Building Peace in Pakistan – The Youth Development Approach

by

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CERTIFICATE

This is to certify that this thesis entitled: "*Building Peace in Pakistan: The Youth development Approach*" submitted by Mr. Muhammad Umer Hashmi is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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Abstract:

This study discusses challenges related to youth development in Pakistan. Youth bulge is an ever increasing global opportunity as well as a threat. Pakistan's majority of population is youth. No doubt, youth is a resource but if left unutilized and ignored, it can be a challenge for a country. Youth in Pakistan is facing multiple challenges that hinder their endeavour for their own development as wellcountry's wellbeing. The study discusses the nexus between youth and development; youth and variant forms of violence and youth and inclusive development and suggests creating and implementing effective youth policies with equal participation of young people as stakeholders. It is also recommended to create coordination among provinces of the country for the purpose of improving youth wellbeing.

The current study adopts Galtung's theoretical framework to study youth in peace and conflict paradigms and examine factors which may motivate youth to peace or violence under social, political and economic circumstances. The research follows both qualitative and quantitative methods to underpin the youth experiences, structural and policy gaps, inequalities and discrimination towards the target group. The study also uncovers the prejudiced practices that create violence against youth (predominantly female youth) and also negative youth development. The thesis also identifies factors which would promote positive youth development at community, social and national level like recognizing youth as an agency of change, enabling policy environment, provision of platforms and structures for youth engagement and participation. The research has come up with recommendations to lobby for a gender sensitive youth development, pro-culture and peoples friendly youth environment in Pakistan for promotion of national cohesion and statehood in Pakistani youth.

Forwarding Certificate

We hereby recommend that thesis submitted by Muhammd Umer Hashmi, title **"Building Peace in Pakistan – The Youth Development Approach"**, be accepted in partial fulfillment of the requirement for the degree of MPhil in the discipline of Development Studies.

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The dissertation titled "**Building Peace in Pakistan – The Youth Development Approach**" by Muhammad Umer Hashmi, Registration No. PIDE2016FMPHILDS29, has been completed under my supervision and is submitted to meet the requirements of MPhil degree in the discipline of Development Studies.

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Scholar's Declaration

I, **Muhammad Umer Hashmi**, Registration number PIDE2016FMPHILDS29, student of M.Phil. Program in Development Studies at Pakistan Institute of Development Economics, Islamabad solemnly declare that the study titled "**Building Peace in Pakistan – The Youth Development Approach** is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person. This study is not submitted already and shall not be submitted in future to obtain a degree from same or another University or Institution. Data taken from different sources has been properly cited in a manner as prescribed by the guidelines of Pakisatn Institue of Development Economics.

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Dedication

I, solemnly dedicate my thesis to my late parents, Abba Jan and Ammi Jan the ones who dreamed and vision my development and progress, when there was nothing substantial and none of the factors around seemed encouraging, but they kept struggling to transform the tides into a way to progress and ultimately translated their vision into reality. This thesis belongs to my parents, who not only preached and practiced humanity and peace as a founding principle all through their life but also passed on their message of love and peace in my blood. I'm specially thankful to Lala, my elder brother, whose continuous moral support has made this happen and I would also like to thank my wife Farah and kids, whose sabr and silent support encouraged me day in and day out.

Muhammad Umer Hashmi

Acknowledgements

Key Terms

Following are the key terms used in the dissertation:

1. **Youth**

   United Nations (2018a) for being statistically consistent across regions has defined 'youth', the persons within the age bracket of 15 to 24 years. Most United Nations documents categorise youth as individuals between 15 and 24 years of age, although the definition varies based on the region. National Human Development Report (UNDP, 2017a) uses the 15-29 range for analysis, reflecting the age range of youth defined by the government of Pakistan.

2. **Youth Bulge**

   "Youth Bulge" is the demographic terminology commonly used to describe a population in which the proportion of young people is significantly large in comparison to other, older age groups (Lavender, 2011).

3. **Demographic Dividend**

   The demographic dividend occurs when decline in birth rate, which normally follows mortality decline with the onset of the demographic transition, leads to changes in age structure of a population (Nayab, 2006).

4. **Positive Youth Development**

   Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems (USAID, 2016).

5. **Youth Policy, Pakistan**

   National Youth Policy of Pakistan abolished after Ministry of Youth Affairs was dissolved in 2010. Last National Youth Policy Draft was in the year 2008 (GoP, 2008a).

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CHAPTER I

INTRODUCTION

According to United Nations Development Program (UNDP, 2017a)'people of age group between 15 to 24 years are termed as 'youth'. This study usesthe15-29 range for analysis, reflecting the agerange of youth defined by the government to Pakistan. Whereas, in Pakistan due to distinct social settings, British Council very well thoughtfully, considers this age period till the age of 35 years. As per aUnited Nations Department of Economic and Social Affairs (UNDESA, 2019a) report, "there are approximately more than1.2 billion youth of the age (15-24) in the world". Changing and emerging new patterns in demographics; brings to attention of common people, people from media, policy makers, security experts & people from civil society to think about ways to take advantage of this growing populace of young people and rapidly changing working population which is termed "demographic dividend" / "youth bulge". "The youth bulge in Pakistan, with people below the age of 30, constitutes 64% of the population is a popular discussion point" (Siddique, 2020). It has been researched that age construct of population greatly upsets development related openings which in turn enhances challenges for the state's security and governance. This is viewed as that 'youth bulge is set to trigger waves either good or worst (Butt, 2010).

1.1 Background:

According to the latest projections of the CIA World Factbook (CIA, 2019), the population of Pakistan stood at 207.86 2million in 2019 (2017-18 est). Young people aged 15 to 24 years comprise 20.94% of the total population. Of these about 61 million young people, 32 million are male and 29 million are female. Broken down by age, very young adolescents (VYA), aged 0-14 years, comprise 30.76%of the total population, as do older adolescents (15-19 years), while young men and women aged 15-24 years comprise about 20.94 percent of Pakistan's population (Table 1).

Table 1: Pakistan Demographics Profile 2019

Pakistan Demographics Profile 2019
Home > Factbook > Countries > Pakistan

Population	207,862,518 (July 2017 est.) (July 2018 est.)
	note: provisional results of Pakistan's 2017 national census estimate the country's total population to be 207,774,000
Age structure	0-14 years: 30.76% (male 32,828,078 /female 31,118,626)
	15-24 years: 20.94% (male 22,446,320 /female 21,076,265)
	25-54 years: 38.04% (male 41,021,803 /female 38,039,766)
	55-64 years: 5.7% (male 5,979,712 /female 5,871,574)
	65 years and over: 4.56% (male 4,399,926 /female 5,080,448) (2018 est.)
Dependency ratios	total dependency ratio: 65.3 (2015 est.)
	youth dependency ratio: 57.9 (2015 est.)
	elderly dependency ratio: 7.4 (2015 est.)
	potential support ratio: 13.5 (2015 est.)
Median age	total: 24.1 years (2018 est.)
	male: 24.1 years
	female: 24.2 years

Pakistan is amongst the countries that would be experiencing such a transition till the year 2048 (as shown in Table 1). With a population of more than 200 million, Pakistan is currently at number six. According to the UN Department of Economic and Social Affairs (UNDESA) estimates, population increased had been two folds during the years 1975-2000 if the same pattern persists, 54 million people are likely to be added within a decade and a half or so. This means, that by early 2040s, 'Pakistan would become the fourth country with population surmounting that of Brazil and Indonesia and would be counted after India, China and United States (UNDES, 2015b).

Figure 1:Population Youth Bulge Pyramid: Pakistan, Source: UNDESA, 2015
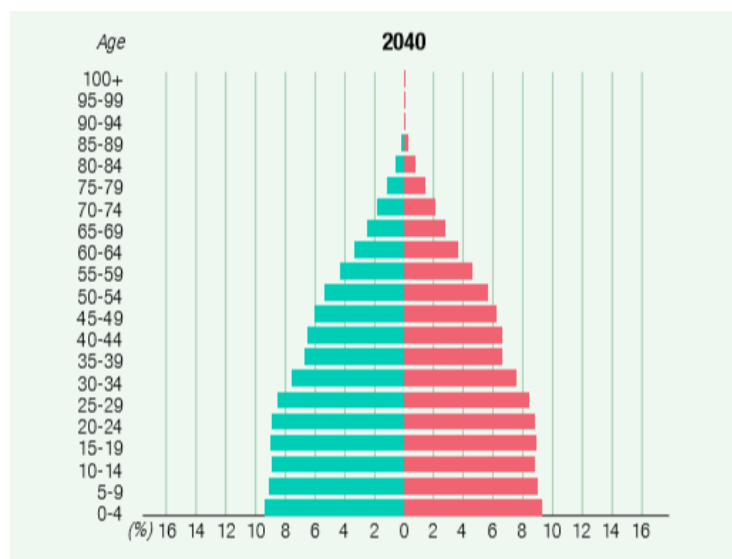
According to Federal Bureau of Statistics (FBS, 2010), population of Pakistan in 2010 was around 180 million and youth population was around 53 million. Now, Pakistan's current population is approximately 207.77 million out of which youth population is about 63% of the total population as reported in the Annual Economic Plan of Ministry of Planning Development & Reform, Government of Pakistan (GoP, 2018a). Though young populace is not precarious, however, the government's inability to offer decentwork to capitalize this human capital in terms of offering employment, affluence and constancyof youth; this may increase the potential of conflict within the society. National Human Development Report (UNDP, 2017a) considers youth as tangible force that is capable of transforming human development, since this moment in time. Pakistan has the largest youth population with about 2/3rd of thepopulation below the age of 30. While this youth cohort is turning into a catastrophe instead of a gratuity, however, this could be changed by investing in them through educating them, providing employment opportunities to them and throughengaging them for proper utilization of this useful resource.

Provision of food, healthcare, education, and further amenities of life would be an uphill task for any government. Youth population is increasing by every year and producing people looking for work and when there are no job opportunities in society, this young population which is vulnerable both politically and socially, due to their anger and frustration would develop into a mob like attitude to get a decent place in society (Butt, 2010). This can be catered through Youth Development (YD) which is a planned trajectory,with a set of activities for the overall development of youth.

Youth development construct is a result of resilientresearch done in the 80's, researchers actually tried to figure out that despite of many hardships, how some young persons were able to accomplish a strong, full of vigour, enjoyable life and attained maturity. It was discovered before 1990'sthroughbest practices in the domain of organizational cooperation and by accepting interwoven role of schools, family, peer-groups and community in general and society at large in watching results of children and youth (Leahy et al., 2007).

National Youth Policy Pakistan – 2008, defined 'youth' as population of young people between the agegroup of 15 to 29 (GoP, 2008a). The tempo of youth population predicts that the workforce is increasing 2.4% annually, according to the Annual plan, Government of Pakistan

(2018).National Human Development Report (UNDP, 2017a) reported from 'ILO' that unemployment rate among Pakistani youth age group 15 to 24 is 10.8 which is higher as compared to neighbouring countries.

Figure 2: Unemployment rates across age groups, Source: (UNDP, 2017a)
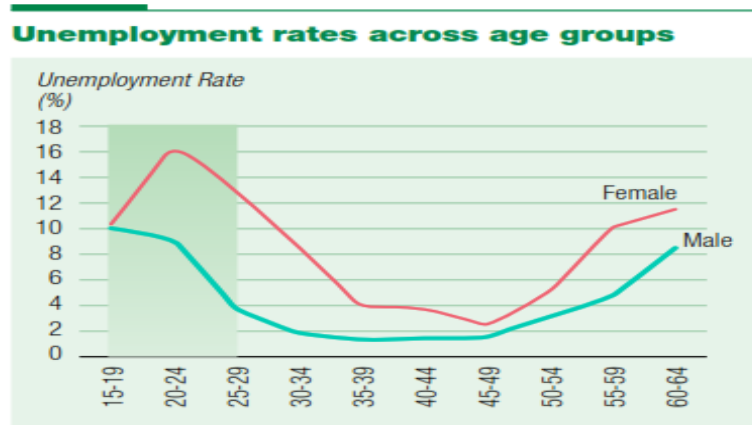
Pakistan's youth pyramid is mounting consistently and demands attention at this stage with regards to 'education', 'employment' and 'engagement' for the socio-economic development (UNDP, 2017a). Pakistani youth are very talented and if their energies could be channelized in order to attain sustainability at grassroots level of socio-economic development, this bulge could become an added advantage for Pakistan's progression.

Youth is a time in one's life, when one undergoes different levels of changes physically, cognitively, sexually, emotionally and socially. McCarthy, Brady, and Hallman (2016) has contested that Youth is a time when "life long health behaviors are formed, when pathways of opportunity or risk emerge, and when the future life course begins to take shape". Openings that are provided to young persons during their adolescent years tend to shape their futures. Youth is termed as an important phase of life, if intervened by right policies in the sectors of health, education and economy and social sectors as well to protect them from the risks; this would pave the way to a safe and productive life.

It is pertinent to mention here that demographically,Pakistan has the ability to provide its young population with the openings to harness their capabilities to compete in all spheres of life. Pakistan can transmute its bulging young population into a flamboyant asset that can enhance country's socio-political and economic development.

It is now state's obligation for the provision of basic amenities of social life like education, employment, mental and physical health & well-being to the young population; however, due to political and economic instability of the state since the last three decades, due to state's negligence of this dividend, it has immensely damaged our state in terms of terrorism and extremism.

Pakistan with tremendous amount of potential in its people especially the young lot; these people have proved their mettle in all spheres of life. Despite the odds, they have represented Pakistan internationally at all forums and have performed exceptionally well. If rightly guided and properly backed up, Youth of Pakistan, besides working towards the development of Pakistan, simultaneously can work for the socio-economic and political progression of Pakistan.

1.2 Need for Youth Research:

According to Tommie and Leanna (2005) youth administrators need to fill the information gap by relying on more youth-centric and youth-oriented research, not only on the research organizations which usually do not properly inculcate the youth voice and many times are politically inclined and trapped. They suggest youth oriented research studies which may relate to socio-political aspects of youth while making youth policy. Inorder to get more accurate results and understand youth problems in real sense, it is most important for the youth policymakers to bring some changes in their research styles. Instead of focusing only on structured and form a lresearch methods, they should respond to every day, local and meaningful youth participation. Itmeans, moreaccurate findings can be drawn from informal youth forums, social networking sites for example (Ariadne & Philippa, 2010).

Julia and Harry (2009) through their research in Australia stated with evidence that most of theYouth Policymakers consider youth as matter of future concern, thus they fall prey to short-sightednessandfocus only on few "at-risk" aspects neglecting the broader youth development goals. Theyremainstucktocertain youth issues following the preventive approach instead of promoting the positive attributes and traits of youth at large. As Cooper and Scott (2007), claim

that there has been abundance of research conducted on importance of Youth Empowerment, but less work has been done to find out the impact of engaging youth inlocal policy making process.

Faizunnisa and Ikram (2003) truly spotted the need for research regarding youth in Pakistan due to unavailability of information. It is also a fact that population census of Pakistan was conducted long time ago back in 1998, thus to make sure the real statistics are collected to find out the real situation and condition of the people, there is immediate need of country wide surveys and researches. It is difficult and nearly impossible to find out the actual problems lying with the people in the midst of inappropriate or incomplete information.

1.3 Problem Statement:

Since the inception of Pakistan, the country has been in severe political and economic unrest. This is the very reason that most of the important issues have had no concentration and youth development is one of the pressing issues. Pakistan has been facing the problem of youth bulge since last so many decades which has led the country to issues like intolerance and extremism. Government apathy towards youth's social, political and economic opportunities has led towards violence and conflict dynamics. Additionally, social bounding and lectures of religious clerics have minimized the options for the youth to explore better opportunities for themselves.

No government policies have been introduced up till now which can lead the idea of development and progress through structural framework making peace and harmony as the basics for the youth development and mainstreaming youth in national and provincial progress. It is a fact that Youth bulge of Pakistan can be used as a blessing rather than a curse and for that State need to revisit its policies and define a proper National level youth development vision which can pave the way for the youth of Pakistan towards a better future with provision of social, political and economic opportunities keeping the basic idea of promoting peace and harmony in Pakistan with the priority and focus on National interest of the country.

