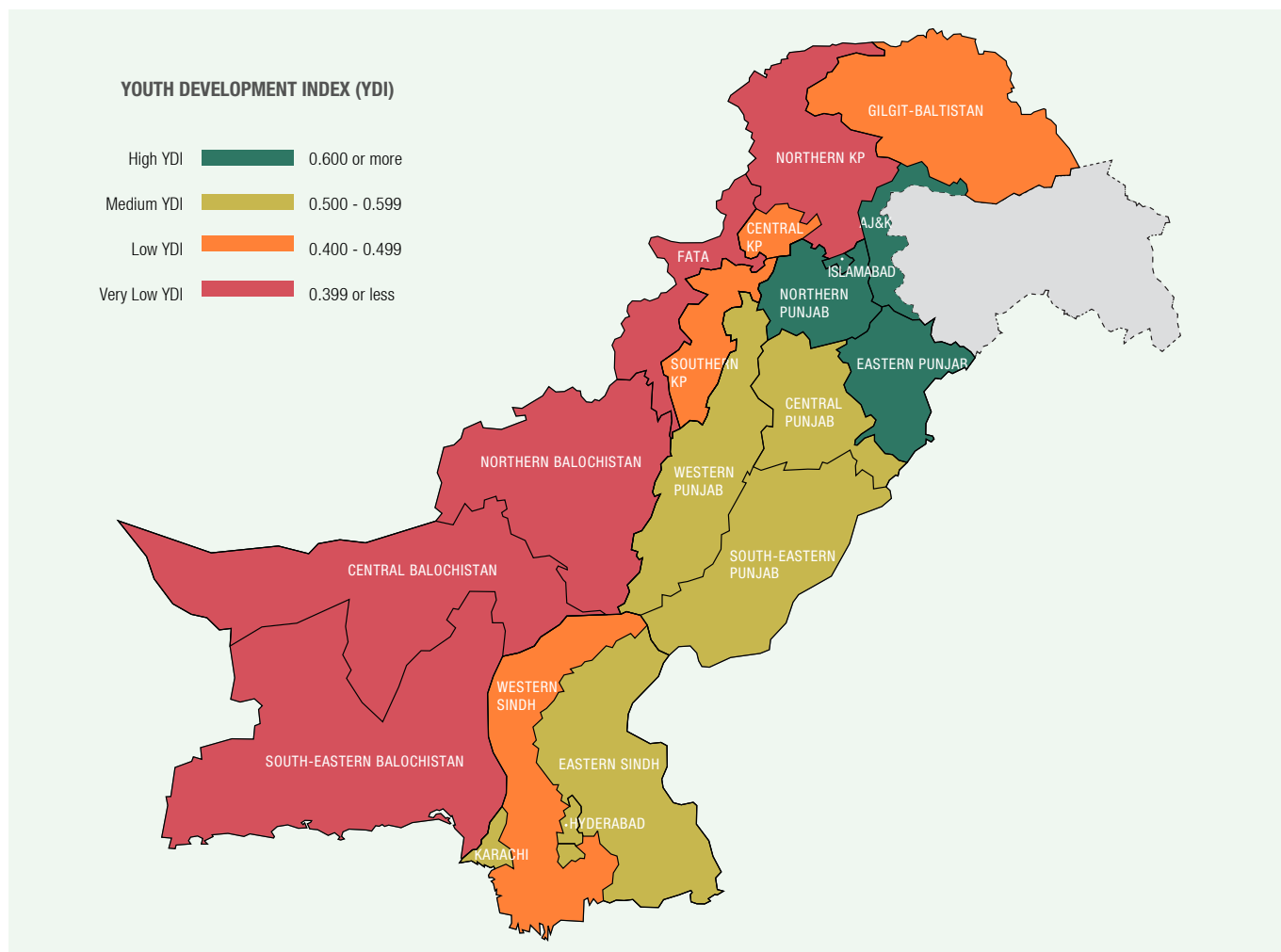
The Report's education chapter notes that

Jawan Ideas



Require all members of provincial and national parliaments, and all federal and provincial secretaries, to send their own children to government schools.

Pakistan Youth Development Index (2015)



Note: Map is based on the data presented in table 3 of the Statistical Annex.

the human development approach considers education as one of the most important tools for enhancing the youth's capabilities, freedoms and choices. It is during their youth that individuals arguably gain the most education or learning, not just through books or school but also through practical experience, whether working in a home or in an auto mechanic workshop. The ideas and ideologies formed at this stage become more entrenched later in life.

Education, when done right, helps develop a solid foundation that enables young people to make better choices for the future. The Report addresses questions like the relevance of Pakistan's education systems for its youth in terms of meaningful

employment and engagement. Despite marginal progress in improving education indicators, considerable disparities exist across provincial, rural/urban and gender divides.

Increasing school enrolment and producing more graduates are not enough to prepare the youth to become productive and responsible citizens. Besides access to education (quantity) in all areas, it is essential to improve the quality of education – formal as well as technical education and vocational training, and in religious schools (madrassahs) – to generate effective links for gainful youth employment and meaningful engagement.

Positive human development requires

Jawan Ideas



Focus on teacher education with updated methodology and techniques of "learning to learn" to develop learner autonomy and deter students from rote-learning.

Young people hold the key to success

The 2017 National Human Development Report (NHDR) of Pakistan comes at a critical time in the country's history, bringing focus to its most valuable resource – young people. As we embark on a journey to implement the boldest global agenda on development, young people hold the key to success. To achieve the vision of the 2030 Agenda for Sustainable Development, we must create enabling environments for young people everywhere to fulfil their potential. This is particularly crucial in countries like Pakistan where young people form the majority of the population.

The NHDR provides insightful findings and recommendations on three main issues that are so critical to youth development – education, employment, and civic engagement. While all three areas have been analysed from a national context, they also have global relevance.

Firstly, the 30 percent illiteracy rate among the total youth population of Pakistan is unacceptably high and needs to be urgently addressed. This gap must be closed for the country to achieve its human development objectives. Education is the great driver of social, economic and political progress and it must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies.

Secondly, we must rise to the challenge of creating and investing an estimated 1.5 million jobs annually to match the needs of Pakistani youth entering the labour market. The government alone

cannot shoulder this task. Therefore, it is important to facilitate the transformation of young people from 'job seekers' to 'job creators' as entrepreneurs. This requires visionary and long-term reforms in the legislative, financial, and investment landscape of Pakistan.

Thirdly, we must open more avenues for young people's participation in the political and civic life of the country. This Report presents overwhelming evidence which suggests that young women and men of Pakistan are eager to take active part in the political life of the country.

All these efforts should be undertaken with a specific emphasis on the empowerment of young women and girls. We need to build on the momentum of increased participation of young women in higher education in Pakistan and ensure this positive trend translates into their equal access to jobs.

In June 2014, I visited Pakistan for the first time in my capacity as the Secretary-General's Envoy on Youth. I had the opportunity to engage with many of its youth leaders, parliamentarians, activists, and entrepreneurs. I have fond memories of these interactions and was impressed by the inspiring energy and dedication of the numerous young people I met in Islamabad and Lahore. Based on these experiences, I firmly believe that equipped with the right tools and incentives, the young people of Pakistan have all it takes to realise their khwabs (dreams) not only for themselves, but for their country and the world at large.

Ahmad Alhendawi is the former UN Secretary-General's Envoy on Youth. Comment for Pakistan NHDR 2017.

an equilibrium between the formation and use of these capabilities (box 1).¹¹ Enhanced education leads to better health, decreased absolute poverty, reduced infant and maternal mortality rates, greater civic and political participation and reduced population growth. Yet poor quality education is one the most pressing issues confronting Pakistan's youth.

Beyond human capital

The human capital approach, premised on the view that schooling develops qualities that enhance economic productivity and growth, does not consider complexities like the inequalities in education associated with socioeconomic status, gender, race and other factors. It ignores the capability of human beings to lead lives they value and to enhance their choices that are crucial aspects of human development (box 1,

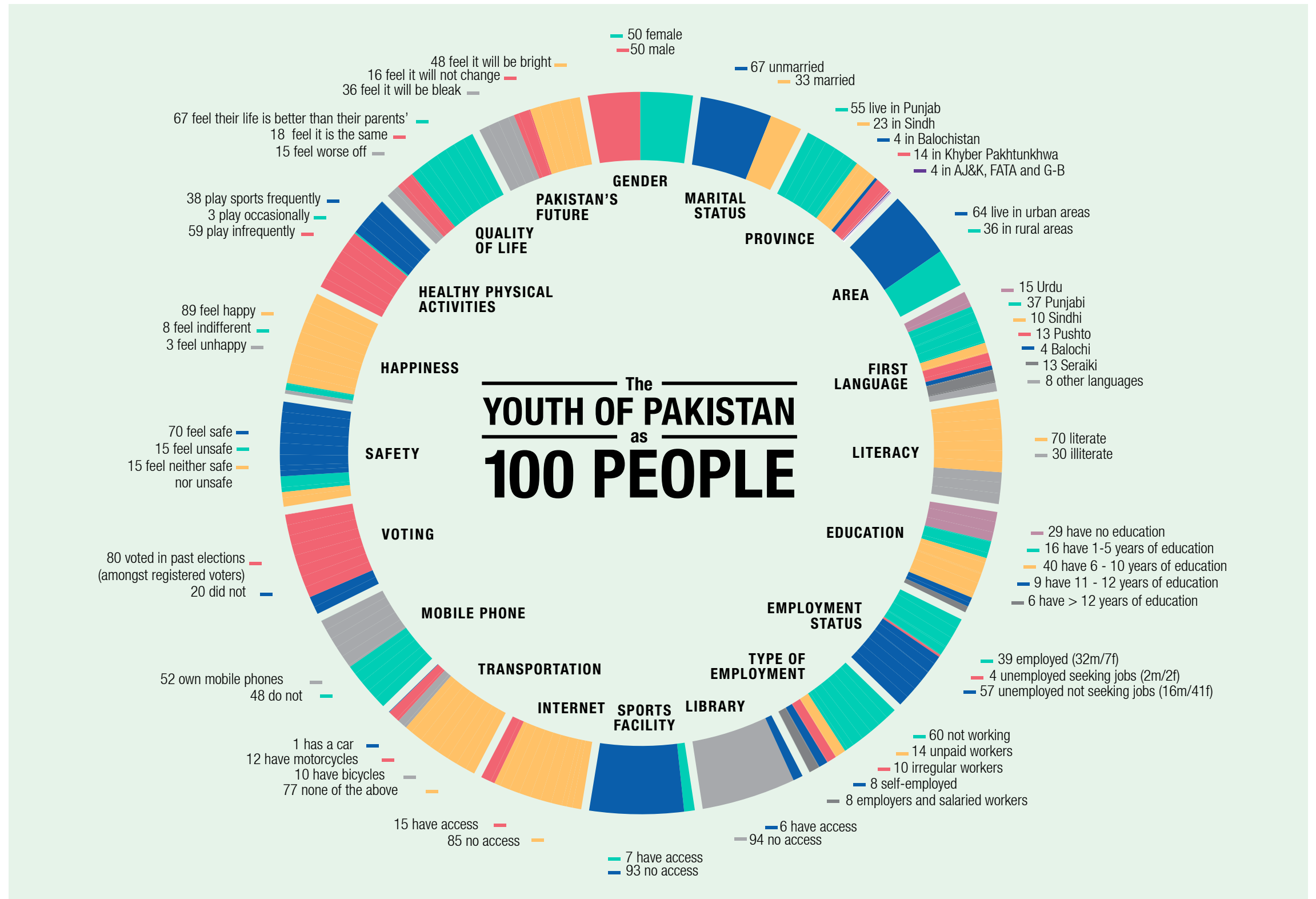
pg 14).¹²

Pakistan is committed to the sustainable development goals (SDGs) for 2030 that stress parallel improvements in both quantity and quality indicators for education. Recent efforts at improving enrolments underline the nexus between quality education and human development, highlighting two key issues:

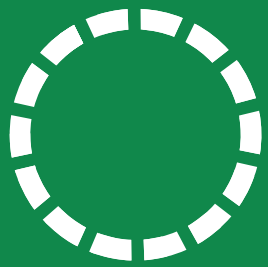
- 1) Increased educational attainment levels have failed to reduce socio-economic deprivation
- 2) Despite rising literacy and enrolment levels, unemployment remains high – indicating the link between expanding human capabilities and higher productivity.

FIGURE 6

The Youth of Pakistan as 100 People



Source: UNDP calculations based on National Youth Perception Survey 2015, PSLM 2014-15, LFS 2014-15, and British Council 2013.

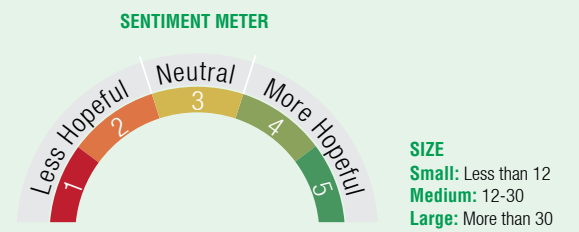


The Youth of Pakistan as 100 People

FIGURE 7

Sentiment Meter – NHDR National Youth Consultations

The table summarizes general sentiments of youth participants (15-29) at the 81 National Youth consultations held as part of NHDR process. The table also identifies the gender mix, general profile, and size of the consultations. The hope and fears identified here represent dominant themes that came up during each consultation but do not signify any group consensus or prioritization. The sentiment's readings are based on NHDR Team's general assessment and would be inappropriate for any statistical or evaluation or ranking.



GEOGRAPHY	HOPE	SENTIMENTS	FEARS	GENDER | PROFILE | SIZE
AZAD JAMMU & KASHMIR				
Muzaffarabad	Increased entrepreneurship amongst the young		A sensationalist and irresponsible media	Mixed | University students | Medium
Muzaffarabad	Democracy		Brain drain	Mixed | Educated & employed | Medium
BALUCHISTAN				
Gawadar	Better education opportunities		CPEC opportunities and benefits will not flow to local youth	Male | Less educated youth | Small
Kech/Turbat	Community development and more recreational opportunities		Lack of jobs for the educated	Male | Economically struggling | Small
Khuzdar	Improved law and order situation		Lack of employment and skills training	Male | Migrant workers | Medium
Killa Abdullah	Democracy and political participation		High crime rate	Male | employed youth | Small
Lasbela	High spirit of volunteerism amongst youth		Local workers ignored, not promoted, and never trained	Male | Uneducated workers | Medium
Mastung	CPEC and improved law and order situation		Jobs being taken away by non-local workers	Male | Poorer background | Small
Quetta	Growth of private sector and job opportunities		Corruption	Mixed | University students | Medium
Quetta	Increased opportunities for all Pakistanis including minorities		Discrimination against minorities	Mixed | Christian/Hindu youth | Medium
Quetta	Increased political participation		Lack of sports opportunities	Male | Drug affected youth | Medium
Quetta	Induction tests will bring in more competent teachers		Lack of security and difficulty for women to work	Mixed | Hazara youth | Medium
Quetta	Desire to educate children, both girls and boys		Education not preparing young people for jobs	Mixed | Pashtun youth | Medium
Quetta	Growth of entrepreneurship opportunities		Limited job opportunities for women	Female | Entrepreneurial Youth | Small
Quetta	Growing acceptance of women's employment		Nepotism (sifarish) and corruption	Female | Settler communities | Medium
Quetta	Increased sense of social responsibility		Poor quality of education in schools	Mixed | Young professionals | Medium
Quetta	Realization of the benefits of education		Securitization and lack of trust in the state	Mixed | Baloch youth | Medium
Sibi	Improved law and order situation		Poverty and lack of quality education facilities	Male | Manual workers | Small
FATA				
FATA	Improved education opportunities for girls		Restrictions on womens' political participation	Female | College students | Small
FATA	Improved scholarship opportunities		Violent extremism	Male | Unskilled workers | Small
FATA	Improved income earning opportunities for women		Insecurity and violence	Female | IDPs | Medium
FATA	Opportunities for political participation		Poor quality education	Female | University students | Small
FATA	Increased sense of social responsibility		Insecurity and violence	Male | University students | Small
GILGIT-BALTISTAN				
Astore	Political awareness		Sectarian tension and terrorism	Male | Technically trained | Medium
Ghizer	Increased religious tolerance and understanding		Lack of economic opportunity	Mixed | Educated youth | Small
Gilgit	Greater mobility		Political isolation	Mixed | University students | Medium
Gilgit	Growth in job opportunities		Lack of quality education opportunities	Mixed | Young professionals | Medium
Hunza	Entrepreneurial spirit among women in Hunza		Workplace harassment of female employees	Female | Vocational trainees | Small
Skardu	Government centre training mountaineers improving employment		Religious intolerance	Male | Employed in tourism | Small
Skardu	Greater mobility		Political isolation	Female | Vocational trainees | Medium
ISLAMABAD CAPITAL TERRITORY				
Islamabad	Economic growth		Lack of funding and access to capital for entrepreneurs	Male | Students & Entrepreneurs | Small
Islamabad	Increased youth participation in politics		Lack of quality education opportunities	Mixed | Affluent youth | Medium
KHYBER PAKHTUNKHWA				
Charsadda	Young people are rising up against corruption and terrorism		Prevalence of cheating	Male | 11th & 12th graders | Medium
Chitral	Increased use of technology		Climate change and likelihood of more floods	Mixed | Youth volunteers | Medium
Chitral	Increased sense of social responsibility		Deteriorating law and order situation	Mixed | University students | Medium
Haripur	More diverse educational opportunities		Lack of career counselling	Mixed | University students | Small
Kalash	Growth of entrepreneurship opportunities for women		Lack of good teachers	Mixed | Kalash youth | Small