1.4 Hypothesis:

Peacebuilding in Pakistan can be attained andconflicts averted, if intervened by Positive Youth Development. With their demographic size and more importantly their fresh ideas and energy, if provided with a peaceful environment, they can lead the way to sustainable human development (UNDP, 2017a).

1.5 Research Questions:

Following are the researchable questions:

i. Elaborate contributing factors that motivate youth to adopt violence? How the nexus between youth and development; and variant forms for violence is developed with special reference to Pakistan?

ii. What is the state of provincial youth policies in the absence of national youth policy after 18th amendment?

iii. In what manner can Pakistani youth contribute towards peace building consideringdifferent peace building approachesin Pakistan?

1.6 Research's Objectives:

The specific research objectives of this study are as under:

i. To discuss the nexus between youth and development; youth and variant forms of violence; and youth and inclusive development considering Pakistan's case.

ii. To discover youth development policies with reference to Pakistan after 18th amendment.

iii. To evaluate different peace buildingapproaches for building peace and harmony in Pakistan.

1.7 Significance of Study:

Considering the Pakistani young dividend, it's the time to cash on this dividend and transform its potential and focus their energies into development of Pakistan. This study investigates into youth in the paradigm of peace and conflict and propose suggestions for building peace and harmony at grass roots level in Pakistan and inscribe policy makers. The thesis helps researching following issues: -

i. Approaches and models employed for youth development and their relevance in conflict zones of Baluchistan, FATA and Khyber Pakhtunkhwa.

ii. Mostly studies done in the field present youth as a source of violence; however, this study focuses on building peace and conflict perspective,presentinga complete picture.

iii. It elaborates the relative case of Pakistani youth with regards to peace and conflict dynamics. This document recommends and suggests way forward to transform youth bulge from a threat to a potent force for peace building and harmonization of Pakistani society.

iv. Last, but not the least, this study aims to forward policy recommendations to formulate strategic development plans both in public and in private sector as well.

CHAPTER II

LITERATURE REVIEW

In this study, the literature review was an on-going and interactive process which was also adopted and was continuous till data collection and its analysis (Mills, 2019). All the discussion on youth and their development and literature review gave rise to numerous questions like: What exactly the term 'youth' means? Study of youth in peace process? Factors affecting youth to get involved in violence? Can 'youth bulge' be regarded as one the leading factors responsible for rise in violent activities? What about gender's alternative take on youth in conflict theories?

2.1   What makes youth? How it can be described? The term youth could be defined in a variety of ways, as it is varies from culture to culture, however, one thing remains common and that is youth (Salman, 2005). "Youth" is termed as an age group that is passing through 'transition phase of life' and they are getting themselves ready for 'adulthood' (Sommers, 2006). They are identified as persons who are charged with high energy; they are being curious, work with whole-hearted zeal and have a different way of seeing towards upcoming life.

Sommers (2006), proposed that youth are the persons who to dream to make a mark in their lives recklessly and they don't fear to take risks as well. .Youth is brimming with energy, they think outside the box to solve communal problems with their forward thinking in numerous unusual ways (Khan, 2011). In these times, the word 'youth' has become synonymous with state of being insecure and someone who's being violent.

Commonwealth has defined youth in the words of German Social Scientist Heinsohn Gunnar; the age group that falls within age range of 15 to 29 years is most vulnerable to be involved in holistic activities that may lead to violence. On the contrary there are other definitions that regard it politically motivated and these are ideas borrowed from western world" (Waal, 2002). According to Wynn and White (1997), youth is basically a relative concept, like other social categories of the populace that has matured with the passage of time, Development of humans is physiological; however, the process of ageing is socially, culturally and historically constructed.

Wyn (1997) proposed that in reality, the western ideal of 'youth fulness', which often suggested, is barely universal.

UNDP (2006) termed 'Youth' as an idea is widely flouted more towards boys than girls, as at the dawn of adolescence, societal beliefs increasingly diverge the personal ambitions of both male and female youth because at puberty as world expands for boys it increasingly diminishes in space for his female counterpart. Female has to face the discrimination from education to better health care in contrast to male youth and even if a female is lucky enough to surpass these hurdles then she has to face further discrimination in the job market as well (UNFPA/UNICEF/WHO, 2003). When they get job there they are even not been paid well (UNFPA, 2011).

2.2 Is youth bulge a prime reason for increase in violence in recent years? What are the main reasons which motivates the youth towards Violence?

Mostly researchers have found a direct link between increase in violence with the rise in youth population who are competing for scarce resources, since most of them are 'very young' and in some countries young people below 30 years are two-thirds of the population. In 90's, countries with more young population had the most probability to get convoluted in a conflict as compared to the countries who held mature populace (Leahy, 2007). ''large youth population is a significant pointer that elaborates the eruption of conflicts amongst civilizations in the late twentieth century' as put forth by Samuel Huntington (Huntington, 1996). According to Moller, large numbers of young people gave rise to French revolution of 1789, further it elaborated the cause and effects of rising of Nazism in the late 1930's (Möller, 1968). David Choucri (1974), states that major cause of a state losing its writ is the economic instability, which further aggravates the situation and provides an environment, that nurtures violence among youth'. Other reasons for violence among youth are termed as lack of education and lesser employment opportunities (Keen, 2003).

Gunnar stated that any considerable increase in the youth population causes socio-political upset that would eventually raise conflict within society and when third or fourth generation finds it hard to stick to it, they are contrived to resort to violence and would justify it with their religious

and political ideology (Heinsohn, 2003). Hudson and Boer investigated in the security milieu and suggested that female youth are comparatively less violent than their male counterparts (Hudson, 2004).

At the same very time few researchers and studies have referred the idea of associating these youth problems with the natural/biological and psychological reasoning for the determining of these criminal, violent and deviant behaviours of youth. Some researchers have associated criminal and violent behaviour amongst youth with certain physiological and psychological issues (Cauffman, Pratt, 2005).

2.3 Youth problems:

Highly absurd question is what actually are the problems of youth? 2nd question can be which youth we are talking about? With regards to addressing problems faced by youth, it may sound rather absurd that what are youth problems and other question might be that which you are we talking about? Problems of youth vary from one segment of the society to the other depending upon various socio-economic classes. For instance, a student who has secured admission in a professional institution would be thinking about unemployment, since sooner or later it will confront him or her. Since Pakistan is a religiously dominant society, religion has a much greater influence on the lives of Pakistani youth. Quran, which the source of divine knowledge has discussed youth only once that means Quran's perception about youth, is positive.

2.4 Youth in Peace Processes:

Some studies underpin that it's not necessary that youths respond to violence with violence, rather they can synergize for betterment and bring about social change. According to some studies, it's not imperative for youth to get involved in violent activities but on the contrary, they can be seen fully committed in bringing about a social change (Ardizzone, "Generating Peace: A Study of Nonformal Youth Organisations",, 2003).Societies employing participatory approaches for youth with regards to economy and politics tend to experience less violence (Idris, 2016).Literature review sheds light on social capital that is categorized by assimilation, pliability and the vested trust in building peace and at the same time keeping the social fabric intact (WHO, 2002). In Africa it was experimented at the grass roots levels, that they formed

independent youth groups, instead of being guided by adults and become victims of their manipulation, this idea honed their leadership and governance skills (Cuesta, 2007).

It has been observed while studying Independent Youth Groups (IYG's), members of these youth groups develop self-sustainable solutions out of their own resources and instead of getting involved in violence, they utilize their time, resources and energies in community engagement activities (Khan, 2011) elaborated that Independent Youth Groups (IYGs) engage youth in culture specific activities as these are framed with a culture centric approach. Keeping this in view, a Pakistani government document highlights the importance of youth participation and engagement as mandatory to their development which eventually works out for the promotion of peace processes (Butt, 2010).

Celina and Andria debated in their paper regarding unleashed the potent peace building power of youth state that "Young peoples are consensually not violent by nature; rather they can act as change agent or catalyst for peace progression.Idris (2016) suggested that societies adopting participatory approaches for their youth politically and economically, they are likely to be less violent. Participatory inclusion method was employed as a bottom up approach to ensure participation of youth in programs and projects as in case of Rosario Youth Centre Argentina, also participation of Young people in concerts to reduce their stress levels of war trauma in war ravaged Sierra Leone. Providing those social networks, peer group and administrative support for fund raising and developing linkages within national and international youth actors. As the global youth population is rising, to channelize the potent energy of this youth cohort offers an opportunity for the 'demographic dividend' (Celina, 2007).

2.5   Theoretically linking youth, education and Peacebuilding:

It's a rather complicated phenomenon as having many assorted definitions and variables that are difficult to correlate. Mostly development agencies undertake the responsibility of implementing them as they are interested in quick impact rather than systematic research (Smith et al., 2011). Notwithstanding, problems described by them encompass relationship between education, youth and conflict. The broad definitions cover curricula and teaching methods employed and their role thereof in the conflict zones.

2.6   Summing up the Debate of Youth in Conflict and Peace Paradigm:

The literature review can be summed up as under:-

i.   That age is socially constructed.

ii.   Society considers male and female youth separately and thus regard their issues the same way as well. However, this issue should be taken into consideration regarding this imbalance. Gender rolesallow more socio-economic and political freedom to their male counterparts.

iii.   Socialization of genders casts negative impact on their relations and ultimately on society in general. Increasing youth populations 'are entangled in conflict situations and are deprived of their basic rights which developing countries are unable to provide. Following are the factors that are associated with youth in conflict:-

   2.6.iii.1 **Structural factors:**Many developing nations are burdened by foreign debts; resultantly millions of their youth are confronted with issues of food scarcity, unemployment, drug addiction, and illiteracy, unequal opportunities for work, gender inequalities, and reproductive health. All this is because of poor governance and weak political participation.

   2.6.iii.2 **Proximate factors:** In most areas of the world that have become conflict zones, the latency of male and female youth is exploited, since they are recruited into armies under duress, mostly without their willingness or consent. While, they are entangled into the conflict situation, they are rundown, unable to pursue education, career and a normal transition from their teenage years to maturity. They are prone to identity crises, leadership, political and organizational dynamics, and abuses by security forces, coercion, changes in economic policies and personal loss and trauma.

Violent and criminal behaviour among youth may also be linked to biological and psychological reasons, as many studies suggest. With focus on military / security aspect and considering female youth being victims of violence, most youth bulge theories are regarded as being racial and discriminatory. Resultantly, female youth is ignored while framing policies, programs and projects.

Young people are considered a cause of conflict, but they are understudied with regards to their inclusion in peace process. According to 'Young people should harness themselves with the

skills to avoid conflicts and adopting non-violent methods in order to develop a community that respects multiculturalism and acts on the principle of non-violence. However, this could be achieved after seeking guidance from elders who have been once in the leadership role and their liaison with future leaders, 'the youth', in order to obtain a mix of experience and vigour and vitality to guide youth in the right direction (Dumka, 2013).

2.7 Literature Gap:

The gaps identified in the reviewed literature are as under:

i. Most of the reviewed literature doesn't prove that youth bulge is participating in violent activities in developing countries.

ii. Lesser literature is encompassing youth in terms of peace and violence.

iii. Women's role both in terms of leadership and youth female role is undermined with regards to peace building.

iv. Fewer researchesare available on youth development with special reference to conflict zones of Baluchistan, ex FATA and Khyber Pakhtunkhwa.

2.8 Conceptual Framework:

Pakistan with a population of 207.7 million people is regarded today as the world's 6th most populous country. Population of Pakistan has doubled in three decades i.e., between 1975 and 2005, and within next 15 years as per UN estimates 54 million are likely to add in the population. By the year 2040, Pakistan would surpass Indonesia and Brazil and would become 4th largest populace country after India, China and the US. Pakistan, with 45.3 million young people between the ages of 10 to 24 years makes up 31% of the total population and there are approximately 104 million people falling below the age of 25 years. Illiteracy, unemployment, tormented national security has eroded the social peace and harmony among the people (Butt I. , 2010). The government has totally neglected this dividend thus making this bonus turn into a threat for the sovereignty; if their basic needs are not met.

Following are the reasonsthat Galtung's triangle of violence is the relevant in the case of Pakistan and more specifically to this research:-

Authenticity and justice are reflected in paradigm of positive peace. Injustice in any form will never allow peace to prevail. In order to get peace, injustice of any type must first be rooted out. Thus, it is imperative that it is the societal structure or environment that brings peace whether it is positive or negative. Where there is discrimination in the society based on the principle of 'privileges for few', positive peace is not an option. "To live in peace becomes extremely difficult in situations where others around you are 'hostile', 'aggressive' and 'violent'.

A poor society such as ours cannot afford to have self-maintained development opportunities for their youth. And those who can afford provide quality facilities for the development of their youth. Where people feel deprived of their basic rights, such social injustice promotes negative peace. Discrimination in development related opportunism for young people different areas and this is the cause of deprivation that may lead to violent conflict. This means negative peace is present at structural level (Galtung, 1969).

Now concerning our topic of study and keeping in view the overall situation of Pakistan, youth bulge of Pakistan which is portrayed as a curse is actually due to the structural violence within the society. This structural violence originates from within the family, school, religious institutions, community and society. Young people have the tendency to move towards negative attractions more quickly and when they are the direct victims of societal structural violence where they are unable to find peace within their homes as well, they tend to adopt the negative approach towards life.

In order to provide a picture of the wide variety of the ways in which youth are viewed in the four countries studied, we have developed a visual model below. The figure 3 illustrates the various societal discourses that resulted from the analysis of our data in the four country contexts. These are a combination of official policy discourses (e.g. policy or reform texts), discourse employed by policy-developers in their daily work, but also the most widely expressed discourses of youth as brought forward by (social) media. Inspired by Davies' (2005) work on passive and active responses to conflict, and the division between negative and positive conflict, the figure we present takes a slightly different angle and illustrates how youth are sometimes framed as a threat (c.f. negative conflict) – on the left side of the visual - or a potential (c.f. positive conflict) – towards the right side – that are either passively (top of circle) or actively (bottom) contributing to or hindering peace building. Why this is an important step to do in our analysis? Because such discourses will inform (directly or indirectly) the ways in which policy-

makers, programme-designers and broader (civil) society responds to youth. For example, seeing youth as trouble makers or even potential terrorists will probably result in Research Consortium on Education and Peacebuilding Youth Agency and Peacebuilding Synthesis Report 48 a different policy or programmatic approach then (also) viewing youth's potential as leaders for (positive) change. Finally, the figure No. 3 below should not be seen as a complete visualization of how youth should be seen, bur rather as a representation of the various framings that came forward in our data sets. Furthermore, it should be acknowledged that 'youth' in these national contexts are by no means a homogenous group, and that in face discourses on their different constituencies might vary depending on for instance, location, gender, and ethnicity. These factors might in their own way relate to the (post-) conflict contexts and young people's agency for peacebuilding in different ways, which are more closely examined in the country reports or the literature review on youth agency in relation to education and peacebuilding (Cardozo et al., 2015).

Figure 2: Framing of Youth for Peacebuilding

Source: Cardozo, Higgins & Mat (2016: 48)
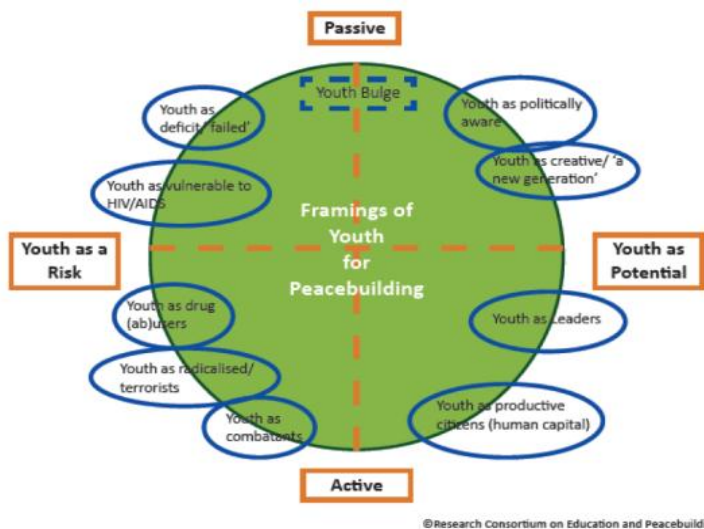
More recently researches have established the fact that development opportunities in the community are affected by the population construct and also play a pivotal role in the challenges that confront the state especially in the domain of security and governance, They are of the opinion that all of this upheaval whether good or bad is caused by 'youth bulge' (Huntington, 1996). Moreover, they correlate violence with youth population 'Five countries are considered to be 'very young' as two-thirds of their young populace is below thirty years of age. In 90's countries with more young population had three times more likelihood to get involved in

conflicts as compared to the states that are more established politically, socially and economically' (Leahy, 2007).