GEOGRAPHY	HOPES	SENTIMENTS	FEARS	GENDER | PROFILE | SIZE
KHYBER PAKHTUNKHWA				
Peshawar	Demand for good education is universal		Marginalization of minorities	Mixed | Hindu youth | Small
Peshawar	Economic mobility of the poor into the middle class		High cost of good education	Female | Domestic workers | Medium
Peshawar	Emergence of new and younger political leaders		Multiple education systems in place	Female | Young teachers | Medium
Peshawar	More focus on need for religious tolerance and diversity		Discrimination against minorities	Mixed | Christian & Sikh youth | Medium
Peshawar	Technology and entrepreneurship		Poor quality of education is producing unemployable youth	Male | Young entrepreneurs | Small
Shangla	Desire to educate children, both girls and boys		No attention to worker health and safety	Male | Miners | Medium
Swat	Growth in employment opportunities		Education not preparing young people for jobs	Mixed | Youth activists | Medium
PUNJAB				
Bahawalpur	Education opportunities for out of school children and youth		Feudalism	Males | Young rural fathers | Medium
Bahawalpur	More vocational training for women		Domestic violence and early marriage	Female | Young rural mothers | Medium
Faisalabad	Better vocational training		No respect for women in the workplace	Female | Factory workers | Medium
Faisalabad	Improved security and policing		Poverty pushing women into sex work	Female | sex workers | Small
Faisalabad	Increased awareness of transgender issues		Job discrimination against marginalized groups	Transgender | Transgender | Medium
Gujjar Khan	Opportunities for starting own business		Poor quality education	Male | Rural youth | Small
Jhang	A more morally grounded society		Lack of transport prevents girls from being in schools	Female | Madrassa students | Medium
Jhang	Better vocational training		Terrorism and corruption	Male | Madrassa students | Medium
Lahore	More focus on human rights and social justice		Education deepens economic inequities	Mixed | Young researchers | Medium
Lahore	Revival of local cultures and national pride		Multiple education systems in place	Mixed | PhD students | Medium
Multan	Greater opportunity for higher education, especially for women		Poor quality of school teachers	Mixed | Young researchers | Small
Multan	Increased activism against forced child labour		Poverty and debt leading to child and bonded labour	Mixed | Brick kiln workers | Large
Multan	Increased entrepreneurial spirit amongst youth		Diminishing cultural and social values	Mixed | Fine arts students | Medium
Multan	Increased mobility		Practice of early marriage, especially for girls	Mixed | Unemployed youth | Medium
Multan	Increased opportunity for vocational training		Lack of qualified teachers in public schools	Female | Vocational trainees | Medium
Multan	Possibility of migration		Difficult for illiterate young adults to get education	Mixed | Youth living at shrines | Small
Muzaffargarh	Decline in feudalism		Water scarcity in agriculture	Mixed | Farmers | Medium
Muzaffargarh	Greater acceptance of education for girls		Terrorism and violence	Mixed | Mostly uneducated | Medium
Muzaffargarh	Increased mobility within Pakistan and abroad		Disconnect between Urdu and English medium education	Mixed | Educated unemployed | Medium
Rawalpindi	Lots of young role models, including many women		Women outside the home are made to feel unsafe by leering men	Female | University students | Large
Sargodha	Greater opportunity for higher education		Difficulties for Urdu medium students in higher education	Female | 11th & 12th graders | Large
Sargodha	Increased mobility within Pakistan and abroad		Rise of indecency in society	Male | 11th & 12th graders | Medium
Sargodha	More job opportunities for women		Nepotism (sifarish) and corruption	Mixed | University students | Large
Sheikhupura	Increased mobility within Pakistan and abroad		Nepotism (sifarish) and corruption	Male | Factory workers | Small
Sheikhupura	More employment opportunities for women		Social barriers for working women	Female | Rural | Small
SINDH				
Ghotki	Employment opportunities for women in new fields		Deep structural poverty	Female | Urban educated | Small
Hyderabad	More jobs open to women workers		Political instability and insecurity	Female | Urban educated | Small
Karachi	Improved law and order situation		Ineffective local government	Mixed | Urban activists | Small
Karachi	Increased desire to educate daughters		No safety nets for daily labourers	Mixed | Educated slum dwellers | Small
Karachi	Realization of the benefits of education		Ghost Schools and poor quality teachers	Female | Fishing community | Medium
Larkana	Legislation recognize and respects the third gender		Social injustice and prejudice	Mixed | Transgender/sex workers | Small
Larkana	More access to information		Lack of employment opportunities in rural areas	Male | Farmers | Small
Larkana	Sense of community belonging		Lack of qualified teachers in public schools	Male | Young farmers | Small
Mirpurkhas	Technology-enabled work-at-home opportunities		Public transport challenges for people with disability	Mixed | Youth with disabilities | Small
Sukkur	Sense of citizenship among youth		Rise of sectarian and religious intolerance	Mixed | Urban educated | Small
Tando Allahyar	More focus on need for religious tolerance and diversity		Too many people dependent on informal and non-permanent jobs	Female | Rural | Medium
Tharparkar	Creation of local jobs in (coal) mining sector		Rise of sectarian and religious intolerance	Male | Hindu youth | Medium

NOTES

The consultations for FATA were held in Peshawar. In Balochistan, the consultation for Kech/Turbat was held in Gawadar; for Khuzdar in Hub; and for Killa Abdullah, Sibi and Mastung in Quetta. The consultation with young miners from Shangla was held in Swat. Multan consultations included consultations with surrounding smaller communities. Consultations in Quetta included segmented consultations with different ethnic communities in Balochistan.

Human capital versus human development

Given her personal characteristics, social background, economic circumstances, etc., a person has the ability to do (or be) certain things that she has reason to value. The reason for valuation can be direct (the functioning involved may directly enrich her life, such as being well nourished or healthy) or indirect (the functioning involved may contribute to further production or command a price in the market). The human capital perspective can – in principle – be defined very broadly to cover both types of valuation, but it is typically defined – by convention – primarily in terms of indirect value: human qualities that can be employed as ‘capital’ in production in the way physical capital is. In this sense, the narrower view of the human capital approach fits into the more inclusive perspective of human capability, which can cover both direct and indirect consequences of human abilities.

Consider an example. If education makes a person more efficient in commodity production, then this is clearly an enhancement of human capital. This can add to the value of production in the economy and also to the income of the person who has been educated. But even with the same level of income, a person may benefit from education, in reading, communicating, arguing, being able to choose in a more informed way, in being taken more seriously by others and so on. The benefits of education thus exceed its role as human capital

in commodity production. The broader human capability perspective would record – and value – these additional roles. The two perspectives are thus closely related.

There is, however, also a crucial difference between the two approaches – a difference that relates to some extent to the distinction between means and ends. The acknowledgement of the role of human qualities in promoting and sustaining economic growth – momentous as it is – tells us nothing about why economic growth is sought in the first place. If, instead, the focus is, ultimately, on the expansion of human freedom to live the kinds of lives that people have reason to value, then the role of economic growth in expanding these opportunities has to be integrated into that more foundational understanding of the process of development as the expansion of the human capability to lead freer and more worthwhile lives.

The distinction has a significant practical bearing on public policy. While economic prosperity helps people to lead freer and more fulfilling lives, so do more education, health care, medical attention and other factors that causally influence the effective freedoms that people actually enjoy. These ‘social developments’ must directly count as ‘developmental’ since they help us to lead longer, freer and more fruitful lives, in addition to the role they have in promoting productivity and economic growth or individual incomes.

Source: Sen 1997.

State of education in Pakistan

There is a difference between ‘access to’ and ‘access in’ education. ‘Access to’ means to have access to the buildings, enrolment procedures and so on. ‘Access in’ refers to the quality of the teaching and learning, and the level of participation in school life. Pakistan’s progress in literacy and enrolments has been marred by persistent disparities in both access to, and access in education.

Pakistan has one of the world’s lowest completion rates for primary education. The low public spending on education impacts teaching and learning outcomes as well as infrastructure (figure 8). A staggering 9.45 million children at the primary level were estimated to be out of school in 2015.¹³ Pakistan must increase its net enrolment ratio to a yearly growth of 3.8 percent in order to reach the goal of zero out-of-school children by 2030, just over a decade away. At the current rate of 0.92

percent, it will take another 6 decades to reach this target.

Pakistan’s commitments to the goal of universal education are enshrined in its Constitution that recognises free education as a right, with the state responsible for providing free and compulsory education. Yet increased access to education for over a decade has barely improved the plight of the average citizen. The exclusion of huge numbers of young people from the education realm affects their overall productivity, earning potential, political and social empowerment, and capacity to improve quality of life. The result is a vicious cycle – lack of access to education leads to lower productivity that perpetuates poverty, which further restricts access to education.

The highest enrolment rates are at the primary level, with the rates declining at middle and metric levels.¹⁴ Overall, Pakistan’s gross enrolment ratio (GER) has improved gradually but not substantially over

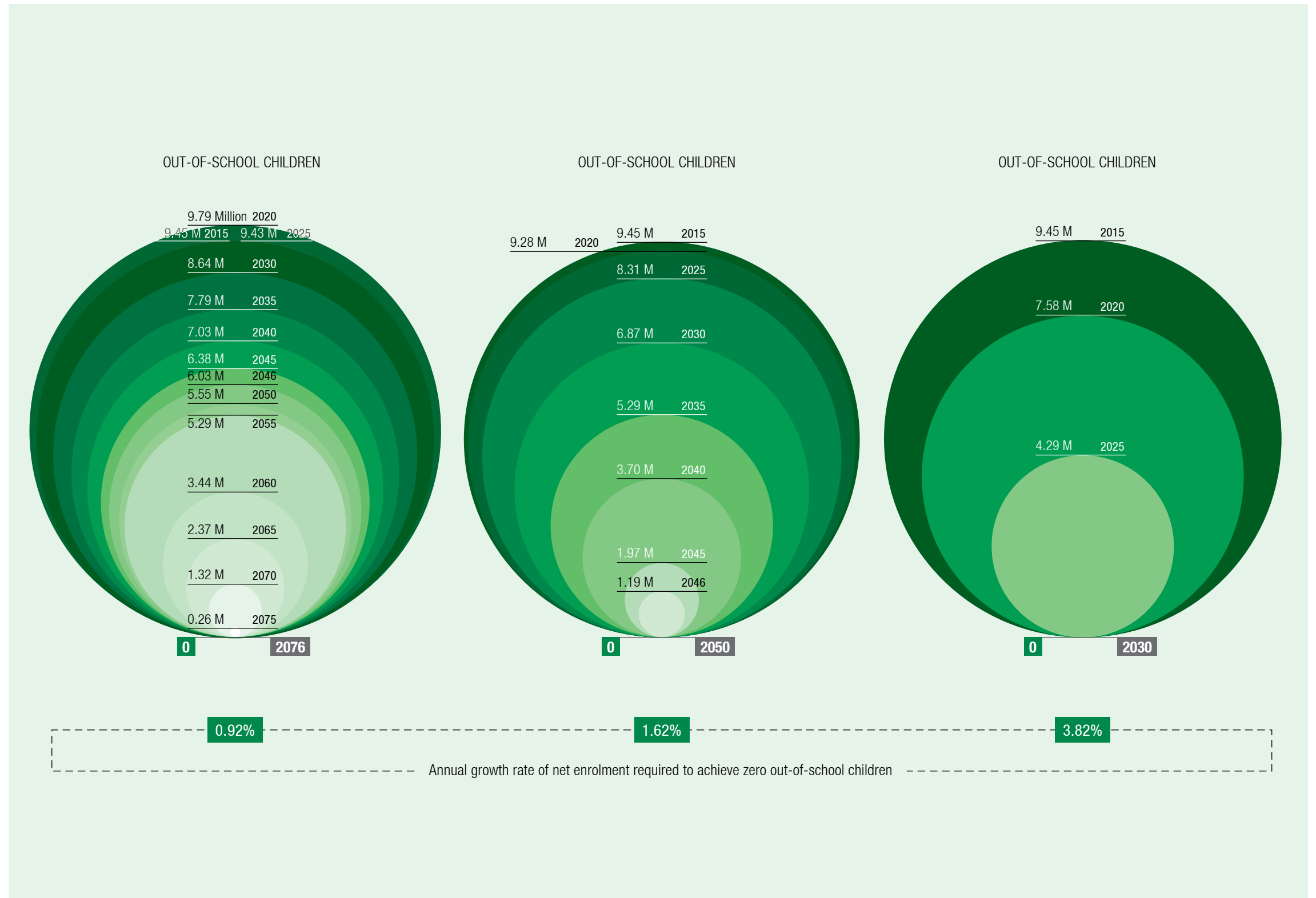
Jawan Ideas



Establish provincial Teacher Support Networks linking high-performing teachers in each province to under-resourced and under-performing schools to train teachers and share best practices.

FIGURE 8

Different scenarios to achieve zero out-of-school children

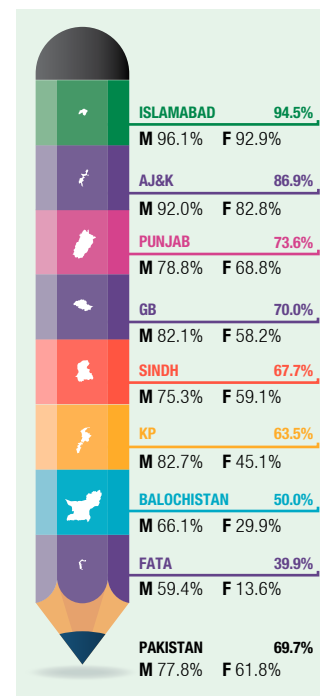


NER = Net Enrolment Ratio
 Source: UNDP Pakistan calculations based on multiple rounds of PSLM data and Population projections from UNDESA.



Different scenarios to achieve zero out-of-school children

FIGURE 9
Pakistan's youth literacy rate varies widely across provinces/regions and gender



Source: UNDP calculations based on PSLM 2012/13 and 2014/15, and FDHS 2013/14.

time. There are stark disparities in literacy levels across different divides in Pakistan -- location, gender, and socio-economic status -- particularly for vulnerable categories like women and rural dwellers (figure 9).¹⁵

High dropout rates are linked to school-related and non-school factors including poor academic achievement, low quality of teachers, high rates of repetition, and poor socio-economic conditions, access and equity.¹⁶ Private high-cost primary schools provide better quality education than low-cost private and public schools. This further perpetuates class distinctions (expert opinion: Dr. Baela Raza).

Budgetary allocation and disparities:

Only 14 out of 195 countries spend less on education than Pakistan -- 9 of these 14 have a lower HDI ranking than Pakistan.¹⁷ The National Education Policy 2009 required Pakistan to increase the expenditure on education to 7 percent of GDP by 2015 but the national education budget, while doubled over time, remains a mere 2.3 percent of the GDP.¹⁸

The bulk of Pakistan's meagre budgetary allocation, around four-fifths, goes towards recurrent overhead costs leaving little for teacher training, curriculum development or facilities.¹⁹ Infrastructure deficiencies translate into higher dropout rates, learning issues, and absenteeism. The Report also examines the pervasiveness of cheating, a corollary of poor teaching and learning quality.

With secondary education a minimum qualification for Pakistan's labour market, the number of secondary school graduates, especially in urban areas, has increased slightly.²⁰ The figures for rural youth and females are far lower.²¹ The enrolment patterns for girls at primary and secondary levels show the same gaps that have persisted over the past decades except at the tertiary level where female participation rates in some cases surpass the male.

The reasons behind the educational deprivation of girls reflect regional patterns and cultural constraints. Families see girls' education as poor investment since

daughters tend to get married off and leave their natal homes. Supply side factors also deter girls from education, like unavailability of girls' schools, shortage of female teachers, longer distances to schools, lack of public transport, and absence of sanitation facilities at schools.

Education marginalisation:

Educational marginalisation refers to individuals with below average educational levels, who are marginalised in society, particularly the labour market.²² Besides structural disparities across geographic, gender and income dimensions, such marginalisation is also due to supply side issues like the elitist nature of the education system, irrelevance of curriculum, and poor quality of teaching and learning. A child being forced to drop out of school before completing primary or secondary education is a form of education marginalisation. Most youth (76.9 percent) leave education and start working for financial reasons.²³ Many aspire for a second chance to education.²⁴

Research, merit, and quality:

Pakistan spends 0.29 percent of GDP on research and development (R&D) -- less than half the spending of other South Asian countries.²⁵ The Higher Education Commission (HEC) in Pakistan has made some progress but the quantity of research surpasses quality, which does not meet international benchmarks.²⁶ This has policy implications, since it is academic research that helps shape a nation's economic and social policies.

Additionally, many educated youth who can afford to stay longer in education use this option to avoid entering a daunting labour market.²⁷

The standard HEC-defined merit-based criteria for university admissions fail to take into consideration factors like uneven quality of schooling, urban-rural differences, language barriers and range of students' socio-economic backgrounds.²⁸ This further contributes to social exclusion.

Human development and youth in the context of public private partnerships in Pakistan

Policy makers often see public private partnership (PPP) arrangements, in which the private sector performs partially or traditionally public activities, as a panacea for bridging governance and resource gaps in developing and developed countries. Since 2000, Pakistan's government has embraced PPPs in a range of sectors, including education, to bridge resource and management constraints. PPPs have been formalised in national and provincial policies and frameworks against the backdrop of a perforated, exclusionary education system.

The shifting position of Pakistan's public sector from being the sole provider, financier and manager, to a financier, enabler and regulator has created new spaces for the youth to innovate, both formally and informally. The youth's growing potential to act as partners and innovators in experiments of active citizenship offers a way forward.

The resultant PPPs are innovative, leveraging unique forms of energy to create social capital, spur promising trends developing active citizens, young leaders and practitioners in interactive learning, and social mobilisation at multiple levels. These youth leaders work on the ground, with evidence and energy, mobilising schools, universities, teachers and students to help transform classrooms, institutions, attitudes, approaches to learning, and mindsets. Several NGOs, international organisations and semi-autonomous bodies have established successful PPP models to improve Pakistan's education landscape with and through the youth. The work undertaken by youth-driven PPPs has had an impressive impact on communities, children, youth and key education indicators.

In the education sector, youth-led groups have created niches of engagement ranging from intensive small-scale work (Teach for Pakistan) to large scale nationwide efforts for accountability, like the Annual Status of Education Report (ASER), and popularising technologies in learning (iEARN, TeleTaleem). Large NGOs such as Idara-e-Taleem-o-Aagahi (ITA), Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB), the CARE Foundation, National Rural Support Programme (NRSP) and International Rescue Committee (IRC) work with models of school improvement primarily in public sector schools.

Others focus on school improvement and Information Communication and Technology (ICT) based partnerships through active participation in schools, digital learning, and popularising the idea of learning as a right. These initiatives include incubators supported by

Ilm Ideas, the British Council's Active Citizens programme, Right to Play, Teach for Pakistan and Aman Sports.

Virtually all PPPs in Pakistan's education sector are voluntary and mobilised through philanthropy, corporate entities and donors. Sharing core resources with private partners to meet common goals, rarely do they involve the public sector. Moreover, the state having shifted from being the sole provider to a financier and facilitator through PPPs, has been reluctant to take on the role of regulator. The downside of this arrangement is that relying on private partners to generate resources is not part of a long-term and sustained strategy. Private resources, projects or donations typically fizzle out at some point, leaving the initiative with no support. This contributes to a rising cynicism among the youth about the sustainability of improvements.

The tremendous potential of PPPs in Pakistan's education sector can only be sustained through government effort and two-way partnerships involving resource sharing between the public and private sector. Initiatives and reforms must be backed by concrete, timely and legal resource transfers.

On the plus side, the range of programmes spearheaded by youth-led PPPs offers immense potential for synergy. The post-2015 global development agenda under the Sustainable Development Goals (SDGs) 2030 also offers strategic spaces for lively youth engagement in education from the primary to tertiary levels, as well as obtaining decent work and vocational training. In this context, the government of Pakistan needs to actively explore youth-engaged PPPs across all sub-sectors of education to meet targets related to poverty reduction, education and learning, health, nutrition, gender, environment, climate change, urbanisation and social justice.

Providing enabling conditions to the youth will allow them to actively be accelerators of reform. Streamlining the role of partners (private sector, philanthropists, communities and civil society organisations) will facilitate the deliverance of non-state provided public goods, as well as the partners' direct support to public sector facilities.

Such measures will enable formal youth-driven partnerships to embody a new, sustainable social contract between youth and the state, reaping the youth dividend for Pakistan's human development and wellbeing.

Dr. Baela Jamil Raza is director of programmes at Idara-e-Taleem-o-Aagahi. Extract from "Human Development and Youth in the Context of Educational Public-Private Partnerships in Pakistan", background paper for Pakistan NHDR 2017.

Curricula and educational relevance

Failure to design relevant curricula is a major gap in Pakistan's education system, intensified by the state's intrusion into the educational space. Most reforms proposed by academics and civil society organisa-

tions have yet to be implemented.²⁹ Overall, curricula in Pakistan sorely lack materials that encourage cognitive development or analytical and critical thinking skills.³⁰

Secondary colleges: The weakest entity in Pakistan's education system is the higher

Jawan Ideas



Review and revise curricula and teaching methodology every five years to keep abreast with modern methods of education, support entrepreneurship and promote entrepreneurial values.

Jawan Ideas



Create opportunities for youth who want a second chance at education through a part-time, fast-track non-formal education programme to complete grades 10 and 12.

secondary colleges. Lack of quality control and funds, poor infrastructure, emphasis on rote-learning, a poor research culture and inadequately trained faculty, all contribute to a student body ill-prepared for university.³¹ These Higher Education Institutions (HEIs), while contributing the biggest share of graduates to the workforce, lack alignment with the rapidly changing dynamics of workplace skill sets incorporating innovation, communication, adaptability and non-cognitive or soft skills.

Even so, youth with tertiary education secure the largest share of higher earnings. The consequent rise in the demand for tertiary education and excess supply of graduates in the labour market leads to increasing numbers of youth not in education, employment or training (NEET).

Non-professional degrees: More youth are enrolling in non-professional undergraduate degrees (BA/BSc) in the arts, humanities and general/social science subjects, than in engineering, medicine or law. The oversupply of graduates with no professional skills prepares them for little other than administrative careers and reduces their employability. Dearth of career counselling services at schools and universities leads to students choosing professions based on limited knowledge about career options.

In this agriculture-dependent economy, also of great concern is the youth's minimal participation in agriculture studies at the higher level. The degree's weak link to the labour market is a factor in the dearth of agricultural graduates.

TVET and a second chance: Recognising the essential role of technical and vocational education and training (TVET) in helping the country to break out of a low human development trap, the Government of Pakistan now gives priority to TVET development.³² However, the number of TVET institutions remains low.³³ Technical education facilities are not equitably available to women and rural dwellers.³⁴

Training and vocational strands in Paki-

stan include formal systems – polytechnic, vocational training centres, apprenticeship schemes – as well as informal ('usta-ad-shagird', trainer-apprentice).³⁵ Society tends to consider TVET "second class education".³⁶ Additionally, only those with middle or matric level qualification can obtain TVET, creating a major hurdle for the majority that lacks even basic education.³⁷ This issue is inextricably linked to that of employment (expert opinion: Dr. Ali Cheema).

Employment

The chapter on employment notes that when the youth fail to achieve economic independence, or are underemployed in low paying and menial jobs, it causes problems not just for the individual but for society which carries their burden. Pakistan falls woefully short not just of providing jobs but also in term of quality of employment which primarily determines the pace and character of human development. Employment enables individuals to utilise their mental and physical energies for economic gain. It indirectly leads to social gains when individuals realise their potential and feel affirmed when their work is acknowledged and appreciated. The worst forms of employment negatively affect workers' physical and mental health, yield no social benefits and hold back human development (box 2, pg 20).

Employment and income generation play a critical role in driving the youth's socioeconomic development. Youth employment in turn determines income levels and directly impacts the youth's ability to help their families escape poverty, defeat cycles of inequality and improve living standards. At a macro level, greater youth participation in the workforce results in a better chance at creating a globally competitive labour force, participation in value added production, and more opportunities for innovation and knowledge creation. All this leads to virtuous cycles of increased output for enhanced development – that is, beneficial cycles or chains of actions or

Vocational training today: challenges and opportunities

Technical vocational education and training (TVET) in Pakistan currently does not act as an effective pathway for building human capital. Enrolment in Pakistan's specialised TVET sector remains low with less than half a million (around 350,000) trainees enrolled in around 3,580 public and private institutions in 2016.¹ Slightly more than 13 percent of Pakistan's young adult population reports having been enrolled in TVET. Low enrolment persists despite high demand for skills training among both genders.² Pakistani employers, who tend to under-invest in their workers' skills creation, are not addressing this shortfall in TVET.³

This situation is of grave concern given the Pakistan youth's low educational attainment. Federal and provincial governments have responded by significantly increasing public investment in TVET. Many ambitious public sector programmes have been initiated with donor support, for example by the National Vocational and Technical Training Commission, Punjab Skill Development Fund, Technical Upgradation and Skill Development Company for KP and FATA, and the Sindh Skill Development Project. However, simply increasing public investment in TVET cannot be a panacea for young adults' low human capital accumulation.

Increasing public investment will increase the number of TVET institutes but is unlikely to have an impact on earnings and employability. Creating impact will require designing complementary interventions to in-class training that strengthen the linkages between the markets for skills and labour. The weak linkage between TVET programmes and employers lowers the impact of these investments in a labour market where the average graduate faces high barriers to accessing jobs. These barriers are an outcome of narrow personalised job placement networks that are pervasive in the labour market. Integrating job placement into publicly-supported skills programmes appears to be necessary for better returns.⁴

Weak linkages between skills and product markets are lowering the impact for women. Low social mobility makes women excessively reliant on local labour markets, which tend to be shallow. As a result, women end up specialising in flexible home production.

However, their low mobility which precludes their access to denser markets in turn lowers the impact of skills on earnings. It is necessary to experiment with innovative market linkage interventions as part of skills programmes to create positive impact for women. In addition, combining skills programmes with active labour market programmes that create non-traditional local jobs for women may promise higher returns.

Low social mobility further reduces impact by lowering women's access to training. Women's enrolment rates have been found to fall by 6 percentage points for every kilometre increase in distance from the training centre.⁵ Experimental evidence from the PSDF programme shows that distance-related access constraints for women can be significantly lowered through effective spatial calibration of central locations and the provision of safe and secure transport.⁶ To enable positive impact of skills programmes for women at scale, it is necessary to have policies that effectively integrate interventions designed to mitigate access constraints.

Finally, public supported programmes are often supply driven, have weak demand linkages and tend to exclusively fund public providers. Their content is often not embedded in frontier skills and is not designed to address skills-gaps in the market. Many programmes, not underpinned by an effective qualifications framework, tend to incentivise managers and providers to deliver based on numbers trained and not on an increase in earnings. There is a need to establish an institutional framework for delivery that addresses these shortcomings and rewards managers and providers based on increases in earnings for graduates.

Public programmes such as Punjab Skill Development Fund have started to experiment with innovative models of delivery that incentivise "the market" to create supply and give trainees choice over the type of provider, irrespective of their social and economic status. These programmes are experimenting with innovative complementary interventions to in-class training. Carefully evaluating these initiatives offers the promise of devising a high returns menu of TVET interventions.

Notes

1. Government of Pakistan 2016a. 2. Cheema, Naseer, and Shapiro 2012b. 3. Cheema, Naseer, and Shapiro 2012a. 4. Cheema, Naseer, and Shapiro 2012b. 5. Cheema, Naseer, and Shapiro 2013. 6. Cheema, Naseer, and Shapiro 2015.

Dr. Ali Cheema is assistant professor at Economics Department, Lahore University of Management Sciences. Extract from 'Pakistan Demographic Transition: Young Adults, Human Capital and Jobs', background paper for Pakistan NHDR 2017.

events, each positively affecting the next.

When the youth are unable to access income generating activities, it stunts a nation's economic development, and exacerbates violence, insecurity and crime. Additionally, the type of employment and working conditions ultimately determine the pace and character of a nation's human development.

Many of the 2030 Sustainable Development Goals' and its 16 targets make mention of what constitutes decent work. Goal 8 specifically emphasises "productive employment and decent work for all".³⁸

Dimensions of youth employment

Youth employment is defined as the per-

Jawan Ideas



Provide all working mothers with six months paid maternity leave, and allow fathers the option of three-months paid paternity leave any time within the first year of their baby's birth to enable them to be engaged and supportive partners and parents.

Jawan Ideas



Mandatory adoption and institutionalisation of anti-sexual harassment codes of conduct and redress procedures in all workplaces and public transport.

centage of workers aged 15-29 years who are either self-employed or employed through a form of remuneration. Youth unemployment is the number of young individuals without work who are looking for employment. Almost 4 million youth attain working age every year in Pakistan.³⁹

Pakistan's youth unemployment is higher than other South Asian countries like India, Bangladesh and Nepal although better than Sri Lanka's. Unemployment between the ages of 15 and 24 in Pakistan is 10.8 percent, according to ILO. Graphically illustrating unemployment rates by age cohorts reveals a "U" shape, demonstrating how the youth in Pakistan experience higher joblessness compared to older people (figure 10).

At the current participation and unemployment levels and considering the number of retirees, Pakistan needs to create 4.5 million jobs over the next five years (0.9 million jobs annually). If the labour force participation rate increases to 66.7 percent, Pakistan must create about 1.3 million jobs every year for the next five years (figure 11).

There is a trade-off between creating limited work opportunities that are high in quality, and offering a larger number of jobs that do not meet quality conditions. Focusing solely on quality and not on creating enough jobs is equally problematic. Failure to create additional employment opportunities can lead to 43 million people being unemployed by 2050.

Women workers: The socioeconomic benefits of educated, healthy and empowered women are well documented but women workers in Pakistan are consistently at a disadvantage compared to their male counterparts. They have lower participation rates, and if in work, are exposed to considerably poorer working conditions. Harassment is identified as the biggest obstacle to women's participation in society in general.

The proportion of young Pakistani women who are not in employment, education or training (NEET), at over 65 percent, is

BOX 2

Work and human development

Employment is necessary for economic returns, but non-economic returns are essential for human development which in turn produces conditions that enhance economic productivity. Policy must therefore holistically consider economic value and non-economic conditions.

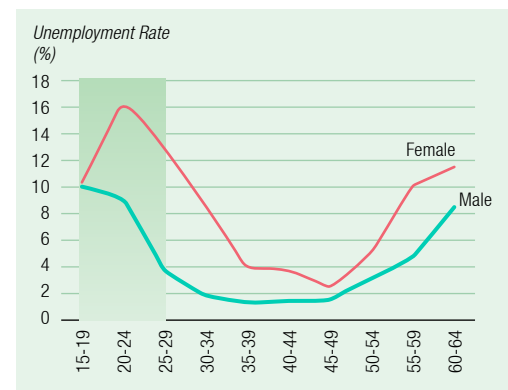
Quantitative indicators of employment like participation and unemployment rates are important, but it is qualitative indicators that establish the relationship between employment and human development, like minimum wage, social security system, job security and skills development opportunities. In short, higher work standards yield higher rates of human development while discrimination, coercion and violence at the workplace weaken and reduce life satisfaction and happiness, leading to a decline in labour force participation and rise in unemployment.

Satisfied workers enhance productivity, which is critical for economic growth. This raises a country's economic profile, enhances quality of employment, and creates more employment opportunities. All these factors trigger higher labour force participation, which is currently low in Pakistan especially among women.

Source: UNDP 2015a.

FIGURE 10

Unemployment rates across age groups

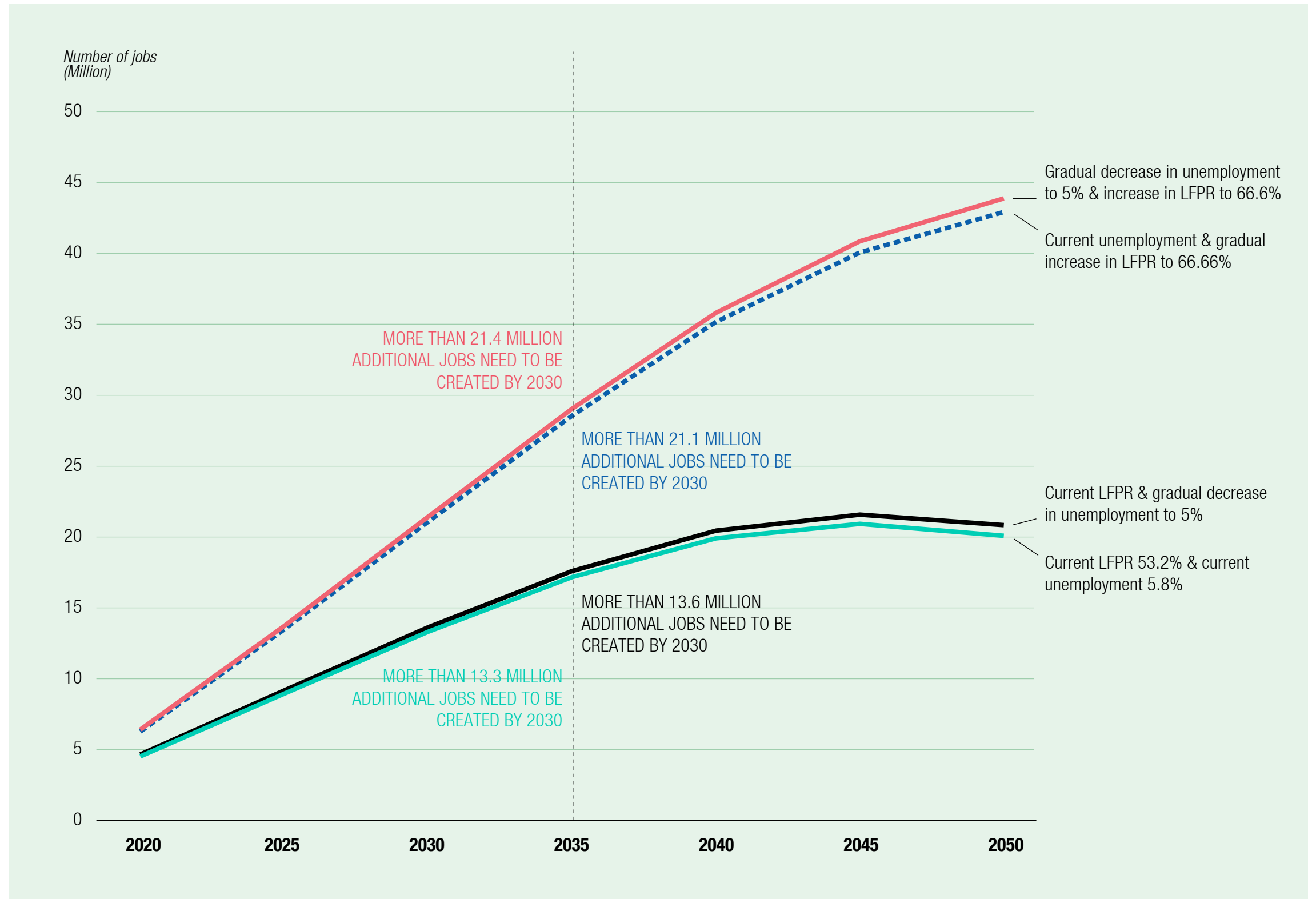


Source: UNDP calculations based on Labour Force Survey 2014/15.