Figure 3: Gunnar Heinsohn Positive Youth Development-Peace & Harmony Model
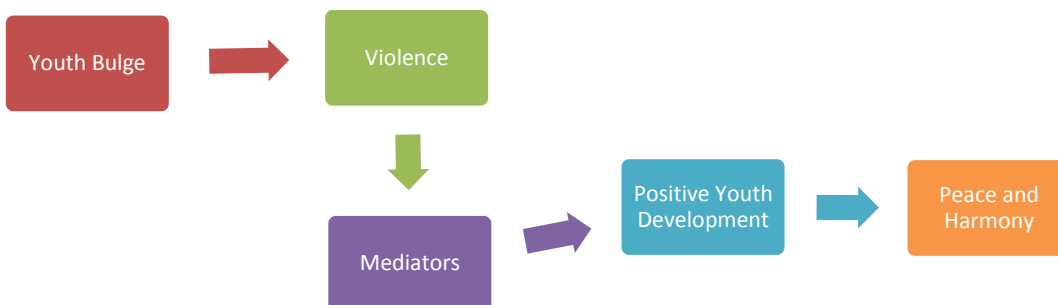
Peace practitioners like Samuel P. Huntington and Gunner Heinsohn have enunciated as in figure 4 above (Positive Youth Development Peace and Harmony Model) that the cause of most of the conflicts in 20[th]century is believed to have been caused by Youth Bulge (Huntington, 1996); if the youth population of the country is about 20%, then it may cause social upheaval, however, in case of Pakistan, the young population, (age 15-29 years) accounts for 30%, which is true as far as conflict dynamics are concerned and thus it validates the theory, as this population may lead to conflict within the society.

There are other ways to address this issue, like, if the youth development is addressed in a positive manner, this youth bulge could be transformed into a cohesive force that may lead the state into the realm of peace and harmony. Youth development is characterized by the course of action through which young people find out ways to build understanding, acquire the knowledge and harness their skills that are important to achieve something during their youth (YDG, 2001).

In order to make youth friendly reforms in the country, changes in the policy be made at the state level in social, political and financial sectors Regarding this study focusing on Pakistan, 'National Youth Policy' had it not been dissolved offered various chances for youth population to take advantage of its fifteen ideals and consequently exploit their potential. The most promising attribute of this strategy is that it will essentially inculcate positive youth development, ignoring lapses and perils and at the same time mete out positive action dealing with risks and flaws. Once this is done, the dynamics of positive youth development can be considered according to Johan Galtung's philosophies of peace and violence.

To distinguish such significant aspects of youth development, one has to take into account its varied mechanism, which deviate from 'individual-focused to setting-oriented and systems level interventions to band up the dividends of youth bulge'. For policy changing at state level, 'one has to concentrate on the system-level and countrywide fields of socio-political and financial growth services that can be assist put procedure for youth-friendly reforms in the nation state. Concerning this study, keeping in focus Pakistan, the dissolved 'National youth policy' offered numerous odds for young age group to benefit from their positive potential through its basic fifteen values. The most hopeful feature of such strategy is to principally endorse positive youth development despite of focusing on their shortfalls and risks occupied and in the meantime ensuring positive action to deal with standard discrepancies and risks. Now the factors of youth development and positive youth development have also to be viewed in terms of Johan Galtung's notions of peace and violence.

Collectively peace can be termed as a connection to the state of tranquillity, disaster and coherence at individual or community level in general and on a wider scale around the globe. Normally peace is considered as "a condition or situation whenever there is no conflict or war". Johann Galtung says that conflict is not the flip side of peace. "Possibly 'peace' is like 'happiness', 'justice', 'health' and other human ideals, something every individual and culture claim to desire and esteem, but which few can attain, at least on an continuing basis" (Galtung, 2007). Merriam-Webster has defined peace as: -

> "A state of quiet or tranquillity; freedom from disturbance or agitation; a state of
> order or security within a community provided for by law or custom; freedom from
> disquieting or oppressive thoughts or emotions; harmony in personal relations"
> (Merriam-Webster, 2015).

Peace is ought to be internal and external whether it's positive or external. However, it's not easy to define it as we normally term peace as the absence of "happiness, harmony, love, justice and freedom" (Galtung, 2007) . In the words of Galtung and Webel (Galtung C. W., 2009) "Like happiness, peace residues so near. and yet, like durable love, so far". Galtung (2007) brilliantly explained both types of peace in plain form. Galtung (2007) used these terms at first in Journal of Peace Research, 1964. Before that he termed it "integration of human society" for positive peace

in 1964. He illustrates that, "Positive 'concomitantly, peace co-exists in many desirable states of mind and society, such as harmony, justice, equity, etc." "Strong peaceful cultures and societies reflexively promote personal harmony and satisfaction".

Authenticity and justice are reflected in paradigm of positive peace. Injustice in any form will never allow peace to prevail. In order to get peace, injustice of any type must first be rooted out. Thus, it is imperative that it is the societal structure or environment that brings peace whether it is positive or negative. Where there is discrimination in the society based on the principle of 'privileges for few', positive peace is not an option. "To live in peace becomes extremely difficult in situations where others around you are 'hostile', 'aggressive' and 'violent' (Galtung, 2007) .

Peace is also unthinkable amongst cultures with most destitute people and conflict zones. "It is Weak, or Fragile, Peace' where there is an overt absence of war / violence in a particular culture, society or nation-state, but in which there is also pervasive injustice, inequity and personal discord and dissatisfaction". Socio-political and economic justice are built around peace; being the lynchpin of socio-political justice (Galtung, 2007).

Social inclusion and justice are the attributes of a society where there are equal opportunities for all i.e., all people should be treated equally and all of the basic amenities of life are distributed among them. "All humans have basic needs of which few are physical, like need for food, water or shelter, but essential ones go beyond these because they cover the psychological sphere" (Doucey, 2011). Contentment of an individual depends upon the factors if his basic needs are justly met, fair play and equality without discrimination to sex, race or creed. Food, Education and health are the fundamental rights of every child and are not privilege. Now-a-days, these are considered to be other way around, which at times become out of reach for some parents.

Unfortunately, provision of quality education to child depends upon the socio-economic status of the child. Negative sentiment in the society may lead to negative peace if only the powerful elites are privileged and their needs are met. "Educational development which includes, personality development of children and youth of the society is a key and major factor in guaranteeing equal opportunity for citizens" (Paz-Fuchs, 2012).

Regrettably, personality development, grooming, education and career progression of our youth is linked with the socio-economic status of the parents, conversely, only being state citizen do not serve the purpose. This is not known to the individual until it is felt. People are deprived of their basic rights to education, health and justice which can be relatively measured from our daily life. It has been observed that normally people complain of justice denied to them or about deplorable condition of health facilities in public hospitals, but they are not seen complaining about lesser opportunities for youth who are responsible for their future. Young people are deprived of development opportunities blatantly but nobody talks about it. Injustice with youth in terms of development strengthens negative peace.

However, on the bright side, self-developmental initiatives are on the rise. Though the state claims that it has fulfilled its obligation in providing positive and encouraging environment for youth development, however, it has no impact on the learning and development of youth entering professional life. This owes to the poor vision towards the development of youth and the number of programs or initiatives for youth development. Low quality public facilities and deteriorated condition of infrastructure are provided to youth. A poor society such as ours cannot afford to have self-maintained development opportunities for their youth. And those who can afford provide quality facilities for the development of their youth. Where people feel deprived of their basic rights, such social injustice promotes negative peace. Discrimination in development related opportunism for young people different areas and this is the cause of deprivation that may lead to violent conflict. This means negative peace is present at structural level (Galtung, 1969).

Violence is closely associated with the absence of positive peace within society and these cannot prevail together. On the other side, violence is built in cultural or structural level in negative peace, it may not surface directly, but it's there. Same like the coin bears two sides; one side of the peace coin represents dearth of personal violence and second being of structural violence" (Galtung, 1969) Positive peace can only be achieved if structural and cultural violence are addressed and eliminated right from their roots. According to Webster's, violence is (a): "Exertion of physical force so as to injure or abuse." (b): "intense, turbulent, or furious and often destructive action or force" (Merriam-Webster, 2018) Johan Galtung defined violence as "being present when people are being influenced in a way that their actual mental realizations are below their potential realizations" (Galtung, 1969). He opined that violence exists when others monopolized control over resources. Further he added that: "Direct violence can end by changing

conflict behaviour; structural violence by removing structural contradictions and injustices, and cultural violence by changing attitudes" (Galtung, 1990).

Figure 4: Galtung's triangle of Violence (Galtung, 1990)
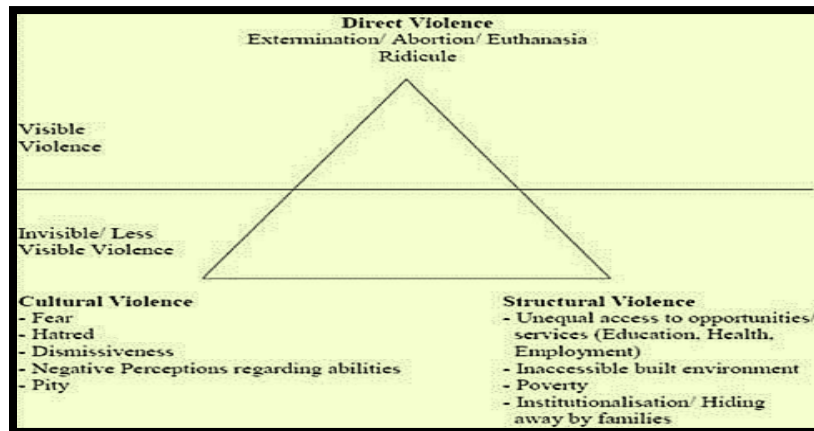
By consulting Galtung's triangle of violence, one can assess the root causes of violence that purports, if there is cultural violence, it can escalate as direct violence using structural violence. Generally, violence is the violation of basic needs of equal importance and relevance for human beings and social developments. These are survival, wellbeing, identity and freedom. The violation of these needs is violence and can cause violence.

Direct Violence is personal. It can be physical or psychological, verbal and non-verbal. It is visible as human behaviour and as an action that targets and hurts other human beings. It includes all forms of personal aggression from the micro-level (e.g. beating, sexual violence) to the macro-level (e.g. war, terror). Human behaviour and personal action always have root causes. Galtung identified two main clauses: a. the structure of violence and b. culture of violence. Both are deeply rooted in social systems/societies all over the world. Both are often hidden. Sometimes it is difficult to analyse and identify their linkages and interrelations to forms of direct violence.

Table2: Galtung Classification of Peace (Galtung, 1990)

	Direct peace	Structural peace	Cultural peace
Negative peace	Absence of ceasefire	Absence of "no exploitation"	Absence of "no justification"
Positive peace	Presence of cooperation	Presence of equity, equality	Presence of "culture of peace and dialogue"
Classification of Peace			

Structural violence includes all form of discrimination and exclusion, institutionalized in social systems. Somehow it is considered normal and difficult to analyse and to question. Galtung's understanding of the 'culture of violence' includes more than ethnical or racial conflict dynamics. In his understanding it is embedded in collective narratives, believes, values and norms of societies (Galtung, 1990). These are expressed, supported and produced by religious ideologies, by art, literature, lingo, symbols, and symbolic actions and by empirical and formal science. The different forms and procedures of cultural violence are the root cause and legitimating of all forms of exclusion, disintegration and discrimination beyond racial or ethnical categories. Galtung's concept of cultural violence includes an important perspective for a deeper and more précised understanding of violent conflicts and their specific root causes, hidden dynamics and trans-generational aspects, especially in so called religious, cultural or identity-based conflicts in and between diverse societies.

"Structural violence affects people differently in various social structures; it is very closely linked to social injustice" (Farmer, 2006). "Structural violence theorists characterize the world system as vastly unequal, exemplified by a growing disparity between those who are rich and getting richer and those who are poor and getting poorer" (HO) As per Ferry (Year?) "in second half of 19th century, educational system itself actively maintained the superiorities and privileges of dominant class". Secondary education was in access by bourgeois children and children or ordinary people were confined to primary education only (Bisseret, 2012).

Now concerning our topic of study and keeping in view the overall situation of Pakistan, youth bulge of Pakistan which is portrayed as a curse is actually due to the structural violence within the society. This structural violence originates from within the family, school, religious

institutions, community and society. Young people have the tendency to move towards negative attractions more quickly and when they are the direct victims of societal structural violence where they are unable to find peace within their homes as well, they tend to adopt the negative approach towards life.

Similarly, absence of state's youth policies is also one of the very major causes of the issues of youth in the society. Also very fewer development opportunities for young people and their active participation regarding career counselling and development efforts is also a part of the deal. Unless and until Government and National and International organizations do not properly focus on the durable process of youth development, young people of Pakistan are going to face serious and dire consequences. And exactly in the same way, peace cannot be dreamed of within the country if young people of the country are not on the right path. Societies and Government need to focus on the issue of youth very properly if they want a durable peace in the country with youth contributing towards the progress and development of the state.

CHAPTER III

RESEARCH METHODOLOGY

The researchers of Social Sciences keep exploring and focusing on the changing patterns of facts and figures within the society, research methodology holds major importance in conducting any form of research. In order to compare them with the available previous data, as normally the issues tend to change every now and then. This study is based on both qualitative and quantitative data. For the qualitative information, key informant interviews and roundtable dialogues were used to gather opinions. Minutes were recorded, analysed and utilised to write this report and to inform the questionnaire design. Background and historical material used in the report came from a review of historical books, newspapers, reports, articles, journals. The quantitative data was collected through structured questionnaires.

3.1 Locale:

The Locale chosen for this study is Islamabad being home to many universities, colleges and institutes flocking with young boys and girls from different areas of Pakistan.

3.2 Units of data collection:

The unit is the piece of defined phenomena where data was collected. Selection of Units of data collection is as under: -

> **3.3. 1UDC1:** Youth development practitioners and individual youth leaders.
>
> **3.3.2. UDC2:** Officers of Ministry of Education and also the scholars of National Defense University and students of Madrassas.

Following are the reasons for taking multiple UDCs and taking respondents with heterogeneous backgrounds:-

The religious seminaries educating more than four million students, often from poor backgrounds, have long been accused of links to extremism. But there is more to meet the eye.

Regarding selecting people from government bodies: The government also tried to convince the madrassas to affiliate themselves with the government-run PMEB that was formed in 2003, asking them to use the syllabus vetted by the state, but the traditional madrassa bodies opposed it. The government also planned to set up a 'Imam Hatip' schooling system based on the pattern of Turkey and offer a mix of religious and worldly education to young men and women who want to become Islamic scholars and preachers. It was never introduced, though. Following its newly-adopted counter-terrorism policy in January 2015, soon after the deadly attack on a school

in Peshawar that killed over 150 school children, the government launched the registration and regulation of madrassas across the country.

The reason for selecting scholars: "We need to think beyond terrorism-based reforms," said Azmat Abbas, a researcher and author of Madrassa mirage: A contemporary history of Islamic schools in Pakistan. "Factors such as free education, respect for Islamic knowledge and teachers, active role in community life, preservation of tradition and the use of charity make the madrassas unique institutions."

3.4 Sampling:

Sampling is a people selected from the population for investigating the purpose. It is relatively small number of people who are selected from specific population for investigation from the sampling frame. Sample can save time and cost during research work. It is also defined as finite part of population that is studied for obtaining data from population. Choice to use sampling depends on the goal of research work and nature of the study (Fridah, 2002). Sample size in this study was 24; saturation point method was adopted, it was stopped where similar kind of answers started.

3.5 Interview guide:

Interview guide helps what to ask, how to pose question and what to say next. The guide helps researcher necessary topics needed to cover areas of probe and keep primary focus on respondents (Rajasekar et al., 2006). Before conducting semi-structured qualitative interviews, Imade a set of questions that will help direct the issues and conversation towards specific topic that I want to learn during interview.