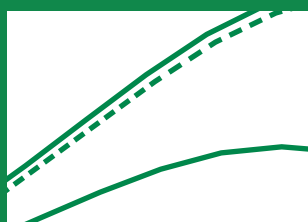
one of the highest NEET rates amongst developing countries.⁴⁰ Additionally, Pakistan has the lowest female labour force participation rates (LFPR) in South Asia across all age groups.⁴¹

FIGURE 11

Number of additional jobs required under different labour force participation rates (2015-2045)



Source: UNDP calculations based on Labour Force Survey 2014/15 and Population projections from UNDESA 2015.



Number of additional jobs required under different labour force participation rates (2015-2045)

Jawan Ideas



Ensure adoption and strict implementation of worker safety procedures in all workplaces, including through better enforcement and whistle-blower protection.

Jawan Ideas



Create opportunities for e-jobs training to prepare the young for the global digital market.

The largely agriculture based rural sector currently employs around 53 percent of Pakistan's young adults.⁴² This figure is changing with the rise in the youth population. The higher LFPR for young women in rural areas compared to those in urban areas is part of the pattern that shows urban men and women across all age groups in Pakistan facing higher unemployment rates.

Barriers to women's employment: Jobs for women are often restricted to a supply-side reaction in the form of increasing jobs in areas that are traditionally 'female'. Their growth is further held back by being seen as "passive recipients of welfare enhancing help" rather than as "active agents of change and promoters of social transformations that can alter the lives of both women and men".⁴³

The greatest barrier to female employment is the gender discrimination entrenched in a highly patriarchal society. Families dictate women's choices about entering the workforce – if they will be 'allowed' to work, under what circumstances, or what jobs will 'suit' them most as women. Women's low rate of labour force participation is the most salient feature of their economic inactivity. Even where women manage to achieve higher education and professional training, their employment levels remain low.

While an increasing number of women in Pakistan are now in parliament, serving at managerial positions in private companies and in institutions of governance such as bureaucracy and judiciary, most continue to struggle to reach influential positions. Total equality is of course something even advanced countries haven't achieved. However, it is a critical part of human development and a goal to aspire towards.

Quality employment

Altogether, more than half of Pakistan's total employed youth work in casual labour and unpaid family work that typically involves casual and piece-rate pay.⁴⁴ About a

third of all those engaged in unpaid family work, making no tangible contribution to household income, are young people (33.9 percent). An astounding 72 percent of women continue to stay in low quality employment compared to 53 percent of men.⁴⁵

Poor working conditions can impede the right to safe and healthy work environments and to dignified jobs. Lack of quality jobs can prevent qualified people from working further, thus perpetuating vicious cycles of unskilled labour, low human capital levels and restricted economic growth. A dearth of quality work also pushes a sizeable proportion of the workforce to seek employment abroad.⁴⁶

Three 'soft' components indispensable to quality work are: dignity, purpose, and identity. Internationally recognised minimum standards that contribute to decent working conditions include aspects like minimum age for employment (14 years), abolition of child labour, equal pay for equal work, non-discrimination at work and equality of opportunity. Rights identified by the ILO and enshrined in Pakistan's Constitution also uphold work quality, like freedom of association, prohibition of forced labour, and just and humane conditions at the workplace including maximum working hours and minimum wage levels, with special regulations for workers under 18 years.⁴⁷

Barriers to quality employment: The biggest barrier to accessing quality employment in Pakistan is related to the country's poor education system that also perpetuates existing inequality. Another pattern is that young people with education above matric level have the highest unemployment rates.⁴⁸ This may relate to the expectancy value theory: individuals with higher levels of education are unable to find jobs that match their expectations and personal requirements.⁴⁹ Many young adults in Pakistan are either overqualified or undereducated for the jobs they end up doing. This relates to the issue of 'employability of education' in Pakistan – how far

their education provides individuals with adequate skills for employment, like interpersonal communication, good teamwork, problem-solving or creative thinking.⁵⁰

Entrepreneurship

Entrepreneurial ventures in Pakistan are rising, increasingly connected to global knowledge networks. A faster and cheaper flow of information, and limited but growing access to finance, is enabling the creation of original ideas with practical solutions for localised problems.⁵¹ The mushrooming interest and investment in entrepreneurship, especially in large urban centres, while still low, indicates the potential of businesses to contribute to national level development.⁵²

Start-ups have great potential but are fragile and vulnerable to economic changes. Not every successful start-up will survive in the long run especially in developing economies like Pakistan but increasing the number of enterprises overall will yield a higher number of successful companies in the long term.⁵³ More and better managed enterprises will ensure more and better-quality employment generation, which is one way of converting the youth bulge into a demographic dividend.

Pakistan ranks fifth globally in terms of online freelance work, that accounts for some \$850 million of the country's total software exports.⁵⁴ What is needed now is to develop an entrepreneurship network that brings together young entrepreneurs, mentors, industry, and government representatives. This would provide new entrants, especially those who are socio-economically and educationally marginalised, with access to financial capital, technical knowledge pools, and international markets for improved conditions for entrepreneurship.

Lack of access to financial capital acts as a major deterrent to the growth of small enterprises. Over the years there has been an increase in financial access but the size and coverage of loans from government and independent microfinance institu-

tions for small businesses still remains inadequate.⁵⁵ However, overall gradual improvement in the law and order situation and consequently in macroeconomic indicators are helping to restore investors' confidence in the Pakistani economy. This might increase overall financial capital in the country and thereby, improve the entrepreneurship ecosystem in future.

Engagement

The Report's chapter on engagement delves into the most intangible of the three Es, that determines the relationship of individuals to society. It is when citizens are actively engaged that human development takes place, while human development is what leads to actively engaged citizens.⁵⁶

Engagement provides the conditions necessary for human development to expand freedom of choice and opportunities to enable individuals to lead the lives they value. These conditions include civic and political participation, human rights and security, and environmental sustainability, all of which are important goals in and of themselves.

This Report explores engagement by focusing on youth voices, identity, socio-political participation, marriage, societal inclusion and exclusion, radicalisation, and social attitudes. It finds a dearth of meaningful engagement opportunities in Pakistan and access to information regarding the few opportunities that are available. Thus, despite the high willingness level of young people to engage in community and political affairs, their engagement remains relatively low.

The three pillars that strengthen productive capacities and mobilise individual agency are improved education and health, equitable economic growth, and engagement through participation in democratic governance. Engagement thus promotes collective as well as individual agency. Collective action is the ability of individuals to associate with each other, and to form and voice opinions to claim their economic and social rights. Being free of poverty

Jawan Ideas



Develop a national entrepreneurship network to coordinate efforts by government and private institutions, business incubation centres and investors

Jawan Ideas



Hold regular conventions to exchange ideas and highlight problems faced by entrepreneurs, and help redefine laws in favour of entrepreneurs and small start-ups.

and diseases allows people to do more than just survive – it enhances their ability to demand economic and social policies that respond to their priorities.⁵⁷

Empower the youth

Skills gained from education and employment enable engagement, but this does not mean that uneducated and unemployed youth cannot be empowered or engaged. In a society where the young outnumber the old, this reading of youth potential would be dangerously simplistic and pessimistically self-defeating. With half the adult population illiterate and youth unemployment higher than overall adult unemployment, this logic curses entire generations to disempowerment because of a failure to develop and implement forward-looking education, health, and economic policies. Identity – how young people view themselves in society – is the intermediary between individual and societal engagement. Equally important is how society views them. The critical question that then arises is whether society can provide space for the youth to engage within the range of their identities.

The period of youth development is one of momentous changes in how individuals identify themselves and society. In Pakistan, this transition period – as a child becomes an adult – is generally protracted for the privileged and restricted for the poor. Along this path, various mental models shape individual and shared perceptions, and play a role in determining expectations, including those of the youth, as well as society's expectations of the youth. This is what underlies the intrinsic (individual) and extrinsic (social) motivations for engagement.⁵⁸

Engagement helps produce an informed and responsible citizenry in control of the decisions that affect their lives. Meaningful engagement increases the chances that a young person's views are heard, respected and utilised, and leads to young people developing a stake in a collective larger than themselves (expert opinion: I.A. Rehman).

While bearing the brunt of the insecurity in Pakistan for the past 15 years, it is the youth who have reclaimed their lost citizenship, standing up for more vulnerable or victimised fellow citizens. This is evident in the ongoing youth revival.

Young Pakistanis, increasingly cognisant of their rights as well as their obligations towards society, are at the forefront of exciting civil society interventions in fields like education, governance and democracy, gender equality and conflict-resolution. They are volunteering as mobilisers, partnering with public and private institutions, and facilitating the two-way transfer of information essential for democratic accountability and secular enquiry. This Report finds that they are eager to play an even bigger role.⁵⁹

The Report defines engagement as the youth's ability to participate in and influence the decisions that affect them, to build a better society and to drive social change and seeing engagement as a social contract between the youth and society. The NHDR 2017 thus examines the set of rights, means, spaces, opportunities and support that Pakistani society provides. How Pakistani society enables individuals to simultaneously pursue individual goals and participate in collective activities is measured by their well-being, freedom of expression and association, and participation in sports, recreational activities and the arts.

Identity and society: In Pakistan, socio-economic class discrimination is systemic, with status conferred through accident of birth. In a society where class dictates how public institutions, society and government treat a young person, how the youth construct their identities is a function of their experiences.

Social identities are constructed and reinforced on the path to adulthood. These identities are shaped by both external (social) and internal (individual) forces. Internal forces consist of the individual mental models that the youth use to understand how things work, their place in

Jawan Ideas



Encourage school trips to explore Pakistani heritage, arts and culture – both local and national excursions.

Jawan Ideas



Establish a confidential Youth Help Hotline to assist young people in stressful situations, including those contemplating suicide, victims of violence and abuse, health emergencies, etc.

Citizenship and the youth

It is puzzling that citizenship receives due attention neither in Pakistan's educational curricula nor in its political discourse given that this state was founded based on common and equal citizenship of its people.

While defining the ideal and ideology of Pakistan in his famous speech of 11 August 1947, Quaid-i-Azam Muhammad Ali Jinnah declared that every person living in Pakistan, "no matter to what community he belongs, no matter what relations he had with you in the past, no matter what is his colour, caste or creed, is first, second and last a citizen of this state with equal rights, privileges and obligations".

By describing citizenship as the bond that united the people of this country in a single nation, the nation's founder reminded Pakistan's first parliamentarians that, though demanded as a homeland for Muslims, Pakistan belonged to all its citizens, regardless of belief, gender and social status. The Quaid-i-Azam himself outlined the basic attributes of citizenship: equality in terms of rights – the fundamental rights to life, liberty and security, and all the basic freedoms; and obligations – to live within the law and to respect the rights of the fellow beings. These rights belong to young people and children as well as adults.

One key right – to participate in governance, that is, management of people's affairs from basic needs to education, health, em-

ployment and social security etc. – becomes available to citizens on reaching the age of 18, when they are entitled to vote. At that point citizens acquire responsibilities in addition to rights and obligations.

All citizens aged 18 and above have a responsibility to join the effort to make the lives of the people happier, richer and more productive, for citizenship demands an active role in the promotion of public good. A person who does not assert her or his rights and does not help fellow human beings in realising their entitlements cannot be accepted as a full citizen.

The youth have a special responsibility to act as dynamic, public spirited citizens for, unlike their elders who have lived their lives, they have longer spans of life ahead. They have a right to choose and shape the conditions in which their genius can flower. However, they can adequately discharge their citizenship responsibilities only if they imbibe the concept of citizenship and the role of citizens early in life, during childhood years. Well-informed youth alone will grow into conscious young women and men and give the country leaders capable of establishing a democratic, just and progressive order.

For all this to happen all children and the entire youth of Pakistan must be guaranteed opportunities of learning what citizenship means, besides being allowed space to exercise their rights as independent-minded citizens.

I.A. Rehman is former editor, Pakistan Times, former Director, the Human Rights Commission of Pakistan. Comment for Pakistan NHDR 2017.

society, and what is thinkable for their lives. Mental models consist of identities, stereotypes, prototypes and stories. Young people have their own set of mental models to understand their place and role in society.⁶⁰ This creates divergence in the path that they chart for themselves, in their aspirations or goals, and in the level and meaning of engagement with society.

As a cohort, the youth represent a generation – a group of individuals born around the same time, who have faced common cultural events in their formative years. However, the life experiences of these individuals in key developmental stages vary according to their socioeconomic class. These experiences impact the identity the youth create for themselves and that society accepts them in.

Engaging young people in meaningful activities enables greater contact with people from other socioeconomic classes. This

helps to break stereotypes, dispel myths, puncture exclusivist narratives and develop a more inclusive and pluralistic outlook in a "cycle of mutual constitution" (Markus and Kitayama, 2010).

While the youth may be divided in a narrow, albeit meaningful way, at a meta level they face similar issues. For example, one in three young adults who responded to the NYPS 2015 believed that Pakistan was becoming worse as a country for young people to live in (figure 12).

Aspirations and agency: Young Pakistanis, especially women, believe that they have little autonomy over their lives, and that chance (of birth or geography) or fate rather than their actions determines outcomes.⁶¹ This leads to a crisis of concept of self – the personal identity that the youth create for themselves — that cuts across society but is more pronounced in marginal-

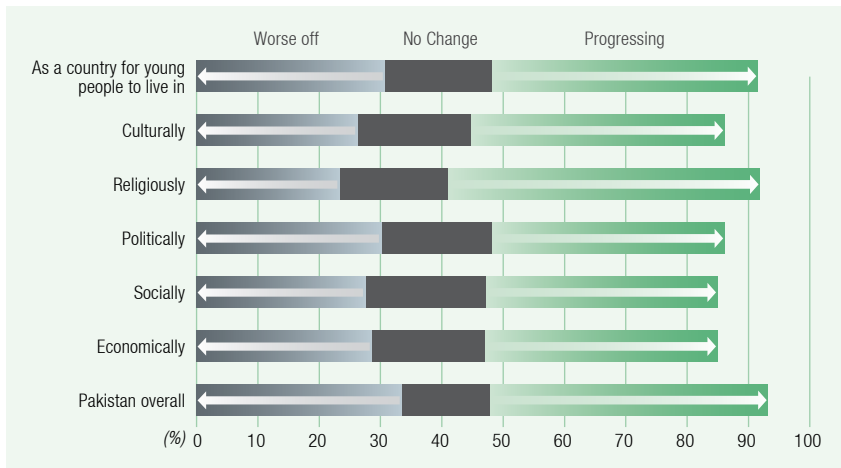
Jawan Ideas



Establish district, provincial and national level competitions in art, poetry and writing to encourage avenues for self-expression and promote interaction amongst young people.

FIGURE 12

Youth perceptions about Pakistan's progress in the selected domains



Note: The total here does not add up to 100 as this figure does not include the "Don't Know" category.
 Source: UNDP estimates based on National Youth Perception Survey 2015.

ised ethnicities and socioeconomic classes.

Disengagement is not an individual problem. Youth from marginalised communities — the rural poor, the disabled, the transgendered and the religious and ethnic minorities — often disengage with society due to the social structures and settings in which they spend time. In the absence of opportunities for meaningful participation and given suspicion of existing ones, they may seek alternative avenues of belonging and participation, for example drug gangs or extremist groups, that conflict with their own long-term best interests.

At the receiving end of more polarising tendencies than at any time in the history of Pakistan, this generation has seen internal wars waged against anti-state militants, debated their 'legality' and efficacy, and witnessed sectarian violence. Most were schooled in a curriculum that forges an identity based exclusively on Islam, is discriminatory towards non-Muslims and cements an 'us vs. them' mentality.⁶² Moreover, authority figures like parents, teachers and community leaders often discourage secular inquiry, critical thinking, and discussion of alternative visions of religion, society and state. Disturbingly, almost half of all young people surveyed in the NYPS 2015 do not approve of hav-

ing friendly relations with non-Muslims or Muslims of other sects, or the right of these "other" communities to build places of worship, and especially, to preach their faith.

Violence: Although the number of terrorism-related deaths has declined in recent years in Pakistan, it remains the world's sixth deadliest country.⁶³ There are at least four broad implications of violence for young people.

First, violence is a major threat to their health. Many have been killed or permanently disabled in terrorist attacks. Second, the effect on young people — as compared to adults — of living in a constant state of terror makes them more distrustful.⁶⁴ Third, those experiencing violence often develop post-traumatic stress disorder (PTSD), fear, aggression, low self-esteem and drug abuse.⁶⁵ Not least, violence forces many out of homes, livelihoods and education.⁶⁶

Pakistan hosts 10 percent of the world's refugees, the second highest number globally. For many, the transition to adulthood takes place in refugee camps. This affects their identity, family relationships and status in society. Many of these young people will not be able to complete their education. Many will fail to find work, hindering not only their human development but also that of their children.