3.6 Key Informant Interviews:

Key Informant Interviews complements data collected from other sources. Key informant interviews are qualitative interviews with people who know what is going on in the community. The purpose of Key informant interviews is to collect information from a wide range of people - including community leaders, professionals or residents – who have first-hand knowledge about the community. In this particular study, key Informants included youth development practitioners and youth leaders.

3.7 Focus Group Discussion:

Focus group discussion according to which the technique of gathering data/information from a group of people to gather qualitative information of highly descriptive nature in order to reach the root cause of a problem. The Focus group discussions were conducted with the students of National Defense University, Islamabad, and Centre for International Peace and Stability, NUST, Islamabad and students of a Madrasah.

3.8 Desk Review:

The desk review fot this research study started with and analytical review of the available literature in the subject under study and other relevant resources in the NDU library, CIPS/NUST library and scholarly srticles and journals etc.

3.9 Ethical Consideration

Informed consent of the interviewees was obtained before starting interviews being ethical and moral responsibility of the researcher is to inform the respondents.The vital point in my research is ethical consideration, such as responsibility, privacy and integrity. I had tried my level best to take care of respecting norms, values and cultural traditions and their religious values while engaging in focus group discussion and interviews.

CHAPTER IV

YOUTH, YOUTH BULGE AND VIOLENCE

4.1 Definition of Youth in Pakistan:

In the backdrop of the literature review carried out above and considering Pakistan's case, youth is believed to be persons within the age bracket of 15 to 29 years.the very reason for choosing this age bracket is theory of youth bulge considers it as the target age bracket, as it fits the majority of attributes of the young Pakistanis as it forms the country's largest population cohort. Another reason to consider this age bracket is the National Youth Policy of Pakistan which is currently under animated suspension since the year 2010; Punjab and Sindh have drafted their youth policies in 2012 followed by Balochistan, Khyber Pakhtunkhwa and Gilgit-Baltistan. Out of these, only Punjab and Sindh have exercised these policies upto some extent.

4.2 Contextual Analysis of Pakistan:

Pakistan is believed to be a melting pot of different cultures and traditions. With a population of more than 200 million (PBS, 2017), it is ranked number six in the world with regards to population (U.S.Census, 2018) and is ranked among lower middle income countries (WBG, 2018), about 6o.12% of people living below poverty line (GoP, 2018) and world's lowest literacy rates with quarter of its children are out of school (WEF, 2016). Pakistan was once part of British India and later got independence from British occupation in 1947, during the course of its history it has seen many crests and troughs of being politically instable, ruled by military dictators, sectarianviolence, religious extremism and fought two major wars with India. After Soviet invasion in Afghanistan, Pakistan hosted more than three million Afghan Refugees who fled to Pakistan to seek refuge from atrocities of Soviets, Currently Pakistan holds 1.5 million Afghan Refugees, that is no doubt 'largest protracted refugee population globally' (UNHCR, 2015).

Pakistan has witnessed a bloody turmoil in its history, when the country supported US-led 'war on terror' post-9/11, against Al-Qaida and Taliban. The war that started in 2003 has claimed more than 55000 lives and almost 62000 have protracted injuries (SATP, South Asia Terrorism Portal, 2017). In addition, US led drone attacks have taken lives of more than 25oo persons

including men; women and children have lost their lives (GoP, 2015).A loss of more than 102 Billion USD is estimated to have incurred on terrorism related incidents (GoP, 2015). As perSATP, till 31 December, 2018, number of fatalities is as under: - (SATP, 2019).

Table 3: Fatalities in Terrorist Violence in Pakistan 2017-2018

Months	Civilians	Security Force Personnel	Terrorists/ Insurgents	Total
January	18	17	22	57
February	6	23	13	42
March	17	13	16	46
April	19	15	10	44
May	14	13	17	44
June	13	14	18	45
July	216	10	11	237
August	2	5	8	15
September	8	21	24	53
October	11	15	1o	36
November	43	9	4	56
December	2	10	4	16
Total	**369**	**165**	**157**	**69**

Figure 6: Pakistan Terrorism related Fatalities Comparative Analysis (2014-2018)

Source: South Asia Terrorism Portal (SATP, 2019)
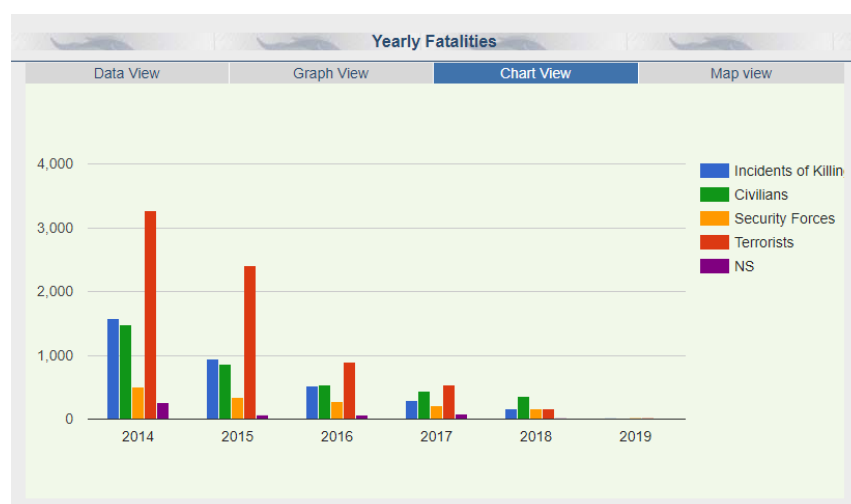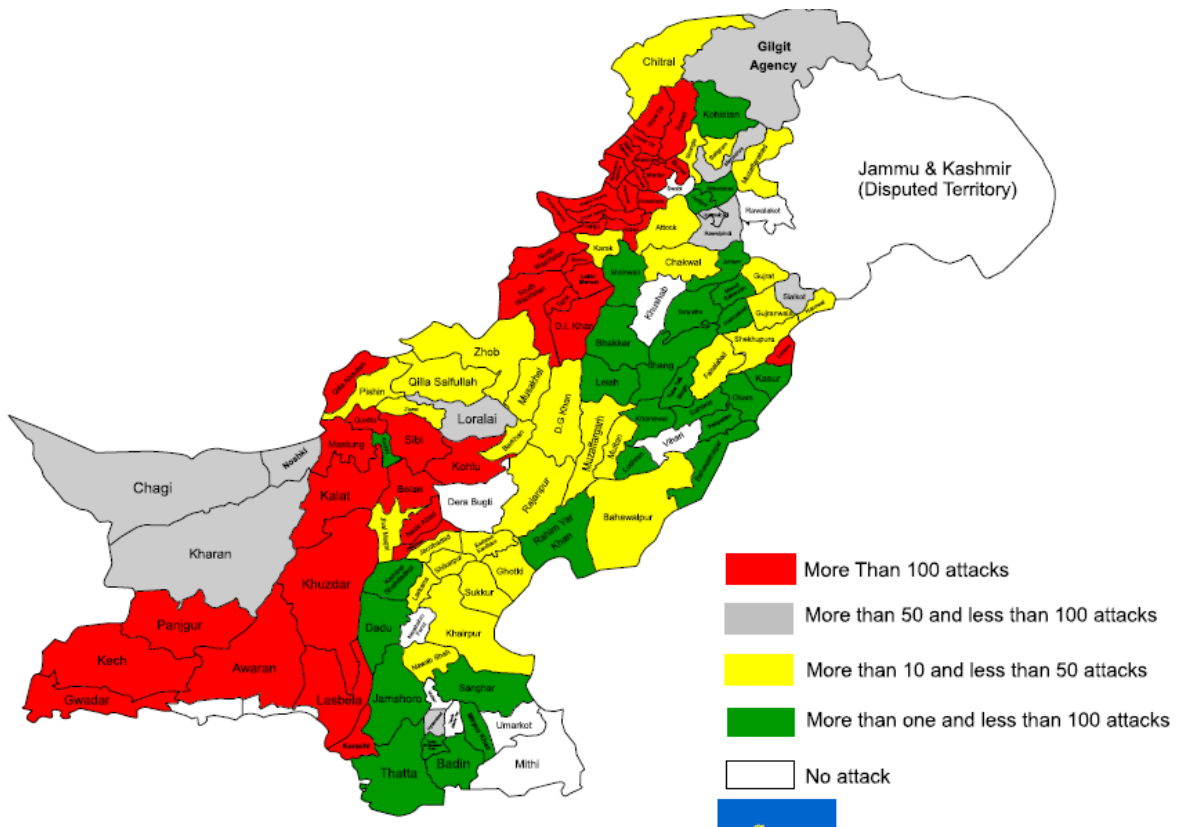
Figure 7: Pakistan Conflict Map (Jan 2007-Aug2016) Source: PIPS (year/)

Various military operations were started to put a restraint to growing threat of terrorism **(PIPS, 2016)** both in KP and FATA that eventually turned into internal displacementof about five million people since 2004, which are now known as TDPs (Temporarily Dislocated Persons). Since, the Swat operation back in 2009, three million people were displaced from their homes and after the launch of operation Zarb-e-Azb, a staggering one million people were displaced. IDMC has estimated that presently, the country has more than a one million TDPs including long-drawn out TDPs **(IDC)**.

The situation has become more complicatedwhen unemployed/underemployed youth from the age bracket (15-29 years), are inductedby extremist elements. According to a post-crisis survey report (GoP, 2010) the non-existence ofample employment opportunities and scarce livelihood openings in Khyber Pakhtunkhwa and the FATA are the major contributors of involving youth in terrorist activities. The report also states. A terrorist recruit is likely to earn PKR 15000 to 20000

per month that is almost twice than the average income for unskilled labour in Peshawar.Extremist elements have also gained funding from the illicit sector for their economic sustenance. Not having a modest living, smuggling related activities and extremist elements control of supply routes helped them sustain their living out of their support base (GoP, 2010).

Damage caused to property in the conflict-ridden Khyber Pakhtunkhwa has beenestimated in late 2009 to around Rs.68.6 billion, that was earlier projected at Rs.5 billion (estimated in early 2009).Moreover by December 2009, costs for additional policing were estimated at Rs. 5 Billionand another cost of Rs.24.9 billion was incurred by security and law enforcement agencies. Moreover, Rs 5 billion were lost in revenue (P&D, 2011).3.5 million people had internally displaced as a result of the conflict. Economic situation also got worse with the influx of 1.5 million Afghan refugees (KPK, 2012). The tourism sector also got hampered by the security situation.

Moreover, the two natural calamitiesi.e., earthquake of 2005 and floods of 2010 had devastated its economy. Another significant part of Khyber Pakhtunkhwa'seconomy is the foreign remittances. The province tops all provinces in terms of per capita household expenditures owing to the incoming foreign remittances.

This whole state of affairs casts an adverse effect on socio-economic and political situation of the province. Poverty in KPK is comparatively at 29 percent (2005-2006) that is estimated to be 7% more than the national average (UNDP, 2012). Overall poverty level is on the higher side in KPK as compared to other provinces of Pakistan. A low level of Development in education and economic sectors depict lower level of human development in the province (Jamal, 2011). As compared to KPK, the situation in FATA is even worst with unemployment rates more than 50% in each category (FBS, 2012); whereas, 60% of the male employed population has to leave their respective agency areas for employment.

Research has shown that unemployment in Pakistan is more in the educated youth and initial level of earning is not different from the ones who are less educated (Hou, 2010). This study highlights that mostly educated middle class youth are after white collar jobs, instead of becoming entrepreneurs, since they lack basic skills of entrepreneurship. Thus, demand for government jobs is high. So, they remain unemployed or underemployed.

Moreover, both university graduates and employers are seen complaining about the standard of university education. In this context, a research revealed; the university graduates are not well equipped with requirements of the labour market. Similarly, Madrassa students also complained about the lack of technical subjects in their curriculum, which ultimately is unable to prepare them to face the challenges of labour market.

Perception of Youth Bulge and Violence in Pakistan:

For the purpose survey was conducted with 100 youth from across Pakistan and following results were obtained:

Table 4: Survey of Issues faced by youth

	Extremism	Terrorism	Crime	Region
Youth are involved in Extremism/ Terrorism/Crime	50 50%	30 30 %	20 20 %	De_Radical cells 100 interviewed

Survey of Issues faced by Youth

According to the interviewed youth; 50 percent thought that youth have extremist tendencies which is mainly religious followed by crime and terrorism trends.

Factors which Motivate Youth towards Violence:

The study also maps following factors which motivates youth to violence. A total of 200 youth were interviewed with the question that which issue they prioritized as the key factor which mobilizes youth into violence:
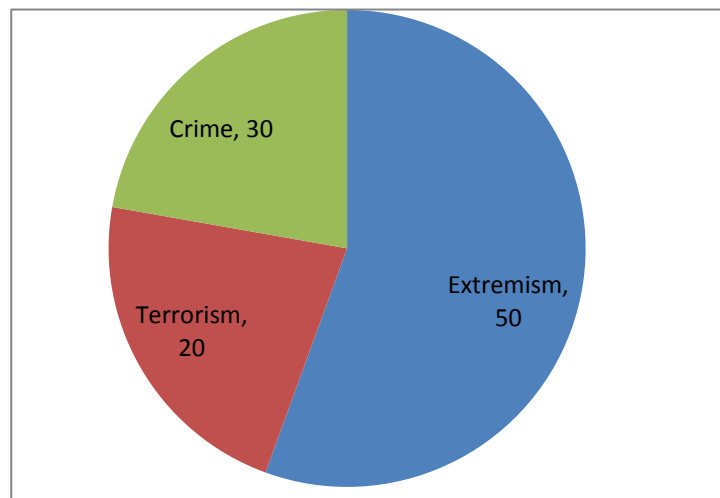
Table 4: Key Factor Which Mobilizes Youth into Violence

S.NO	Key Factor Which Mobilizes Youth into Violence	Number of respondents
1	Bad company of friends and peer pressure	10
2	Violent movies and dramas	15
3	Exploitation of people in the name of religion	50
4	Family pressure, restrictions and imposition of their decisions on youth, without considering their will	20
5	Lack of youth participatory platforms	15
6	Poverty	20
7	Sectarianism and ethnic pride	20
8	Unemployment	30
9	Wealth gap	20
	Total respondents	200

Figure 8: Key Factors Which Motivate Youth into Violence
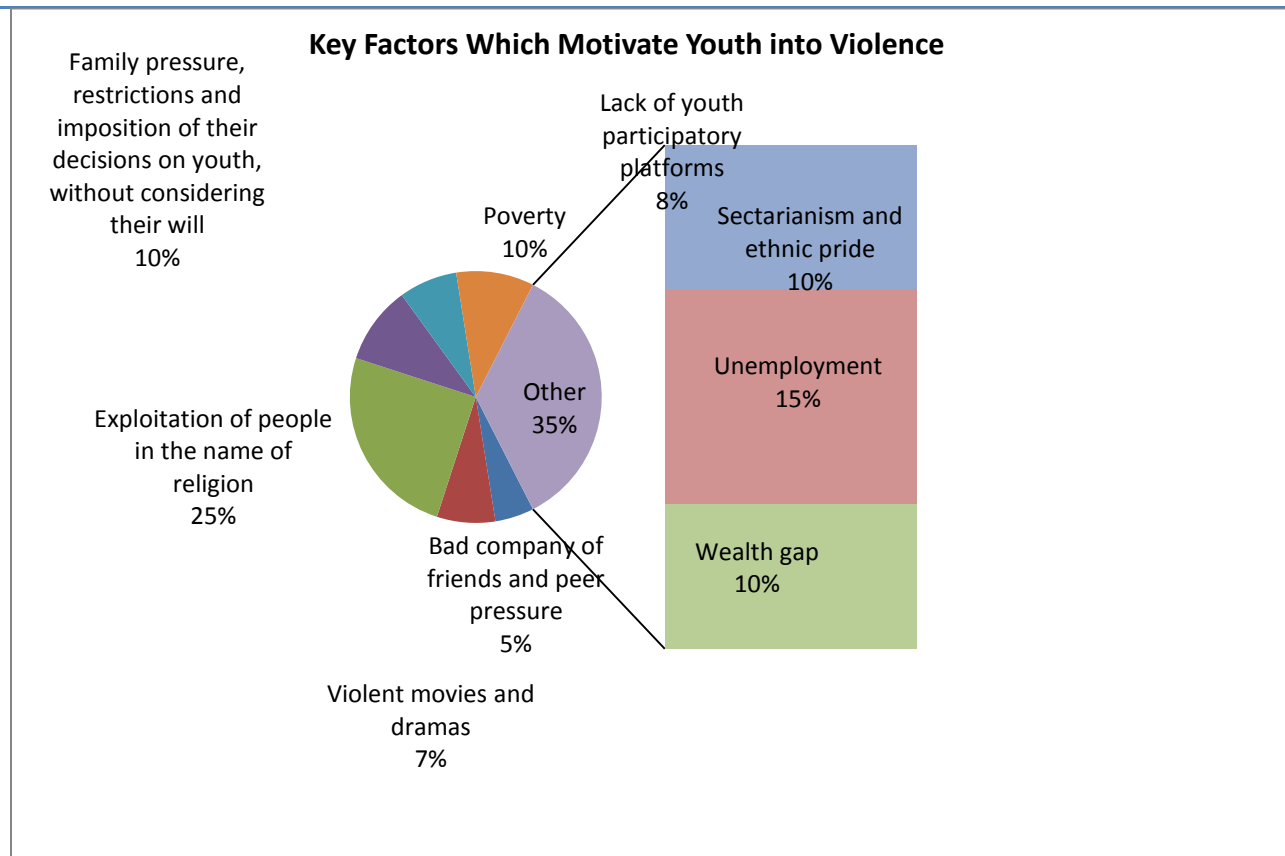
The survey indicates exploitation of people in the name of religion as the main issue which motivates youth into violence followed by unemployment, wealth gap, sectarian and ethnic

pride, poverty, family pressure, lack of youth participatory models, violent movies and dramas and bad company of friends and peer pressure.