Political and civic engagement

Pakistan's 18 percent decline from medium to low levels of youth development between 2010 and 2015 is attributed mostly to a fall in political and civic participation (69 percent and 58 percent respectively) especially in terms of voice (expressing opinion to an official), volunteerism, absence of a national youth policy and low likelihood of helping a stranger.⁶⁷ This indicates a wider social malaise born out of distrust in institutions and higher stress levels. In such societies, much time and energy are devoted to routine tasks because infrastructure is weak, accountability is

Jawan Ideas



Establish special voter registration drives focusing on young people reaching voting age.

superficial and there is little acceptance of different identities. For the young who are poor, the additional preoccupation with mere survival leaves little time for anything else.

Even so, around half of the youth surveyed in the NYPS 2015 answered “Pakistani” as their main identity. Their considerable national spirit is evident not just in volunteerism following disasters like earthquakes and floods but in other voluntary activities, despite the constraints.

Volunteerism helps young people become active agents of human development. It leads to developing vital communication and networking skills, which increases the chances of accessing opportunities for education, work and societal participation. Volunteerism also leads to better understanding of collective decision-making, participation in formal political processes and greater demand for effective service delivery from the government.

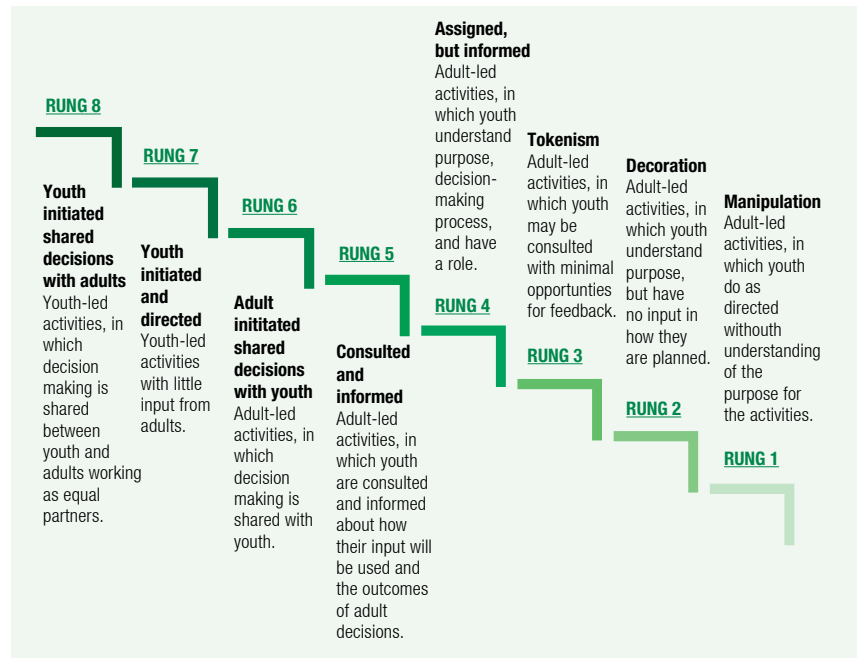
The electronic media’s reach and increasing boldness in facilitating interaction between people and political leadership along with the organising potential of social media has enabled young voters to realise their own significance and that of the political process. Political parties have responded by announcing youth initiatives in education, health and employment and promising youth quotas within their leadership structures.⁶⁸

Elections are an important link between citizenship and political participation. Enabling young people to vote strengthens individual political agency.⁶⁹ Negative perceptions about politics and politicians have not led to political disengagement among young people, who are eager to vote in the next election. The third most important concern among Pakistani youth of all education levels is an ‘honest and responsive government’.⁷⁰

Historically, youth political engagement in Pakistan has been mostly in the middle, or the fourth rung, of an 8-step ladder that measures level of youth participation (figure 13). In this middle rung, considered the lowest level of youth engagement as

FIGURE 13

Roger Hart's ladder of participation



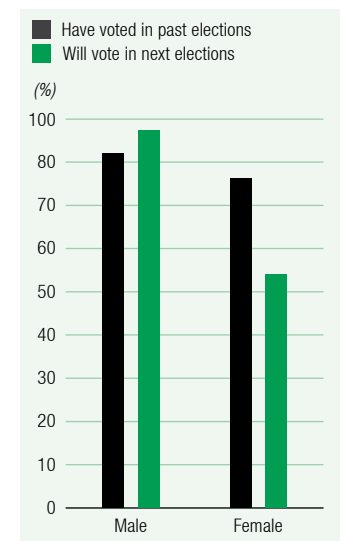
Note: Extracted from Hart 1992.

the first three do not signify engagement, adults enlist the youth to their own agendas without providing complete information or allowing room to voice their own opinions. In our consultations between 2014-2016, we found that in the most politically engaged age group (aged 25-29 years), only 25 percent of men were affiliated with a political party; the figure fell to 9 percent for women. The ban on student unions since 1984, criminalisation of student wings of political parties, and the parties’ undemocratic internal structures, all contribute to this trend. Despite these factors, this Report finds a highly politically engaged young generation, as evident in its past voting behaviour, a strong willingness to vote in future elections, and high levels of interest in political events. The number of males who voted in any past election is just above 80 percent; female voters are just slightly less (figure 14).

Efforts in providing political literacy to the youth are on the rise. Although there is no official national Youth Council in Pakistan, a Young Parliamentarians Forum (YPF) focuses on capacity building of the

FIGURE 14

Youth voting behaviour by gender



Source: UNDP estimates based on National Youth Perception Survey 2015.

Jawan Ideas



Let us make sure young people laugh. Set up laughing clubs where students and teachers can laugh together to relieve stress.

youth about political institutions. There is also a National Youth Assembly (in the Youth Parliament of Pakistan) that has a working relationship with 30 district governments and aims to train young people in democratic principles.⁷¹ In terms of civic participation, Pakistan's youth are at the top of the ladder of engagement.

Health and engagement

The most vital aspects of being young include good health and healthful habits. Barriers such as poverty, deficient life-skills education, traditional social norms and a general reluctance of parents to address issues of adjustment and identity can worsen young people's health problems. As the life course perspective tells us, adolescence and early youth are periods of transition that take place in a context of vulnerabilities. Health is an enabler of societal engagement that allows individuals to benefit from policies and programmes intended at improving access to education, sources of income and political freedoms and participation.

Health, a human right and foundational goal of human development, is not merely the absence of disease but a state of complete physical, mental and social well-being.⁷² This means that to be completely healthy, individuals also need access to a nurturing social environment where they have rights, are valued and expected to contribute to the wellbeing of others. As human beings, young people are entitled to the highest standards of physical and mental health, not only because these are their prime years, but also because they have specific health needs.

Several biological and socioeconomic factors make young people — especially those from disadvantaged and marginalised backgrounds — vulnerable to health risks. These risks that often cut across class and economic circumstances, include sexual exploitation, gender-based violence, sexually transmitted infections, tobacco use and drug abuse, and mental health disorders.

Barriers created by social norms

Social norms can limit the space available to the youth for engagement, especially for young women. Social norms are shared beliefs about what members of society are likely to do (descriptive norms) and what they ought to do (prescriptive norms). They stem from shared mental models, learnt early in life, and reinforced through social interaction and conditioning. This makes societies settle on social norms that may be less than desirable, like those that prevent young women from participating fully in society.

Marriage is perhaps the most important transition in the lives of Pakistani youth, especially females. Early marriage and adolescent childbearing affect young women's ability to access education, work and participate in societal life.⁷³

Harassment: As with education and employment, the biggest obstacle to women's participation in society is harassment. This phenomenon prevents parents from sending daughters to school, reinforces the norm for early female marriage, and contributes to women's low labour force participation. Pakistan has laws against sexual harassment but women rarely redress in such cases, reluctant to expose themselves due to implications for family honour. Nevertheless, there has been a slow rise in the number of young women who are challenging social norms and what is considered appropriate for them in public spaces, including male-dominated sports.⁷⁴

Sports and culture: Providing opportunities for sports expands choices for youth and encourages social interaction, cooperation, and conflict-resolution.⁷⁵ Research finds that young people who played sports in high school are more likely to volunteer regularly, work toward solving a community problem, and vote.⁷⁶ However, Pakistan has a paucity of sports grounds, local sports clubs and school teams especially in urban, low income areas. Social barriers make it even more difficult for women to engage

Jawan Ideas



Initiate national level school sports competitions including students from all types of schools — private, public and madaris.

in this realm.⁷⁷

There is also a dearth of cultural and civic amenities like playgrounds, parks, cinemas and libraries. Lack of such facilities inhibits the youth's avenues of expression, prevents them from interacting with individuals from different social, cultural and religious backgrounds, and hinders the development of civic spirit.

The online generation: The information, communication and technology (ICT) revolution has greatly empowered the youth.⁷⁸ Mobile phones and the internet have increased youth activism and emboldened the youth, despite the risks. Through activism, art, blogs, discussion, theatre and cinema, today's youth are moulding the national discourse. Defying class divisions, youth activists from more privileged backgrounds are working for and with the disadvantaged and marginalised.

But for each individual who is educated and has access to the internet, many more rural uneducated youth are offline. The digital divide augments the powerlessness and frustration of those with no access or limited access.⁷⁹ The poor, already marginalised, get left out of an increasingly digitalised national debate, or become more disillusioned when confronted by the injustice of living in the same misery as their forefathers. In many ways, the ICT revolution makes their entrenched poverty more obvious and less acceptable.

Priorities of youth

While more educated than their parents, the 'quality' of education makes the youths' transition to work, marriage and active citizenship difficult. Those who work face a crisis of aspirations – their jobs are not commensurate with their expectations. In addition, gender norms foisted upon both men and women imply unequal playing fields for young women (figure 15). This is reflected in men and women having vastly different priorities even at the same age. These differences are starker in the older cohorts, 25-29 years (figure 15, pg 31).

Conclusion

Enhancing human development through youth

While Pakistan's youth is buzzing with great ideas, propelled by unbounded energy and a desire to act, those in power have not provided them the facilities and the opportunities to fulfil their potential. The outcome is impatience and frustration that drives individuals to take matters in their own hands in ways that may not be always positive. This Report reinforces our belief that the most important and best source of ideas of how to help the youth is the youth themselves. We need to listen to them, respect them, and learn from them. They deserve a favourable policy environment and institutional support, and the societal space to nurture their energies and ideas. They deserve better than to have to fill in for deficiencies of state and society that confront them.

Various constituencies – adult-led organisations, corporations, and government departments – are harnessing the youth's drive and passion. Some initiatives are politically driven, gaining momentum as elections come up. Others are socially driven to claim public spaces or to stand against human rights violations. Despite the absence of a working youth policy in all regions of Pakistan, several small and largescale initiatives, focusing on improving education facilities and skill development of young people, are already underway at the community, provincial and national levels.

Recommendations

Acknowledging and realising the interconnectedness of the three Es, Pakistan must enhance the quality of education to create opportunities for gainful employment and encourage entrepreneurship, which would in turn lead to quality engagement. Educational and employment patterns influence how the youth interact with the society – by voting, getting married and starting families, and becoming productive citi-

Jawan Ideas



Encourage universities to give admission preference for civic volunteering such as caring for the sick at hospitals, helping in orphanages, cleaning streets etc.

Jawan Ideas



Empower and encourage ownership amongst teachers and school principals by giving them reasonable autonomy in selecting teaching methods and study materials to cover the curriculum.

zens. An engaged and active, rather than passive citizenry will enhance Pakistanis' quality of life and connect Pakistan to the world.

This has begun to happen in the first E, education. To take the momentum further, besides increasing budgetary allocations, the budget must specify the steps being proposed and taken to enhance the quality of education. Similarly, for the second E, employment, the annual budget must state not only how many jobs are being created but also give an idea about the quality of the jobs being provided. The third E, engagement, requires that Pakistan provide its young people with the opportunities to enable them to participate in the country's civic and political life as full citizens, to choose the kind of life they want to live and be respected for who they are regardless of class, ethnicity, religion or gender.

The over-arching message of the NHDR 2017 is that quantity without quality is unhelpful and even counterproductive in the long run. Specific recommendations in the areas of the three Es follow.

Education

- **Embed the right to free education in the core of society.** Despite little implementation of this law on ground, make its very existence the basis of change.
- **Bring quality to education.** Failure to do so will only expand the cohort of 'educated illiterates' (parhe likhey jahil) and be counterproductive in the long run.
- **Create government programmes to provide a 'second chance at education'.** Provide access to education for the large number of youth who dropped-out of school or never when to school as children.
- **Improve access to education through public-private partnerships.** Government must link up with the private educational programmes, share resources, work together to improve quality and increase the number of these institutions.
- **Integrate TVET into the formal ed-**

ucation systems and add subjects that equip students with more employable skills. Remove the stigma attached to technical education, mainstream it, and expand the skills taught at TVET institutes.

- **Register madrassahs and reform their curricula through a central body.** Mainstream madrassah graduates and make them more employable.
- **Increase resource and resource use.** Increase both the size of the envelope for education spending, and adopt measures to utilise the money more effectively, with a proper monitoring mechanism designed with an inclusive approach involving all stakeholders (students, parents, teachers, government etc.).

Employment

- **Encourage entrepreneurship:** Multiple strategies involving all stakeholders are necessary to foster employment creation in the public as well as private sectors.
 - o Involve civil society and the private sector to train young people in marketable skills such as oral and written communication, presentation techniques and report writing, and hold awareness-raising activities about the financial aspects of running a business, like fair wages, profit maximisation and investment methods.
 - o Develop an entrepreneurship network to bring together young entrepreneurs, mentors, industry, and government representatives.
 - o Foster entrepreneurship at the grass-roots level by ensuring that new entrants, especially those who are socio-economically and educationally marginalised, gain access to training, networks of mentorship, investment opportunities, financial capital, technical knowledge pools, and international markets.

Jawan Ideas



Set-up quality state-run madrassa schools, with Auqaf department funding, to provide a quality alternative to those who prefer sending their children to *madaris*.

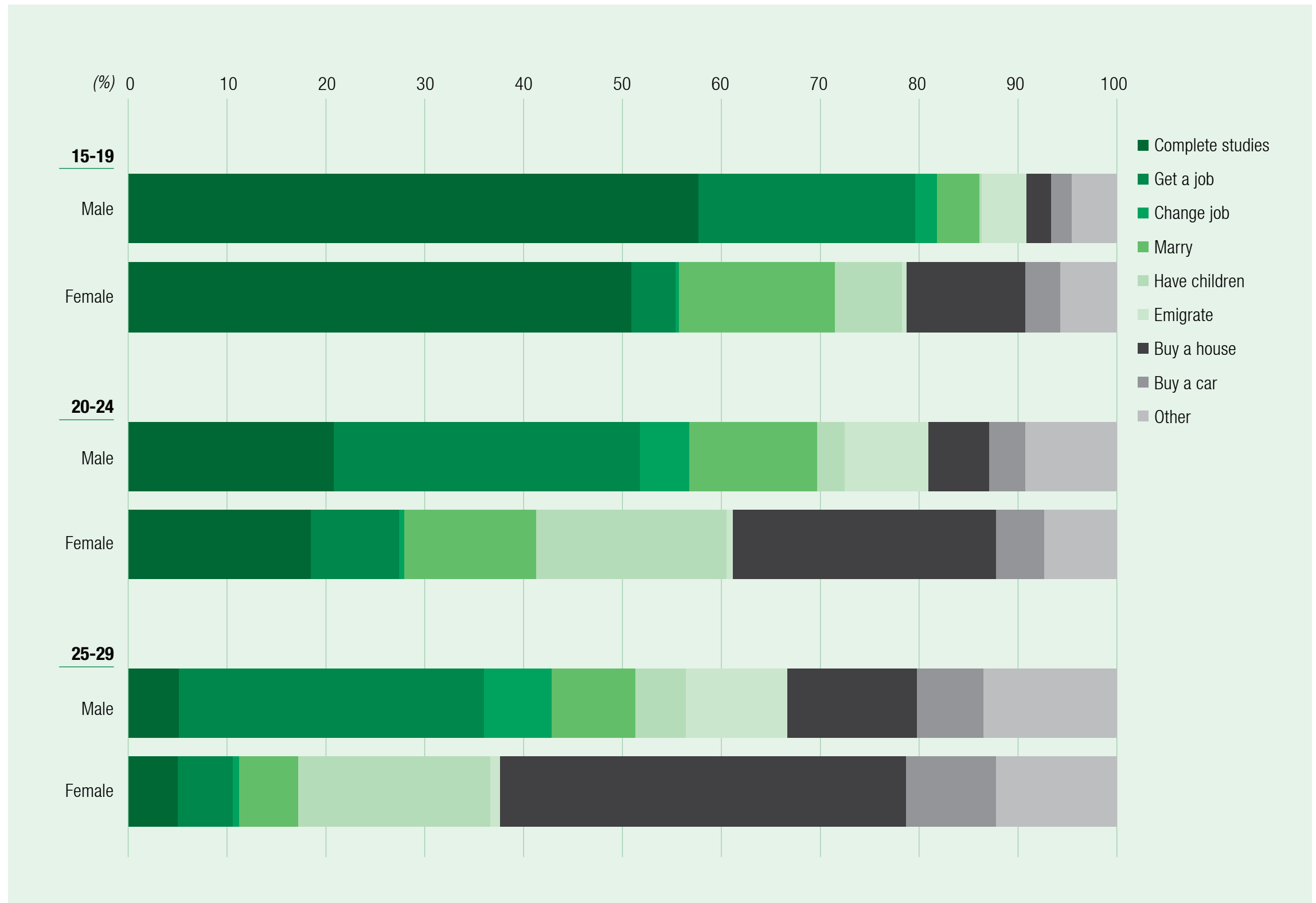
Jawan Ideas



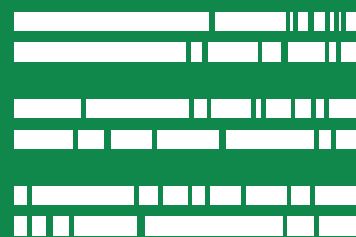
Set up optional summer programmes in schools for skills that regular curricula may not cover (such as languages, art, technology, music, etc.).