The analysis shows that religious exploitation or extremist tendencies in youth are one of the major factors which might motivate youth to violence. For instance, TTP worked on the deprivation and religious fault lines of youth in FATA and KP and motivated into violence. Similarly economic issues like unemployment, wealth gap and poverty are also the factors which motivates youth to violence. This can also fit the example of FATA youth who are very poor with high unemployment rate.

Media also plays important role to form the perception of youth. If media fanaticizes violence than youth would be impressed by such dramas and movies and would glamorize guns and killing people. Other very important finding is lack of participatory models for youth. If youth are unable to channelize their energies then there is greater probability that youth would use their energies in negative activities.

4.3 Youth Development:

Youth Development (YD) is a planned set of activities that makes itappealingfor integralsocieties in serving the entire youth community.This warrants designing of systematic plans that are required to educate youth to polish their traits and behaviours which in turn help them build on their capacity. Youth development way is paved, when the youth are being groomed and motivated in all societal facets including school, college, trade and many more areas, where the youth could serve their communities. The structure of youth development originated in early1980's when research was carried out on resilience and researchers assessed the reasons that how young people accomplished a spirited, energetic and dynamic life despite of so many hardships. It has risen from the best practices based on the philosophies of expectations regarding role of inter-organization cooperation, amongst school, class room, family, peers in order to track results of children and young people.

4.4 National Youth Policy:

National Youth Policy, 2009, has defined youth as people within the age bracket of 15 to 29 years (MoYA, 2008). As per this definition, out of the population of 200 million, around two-thirds are considered to be youth. Planning Commission, Government of Pakistan, (GoP, 2018a) has stated that the pace of youth entering the workforce is 2.4% per annum with a staggering

unemployment rate that fluctuates from 5.4% to 4.9% in 2014-15and female unemployment rate from 9.0% to 8.9% in 2014-2015.

Table 5 : Unemployed Labour Force & Unemployment Rate (million) (2016-17)

	2013-14	2014-15	2015-16*	2016-17*
Unemployed Labour Force	3.58	3.62	3.69	3.76
Rural	2.06	2.10	2.14	2.18
Urban	1.52	1.52	1.55	1.58
Unemployment Rate (percent)	5.96	5.94	5.9	5.9
Rural	5.01	5.0	5.0	5.0
Urban	8.02	8.0	8.0	8.0

__Source:__ Labour Force Surveys PBS / Estimates on 1ˢᵗ Jan, 2016 & 2017 Population/ Projected values for 2015-16 & 2016-17

Pakistan's youth bulge in consistently increasingis standing at a very crucial stage with regards to education, empowerment, engagement and socio-economic development. Youth bulge being a very crucial national resource could be transmuted into an inconceivable force that socially driveschange. Thevims of this talented youth-cohortremain focused to attain achievable sustainable grass-root level socio-economic development goals.Pakistan needs to equip its young people so that they become more knowledgeable, skilful and socially aware to put Pakistan on the path to socio-economic progress. This would help bring affluence, constancy, and peace but also would overcome current challenges of the Pakistani society.To get a clear cut definition of youth, the term itself warrants a clear definitionprior to discussing the framework of youth development.The term 'youth' is very vast that can be defined encompassing various aspects.

4.5 Youth Cohort:

Pakistan being fifth largest countryin the world, out of its 207.7 million population, 63% comprises of youth and some 58.5 million fall between ages 20-24while the rest 69 million are under 15 years of age (GoP, 2018a).

4.6 Youth in developing countries:

Developing countries have had the largest chunk of youth population in their history, moreover, in South Asia; some countries are likely to see an increase in their young populace till the year 2030. The different patterns of young population in the developing countries have confronted issues like socio-political or socio-economic challenges. This unprecedented increase in the

young population will continue to increase their related issues; e.g., education, health and unemployment (Lam, 2007). The major portion of the global population comprises of youth. Youth in the developing countries are considered to be change agents.So, it is imperative to have youth-friendly policies to put youth on the right track by honing their skills through empowerment and enhancing their capacity.

4.7Youth in Pakistan:

According to Planning commission, youth population of Pakistanstands at 58.5 million (GoP, Annual Plan, 2018a), makesapproximately 31% of the total population. As projected by United Nations, youth population of Pakistan is likely to reach its climax by the year 2039 by growing 1.3% per annum and approximately 0.9% from the year 2025 to 2039. There are many challenges that Pakistani youth are confronted with like other youth around the globe. Pakistani youth face serious issues like economic instability, education, health, extremist narrative etc. Minimal engagement in politics and community development is observed on part of the youth, especially in the conflict zones of tribal areas.The need for a new paradigm of youth activism is required may lead to peacebuilding which is self-sustaining.

Unfortunately, democracy in Pakistan has not attained stability yet, so it becomes eminent that Pakistani youth participate in the political system, which in fact is somewhat a great challenge.Youth cohort that represents a large segment of the Pakistani population is vulnerable and powerless enough to voice their concerns. Noticeably, less number of young voters in the elections is the reflection of this vulnerability. It is imperative to bring the youth of the country into the social order and mainstream civic activities; such policies should be framed that are focused, organized and balanced. Youth representation is low due to the lesser number of youth participation in the country's power organization.Diminishing share in the public investment sector for your youth is also a hindrance in the smooth functioning of social order. Sustainable Development Goals (SDGs) in a way. Globally, well-being of youth is calculated in terms of SDGs.UNDP Pakistan for the reliability of data; put SDG's at national priority and development strategy (UNDP, 2017). These goals that are set by the UN warrant that provision of basic necessities of life like healthcare, no gender equality, free basic education, employment opportunities are made available. It's been very unfortunate that Pakistan couldn't achieve its

SDG goals. The main reason is disguised poverty in the shape of youth unemployment, poor healthcare facilities, a large number of out-of-school children and a very miserable condition of its youth cohort. Conclusively, there are three parameters that are regarded as drivers of change; these are: 'education', 'employment' and 'engagement' (UNDP, 2017a).

4.8Youth Development:

Youth development is usually considered to be a complicated phenomenon that provokes the potential of a young person enabling him or her to face the challenges of life utilizing the maximum potent force. Similarly, youth development is exercised through a varied pattern of activities that smother their progression by enhancing them socially, emotionally, ethically, physically and by enhancing their subjective competencies of life (NASET, 2016).

Concomitantly, **Youth management** could be done in a variety of ways as follows:-

a. The propensity of tapping one's own potential and addressing weaknesses, and to set individual and professional goals that encompasses self-assurance, reliance and harness competencies.

b. In the meanwhile, channelizing and directing others by leading from the front as a role model.

Eventualities that shape up a cohesive and sustainable youth development process is done through programs and activities carried out in educational institutions and communities alike. Practitioners in the milieu of Youth development emphasise on such interventions thatdistinguish youth'sprowess to endorse such positive youth development instead to address risk in seclusion. Balanced adults who are educated and are positive in life are less likely to engage in illicit activities and adopt such behaviours.

Some of the basic approaches in youth development may be elaborated as:-

a. They are considered to be a valuable asset to the society.

b. Interventions that focus increasing development basics of young persons, actively involve youth as partners instead of clients. Families, schools and communities are involved in creating a wholesome atmosphere in which the individuals shine-up.

c. Individuals are involved in developing their social networks; building confidence.

4.8.1 Youth and Development:

It is imperative that acceleration could be achieved in development, when the youth cohort contributes in socio-political economy of the country. There's an emerging norm 'Community Youth Development', in which youth of a community are implicated in a way that enhances development at the community level. Without a doubt, Youth being the vital members of the society can add much towards progress and development of a country. UNDP (1990) as cited in (UNDP, 2017a), when citizens of a society are actively engaged, this leads to development. Perkins et al. haveadvocated the community the same youth development model thatencourages youth engagement in community development. Stephen and Marina have emphasised on the adoption of positive youth development model that encourages use of positive faculties of youth notwithstanding, their limitations. This sort of direction may ease planning and execution ofyouth development programs that extend support to young people to settle their issues utilizing their strengths. The three 'Es', 'Education, Employment and engagement are the drivers of change that motivates the youth to be independent emotionally and physically and to engage with the society beyond their families.

4.8.2Measuring Youth Development:

Youth development is measured by Youth Development Index (YDI), a composite index that measures development in terms of health, education, employment and engagement. Since, YDI is multi-dimensional in nature;it assigns the same importance to political and civic engagement as it does to their health, knowledge and economic progress **(UNDP, 2017a)**. In Figure 9 below a conceptual framework of Youth Development Index (YDI) is given which is divided into four sections Education (years of schooling, youth Literacy rate, youth secondary enrolment rate) Employment (ratio of total unemployment rate to youth unemployment rate), Health (youth physical activity rate with knowledge of AIDS and STIs etc) and Engagement (youth social and political participation rate).

Source: (UNDP, Pakistan National Human Development Report, 2017a)
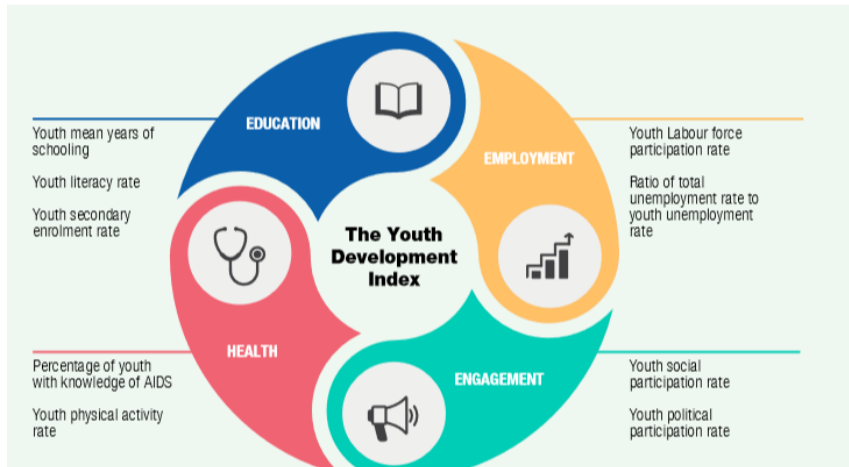
Figure 9: A Conceptual Framework of Youth Development Index (YDI)

Source: (UNDP, Pakistan National Human Development Report, 2017a)

4.9 Youth Engagement:

Murray (Year?) has contested that knowledge imparted to students at schools about community and political understanding through formal education, can enhance youth engagement and as a result can improve their contribution inthe society. Daniel and Reuben(Year?). established the youth associated with clubs and community organizations as volunteers are likely to be engaged politically and socially when they mature. Though, Cooper. and Scott(Year?). has argued that it is usually acclaimed that youth empowerment is very crucial for public relations and community, however, there's not much evidence available that youth having understood about their environment, stakeholders and issues is enough for them that may help them to propagate any policy.

4.10 Youth Employment:

Employment and income generation go hand in hand and play a very important role in micro economic improvement of youth. Youth employment determines their income level and helps their families escape poverty and improve their standard of living and on the macro economic front, youth participation in the workforce in greater numbers provides a globally competitive workforce that adds value to the national economy and creates more jobs, innovation and knowledge and thus accelerates development. On the contrary, worst types of employment adversely affects the mental and physical health of youth, offers no social benefits and deters human development (UNDP, 2017).

4.11 Youth Empowerment:

Search Institute has suggested a Youth Development Model and has elaborated that empowerment and social aptitude are two of the seven most crucial factors that instigating youth development. Cooper and Scott (2007) has cited that when youth are being actively engaged in the socio-political domains and they are stakeholders, decision makers in public policy, this leads to sustainable change and youth empowerment. Ali (2005) as cited by (Soomro, 2015) has elaborated that empowerment is an autonomy to do something collectively to promulgate change, instead of pursuing others having authority.

5.12 Goals and Process of Youth Development:

Development is actually a goal that a person needs to set right through his or her lifespan. So, youth development is a long term agenda and unlike a target it cannot be ultimately concluded. Dewy (Year?) has contested that the real growth means to enable an individual to long for growth and development.In this model recognition of task is made difficult, if we consider development, growth and progress. Instead brief accessible behaviours are to be adopted to purse progress and developmental goals in order to recognize the need for growth, is the key.

In order to accomplish targets to gain objectives, it becomes difficult to separate tasks from techniques owing to the askew form of development. It abrogates to the point that targets and techniques, way and methods all get entangled. Since, goal-setting is very crucial to program development, we turn to developmental goals, knowing the fact that it is not possible at all times to calculate results in terms of behaviourpatterns rather it provides a support structure to direct action.

2.13 Positive Youth Development:

It sheds light on services and empowerment of the youth as the opportunities that come up to support youth development. Although, specific distinct programs are present that can smother the activities related to progress of youth development, this approach works fine with young communities that are engaged in creating opportunities for the youth that facilitate growth, happiness and health.

It is pertinent to mention here that still no consensus has been reached among youth development professionals on the definition of positive youth development, however, there has been some agreement on important issues that are mandatory to be integrated into this phenomenon. Foregoing in view, positive youth development could be defined as an approach on how a community can encourage its youth to utilize their maximum potential to become mature enough to take decisions, capable enough to execute decisions and strong enough to beat the odds.

a. **Emphasizing positiveoutcome:**More emphasis is given on positive outcome and reducing negative character traits like underage pregnancy, drug abuse and violent rowdy behaviours. Mostly parents know what kind of positive traits they are looking for in their children. The desired traits parents are usually looking for in their children are: academic achievement, adopting healthy life style, social connectivity, good morals and care. There are numerous definitions of positive traits; however, researchers are still trying to figure out what exactly are the positive traits.

b. **Voice of Youth**: Young people may be involved in any sort of development initiative; they ought to be equal stakeholders. However, it becomes challenging for the adults on how to engage them in the planning, program development and implementation of any project.

c. **Tactics to involve youth in development:** The main aim is to focus all youth. The supposition is that by creating encouraging and inspirational environments for all the youthful people will eventually guide to the preferred encouraging results as well as reduce pessimistic results. However, professionals in this field have identified that there's a need to synergize the combine effort of the youth to overcome upcoming issues and rising challenges.

d. **Continued Commitment:** Youth development considers continuing commitment and assurance. Compassionate relationships and activities have to be effective and influential. They have to go with youth throughout their growth years. Though short term positive outcomes are observed and must capitalize on them and equally community based organizing models exist.

e. **Communal Environment:** Youth development focuses on the significance to employ the bigger communal environment that is influenced in a way within the family and friends circle in particular but society in general. Environment of community in particular and

society in general is more than a social service and any kind of youth organizations or civil armed forces e.g., police; it basically corroborates belief and civic groups,business and also the general public who do not have emotional attachment to any form of organization.

    f. **Stresson collaboration:** It requires commitment from assorted communal groups and organizations to work for mutual benefit. Working mutually may come in any form of working jointly for a common goal, for instance they may inscribe a funding application for a community development work by pooling their specialities.

4.14 Models of Positive Youth Development:

Hamilton has elaborated positive youth development in three distinct yet inter-connected methods:-

    a. Part of development process.

    b. A philosophical approach aimed at youth programming.

    c. As instances of organizations and youth programs intended on development the strong or positive development of youth.

    d. Now proposed model of Positive youth development, in the years that followed, era couple of more developmental models were linked in a way that led to the expressive and advisory research in the milieu of youth development. Different academic models of the development progress emulate ideas coupled what are termed as "relational, developmental systems". The "Five Cs" could be used a ready reckoner, while evaluating a youth-centric program that what the program has specifically to offer the young people. Nonetheless, every one of it is all-embracing to cover challenges although it is about evaluating and designing the programs. Programs so designed may try to figure out ways to evaluate competence of youth in a variety of methods through different settings, however, at times it becomes difficult to classify about the objectives of such programs and what leads it to here. For program related planning purpose, this warrants a fineminutely detailed scrutiny of progress objectives. Institute of Medicine of the National Academy of Sciences & National Research Council, has classified these assets as psychological, intellectual, physical, emotional, and societal development.

    e. These models emphasize that development principally comprises of joint significant relations between individuals and their circumstances as under:-

i. Connection: feeling of safety, structure, and belonging; positive bonds with people and social institutions.

ii. Confidence: A sense of self-worth and mastery; having a belief in one's capacity to succeed.

iii. Character: Taking responsibility; a sense of independence and individuality; connection to principles and values.

iv. Competence: The ability to act effectively at school, in social situations, and at work.

v. Contribution: Active participation and leadership in a variety of settings; making a difference.

Summing up, youth who have not adopted these Five C's or have adopted somewhat upto an extent, would be prone to personal and behaviour problems that would hinder their development and progression; they would be exposed to risk.

4.15 Factors facilitating Positive Youth Development:

4.15.1 Physical Development:

Fine behaviours regarding healthiness and maintain health skills

4.15.2 Intellectual Development:

a. To be aware of life skills.

b. Equipped with mandatory professional skills.

c. Achievement in School.

d. Train the brain to think analytically.

e. In-depth knowledge about more than one society or culture.

f. Decision taking.

4.15.3. Psychological and Emotional Development

a. Psychological health that includes optimistic self-esteem.

b. Affective self-control skills.

c. Survival techniques.

d. Exemplaryconflict resolution methods.

e. Expert in being optimistic, inspired, accomplished and self-motivated.

f. Self-assured in one's own competence.

g. Plan to be prepared for life's potential future prospects.

h.　Be personally independent and responsible.

i.　Be positively realistic.

j.　One must be logical and optimistic in social and personal identity. Valuing others ethnicities by respecting their beliefs and to be pro-social.

k.　Be Spiritualty and religiously more aware of a "bigger" reason in life.

l.　Have a strong moral character.

m.　Dutiful for fine utilization of time.

4.15.4 Social Development

a.　Fine compatible relations with family members and other people around.

b.　Be socially aware of integration with different groups of people and connected with larger social circle networks.

c.　Attracted to more social-centric conservative institutions like programs involving youth but non-school based programs.

d.　Be able to roam around in distinct cultures.

e.　Be obliged to engage public.

If anyone promotes any of the above listed goals, they are indeed advocating for youth development. The formulation by the commission on Communal-Level Programs for youth development and the implicit goals associated with every one of it has more to offer. Firstly, it is reflected by well documented research evidence the attributes of people who have achieved something in life by acquiring any or all of the traits listed above. Secondly, it illustrates a lot more precise foci than the earlier abridged set of goals. Thirdly, this list is concise as it separates a number of goals that are at finest understood in the briefer lists, especially, mental and physical health, skills, and beliefs and values expressive enough that it values assorted cultures and their sanctity. Therefore, complete compilation adds to both the design of programs and their assessment.

Moreover,a list of comprehensive set of goals may actually not help building a consensus among a populace in achieving program objectives. Therefore, choosing which listings of developmental goals to exercise actually depends on how it will be availed rather than which one is actually correct The reason for putting the 'Five C's' and also personal and social traits on the

community level programs for youth duly acknowledged by the commission is that the former do not clash with the latter. Moreover, the last illustrates details of the previous. All in all it provides a framework for other organizations to replicate the same and add on their achievements on accomplishing targets pertaining to youth development which is equally beneficial for others. Search Institute has inscribed developmental assets in a better way, the not-for-profit supports communities and other organizations by providing them materials, training and technological support and has inspired various communities through their 4o developmental assets.Half of these assets are adopted by individuals that employ them throughout the community, with whom they act collectively that includes their support system including family, protection, role models and employing creative opportunities. The remaining assets are individual traits of young people like their engagement at school level, competence, integrity and rationality.

To strengthen the idea, Search Institute has employed its all 40 assets in community level program initiatives, for instance, in a community, a shopping store printed some message on shopping bag depicting youth requirements to put the message across to the community.

In this milieu, the 40-asset framework is productive in illustrating the orbicular nature of developmental goals. The research indicates that the further of these assets young people have, the less probably they adoptperilous behavior and probably they are to engage in the positive behaviors and attitudes. Distinctive between what is cause andeffect aremuddies debates about the outcomes, which makes goal setting hard.

4.16 Principles for Promoting Youth Development:

If attention is paid to the expression of youth development itself, it becomes imperative to describe these principles accurately. To get the maximum support, broader perspective should be kept in mind, otherwise it may create differences. As the word spreads, it adopts new meanings that are not already well known. Youth development values are centred in practicality. They emphasise on the positive approach towards accomplishing the goal, erstwhile flourishing youth, building strong relationships and arduous tasks that adjust over the course of time by engaging youth in a participatory role and not on the receiving end.

4.17 Youth Participation:

Results of the study show that youth having different interests and needs obviously react to same set of opportunities in altogether a different way and they opt for such opportunities in which they are actively engaged so that they can tailor them based on their needs. Human beings like to grown by actively being engaged with their social network whilst making connections erstwhile shaping their own environment and be in charge of their own development. They are prone to external pressures.

Waldron (2016) has proposed to test their actions and look for compassionate relations within their support groups. This concepts elaborates that youth actually tend to participate in a situation rather simply being on the receiving end, they are indeed careful actors. It may be called their voice, contribution or even empowerment. The concept is deep-rooted as youth enjoy this privilege of democracy that is essentially important for their development. Moreover, when the participants of a program are involved in the decision making process, the results are more receptive, attractive and effectual in a true sense. The rights of youth are inhibited and unbiased by theresponsibility they share. Not only emphasizing on youth engagement doesn't mean that one should leave the youth alone to make all the decisions every time. Generally, youth as adults has an advantage of taking chances in making decisions that influence them in a way that is better than immature persons.

4.18 Youth Development - Pakistan's Case:

This rapid course of literature on Pakistani youth's extremism is noticed in the background of mounting terrorism and violence in Pakistani cities and also the global war on terror, which is being continuously fought on Pakistan's border since more than a last decade. The greater part of victims as well as aggressors in this regard belongs to youth associates of the population. Although there is very little verification to recommend that Pakistani youth or population is in support of extremism promoted by Al-Qaeda and Taliban's, even in Federally Administered Tribal Areas (FATA), the necessity for reforms cannot be ruled out as conventional political parties are diminishing out of the preferences, which may persuade prospects of future voting outcomes in the general elections of the country. There is certainlymore support for politico-

religious political parties as compared to conventional among tribal. The government, civil society and judiciary as well as the international media has shown deep concern over prospects of radicalization of youth of Pakistan and for this reason urges for reforms.

The consequences and reasons of youth unemployment should be of exacting concern within the public and private sector, because youth unemployment may outcome in a reverse of the profit of social development, later stopping the progression of economic development. Recent incidents in present-day France and Britain is a clear cut example, so is the engagement of young people in combative activities in Baluchistan and the tribal areas of the country, situated along Afghanistan, in the north west of Pakistan. The relation and linkage between youth unemployment and high crime rate is a well-recognized fact. It also pressurizes the system in which the societies are administered, making it extremely complicated to endorse, human, social and economic capital within the society.

If issues of youth are not addressed in new initiatives that will also be focused at national growth as well as on the provincial level growth, it possibly will have serious repercussions. Rising spells of being without a job, among theyouth, will have eventually impacts on the economic and communal life of youth. When bulk of youth enters into the labor market, it is not simple to get work after finishing general education as they require life and professional skills. Youth unemployment outcomes in frustration in youth, social disintegration, conflict and differences. Hence, need of suitable employment opportunities for young people can have harmful consequences for poverty risingtactics as well. Therefore, there is a requirement to devise inclusive youth development strategy.

4.19 Economy and Youth at Risk:
Rising youth dependency lowers the economic growth and entire factor productivity.Rooting the potential of young people is not only imperative in economic and social terms for youth at entity level, but in addition in terms of large economic growth as well. Amplification in youth dependency ratio lessens the 'residual' increase, which is used for the extent of dynamic productivity growth. Therefore, the age structure is if not properly harnessed, can have an effect

on the complete output per worker. Extended youth dependency in the lack of opportunities for youth can challenge growth possibilities of the economy resultant in vicious circle.

According to a survey, figures suggest that 40.9% of the employed youth (aged 15-24 years) in the year 2007, contributed barely around 18%-28% (avg 23%) to GDP .It is essential to note that youth's labour force contribution rate (44.2%) is almost as same as those of the mature population. Being energetic self-motivated, young, pioneering, and creative the youth dividend in GDP can be enlarged manifolds. It is an unexploited resource and will remain so if ways to engage them are not explored.

On the financial front, rising unemployment is revealing youth to superior risks of lesser future wages; longer joblessness spells as grownups and matures compromising their skillfulness, improved earnings poverty and exposure to crime and aggression. In addition, youth with disabilities persist to face massive challenges in the labor market. This may outcome in large financial and social costs on the social order. The spread out special effects of global economic depression and the disastrous floods have not only worsen the economic projections but of the labor marketplace as well. Long-standing youth unemployment does add to frustration and promotion of low self-esteem thus amplifying weakness among youth in Pakistan. As a consequence, they might fall for drugs, infection, offense and aggression.

4.20 Policy Discussion:

Youth policy in Pakistan was a matter of Federal government since independence. Every policy and decision regarding youth for the entire country was taken by the Federal Government in Islamabad. All the provincial governments had to be under the jurisdiction of the implementation of the initiatives initiated by the Federal government for the provinces. Though much priority was not given to the issues of youth by the Federal Government, neither any central youth policy was implemented, as the country was stuck in extremely critical political, economic and social problems. After the 18th amendment was implemented by the parliament in the country, the matter of youth policies was also a matter of provincial governments now. Issues and perspectives were now very different as every province had to make its own youth policy with regard to its own resources and issues of youth in the province. Unlike central youth policy which had to focus on youth of every province, keeping in view the circumstances and issues of

the youth of Punjab as well as Baluchistan, Provinces had to make youth policies which had to be very focused on the youth of its own province. Though there have been many significant and momentous changes after 2009, yet regarding the policies of youth there hasn't been much of the progress.

Punjab has though made its youth policy and is currently in the phase of implementation. It certainly has its flaws and draw backs as well as it does not represent the entire youth of Punjab. It does not concentrate on the young people who are directly indulged as a labor force from the start of their child hood which is a matter of grave concern. Neither the implementation of Punjab has been very effective. On the other hand, the youth policy of Khyber Pakhtunkhwa and Baluchistan is currently in its very initial phase. Though it has been drafted but discussions and decisions regarding the policy are still in the pipeline. It can be certainly viewed that the matter of youth which was given to the provincial governments has certainly not benefitted the youth of Pakistan. Much time has passed and none of the governments has been able to implement the youth policy completely and give proper support to the youth of its province. Similarly, despite of being living in one country, youth of every province has now to act on a different policy of its province. It has not only widened the gaps between the youth but has also created the phenomenon of provincialism despite of creating central harmony. One Central National Youth policy is the need of the day and Government of Pakistan seriously needs to re-consider its decision of giving the matter of youth to the provinces. One youth policy which should briefly define the needs of today's youth across all the provinces has to be implemented in the country. This is the way forward which can not only create harmony between a young person of Karachi and Peshawar, but also will lead youth for a well-defined cause of working for the National interest of the country despite of focusing on the provincialism.

4.21 Leveraging from Risk to Strength:

Youth are actually the future of this country and thus their desires are important, therefore, not just every youthful individual counts but children also, for the reason that they go beyondinfluential period of young people towards maturity. The youth policy shall concentrate at Pakistani youth with a 'broader picture', a comprehensive viewpoint, and widen a policy to formulate them a prolific and essential fraction of the worldwide information based market.

There is an obvious and dire requirement to recognize youth of Pakistan, develop and formulate a policy for them. Following are certain objectives of the youth policy:

a. A socialized and globalized youth.

b. Knowing and recognizing youth and their desires from the society and community.

c. Review out strategy to give infrastructure that youth community and society probably need

d. Developmental opportunities and most importantly education that should be available to young people.

e. Financial opportunities as they come into the labour force after completing their education.

Functioning with Youth obligates consideration of their issues, barriers to unseen potentials, and pathways to diverse achievements in life. It not only requires endurance, but overcoming barriers to communications. Youth definitely requires complete guidance, recognition, encouragement and above of all a possibility to prove and show themselves worthy enough.

CHAPTER V

PEACE BUILDING

Youth are believed to be an asset for its country and always play a key role for country's progress. Youth always play an important role in putting its country on the right track. Nonetheless, the outlook in Pakistan is somewhatgloomier, which is very unfortunate for a country whose $1/3^{rd}$ of the populace is youth that fall between15 to 29 years of age. Despite this larger youth population, Pakistan lags behind other countries. The motive behind this issue, is that the youth has adopted a self-cantered approach towards the country and no one thinks about is rather they do not even want to live here anymore.

Youth nowadays just want to relocate to abroad and get settled and they keep on searching ways and figure out ways in every possible manner just to get out of the country. These youth spend most of their precious and valuable time in this way.

The current situation of Pakistan warrants that youth become responsible citizens while on the contrary it appears that they are least bit pushed about it. Pakistan would grow if the young people tend to realise their responsibility by working accordingly for the progression of this country. Following points are pondered:-

Globally, comprehension of peace solely depends upon the understanding of peace from within the human being itself. . A fuller understanding of peace is much more than what is being referred to as positive peace and also works accordingly. It is believed to be acceptance of negative peace that propounds just the absence of war or violent conflict (Galtung, 1990).

'Peace' -works as a tool to get verbal approval in order to develop consensus; it's nearly impossible to be against peace altogether (Galtung, 1990).Apparently, peace, as an expression of human desires, is very broad in sense and needs to be followed.Human beings are always looking for achievements, some are very positive and some are un-attainable, however, whichever goal they seek to reach, only 'peace' can take them there, whether its happiness pursued individually or at a global level in a more generalized fashion.

It is needed in human relationships, in congregations, in religious sermons, on occasion of association; however, if 'peace is only termed as 'absence of violent conflict, then its purpose is not well served. Peace clearly comprehends to everyone as it is related to the experiences of mankind, thus its meanings to them are very significant.

If collectively, peace had to be defined in terms of venerating the policies, occasions etc., then another term would have to be crafted; conclusively when the term becomes somewhat technical, by splitting it into different components, the term had lost its meanings.In older times, people would implement policies saying them as 'acts of God', now-a-days, it is claimed to be serving the peace realm (Galtung, 1967).