FIGURE 15

The top priority of young people in the next five years



Source: UNDP estimates based on National Youth Perception Survey 2015.



The top priority of young people in the next five years

Jawan Ideas



Parliament must discuss and approve ILO Protocol 2014 to the Forced Labour Convention of 1930, which Pakistan has not yet ratified.

- **Bring more women into the work force**
 - Require employers to offer paid maternal, paternal and family sick leaves.
 - Invest in improving access to electricity and water sources closer to home, especially in rural areas.
 - Facilitate access to affordable and safe commuting in both rural and urban settings.
 - Establish career-nurturing platforms with senior women mentors and role models, as well as mentoring and coaching facilities.

- **Improve working conditions for quality employment**
 - Ensure minimum standards for working conditions – maximum weekly working hours, health standards, minimum health insurance especially for companies with hazardous working conditions, minimum annual, parental and personal care leave entitlements, public holidays, social security, old-age benefits, and minimum overtime pay. Ensure that government departments and registered companies follow these standards.
 - Raise public awareness about these standards and challenge non-compliance in court. Alternate issue resolution mechanisms - such as mediation and conciliation may reduce implementation barriers and enable better enforcement of workers' legal rights.
 - Provide incentives to the private sector (including corporations, small, medium and micro enterprises) to register themselves with relevant ministries and provide minimum working standards protection to their employees.

Jawan Ideas



Include a mandatory employment component in the annual federal budget summary saying how many new jobs need to be created and outlining a strategy for future employment growth.

Engagement

- **Improve the social contract to create better future leaders.**
 - Create opportunities for youth to interact meaningfully with government officials at various administration lev-

els – national, provincial, and district level could provide the youth a chance to influence policy decision-making and contributing their ideas and solutions for societal problems.

- Ensure increased representation of the youth in decision-making roles by allocating more youth-specific seats at the national, provincial and district level.

- **Ignite the spirit of 'Edhism' – encourage volunteer work.**
 - Make voluntary work a national priority for all, particularly the youth.
 - Make voluntary engagement opportunities publicly accessible through media platforms like newspaper, television and radio channels, and the social media.
 - Encourage voluntary work by providing special incentives, for instance, prestige awards and study credits to youth, and public grants for voluntary organizations and their work.
- **Encourage long term thinking and contextualization.**
 - Through various media and platforms, encourage long term critical thinking and the awareness that there are no shortcuts to the process of being a functioning democracy.

What is to be done?

Analysing policy options regarding the youth, Pakistan already has the necessary institutional structure in place. There is a ministry of Youth Affairs at the provincial and regional levels, and youth policies at provincial and regional level.⁸⁰ Overall, what's needed in terms of developing a policy narrative on youth and implementation, is not large, expensive programmes but subsidiarity – that is, a very large number of generally small steps taken at all levels of government, but especially at the local level, including village council, tehsil, and city.

1. Sow lots of seeds – a Johnny Apple-

seed approach: Like the celebrated American pioneer who became legendary for planting swaths of apple seeds to begin orchards that would nurture later settlers, Pakistan needs to sow the seeds of change now for further generations. This does not have to be government driven as the approach allows a great deal of autonomy, initiative, ownership and entrepreneurship to the ordinary Pakistani citizen. The policy recommendation here would be for the government to view as allies those who join in this youth-orchard-development movement, and automatically bring them under the umbrella of government policy. Government policy, then, would enable and support these private initiatives rather than placing bureaucratic obstacles in their way. The policy will then be civil society and youth-driven rather than top-down.

2. Establish a youth impact assessment:

The second step the Report recommends is a major policy point. More important than creating a balkanised set of ‘youth policies’ or creating what are likely to become sidelined and un-empowered ministries, is to bring a youth focus into every policy made at the project and policy level. The Planning Commissions at the federal, provincial, and local body levels would take on a much more central role in terms of putting every policy to test to gauge how the proposed policy will impact Pakistan’s youth and quality of services for the youth. In other words, this would be a youth impact assessment (YIA), along the lines of what some countries are doing for diversity, gender, or environment. Pakistan itself has a robust environmental impact assessment (EIA) that may be used as a template for the YIA.

3. Macro level policy: At the macro level, Pakistan must include the critical issue of the country’s youth at the budgetary level. It is not necessary for a separate youth budget to be developed, but Parliament must include a test in the national budget on all

three Es – education, employment and engagement. This document would provide an assessment of the YIA in each of the Es to the Parliament. Donors should also adapt the YIA as a best practice and require the initiatives they support to submit a YIA. Pakistan already does this for the environment, with the national and provincial budgets required to provide an EIA for all budgetary allocations. The budgets should be required to provide a YIA every year to give an assessment of how budgetary allocations will impact the goals of the three Es.

Larger policy goals

Several initiatives around the country lead towards these goals but there is an urgency to scale up these enterprises and view them as part of a larger policy goal even when they are private rather than government-initiated or funded. In sum, Pakistan’s policy makers and civil society organisations need to:

- Listen to the young.
- Don’t leave everything to the resilience of the youth – support and help them. Ensure that resilience meets scale by helping the youth to turn their initiatives into movements, that everyone contributes to.
- Government and civil society must cooperate in the goal to make Pakistan a youth-friendly country that provides not just quantity but quality of services to its youth.

Today’s Pakistan is a young Pakistan. Its youth are the future leaders of positive change. If provided with freedom of choice and meaningful opportunities, they are more likely to enhance human development. For Pakistan to miss the window of opportunity provided by its youth bulge is simply not an option.

Jawan Ideas



Let local communities utilise public school playgrounds after school hours.

Jawan Ideas



Encourage bicycles in schools, for both boys and girls. This can include subsidised bicycles for students, bicycles as prizes for high achievement, and corporate or government supported bike-sharing programmes.

TABLE

1 Human Development Index and its Components

HDI rank	Province/Region ^a	Human Development Index (HDI)	Immunisation rate	Satisfaction with health facility	Expected years of schooling	Mean years of schooling	Living Standard	Human Development Index (HDI)	Change in rank	
		Value	(%)	(%)	(years)	(years)	(%)	Value		
		2015 ^b	2015 ^b	2015 ^b	2015 ^b	2015 ^b	2015 ^b	2013 ^b	2013-2015	
HIGH HUMAN DEVELOPMENT										
1	Lahore	Punjab	0.877	89.5	85.8	12.2	7.5	98.9	0.858	2
2	Islamabad	Islamabad Capital Territory	0.875	85.2	77.7	12.6	8.2	99.1	0.891	-1
3	Rawalpindi	Punjab	0.871	92.4	84.5	12.7	7.4	94.0	0.826	1
4	Karachi	Sindh	0.854	80.2	82.5	11.8	7.7	98.5	0.867	-2
5	Sialkot	Punjab	0.834	93.7	80.6	12.3	5.9	94.6	0.770	5
6	Jhelum	Punjab	0.829	98.0	73.2	12.8	6.1	90.6	0.811	-1
HIGH MEDIUM HUMAN DEVELOPMENT										
7	Gujrat	Punjab	0.795	92.5	71.7	12.3	5.3	90.8	0.792	-1
8	Chakwal	Punjab	0.792	96.2	81.5	11.9	4.9	87.2	0.788	-1
9	Attock	Punjab	0.786	96.7	75.8	11.9	4.7	88.4	0.762	4
10	Faisalabad	Punjab	0.782	88.2	84.5	10.8	5.2	89.4	0.775	-2
11	Gujranwala	Punjab	0.769	90.9	65.8	11.5	5.2	90.0	0.774	-2
12	Toba Tek Singh	Punjab	0.763	91.3	75.4	11.2	4.6	88.2	0.720	6
13	Abbottabad	Khyber Pakhtunkhwa	0.761	94.3	70.7	12.0	4.8	83.7	0.768	-2
14	Peshawar	Khyber Pakhtunkhwa	0.756	94.8	83.5	10.3	4.8	82.6	0.761	1
15	Narowal	Punjab	0.748	98.6	64.5	11.6	4.6	83.5	0.706	4
16	Nankana Sahib	Punjab	0.740	95.7	77.9	11.1	4.8	76.5	0.762	-4
17	Sheikhupura	Punjab	0.738	86.4	75.2	10.8	4.3	86.1	0.760	-1
18	Haripur	Khyber Pakhtunkhwa	0.732	82.1	60.2	11.9	4.8	86.6	0.702	2
19	Layyah	Punjab	0.729	89.4	86.7	10.4	3.8	82.4	0.682	9
20	Sargodha	Punjab	0.728	90.8	70.9	10.6	4.3	83.7	0.692	6
21	Multan	Punjab	0.718	92.2	81.4	8.9	4.3	83.3	0.693	3
22	Hyderabad	Sindh	0.716	84.5	73.6	8.5	5.4	84.5	0.762	-8
23	Mandi Bahauddin	Punjab	0.716	91.6	73.0	11.4	3.9	77.5	0.738	-6
24	Kasur	Punjab	0.714	86.3	74.4	10.9	3.7	82.7	0.695	-1
25	Sahiwal	Punjab	0.710	91.1	62.3	10.2	4.0	86.2	0.691	2
26	Khushab	Punjab	0.706	90.6	78.6	10.4	3.7	78.4	0.650	9
27	Okara	Punjab	0.705	90.5	75.9	9.7	3.5	84.3	0.667	3
28	Hafizabad	Punjab	0.705	96.7	69.7	10.5	3.7	78.6	0.693	-3
29	Mardan	Khyber Pakhtunkhwa	0.703	90.4	87.9	10.4	3.3	76.8	0.647	7
MEDIUM HUMAN DEVELOPMENT										
30	Khanewal	Punjab	0.699	95.1	81.1	9.0	3.6	80.4	0.651	4
31	Nowshera	Khyber Pakhtunkhwa	0.697	84.4	80.4	10.3	3.2	81.6	0.696	-9
32	Malakand	Khyber Pakhtunkhwa	0.690	94.8	59.7	11.7	3.7	73.6	0.640	5
33	Jhang	Punjab	0.682	89.1	77.5	9.6	3.6	75.9	0.636	6
34	Mansehra	Khyber Pakhtunkhwa	0.676	77.3	66.0	10.8	3.8	78.1	0.609	13
35	Chitral	Khyber Pakhtunkhwa	0.674	97.8	64.1	11.1	3.6	69.1	0.637	3
36	Charsadda	Khyber Pakhtunkhwa	0.666	98.5	80.4	9.7	2.9	70.5	0.635	4
37	Naushehro Feroze	Sindh	0.665	70.7	69.7	9.8	5.1	72.2	0.594	11
38	Quetta	Balochistan	0.664	64.6	53.8	10.2	4.2	89.7	0.702	-17
39	Pakpattan	Punjab	0.660	93.9	69.2	9.1	2.9	78.2	0.629	5
40	Sukkur	Sindh	0.659	79.6	73.5	8.0	4.8	73.5	0.622	5
41	Lodhran	Punjab	0.659	94.8	79.7	8.2	3.1	76.9	0.629	2
42	Chiniot	Punjab	0.657	90.4	82.4	9.0	3.0	72.4	0.677	-13
43	Vehari	Punjab	0.655	92.5	79.2	8.8	2.8	75.7	0.661	-12
44	Swabi	Khyber Pakhtunkhwa	0.654	87.1	63.9	10.4	2.7	76.9	0.657	-12
45	Kohat	Khyber Pakhtunkhwa	0.650	83.5	79.2	9.9	3.3	68.1	0.560	12
46	Bahawalpur	Punjab	0.645	83.5	86.4	7.7	3.1	77.5	0.629	-4
47	Mianwali	Punjab	0.645	89.8	50.5	9.9	3.7	74.5	0.655	-14
48	Dadu	Sindh	0.632	82.9	49.0	9.3	5.0	68.5	0.591	1
49	Bahawalnagar	Punjab	0.630	78.7	71.9	8.8	3.0	75.5	0.635	-8
50	Bhakkar	Punjab	0.628	86.8	49.2	9.5	3.2	76.6	0.587	1

HDI rank	Province/Region ^a	Human Development Index (HDI)	Immunisation rate	Satisfaction with health facility	Expected years of schooling	Mean years of schooling	Living Standard	Human Development Index (HDI)	Change in rank 2013-2015
		Value 2015 ^b	(%) 2015 ^b	(%) 2015 ^b	(years) 2015 ^b	(years) 2015 ^b	(%) 2015 ^b	Value 2013 ^b	
51	Rahimyar Khan	0.625	83.4	85.3	7.2	2.9	75.2	0.585	1
52	Swat	0.618	88.8	70.9	9.6	2.8	64.3	0.551	7
53	Larkana	0.618	70.2	60.5	8.4	4.2	74.0	0.581	0
54	Karak	0.615	62.7	58.8	10.4	4.2	68.5	0.588	-4
55	Bannu	0.613	57.4	66.6	9.4	4.0	72.7	0.551	3
56	Lower Dir	0.600	84.1	58.7	10.9	2.8	59.8	0.549	4
LOW MEDIUM HUMAN DEVELOPMENT									
57	Hangu	0.594	75.4	73.4	8.7	1.9	72.9	0.561	-1
58	Muzaffargarh	0.584	88.2	73.5	7.7	2.5	64.9	0.564	-4
59	Lakki Marwat	0.577	49.2	70.3	9.5	3.9	62.8	0.489	13
60	Jamshoro	0.572	81.7	55.7	8.0	3.0	65.8	0.529	4
61	Nawabshah/ Shaheed Benazir Abad	0.572	76.1	67.7	7.7	3.4	60.9	0.503	9
62	Matiari	0.569	86.6	75.6	7.0	3.6	54.7	0.562	-7
63	Khairpur	0.556	79.7	49.3	8.2	3.6	58.3	0.528	3
64	Dera Ghazi Khan	0.535	74.8	69.9	7.5	2.6	55.4	0.504	5
65	Tando Allahyar	0.528	84.8	69.5	6.2	2.8	54.8	0.526	2
66	Buner	0.528	78.0	83.0	8.9	1.5	49.4	0.543	-5
67	Shikarpur	0.520	64.5	75.9	6.2	3.2	54.8	0.529	-2
68	Ghotki	0.514	62.0	75.8	5.7	2.9	59.4	0.537	-6
69	Rajanpur	0.506	90.7	65.2	7.1	2.0	48.9	0.481	7
70	Battagram	0.505	51.1	56.0	7.9	1.8	68.0	0.532	-7
71	Dera Ismail Khan	0.496	64.5	56.2	7.6	3.0	50.1	0.489	2
72	Sanghar	0.491	65.2	61.9	6.7	3.2	48.9	0.524	-4
73	Pishin	0.482	49.5	67.8	7.6	2.7	48.9	0.425	10
74	Kashmore	0.471	73.3	81.5	5.3	2.4	45.6	0.426	7
75	Mastung	0.459	75.3	85.0	9.1	4.0	23.9	0.485	-1
76	Tank	0.459	66.1	70.1	7.8	2.8	35.4	0.449	2
77	Kamber Shahdadkot	0.456	61.8	62.2	6.2	2.3	47.5	0.483	-2
LOW HUMAN DEVELOPMENT									
78	Gawadar	0.443	51.4	74.0	10.6	2.7	28.2	0.442	1
79	Noshki	0.441	52.7	63.5	8.2	2.3	37.9	0.395	7
80	Sibi	0.441	60.9	38.3	6.6	3.5	43.7	0.618	-34
81	Jacobabad	0.440	65.0	68.5	5.9	2.5	39.5	0.494	-10
82	Shangla	0.438	48.7	47.4	6.7	1.7	56.5	0.411	3
83	Mirpurkhas	0.430	63.9	31.7	6.6	3.5	42.0	0.426	-1
84	Killa Saifullah	0.422	50.0	100.0	6.6	2.5	29.0	0.194	23
85	Lasbela	0.416	49.1	65.4	7.1	2.6	34.1	0.413	-1
86	Khuzdar	0.412	60.5	90.3	8.3	2.6	22.7	0.361	3
87	Badin	0.412	73.1	60.2	5.8	2.9	31.1	0.330	10
88	Kalat	0.405	83.5	89.0	9.1	3.1	16.9	0.343	7
89	Loralai	0.381	44.5	99.9	8.7	2.9	17.6	0.361	1
90	Thatta	0.377	50.6	74.1	5.9	2.5	26.8	0.314	8
91	Tando Muhammad Khan	0.377	62.5	63.6	4.7	2.3	31.4	0.456	-14
92	Upper Dir	0.375	77.4	31.5	8.1	1.8	27.2	0.351	1
93	Musakhail	0.368	38.3	97.9	9.1	2.6	16.8	0.125	18
94	Jaffarabad	0.345	44.1	51.1	5.7	2.0	29.7	0.358	-3
95	Bolan/Kachhi	0.345	59.0	62.8	6.4	2.6	19.5	0.332	1
96	Sujawal	0.326	47.7	61.3	5.4	2.4	21.2	..	..
97	Umerkot	0.322	67.1	18.0	6.3	2.3	24.4	0.390	-10
98	Naseerabad	0.311	29.8	78.2	5.1	1.7	21.9	0.282	3
99	Ziarat	0.301	33.2	67.3	7.4	2.0	15.6	0.437	-19