5.1 Peace Building:

The term "Peacebuilding" initially emerged in the 7o's by Galtung (1967), when he proposed creation of peacebuilding structures in order to propagate long lasting peace by addressing basis of violent conflicts and building capacity for managing peace and devising ways for conflict resolution. Ever since the term peacebuilding is being used from dis-armament to re-building of politico-economic, judicial and civil society institutions.

a. Peace building is primarily focused on the creation and ensuring that conditions for 'negative peace' are met which is dearth of violent conflict and for 'positive peace', a through comprehension pertaining to institutionalization of justice and freedom is required. In 1978, when UN executed peacebuilding operations in Namibia, it was understood to be as a form of post-conflict resolution.Peacebuilding has acquired new meaning altogether since the former UNSG; Boutros Ghali's presented an agenda for peace in 1992 and again in 1995. Moreover, Boutros Ghali, discovered a range of peacebuilding programs, including socio-economic viability projects that not only add value to economy but also enhances the confidence building measures that are vital to peace. Furthermore, there are various categories ranging from agri-business, transport, education, simplification of visa regimes to name a few. There's also a security-development nexus, which is an accepted norm in the peacebuilding process.The fruits of this equally beneficial relationship are many. The UN had started numerous programs on peacebuilding, like establishment of Department of

Political and Peacebuilding Affairs (UN, 2018) which was established in 1992, started operations initially in Liberia in the later 9o's and later in Guinea Bassau. There are several peacebuilding initiatives of various organizations like international donors, aid agencies, regional community and civil society organizations, that are still in progress and their main focus is as under:-

b. To facilitate and end to the military solution of the violent conflicts Provision of humanitarian assistance to the victims of violent conflicts. Safeguarding human-rights

c. Enforcing security measures

d. Creating a trust environment for the smooth functioning of social relations

e. Maintaining non-violent methods for the resolution of current and future conflicts

f. Settlement between the conflicting parties

g. Repatriation of domestically displaced-persons

h. Assisting in economic uplift

i. Establishment and maintenance of operation of such service providing institutions

To coordinate among different internal and external groups to alleviate effects of the past conflicts through integration of theserelatively multi-faceted prototype is somewhat a new prodigy.The altering dynamics of war has hampered peacebuilding initiatives. Actually no formula for peacebuilding exist, however, all such efforts are ad-hoc arrangements and change and their implementation differs on a case to case basis

Now-a-days, about 85% civilians become victims of conflicts, mostly female. Women in unstable, destructive conflict and post conflict situations are at risk from multiple forms of violence and share a set of mutual sensitivities. In conflicts world-wide, rape, sexual assault, military sexual slavery, enforced prostitution and forced pregnancy are being used as designed military tactics. Studies of forced migration reveal that 8o% of refugees and IDPs are women and children and the imprecise and elongated nature of forced migration creates exclusive problems for women who are forced to beg for food, live in refugee camps or to earn a living in unfamiliar scenarios.

Women suffer economic displacement, an intense sense of insecurity, the unscrambling of traditional social and cultural structures of support and increased possibilities of domestic violence, particularly in post-conflict scenarios. However, despite these overwhelming

difficulties women are not just victims. Their participation in fighting, their importance as caretakers and providers for the community and the often extraordinary role they play in peacebuilding, peace-making and reconstruction needs to be recognized. Glama and van Tongeren (2002).

5.2 Peacebuilding in Political Milieu:

Political instability and grave insecurity marks the initial post-conflict period in most of the conflict-ridden societies. Peace processes can advance, but they also often suffer spans of regression. Many countries are governed byad-hoc political arrangements until after the first post-conflict elections, when newly elected representatives have taken over their executive and legislative functions. So the success of peacebuilding relies in part on the political decisions of those active (national and local governments, communities, donors, the UN itself), in part on effective leadership (by national governments and within the UN), and on resources like human capital or donor financing (UN, Peacebuilding Orientation, 2015).

5.3 Youth Matters:

Today almost half of the world's population (48%) is under the age of 24. Out of these, more than one billion are defined as youth, being between the ages of 15-24. (UN, 1981). This youth population in developing countries of Sub-Saharan Africa, South Asia, Middle East and North Africa, mostly comprising of young people is known to be the largest in the history of this world. A large populace of this youth cohort live in a fragile and conflict-ridden country or state where rates of violence are high (UN-HABITAT, 2012).

Usually, youth means opportunities for innovation, growth and economic development, however, today's youth are entangled in violence and armed conflict. Unfortunately, a dichotomy exists, regarding youth in which they are considered to be spreading agents of violent activities.UNOY contests a varied standpoint: it is the one in which youth are considered to be change agents of spreadingpeace. Youth are believed to be playing a constructive role in peacebuilding and conflict transformation.When youth are included in peacebuilding pro as stakeholders and leaders, this ensues representation of an active part of the society that actively contributes towards maintaining peace and security within the society.

5.4 Youth at the Frontline of Peacebuilding:

If the youth of any community are deprived of their basic rights compounded by over-arching poverty, social marginalization, socio-economic exploitation and injustice, the youth are likely to turn towards violence and end-up joining militant groups. Notwithstanding the fact that youth of conflict zones are likely to take part in hostilities rather they were found to be playing effective role in peacebuilding activities. Youth of a society can be regarded as the frontline force that is vital for establishing peace within the community in particular and society in general. Though a majority of youth adopt the peace path. However, a small number of youth walk the violent path to achieve heinous goals of their masters (UN, 2011). Youth must always be provided with a viewpoint where they can view the benefit to abstain from engaging in violent activities.

The youth can be abstained from picking up violent ways by listening to their problems heart fully while using different modes of communications. If the youth may be offered good education backed with health, they may be stopped from violenceby encouraging them and protecting them from social and political pressures, and theneventually, they would contribute towards building peace in the society by leading from the front.

5.5 Youth Participation is Crucial:

Youth make up the population bulk thus concomitantly making them the main beneficiary and victim of violence. There's an over-arching perception that in case to stop the youth from joining violent groups and engaging in violent activities, the best available option is by making sure that they participate in peacebuilding and anti-violence activities within the society. This option should not be the only one, rather the youth be made stakeholders by addressing their concerns and by way of making them as a pivotal part of peacebuilding effort in the society (UN, 2013).

Usually, it is seen that only verbosity is being made about active youth participation that disheartens them whilst they have so much stakes in the peaceful society. It is needed that the bureaucracy capitalizes on the strengths of youth in such a manner that they tend to be on the same page while making best peacebuilding efforts in the society. The youth must be treated as partners in peacebuilding efforts within the society by allowing them to play a pivotal part and by involving them in decision making that will empower them in return.

5.6 Youth as Key Actors in Peacebuilding:

In the past, youth had been a key player in promulgating peace and ensuring that their age fellows do not indulge. Generation gap warrants that the youth must be listened to and heard regarding their opinions involving decision making of the society.

Youth openly accept change and offer a variety of key attributes that are needed to be positively and effectively engaged with a conflict. Young people have a tremendous potential of having inclusive, empathic world views as they are aware of the needs of their peer groups being in contact with them, while adults always tend to have dogmatic views. "It depends on whether the next generations accept or reject it, how they are socialized during the peace process, and their perceptions of what that peace process has achieved" (McEvoy-Levy, 2001).

> *"The capacities of youth and the possibility of youth leadership in preventing and resolving conflict are crucial to building sustainable peac"* (UNOY, 2015)*".*

5.7   Youth bulge as a threat to security:

    5.7.1   A theory has been promulgated that the 'youth bulge' is a major threat to the security of the society with underlining violence considering other factors present in the society. The proponents of this hypothesis are of the view that during the several studies conducted, the statistical data has revealed that the youth bulge is likely to put society into violence backed by various factors including social, economic and law & order. Albeit, the concept of utilizing youth a positive force is not new, however, historical research has connected youth bulges to revolutions in seventeenth-century England, eighteenth-century France, and twentieth-century Indonesia (Goldstone, 2002; Moller, 1968), and to political activism in Western and Middle Eastern countries (Huntington, 1996).

    5.7.2   Recent researches have shed some light on the dynamic correlation between youth bulges and political unrest (Urdal, 2004: 16). Some scholars have termed youth bulge as a 'tipping point': Huntington, for instance, contests that societies are particularly vulnerable to war when the proportion of youth (aged 15 to 24 years) reaches a threshold of 2o per cent of the population (1996: 259–261).Other researchers have examined the factors that force youth bulge to lead to instability.

For example, Urdal claims that while large numbers of youth can 'boost an economy', in the context of poorly performing economies and weak governance it can lead to violence (2004: 16).

5.8 Theoretical links between education, youth, and Peacebuilding:

It is in fact a complicated topic, where many imperfect definitions exist with so many variablesthus it becomes difficult to establish correlations never mind causation; Implementation in this arena is mostly undertaken by development agencies whose main focus is quick impact instead of research in a systematic manner; the unstable conditions in conflict zones mean that operational conditions for collecting data is quite difficult; short programme cycles, high levels of staff mobility and poor institutional memory make reflective research uncommon; and commitment is made to evaluate indicators in order to achieve program goals instead of focusing on impact in terms of the concept of peacebuilding (Smith et al., 2011). Despite the oddselaborated by Smith and colleagues, the research literature has highlighted numerous hypotheses about the link between education, youth and conflict that includes features of curriculum development and teaching methods. The explanations provided encompass a broader role of education in conflict-ridden societies.

5.9 Social and cultural theories:

An important hypothesis regarding conflict is that it starts due to 'horizontal inequalities' amongst cultural groups (Stewart, 2010). This is in line with Ostby's research (2008) in which it was discovered that there was a marked increase in the conflicts in countries that had deep social and economic inequalities. Alam (2013) has validated Gurr (1970) who has emphasised that perceived 'relative deprivation' exists between groups; even where data suggest that inequalities do not exist, and more importantly inequalities exist such as access to education that have perceived 'social significance'.

The connotations are; that youth-centric education programmes must include equality issues within society, especially in terms of right of education, resource inputs and actual and perceived benefits to different societal groups with regards to educational outcomes. It is important to

understand that education for different communities may have different levels of social significance; for some it means status for others it has relevance to their livelihoods. This generates dis-aggregated data for monitoring and evaluation of education policies that involve youth. Some others contest that the basic in-compatibilities among cultures lead to violent conflictand into war.

Huntington (1993, 1996), has argued that predominantly a "clash of civilizations" erupted in the post-cold war period owing to numerous factors including: • growing social networking among peoples of different societies; • the de-westernization and indigenization of elites in non-western states; • increased economic regionalization, which heightens civilization consciousness; • a global revival of religious identity, which is impending pressures on local sate-based identities to shrink (Henderson and Tucker, 2001: 318). It is pertinent to mention here that the notion of basic incompatibilities between cultures is out-rightly defied by those who disprove the idea that violent conflict evolves from cultural differences being the root cause of the problem. Duffield, (2001) has conceded that identity factors such as language, culture, and religion are ways of mobilizing people to get involved in violent conflicts that have deeper political and economic roots in the milieu of global power relations.

5.10 Economic explanations:

Collier and Hoeffler (2000, 2004) proposed an economic hypothesis which states when higher economic opportunities are offered by conflict, then youth are likely to participate in one. They employed three main 'proxies'to calibrate opportunity cost of participation in civil conflict by examining a number of countries. The first proxy was per capita income, since a high yielding population may have more to lose; second was economy's rates of growth as it tends to produce more employment opportunities and the last being male secondary school enrolment rate.

Collier and Hoeffler (2004) argued that rebels are mostly recruited from young males, astime spent while getting secondary education affects one's earning potential and more years of schooling may affect opportunity cost of participation in a conflict. (Ballentine and Sherman, 2003) has characterized that conflict is driven by 'greed' , and is believed to be dependent on a 'rational choice' theory of human behaviour Nonetheless, the macroeconomic analysis of the

situation suggest that in conflict zones, focus should primarily be on secondary education considering the role of technical education and its relevance to employment opportunities.

Bardhan (1997) and Thomas (2000) have explained conflict by studying its root causes being struggles over land, natural resources and commodities. Eying from this viewpoint, extraction of natural resources and not paying royalty may create a sense of injustice and this umbrage may trigger conflict.There are versions that 'environment and natural resources' is a unique area which warrants its inclusion in conflict analyses, especially with reference to land rights competition and management of natural resources that are drivers of conflict, but mostly they are covered under political and economic analysis. The role of youth in relation to such issues is an under-researched area.

5.11 Political Engagement:

With greed and grievance in perspective, examining the reason youth taking up arms, the third approach studies the political landscape that lays the filed for conflict. Bates (2008) argued that post-independence many political elites have developed a system of concentrating power base to the advantage of the few instead of developing policies for the benefit and good of the masses. Bates quoting examples from the post-independence era of Sub-Saharan Africa, highlighted that office bearers were only concerned about their position and sustained through the distribution of public goods, when survival became difficult distribution of service goods, even education, was not a priority.

The main aim of both the public servants and opposition was to safeguard the interests of the ruling elite with the main objective to get benefit from the narrowing 'private distribution' of material benefits. In the long run, running this centralized, closed and regulated economy was a costly affair and eventually meant a decrease in public revenue and fewer rewards from public services. Moreover, this engrained the predator behaviour of the ruling elites. Ultimately, citizens reacted to this by taking up arms against this injustice. Reno (2000, 2002, and 2006) has assessed the decisions made on the political grounds that controlled benefaction of culture and consequently breakdown of the social contract.

1.11.1 Youth are naturally and mentally judicious to be quixotic and dreamers. Youth's key role in the society puts a responsibility on the society to provide them environment to become either victims of conflict and violence or become part of violent activities. This also in turn puts responsibility on the shoulders of youth to take decisions in life responsibly as they might have to live with the decisions they take during their youth hood. History is full of examples where youth were involved in from planning to decision-making; peacebuilding had endured.

1.11.2 With the influx of new technologies and emerging knowledge, youth has given a new direction to their senior citizen. If the youth are not involved in the decision making, they will not be responsible for the whole peacebuilding process, and similarly they will not own the process, on the contrary if the youth are involved in the decision making, they will first own the process ofpeacebuilding and eventually it would work for the betterment of the future of the society. In a report by Academy for Educational Development, in **(AED, 2005)**, it was analysed that where the youth wereprovided amplechances for positive involvement, they can be judicious for ensuring longer-term steadiness, producing result-bearing outcomes within communities, and nullify chances offurther conflicts. UNFPA (UNFPA, 2011: 8). In a report propounded that 43 per cent of the world's population is made up of people under age of 25, and the percentage reaches up to 6o per cent in the least-developed countries. The steep in the numbers define. There are a variety of reasons that inclusion of youth as diverse actors in the conflict zones is imperative **(UNFPA, 2011)**.

5.12 Ways to successfully engage youths in peace building:

Today, more than half a billion people live in conflict zones — most of this population comprises of people less than thirty years old. This large population numbers legitimize the inclusion of youth in policy making. The youth eventually have the face the consequences of the violence in the society by either becoming perpetrators or victims within their society or some times against other societies, at times they are forcibly employed as child soldiers.In a thorough and inclusive manner, United Nations, Search for Common Ground and numerous NGO's launched a hub for coordinating, assisting other organizations to design programs for positive

and effective engagement of youth in peacebuilding within the society. When youth are entrusted with the task to play an effective role in bring peace around their communities and nations while they are surrounded by violence, question is raised as how to eradicate violence around them? In succeeding paragraphs,we'll figure out means to provide best environment and conditions for youth to turn to peacebuilding. Though these might not be the perfect solution for building peace in societies however, these could be stepping stone for leading the youth in positive and constructive manner. Opportunities may be provided to youth in a manner that they themselves volunteer themselves to take the responsibility of building peace in the society.

5.13 Creating Youth Spaces:

A UN (year) report on Youth's role in peacebuilding suggests that in the societies where violence is the norm, the only way to survive is either become a perpetrator of violence or else become a victim of it. Having not been included in the decision making, the ideas that are being suppressed in the youth make them vulnerable and prime target to become perpetrators of violence. The best way to connect youth is by way of engaging them in decision making role that will impact their lives positively than elders of the society. Matilda Fleming, had said that the youth voices with regards to peacebuilding are spread all over the place, there's a need to provide them space and a chance to listen to them. In a society where negative peace is present or possible violence, it becomes a must for civil society which comprises of people from all walks of life to give importance to their youth and listen to their voices about peacebuilding in the society with or without the help of government of organizations. This can be achieved through TV talks shows by experts on peacebuilding delivering talks on the subject and young activists and also by spreading the word on social media and blogs.