TABLE

1 Human Development Index and its Components

HDI rank	Province/Region ^a	Human Development Index (HDI)	Immunisation rate	Satisfaction with health facility	Expected years of schooling	Mean years of schooling	Living Standard	Human Development Index (HDI)	Change in rank	
		Value	(%)	(%)	(years)	(years)	(%)	Value		
		2015 ^b	2015 ^b	2015 ^b	2015 ^b	2015 ^b	2015 ^b	2013 ^b	2013-2015	
VERY LOW HUMAN DEVELOPMENT										
100	Zhob	Balochistan	0.295	65.9	5.5	8.5	2.0	18.8	0.362	-12
101	Sherani	Balochistan	0.295	55.3	88.6	4.9	2.1	13.3	0.347	-7
102	Kharan	Balochistan	0.290	61.3	24.7	7.2	2.1	16.6	0.291	-3
103	Dera Bugti	Balochistan	0.271	31.6	59.0	4.3	2.1	17.7	0.145	7
104	Kohlu	Balochistan	0.267	30.8	93.8	6.5	2.0	9.6	0.091	10
105	Tor Ghar	Khyber Pakhtunkhwa	0.240	3.0	69.6	6.1	0.9	15.4	0.217	-1
106	Killa Abdullah	Balochistan	0.238	29.6	74.6	4.8	1.1	12.0	0.200	0
107	Barkhan	Balochistan	0.237	67.6	5.7	6.8	1.2	12.7	0.213	-2
108	Kohistan	Khyber Pakhtunkhwa	0.229	21.9	56.9	5.5	1.3	12.5	0.172	0
109	Tharparkar	Sindh	0.227	38.1	57.0	6.4	2.3	7.5	0.257	-6
110	Chaghi	Balochistan	0.210	29.5	65.3	4.3	1.6	8.6	0.165	-1
111	Washuk	Balochistan	0.188	48.8	71.9	4.8	1.4	4.8	0.101	2
112	Harnai	Balochistan	0.184	34.0	58.2	5.2	1.4	5.5	0.260	-10
113	Jhal Magsi	Balochistan	0.183	43.9	32.9	5.5	1.7	6.0	0.286	-13
114	Awaran	Balochistan	0.173	85.2	83.3	5.9	2.5	1.9	0.111	-2
..	Kech/Turbat ^c	Balochistan	..	..	..	..	..	..	..	..
..	Panjgur ^c	Balochistan	..	..	..	..	..	..	..	..
	Azad Jammu & Kashmir	High Medium Human Development	0.734	86.7	66.3	12.2	4.8	80.0	0.726	
	Federally Administered Tribal Areas (FATA)	Very low Human Development	0.216	15.7	7.5	6.7	1.8	27.7	..	
	Gilgit-Baltistan	Low Medium Human Development	0.523	73.1	51.4	10.5	3.4	44.2	0.426	
	Balochistan	Low Human Development	0.421	51.0	65.8	7.4	2.6	33.9	0.382	
	Khyber Pakhtunkhwa	Medium Human Development	0.628	78.0	72.7	9.7	3.3	67.1	0.605	
	Punjab	High Medium Human Development	0.732	89.0	78.3	10.1	4.6	83.0	0.705	
	Sindh	Medium Human Development	0.640	73.0	73.2	8.3	5.1	67.6	0.620	
	Pakistan	Medium Human Development	0.681	82.1	75.5	9.4	4.5	74.5	0.661	

NOTES

- a** For districts, their respective provinces and territories are mentioned. For regions and provinces, levels of human development are identified.
- b** Calculations are based on PSLM district level microdata for the year 2014/15. For Azad Jammu & Kashmir and Gilgit-Baltistan, due to unavailability of PSLM microdata for the year 2014/15, data for the years 2012/13 and 2010/11 are used. For FATA, calculations are based on the FDIHS 2013/14 microdata. Districts of Kech/Turbat and Panjgur were dropped from the scope of the PSLM survey 2014/15.

DEFINITIONS

Human Development Index (HDI)

A composite index measuring average achievement in three basic dimensions of human development -- a long and healthy life, knowledge and a decent standard of living. See Technical Note 1 (this report) for details on how the HDI is calculated.

Immunisation Rate

Percentage of fully immunized children between the age of 12 and 23 months based on record and recall.

Satisfaction with Health Facility:

A household is regarded as deprived in 'satisfaction with health facility' if any of the household members did not use health care facility because it is costly, it does not suit, lacks tools or not enough facilities, or if any of the household member is not satisfied with the health facility.

Expected Years of Schooling

Number of years of schooling that a child of school entrance age can expect to receive if prevailing patterns of age-specific enrolment rates persist throughout the child's life.

Mean Years of Schooling

Average number of years of education received by people ages 25 and older, calculated from education attainment levels using official durations of each level.

Living Standard

A composite index based on six household indicators related to access and quality of public services, household infrastructure and assets' ownership. It is based on methodology proposed from the Multidimensional Poverty Index (MPI). See Technical Notes 1 and 4 for details.

MAIN DATA SOURCES

Columns 1-7: UNDP calculations are based on micro data of PSLM survey for the years 2010/11, 2012/13 and 2014/15, and the FDIHS 2013/14.

Column 8: Calculated based on data in columns 1 and 7.

TABLE

2 Youth Development Index and its components

YDI rank	Youth Development Index Value 2015	Youth mean years of schooling ^a (years) 2015	Youth literacy rate ^a (%) 2015	Youth secondary enrolment rate ^a (%) 2015	Youth labour force participation rate ^b (%) 2015	Ratio of total unemployment rate to youth unemployment rate ^b Ratio 2015	Youth social participation rate ^c (%) 2015	Youth political participation rate ^c (%) 2015	Percentage of youth with knowledge of AIDS ^d (%) 2013	Youth physical activity rate ^e (%) 2015	
HIGH YOUTH DEVELOPMENT											
1	Azad Jammu & Kashmir	0.630	7.7	86.9	52.0	45.2	0.648	5.7	66.1	43.8	71.2
2	Eastern Punjab	0.611	7.7	84.3	51.8	50.0	0.656	9.3	53.3	49.8	42.5
3	Islamabad	0.609	9.3	94.5	65.2	45.2	0.648	1.4	55.6	80.1	57.8
4	Northern Punjab	0.607	8.6	90.5	62.4	50.0	0.656	3.0	61.5	49.8	49.5
MEDIUM YOUTH DEVELOPMENT											
5	Karachi & Hyderabad	0.595	8.5	86.8	65.4	44.4	0.702	11.1	54.0	39.9	33.9
6	Central Punjab	0.563	6.4	73.9	40.3	50.0	0.656	6.3	53.7	49.8	43.8
7	Western Punjab	0.528	4.7	57.8	27.9	50.0	0.656	5.0	66.1	49.8	35.5
8	Southeastern Punjab	0.518	4.9	60.9	27.9	50.0	0.656	4.5	63.8	49.8	31.7
9	Eastern Sindh	0.503	4.9	55.5	31.7	44.4	0.702	7.0	64.9	39.9	29.0
LOW YOUTH DEVELOPMENT											
10	Western Sindh	0.475	4.5	52.5	28.1	44.4	0.702	4.5	62.4	39.9	31.3
11	Gilgit-Baltistan	0.454	6.4	70.0	46.1	45.2	0.648	1.0	50.7	20.6	50.5
12	Southern Khyber Pakhtunkhwa	0.423	5.6	61.2	40.8	36.8	0.631	2.8	48.9	32.5	38.2
13	Central Khyber Pakhtunkhwa	0.412	5.9	64.7	42.2	36.8	0.631	4.0	40.6	32.5	36.1
VERY LOW YOUTH DEVELOPMENT											
14	Federally Administered Tribal Areas	0.392	3.5	39.9	13.5	40.4	0.680	1.2	53.7	32.5	50.5
15	Southeastern Balochistan	0.390	4.0	51.4	25.6	44.4	0.575	4.5	48.6	25.7	25.8
16	Northern Balochistan	0.380	4.0	51.1	25.2	44.4	0.575	2.2	51.0	25.7	27.7
17	Northern Khyber Pakhtunkhwa	0.360	5.7	63.5	39.2	36.8	0.631	1.3	37.7	32.5	31.6
18	Central Balochistan	0.343	3.7	46.4	23.8	44.4	0.575	0.4	47.2	25.7	25.4
Azad Jammu & Kashmir											
Federally Administered Tribal Areas (FATA)											
Gilgit-Baltistan											
Balochistan											
Khyber Pakhtunkhwa											
Punjab											
Sindh											
Pakistan											

NOTES

- a** Calculations are based on PSLM district level micro data for the year 2014/15, which is further aggregated at regional level. For Gilgit Baltistan and Azad Jammu Kashmir, due to unavailability of PSLM micro data for the year 2014/15 data, PSLM data for the year 2012/13 is used instead.
- b** Calculations are based on LFS micro data for the year 2014/15 at provincial level. For FATA, micro data of the FDIHS 2013/14 is used. National values from the LFS 2014/15 are imputed for the regions not covered in these surveys.
- c** Calculations are based on the NYPS 2015 at regional level.
- d** Calculations are based on the PDHS 2012/13 at provincial level.

DEFINITIONS

Youth Development Index (YDI)

A composite index measuring average achievement in four dimensions of youth development -- health, knowledge, engagement, and employment. See Technical Notes (this report) for details on how the HDI is calculated.

Youth Mean Years of Schooling

Average number of years of education received by people between 15 and 29 years of age, calculated from education attainment levels using official durations of each level.

Youth Literacy Rate

Percentage of literate youth.

Youth Secondary Enrolment Rate

Percentage of youth who have reached (but not necessarily completed) a secondary level of education.

Youth Labour Force Participation Rate

Percentage of youth who are either employed or unemployed.

Ratio of Total Unemployment Rate to Youth Unemployment Rate

Ratio of unemployment rate among the population 15 years or above to youth unemployment rate.

Youth Social Participation Rate

Percentage of youth with membership of any social organization and participation in the activities of that group at least once in a month.

Youth Political Participation Rate

Percentage of youth who voted in the past or wish to vote in the future.

Percentage of Youth With Knowledge of AIDS

Percentage of youth who had ever heard of AIDS.

Youth Physical Activity Rate

Percentage of youth involved in any physical activity at least once a week.

MAIN DATA SOURCES

Column 1: UNDP calculations based on microdata of the NYPS, PSLM survey for the years 2014/15 and 2012/13, the LFS 2014/15, the FDIHS 2013/14, the NYPS 2015 and the PDHS 2012/13.
Columns 2, 3 and 4: PSLM 2014/15.
Columns 5 and 6: LFS 2014/15 and FDIHS 2013/14.
Columns 7, 8 and 10: NYPS 2015.
Column 9: PDHS 2012/13.

2 Youth Development Index and its Components

Regions

Azad Jammu & Kashmir, Federally Administrated Tribal Areas, Gilgit-Baltistan, Islamabad

Central Balochistan	Bolan/Kachhi, Jhal Magsi, Naseerabad, Jaffarabad, Chaghi, Mastung, Kalat, Kharan, Noshki
Northern Balochistan	Quetta, Killa Abdullah, Killa Saifullah, Musakhail, Barkhan, Ziarat, Pishin, Loralai, Zhob, Kohlu, Dera Bugti, Sibi, Sherani, Harnai
Southeastern Balochistan	Awaran, Lasbela, Panjgur, Gawadar, Khuzdar, Washuk, Kech/Turbat
Central Khyber Pakhtunkhwa	Peshawar, Newshehra, Mardan, Swabi, Charsadda
Northern Khyber Pakhtunkhwa	Buner, Kohistan, Malakand, Shangla, Chitral, Battagram, Swat, Mansehra, Abbottabad, Lower Dir, Haripur, Upper Dir, Tor Ghar
Southern Khyber Pakhtunkhwa	Kohat, Karak, Bannu, Hangu, Lakki Marwat, Dera Ismail Khan, Tank
Central Punjab	Sargodha, Khushab, Faisalabad, Jhang, Toba Tek Singh, Okara, Chiniot
Eastern Punjab	Hafizabad, Narowal, Sheikhpura, Nankana Sahib, Gujrat, Kasur, Mandi Bahauddin, Gujranwala, Sialkot, Lahore
Northern Punjab	Attock, Jhelum, Chakwal, Rawalpindi
Southeastern Punjab	Bahawalnagar, Bahawalpur, Sahiwal, Lodhran, Rahimyar Khan, Vehari, Multan, Khanewal, Pakpattan
Western Punjab	Mianwali, Bhakkar, Dera Ghazi Khan, Layyah, Rajanpur, Muzaffargarh
Eastern Sindh	Sukkur, Khairpur, Nawabshah/ Shaheed Benazir Abad, Tharparkar, Naushehro Feroze, Ghotki, Umerkot, Mirpurkhas, Sanghar, Matiari, Tando Allahyar, Tando Muhammad Khan
Karachi & Hyderabad	Karachi, Hyderabad
Western Sindh	Jamshoro, Dadu, Kashmore, Jacobabad, Kamber Shahdadkot, Thatta, Badin, Shikarpur, Larkana, Sujawal

Notes

- 1 Most United Nations documents categorise youth as individuals between 15 and 24 years of age, although the definition varies from country to country and region to region. This NHDR uses the 15-29 range for analysis, reflecting the age range of youth defined by the government of Pakistan.
- 2 UNDP 2016a.
- 3 UNDP 2016b.
- 4 The only prior national level survey focusing on youth in Pakistan was conducted in 2001-02 -- 'Adolescent and Youth in Pakistan 2001-02' (Population Council, 2002). However, it missed out several important aspects of the lives of the youth, like religion and politics - two areas that the youth are now actively involved in. In any case, life has changed much in the last 14 years since this survey was conducted, and new empirical evidence is required.
- 5 The National Youth Consultations were 81 grassroots level discussions across the country engaging over 1,500 young people between August 2014 and May 2016.
- 6 Those from South Asia will intuitively know where the number '101' comes from -- when making a congratulatory gift of money, the giver tacks on an extra rupee in a gesture that signifies perpetuity, symbolising the hope that there will be more.
- 7 Facebook page: www.fb.com/pg/PakistanNHDR; Twitter @Jawan-Pakistan.
- 8 Experts and stakeholders comprised government representatives from the national and sub-national level, civil society members, policymakers, academics, statisticians, representatives of labour unions, employees' federations, UN agencies and international development organisations, and private sector members including the Ministry of Labour, ILO and UNFPA, and secretaries from relevant government departments.
- 9 These sources include the Pakistan Demographic and Health Survey (PDHS), Labour Force Survey (LFS), Time Use Survey, and Pakistan Social and Living Standards Measurement (PSLM). UNDESA 2015.
- 10 UNDP 1990.
- 11 UNDP 1997.
- 12 Sen 1997.
- 13 To reach the goal of zero out-of-school children by 2030, just over a decade away, Pakistan must increase its net enrolment ratio to a yearly growth of 3.8 percent.
- 14 The current Gross Enrolment Rate (GER) at the primary level is 89 percent, which drops to 59 percent at the matric level and 55 percent at the middle level. PSLM 2014-15.
- 15 GER at the primary level is 81 percent for females compared to 97 percent for male. Similar differentials persist in male and female enrolments at the middle level (male 60, female 50 percent) and the matric level (male 67, female 50 percent). PSLM 2014-15.
- 16 Only 43 percent of every 100 students entering primary school (grades 1-5), make it to class 6. About the same percentage reaches the post-primary level (grades 6-10). Only 30 percent reach grade 10 -- a major exit point for students, who enter the casual labour force or the ranks of the educated unemployed after completing this level. PSLM 2014-15.
- 17 UNDP 2016c.
- 18 Government of Pakistan 2017a.
- 19 Ibid.
- 20 On highest educational attainment, 22.9 percent of urban male youth aged 25-29 are matric qualified, 9.7 percent have completed intermediate education, 10.7 percent graduated in undergraduate programmes with 8.7 percent completing their Masters' degrees. PSLM 2014-15.
- 21 Punjab's male literacy level (10 years and older) is 71 percent compared to the female literacy rate of 55 percent. In Sindh, it is 70 percent and 49 percent, KP 71 percent and 35 percent, Balochistan 61 percent and 25 percent, Islamabad Capital Territory (ICT) 91 percent and 79 percent. Government of Pakistan 2015b.
- 22 Pastore 2012.
- 23 UNDP 2015b.
- 24 National Youth Perception Survey 2015.
- 25 World Bank 2017.
- 26 Over 3,000 doctoral dissertations were defended in Pakistan in 6 years, between 2003 and 2009 -- nearly as many as the total from 1947-2002. Haider 2011.
- 27 National Youth Consultations. 2014-16.
- 28 ADB 2012b.
- 29 The state's intrusion into education intensified in the era of military dictator Gen. Ziaul Haq in the 1980s as part of the regime's bid to "Islamise" society for political purposes.
- 30 UNESCO 2004.
- 31 Pakistan Education Statistics 2015-16. Government of Pakistan, 2016b. Pakistan has 5470 intermediate colleges with an enrolment of around 1.7 million.
- 32 E.g. Medium-Term Development Framework (2005-10) and National Skills Strategy (2009-2013).
- 33 Pakistan currently has a total of 3,746 technical and vocational institutions of which 2,623 are private institutions while the rest are public.
- 34 Government of Pakistan 2016b.
- 35 The structure of TVET in Pakistan is bi-layered. The federal level has a National Vocational & Technical Training Commission while there are Technical Education & Vocational Training Authorities at the provincial levels.
- 36 National Youth Consultations 2014-16.
- 37 Singapore and Korea provide strong TVET opportunities at the secondary and post-secondary level, while in Ghana and Senegal, incorporating vocational content into general education programmes help prepare young people for wage employment or self-employment if they do not want to continue schooling. ADB 2013a.
- 38 UN 2016c.
- 39 UNDESA 2016.
- 40 Pieters 2013.
- 41 World Bank 2011.
- 42 Government of Pakistan 2015a.
- 43 Sen 1999.
- 44 UNDP calculations based on multiple rounds of Labour Force Survey 2004-2015.
- 45 Ibid.
- 46 Since 2006, more than 6 million workers have registered for overseas employment with the Bureau of Emigration and Overseas Employment (BEOE). Government of Pakistan 2017b.
- 47 ILO 2004.
- 48 UNDP 2015b.
- 49 UNDP 2009.
- 50 Students in Pakistan are severely limited by the rote learning culture and unable to gain tools to adapt or apply their academic knowledge in the field. National Youth Perception Survey 2015.
- 51 Venture capitals like SEED, Impakt Capital and DYL. Additionally, Abu Dhabi Group, JS Private Equity, Pakistan Catalyst Fund, Cyan Capital and Abraaj Capital provide private equity funds. Invest2innovate 2014.
- 52 Higher education institutions like LUMS in Lahore, IBA in Karachi, NUST in Islamabad and IMSciences in Peshawar have established incubation centres that promote entrepreneurship. Examples include Plan9 2015, Markhor 2016, DoctHERS 2016, Invest2innovate 2014.
- 53 Shorish 2016.
- 54 Resources for start-ups in Pakistan while insufficient, are nonetheless critical. They include the Small and Medium Enterprises Authority (SMEDA), the Prime Minister Youth Business Loans Scheme, and business loans by the Benazir Income Support Program (BISP). Foundations like P@SHA, Ashoka, Pakistan Innovation Fund, i2i Angels and Plan9 also provide funds for start-ups. In the corporate sector, there are some grants by the Engro Foundation, Shell Tameer and Google Pakistan.
- 56 UNDP 1990.
- 57 UNDP 2002.
- 58 Mental models consist of identities, stereotypes, prototypes and stories that the youth use to understand how things work, their place in society, and what is "thinkable" for their lives.
- 59 National Youth Consultations, 2014-2016.
- 60 Cohn, Marechal and Noll 2013. For instance, Hoff and Pandey (2014) show that low caste school boys in India perform worse on puzzles when their low caste is made salient, while there is an increase in cheating on games among prisoners when their criminal identity is made obvious.
- 61 British Council Pakistan 2013.
- 62 Afzal 2015.
- 62 Ibid.
- 64 Bauer, Cassar, Chytilová and Henrich 2014.
- 65 US Department of Veteran Affairs 2015.
- 66 As of July 2015, 1.8 million Pakistanis were displaced by insurgency, counter-insurgency, sectarian violence and tribal feuds over resources. Internal Displacement Monitoring Centre 2015.
- 67 Wight 2016.
- 68 Siddiqui 2015. Before the 2013 elections, the PML (N) constituted a team to find out why urban youth in Punjab were pro-PTI. They found that "the [youth] are pro-PTI because they feel like they have a role to play in that party. They basically want importance. If the PML-N gives them room, [they would be more likely

- to hold pro-PML-N opinions]”
- 69 There are areas in Pakistan where mostly male community leaders, on the pretext of religion and cultural traditions, prevent women from exercise their right to vote.
- 70 UN 2015.
- 71 Insight on Conflict 2016.
- 72 WHO 1946.
- 73 About 21 percent of young women in Pakistan are married before they are 18-years old.
- 74 UNICEF 2014.
- 75 Coakley 2011.
- 76 Lopez and Moore 2010.
- 77 Some initiatives that focus on youth empowerment and engagement through sports, cutting across class, ethnicity and gender, include the British Council Dosti programme, initiated in Karachi. British Council Pakistan 2016b.
- 78 Kuyoro, Awodele and Okolie 2012.
- 79 In 2012, almost 25 percent of Pakistan’s youth had no access to TV, with rural women faring worst (36 percent had neither a TV nor a radio). British Council 2013.
- 80 Since youth affairs become a provincial subject after the passage of the 18th Amendment, Punjab has developed a working youth policy (passed in 2012), Khyber Pakhtunkhwa has approved youth policy (passed in 2016), Azad Jammu & Kashmir and Sindh have unapproved drafts, while Balochistan and Gilgit Baltistan are engaged in consultations and the drafting processes.

References

- ADB (Asian Development Bank). 2012a.** *Access without Equity? Finding a Better Balance In Higher Education in Asia*. Philippines. <https://www.adb.org/sites/default/files/publication/29769/access-without-equity.pdf>. Accessed 20 December 2016.
- . **2012b.** *Improving Transitions from School to University to Workplace*. Philippines. <https://www.adb.org/sites/default/files/publication/29968/improving-transitions-school-university-workplace.pdf>. Accessed 20 October 2016.
- . **2013.** *Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific*. In Maclean, R., S. Jaganathan, and J. Sarvi, eds. New York.
- Afzal, M. 2015.** *Education and Attitudes in Pakistan: Understanding Perceptions of Terrorism. Special Report 367*. Washinton, D.C.: United States Institute of Peace. <http://www.usip.org/sites/default/files/SR367-Education-and-Attitudes-in-Pakistan.pdf>. Accessed 15 June 2016.
- Bauer, M., A. Cassar, J. Chytilová, and J. Henrich. 2014.** "War's Enduring Effects on the Development of Egalitarian Motivations and In-Group Biases." *Psychological Science* 25 (1): 47–57.
- British Council. 2013.** *Next Generation Goes to the Ballot Box, Next Generation Research Series*. <http://www.nextgeneration.com.pk/pdf/next-generation-goes-to-the-ballot-box.pdf>. Accessed 17 November 2016.
- . **2016.** "Active Citizens." <https://www.britishcouncil.pk/programmes/society/active-citizens>. Accessed 1 June 2016.
- Cheema, A., A. I. Khawaja, F. Naseer, and J. N. Shapiro. 2012a.** *Designing Active Labor Market Policies in Southern Punjab: Evidence from Household and Community Surveys*. Lahore: Center for Economic Research in Pakistan.
- . **2012b.** *Employer Surveys: Baseline Report on Employers*. Lahore: Center for Economic Research in Pakistan.
- . **2013.** *Skills Intervention Report: Results from SFM 2012–13 Phased Evaluation*. Lahore: Centre for Economic Research in Pakistan.
- . **2015.** *Alleviating Take-up Constraints for Rural Women: Skills for Market 2013–14*. Lahore: Centre for Economic Research in Pakistan.
- Cheema, Ali. 2015.** "Pakistan's Demographic Transition: Young Adults, Human Capital and Jobs." Background Paper for the 2016 Pakistan National Human Development Report. United Nations Development Programme, Islamabad.
- Coakley, J. 2011.** "Youth Sports: What Counts as Positive Development." *Journal of Sports and Social Issues*. 35(3): 306–324.
- Cohn, A., M. A. Marechal, and T. Noll. 2013.** "Bad Boys: How Criminal Identity Salience Affects Rule Violation." Working Paper 132. University of Zurich, Department of Economics.
- Government of Pakistan. 2015a.** *Labour Force Survey 2014–2015*. Islamabad: Statistics Division, Pakistan Bureau of Statistics. http://www.pbs.gov.pk/sites/default/files/Labour%20Force/publications/lfs2014_15/t20-pak.pdf. Accessed 20 December 2016.
- . **2015b.** *Pakistan Social and Living Standards Measurement 2014–2015*. Islamabad: Statistics Division, Pakistan Bureau of Statistics.
- Government of Pakistan. 2016a.** *Insight into Pakistan. National Vocational & Technical Training Commission (NAVTC)*, Pakistan. http://www.navttc.org/TVET_Pakistan.aspx?cat=2. Accessed 20 December 2016.
- . **2016b.** *Pakistan Education Statistics 2015–16*. Islamabad: National Education Management Information System, Academy of Educational Planning and Management, Ministry of Federal Education & Professional Training.
- . **2017a.** *Pakistan Economic Survey 2016–2017*. Islamabad: Finance Division, Pakistan Bureau of Statistics.
- . **2017b.** "Workers Registered for Overseas Employment by Bureau of Emigration and Overseas Employment during the Period 1971–2017." Bureau of Emigration and Overseas Employment. <http://www.beoe.gov.pk/files/statistics/2017/category.pdf>. Accessed 20 June 2017.
- Haider, M. 2011.** "The Misguided Priorities of Pakistani Academics." *DAWN*, 2 November. <https://www.dawn.com/news/670779>. Accessed 16 July 2016.
- Hart, R. A. 1992.** "Children's Participation: From Tokenism to Citizenship." Innocenti Essays No. 4. UNICEF International Child Development Centre. https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf. Accessed 20 November 2016.
- ILO (International Labour Organization). 2004.** "National Labour Law Profile: Islamic Republic of Pakistan." http://www.ilo.org/ftpddial/information-resources/national-labour-law-profiles/WCMS_158916/lang-en/index.htm. Accessed 21 November 2016.
- Insight on Conflict. 2016.** "Chanan Development Association." 9 March. <https://www.insightonconflict.org/conflicts/pakistan/peacebuilding-organisations/chanan-cda/>. Accessed 1 June 2016.
- Kuyoro S. O., O. Awodele, and S. Okolie. 2012.** "ICT: An Effective Tool in Human Development." *International Journal of Humanities and Social Science* 2(7): 157–162. http://www.ijhssnet.com/journals/Vol_2_No_7_April_2012/17.pdf. Accessed 8 June 2015.
- Lopez, M. H. and K. Moore. 2010.** *Participation in Sports and Civic Engagement*. School of Public Policy – The Center for Information & Research on Civic Learning & Engagement. <http://files.eric.ed.gov/fulltext/ED495209.pdf>. Accessed 11 May 2015.
- Pastore, F. 2012.** "Marginalization of Young People in Education and Work: Findings from the School-to-Work Transition Surveys." Paper Commissioned for the EFA Global Monitoring Report 2012, Youth and Skills: Putting Education to Work. United Nations Educational, Scientific and Cultural Organization, France.
- Pieters, J. 2013.** "Youth Employment in Developing Countries." Research Report No. 58. Institute for the Study of Labor (IZA). http://www.iza.org/en/webcontent/publications/reports/report_pdfs/iza_report_58.pdf. Accessed 13 November 2016.
- Rahman, T. 2015.** "The Internet, Youth and Education in Pakistan: An Appraisal and Plan for the Future." Background Paper for the 2016 Pakistan National Human Development Report. United Nations Development Programme, Islamabad.
- Sen, A. 1997.** "Human Capital and Human Capability." *World Development* 25(12): 1959–1961.
- . **1999.** *Development as Freedom*. Chapter 8: Women's Agency and Social Change. New York: Anchor Books.
- Shorish, H. 2016.** "Working Hard for the Money." MIT Technology Review Pakistan. http://www.technologyreview.pk/working_hard_for_money/. Accessed 11 December 2016.
- Siddiqui, N. 2015.** "The Politics and Economics of Pakistan's Youth." Background Paper for the 2016 Pakistan National Human Development Report. United Nations Development Programme, Islamabad.
- UN (United Nations). 2015.** "Have Your Say: The United Nations Wants to Know What Matters Most to You." <http://vote.myworld2015.org/>. Accessed 21 January 2016.
- . **2016.** "Sustainable Development Goals: Knowledge Platform. Goal 3: Ensure Healthy Lives and Promote Well-Being for all at All Ages." <https://sustainabledevelopment.un.org/sdg3>. Accessed 4 March 2016.
- UNDESA (United Nations Department of Economic and Social Affairs). 2015.** *World Population Prospects: The 2015 Revision: Key Findings and Advance Tables. Population Division*. New York. https://esa.un.org/unpd/wpp/publications/files/key_findings_wpp_2015.pdf. Accessed 30 July 2017.
- . **2016.** "World Population Prospects 2016 Revision." www.un.org/unpd/wpp/dataquery. Accessed 10 December 2016.
- UNDP (United Nations Development Programme). 1990.** *Human Development Report 1990: Concept and Measurement of Human Development*. New York.
- . **2002.** *Human Development Report 2002: Deepening Democracy in a Fragmented World*. New York.
- . **2009.** *zz*. Nairobi.
- . **2015a.** *Human Development Report 2015: Work for Human Development*. New York.
- . **2015b.** *National Youth Consultations 2014–2016: Pakistan National Human Development Report 2016*. Islamabad.
- . **2015c.** *National Youth Perceptions Survey 2015: Pakistan National Human Development Report 2016*. Islamabad.
- . **2016a.** "#KhwbPakistan Campaign – NHDR 2016." Pakistan National Human Development Report 2016 YouTube Channel. https://www.youtube.com/playlist?list=PLTaRiLJ_XsIShLHVBoymwH9Mg9zqX3xy. Accessed 30 July 2016.
- . **2016b.** "About Human Development." Human Development Reports. <http://hdr.undp.org/en/humandev>. Accessed 9 June 2017.
- . **2016c.** "Human Development Index (HDI)." <http://hdr.undp.org/en/content/human-development-index-hdi>. Accessed 9 June 2017.
- UNESCO (United Nations Educational, Scientific and Cultural Organization). 2004.** *The Subtle Subversion—The State of Curricula and Textbooks in Pakistan*. Nayyar, A.H, and A. Salim, eds. Islamabad: Sustainable Development Policy Institute. <http://unesco.org.pk/education/teachereducation/reports/rp22.pdf>. Accessed 10 September 2016.
- UNICEF (United Nations International Children's Emergency Fund). 2014.** *Monitoring the Situation of Women and Children*. UNICEF Data and Analytics. <http://data.unicef.org/child-protection/child-marriage.html>. Accessed 13 March 2015.
- US Department of Veteran Affairs. 2015.** "PTSD in Children and Teens." PTSD: National Center for PTSD. <https://www.ptsd.va.gov/public/family/ptsd-children-adolescents.asp>. Accessed 18 May 2016.
- WHO (World Health Organization). 1946.** "Preamble to the Constitution of the World Health Organization as Adopted

by International Health Conference.” 19–22 June. <http://www.who.int/about/definition/en/print.html>. Accessed 12 December 2016.

Wight, S., ed. 2016. *Global Youth Development Index and Report 2016*. London: Commonwealth Secretariat. http://dx.doi.org/10.14217/global_youth-2016-en. Accessed

12 December 2016.

World Bank. 2011. *More and Better Jobs in South Asia*. South Asia Development Matters. Washington, DC. <http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/223546-1296680097256/7707-4371316565221185/Jobsoverview.pdf>. Accessed 20

November 2016.

———. **2017.** “World Development Indicators.” World Bank Database. <http://data.worldbank.org/indicator/GB.XPD.RSDV.GD.ZS?locations=PK-8S>. Accessed 20 January 2017.



United Nations Development Programme
4th Floor, Serena Business Complex,
Khayaban-e-Suharwardy, Sector G5-1,
Islamabad, Pakistan

www.pk.undp.org

ISBN 978-969-8736-19-4



With 64 percent of its population below the age of 30, Pakistan is a young country with a growing youth bulge. The 2017 National Human Development Report focuses on this young population as a critical force for securing human development progress in the country. Because not only are we a young country today, we are going to remain a young country for at least up to 2040. Given that the future of Pakistan will be determined by those who today are between 15 and 29 years of age, our idea was to directly engage the youth. The report is therefore a testament to the many voices of the youth that we have heard and shared.

It was essential for us that this did not become a report coined by a bunch of experts sitting in a room. In order to ensure this, we used an inclusive and intense

participatory process to engage with youth, experts and other key stakeholders nationwide. To date, the Pakistan National Human Development Report Team has consulted over 130,000 people out of which 90 percent were youth. We can proudly say that this report is by the youth for the youth. However, for us, the process began the very first day we started discussing it.

The Report is only one milestone and we hope that the conversation started here will continue to stir debate and awaken thought for years to come. We also hope that this report will serve as a vessel to catalyse new proposals in terms of what can be done to integrate youth in the economy and the society, as we firmly believe that young people in Pakistan are *not a problem to be solved but a potential to be unleashed*.

“The future of Pakistan – one way or the other – will be determined by those who are between 15 and 29 years of age today. The single most useful thing that the rest of us can do is to create meaningful opportunities in education, employment and engagement that can empower our young to unleash their potential.”

—Dr. Adil Najam – Lead author of the Report

“It is well known that young people are a force for positive social change. Their enthusiasm and entrepreneurship is driving innovation across the world. With majority of its population below the age of 30, Pakistan has an incredible opportunity to harness the energy of its youth, to transform its economy and future, and to achieve the Sustainable Development Goals.”

—Haoliang Xu – UN Assistant Secretary General and UNDP Director for the Regional Bureau for Asia and the Pacific

“Pakistani youth has immense potential. Young people of Pakistan can achieve their dreams through hard work and determination – even if the dreams are to reach the heights of Mt. Everest.”

— Samina Baig – Goodwill Ambassador at UNDP Pakistan

“If we increase the opportunities available for fostering sports as an activity, as a career and as a way of life, imagine how many young individuals could rise and fulfil their potential as I was able to do.”

—Sana Mir – Ex-captain of Pakistan National Women’s Cricket Team