5.14 Enhancing peace building skill-set of youth

Knowledge and working mechanisms of peace builders in the society is new and knowledge is scarce in comparison to the surmounting challenge, it becomes imperative for government and civil society organizations to work for peacebuilding, but they need to fully harness themselves with the requisite knowledge and expertise. The underlying theme is to give them access to instructors, facilitators and such systems which harness their skill set and sharpen their initiative

drives. This will lay the strong foundations for building the lasting peace and avert violence and paving way towards positive peace.

"Preparing open doors can run from substance based subjects, for example, strife or sexual orientation to more down to earth cantered ranges, for example, promotion or venture administration," Dylan Jones, project and gender officer at UNOY (2016) Peace builders underlined. "By facilitating youth connecting on individual and organizational levels, ideas, challenges and best practices can be organically shared." Out of the box solutions can only be taught indirectly, but the skill set honed through proper training, education, workshops, discussions, play lets, games etc. will help the youth in giving them the confidence to resolve their issues which may hinder the process of peace building. Mercy Corps (2016) found that young people will probably recall peace building lessons they've learned through games. Psychologists have found out that indirect learning will facilitate the learners to find solutions out of the box and with ease if they were taught to indirectly and having the requisite sets of skills to confront issues. Curriculum should include peacebuilding subjects and material in non-traditional manners to make ready the youth from young age to shoulder the responsibility to of these huge and very important tasks through giving them requisite peace building knowledge and skill set to execute their actions in befitting manners.

5.15 Trust Building Amongst Youth And Government:

Youth, if offered the decision making roles, will give them sense of pride and achievement even if they do trivial tasks. The best government institutions are the local government's where youth activists can apply their knowledge and skills of peacebuilding owing to their knowing of the local culture and its problems. Local and central governments with the help of other agencies can then build the capacity of these youth in addressing the local issues including but not limited to peacebuilding but also to become part of the decision making process in shaping their lives and futures.

This action will build the trust level between youth and the government and will also provide the motivation in the youth to come up with ideas that will be beneficial for building peace in the society by minimal involvement from the government and involving the youth as a stake holder

in the peace building and making it a success. It has come in experience that usually governments spend large sums of money by launching mega projects for the betterment of an area, but most of these projects do not yield fruit that is anticipated. This has happened because of the absence of the youth in the decision making process. Had the youth been involved in the process of decision making, they would have voiced their concerns with youth centric issues, which in turn would have connected the government with the society and eventually would have contributed towards peacebuilding within the society.

It is crucial for the government to always include the youth in decision making process and consultation for the achievement of optimal goal aimed at peacebuilding and development. In this context, joint workshops, groups ventures would be lessen the gap between the youth and the government. Moreover, in addition it is vital to advise the youth to get to know more about national and local peace and on the way; they should proceed in the attaining peace for themselves too. For example post-2011 Arab Spring rising in Tunisia, an activity had cultivated some certainty among youngsters and local government officials. The activity was followed through and the activity had unfolded in an opportunity as a meter to measure the local spending plans, also the gatherings were fruitful to an extern that whether the spending fared well (SFG).

5.16 Promote Intergenerational Exchange:

The devastating effects of the violence can only be shared by the grey-haired people of the society who have witnessed the violence first hand, as they have wealth of experience. This inter-generational exchange of experience must be made between the society elders and youth so that they are not left out of the sphere that encompasses such an invaluable experience. The wealth of experience cannot be beaten even if the youth are filled with positivity, not positivity alone can guide the youth in the right direction. Company of friends deeply impacts the state of mind of youth. Concomitantly, the grown-ups may see youth-driven activities as a threat to their power and position. Confidence building measures must be adopted to build trust between the youth and the elders of the society to support the youth-driven peacebuilding initiatives that would eventually go a long way for the establishment of lasting peace. The best practice could be that elders of the society based on their experience share their ideas and devise solutions to the problems guiding the youth to go ahead with their plans for ensuring peace in the society. Youth,

using latest communication tools can share modern trends with the elders for the establishment of peace in the society. Matilda Fleming , coordinator of Young Peace builders no the adoption of UN Security Council Resolution (2015) had said, "Youngsters alone in no way, shape or form have the responses to the difficulties the world and groups far and wide are confronting. Neither do more seasoned eras. By uniting the vision of youngsters today, and the experience of more established eras, new responses to difficulties are made". The resolution 225o has been recently adopted through Resolution 2419 (2018) by the Security Council at its 8277th meeting, on 6 June 2018. (UN, 2018)

5.17 Strengthen Monitoring and Evaluation:

The success of any systems and process lies in the accountability; peacebuilding process must have check and balance to ensure translation of benefits to the society in general. As the time moves on, new methods of monitoring and evaluation could be worked out that can be rigorously embedded into the peacebuilding process routine in order to monitor and evaluate such processes in a way that enhance their overall efficiency in any society.

Monitoring should be blended with youth and experienced citizens together and the major share be allocated to the youth.Different levels of intervention have been taken up like studies, centre gatherings and meetings, but these only tend to benefit the grown-up people. Relatively, the assessment should be conversational and youth driven which is equally beneficial for everyone. This assessment procedure has been adopted by the Nepal Partnership for Children and Youth in Peacebuilding —, the centre proved to be a role model program for the assessment, monitoring and evaluation as the local youth participated in the peacebuilding measures and then got actively involved in devising the strategy for evaluation of the whole program, data collection, its analysis, deduction of relevant lessons and devising new strategies for the program after rectifying the faults and the glitches in the program.

5.18 Support youths who are positively contributing to their communities:
Youth must be trained in a manner that they support society at large and that they not incline the benefits towards their community or their own groups. Moreover, they do not fall prey to such practices that may breed conditions ideal to perpetuating violence. "As a rule, youngsters feel

minimized and their voices are not heard or trusted as believable. In any case, when they submit brutality, the universal group surges in," Prelis (Year) noted. "We should be more perceptive, watchful and careful in our approach to manage youth engagement and go without sending the message that we simply consider you when you cause hurt." The escalating situations could be defused by remunerations in the form of prizes and giveaways. Eventually, they can motivate their associates to take part or interest in peacebuilding programs or involving young people in bigger peacebuilding Initiatives.. Without far reaching initiative to change variables that contributed to the conflict, young persons may feel that their efforts are useless.

CHAPTER VI

YOUTH'SCONTRIBUTION FOR BUILDINGPEACE IN PAKISTAN

6.1 Youth's Contribution to Peace Building:

The world is a place that was actually meant to be for peace, but unfortunately, the modern world has become a place that is indeed full of hatred, injustice, intolerance, unrest, disrespect, human rights violations, lawlessness and inflated figures of crime. Eventually, it is becoming a place that is not peaceful and a living environment in which that is not suitable for the present as well as future generations.

The gun culture in the developing nations has already taken its toll and played a very dominant role and is causing worst impact on the society. This is the need of the hour to take action and plan accordingly to overcome this menace and put in everything to create an environment that is free from violence and conflict.

Youth make up the majority of the Pakistan's population, thus due to their staggering numbers that make up the population, their energies, youthfulness and education can play a very great role in the promotion of peace within the Pakistani society. This demographic dividend, due to its unique makeup, must play a very decisive role in the preservation of peace within the Pakistani society. In order to achieve that, the youth must be well equipped and trained and their capacity be enhanced to a level that they must protect frontiers of Pakistan so that it becomes a society of nonviolence. Consequently, the youth needs to create and provide opportunity to fellow youth for active participation and promotion of peaceful activities utilizing their unique ideas, zeal and renewed energy.

One of the foremost and essential elements of peace is exercising human rights ensuring freedom of life and liberty of thoughts. Youth in developing countries like Pakistan are confronted with issues like illiteracy, poverty, unemployment, lack of opportunities for higher education, drug addiction, and deteriorated condition of health and sanitation facilities. So, eventually, in this regard, capacity building, education and training of youth is extremely important to embolden them expend their time and energies in peace development and resolution of conflicts.

The youth must first acquire enough requisite knowledge and skills, enabling them to train, educate and cascade their learning to other young people around them especially in rural areas owing to the fact that there's scarcity of opportunities for education, growth and knowledge that are really needed in conflicts and disputes. Similarly, education isn't the only thing to be shared, but the youth must also be taught tolerance regarding their differences with others for creating an environment which is enabled and full of harmony, peace, unity, care and respect. . This way, Pakistani youth may become attracted to become the peace ambassadors in their respective area and locality, village and city, province in particular and Pakistan in general, enabling them to get connected with the global youth of their region and across the globe in phases, gradually.

This way numerous programs in a variety of different fields like information and communication technology, development, culture, science and technology, education, career counselling, economics, sports and tourism on all levels of society from global to the local level. British Council's Active Citizens Program has envisioned where they ensure through their programming which is "Globally Connected Locally Engaged" that has resulted in the establishment of peace at an initial level, then they intend to replicate it to the regional level with an aim to make it global.. Likewise, youth of Pakistan could be engaged in in various orientation and political awareness programs with regards to democracy and politics in order to make them part of a larger political structure, this will enable them to understand problems in a better way and when they will be part of the bureaucratic culture, they will tend to rationalize the policy decisions for the development of the youth and this way the whole Pakistani society in general and nation in particular will reap its fruit.

Next level would be policy making and its implementation where youth would gain support of stake holders and community elders to hold campaigns not only for the eradication of social evils like corruption, nepotism, injustice from Pakistani society but also where they could voice their concerns regarding their basic rights like health, education, economic and more importantly decision making when it comes to decision making about their own selves.

It is imperative for the youth to create and arrange for learning environment for peacebuilding in the absence of an enabling environment for building peace and harmony in the society, for example to arrange lectures, seminars, workshops for youth and to play a positive role in the

society for the development of absolute peace and harmony in Pakistan for the betterment of society in general and state in particular that may bring about fruitful change in the society which is peaceful and harmonized. The next level of this participation would be the transformation of violent social behaviours of the society into peaceful ones in order to establish a non-violent, peaceful and conflict free environment.

Pakistani youth can play their part by interconnecting and linking together already available political, religious and ethnic groups who are working at different levels to clean the distrust air, prejudice and hatred within the society and by promoting culture of respect between different ethnicities and religions and their own as well. Moreover, the youth should not become a party to any kind of ethnic, political, religious and sectarian violence, instead that their prime objective must be to bring about ultimate peace and harmony in the society.

Innovative tools and ways could be introduced to youth by attracting and motivating them to learn these tools and employ these methods to deal and combat conflicts within the society in a peaceful manner. Youth can join hands with various governmental and non-governmental organizations, known as NGOs, CBOs and other youth groups that are already working in the domain for the development of peace and conflict resolution in the Pakistan. In this manner, youth could realize the importance of living together and learn to defend frontiers of a non-violent and peaceful society.

It is a known fact that unless the youth do not work on the promotion and development of mutual harmony, understanding, trust, cooperation, respect and for the establishment of goodwill among other youth groups including those living in far flung rural areas of the society, overall peace situation in the country might not move towards betterment and the impoverished condition of these pre-requisites, the situation of regional and international peace and security would become difficult to achieve.

When the society demands peace and harmony, the situation warrants that the youth as a potent work force could be transformed into productive citizens and peace workers. In a country like Pakistan this cannot be achieved unless the youth are not positively involved in the policy formulation and decision making, especially when the decision making decides their fate.

Although the youth areconsidered the future of a country but in reality they are the worlds today and tomorrow. Concomitantly forthe peace development, social change and economic progress, the innovative and creative skills of youth can be employed.

Considering these given facts Pakistani Youth being the major portion of the population should be considered as the key and primary concern for the state, government, policy makers, political parties and their leaders, academic scholars, bureaucracy and religious and development leaders and in general for the other stakeholders who take interest in the development of sustainable and positive peace in Pakistan.

6.2 Role of Female Youth in Peacebuilding:

To understand the nexus of women, peace and conflict in both conflict zones, war affected areas and in peace setting, we need to comprehend their status in social, political and economic setting. We need to consider the impact of religion in carving the role of women in building peace in conflict zones and the opportunities and threats that existwithin. Across different societies, varying social practices, cultural traditions and religious tendencies, ethnicity and dwindling literacy rate have made extremely vulnerable.

They've become victims of violence and torture for being educators, for holding key positions, for resisting violence against their families and themselves as well. Generally when browsing history, it is observed that religion and religious norms have played a significant role in shaping public policies and public life around the world. In certain cases,some countries have experienced the religion impacting on their public life more than others. Although, religion has impacted social standing of both men and women, however, in a conservative religious society, women have been more impacted than men. This is especially the caseparticularly in a conflict-ridden society, where religion operates as an institution.

It is considered that women, today, are the centre-piece of international peace, security and development. With this in mind, the question arises that whether increased access to education, employment, decision making and leadership can truly bring about a change in and around the lives of women or not and what is or is there any role of gender in conflict and peace? This

becomes even more interesting; it gives rise to more questions and could probably be researched further.

6.3 Role of Women-Youth In Peacebuilding:

Female's role generally, in any community during peace and conflict can be ascertained by apparently how she is accepted in the society - i.e., as a weak or a strong individual. This classification of theirs as weak and strong individual is based upon their social status, which we may refer to as privileged and underprivileged women. Although, both these classes are exposed to similar cultural and social codes and religious traditions, however, the degree of effect of these elements on both the groups may vary. While some relate religion to be greatly impacting the underprivileged women, others associate low literacy rate as a contributing factor that is affecting their abilities to grow and stand up against violence as different to the privileged women. Considering Pakistan's case, women's condition here is weak despite the fact that they have demonstrated considerable leadership but that seems to be invisible. Nonetheless, there situation has changed over time with unstable social, economic and political condition.

Over the years in recent times, women in tribal conflict zones through war on terror and religious extremism have come to realize that religion is being used as a tool for oppressing them. They have learnt that being underrepresented means that you are not involved in the decision making process and thus are left out on making important decisions. When we dig deep into Pakistani women are confronted with issues like poor governance, gender-based discrimination and social injustice Women are vulnerable especially in terrorism ravaged conflict zones that makes it nearly impossible to include women in policy making. These women have to survive within their family system and strive in state political institutions for a greater role. Apart from institutionalized discrimination, the increased religious extremism has mobilized conservative forces. Religion impacts differently on social, political and economic issues of rural and urban women in Pakistan. Based on the social standings, these identities tend to make women either dependent or independent. Comparatively, a woman from a privileged background than from an underprivileged woman is likely to have more freedom and hence frames her identity accordingly and has the privilege to design policies for herself. Despite the privileges, even this class has its own constraints on their engagement on issues of national security and conflict

resolution. Women who are trapped in violence and terror web are often termed as victims, however, they could be considered as the actors who resolve conflicts. Now is the high time to involve women into designing peacebuilding initiatives.

Moreover, a women activist group who is a strong advocate of women empowerment has spoken for the rights of women against violence and terror acts. List of women who are actively involved in fighting for women rights is not very long. Despite the odds, these women are able to create a space for themselves in the civil society. Two outstanding examples would be of Begum KulsoomSaifullah Khan from the Southern District LakkiMarwat of Khyber Pakhtunkhwa (KP) as a privileged and Mukhtaran Mai from the Southern Punjab as an underprivileged woman. Begum Saifullah, widowed at an early age, expanded her family business, entered political arena and became the first female Federal Minister. Mukhtaran Mai as an underprivileged woman endured a tribal council-sanctioned gang rape and fought back against the system. As a result of her struggle with the support of civil society, Pakistan laws regarding the prosecution of rape victims were changed and the Protection of the Women Bill was signed in 2oo6. There is another example, wife of HaroonBilour who was a victim of suicide bombing in Peshawar, a balanced politician. Despite life threats his widow has courageously stood up and challenged the extremist mind set, won an election and continued the political struggle in the footsteps of her bereaved husband.

It is pertinent to mention here about the role of women-led organizations that are working on secular and religious curriculums to change the extremist mind set by engaging many stakeholders like women, youth, and political and religious leaders to discuss peace and security to shape an alternative, peaceful vision for the future of Pakistan. Prudently, the female activists are promoting women education in far flung conflict zones in order to promote peace education and tolerance among the radicalized young madrasah students in Taliban strongholds, to de-radicalize and reintegrate them into communities after having faced enormous challenges. These women are often labelled as 'not from amongst us' or 'liberals' as they are reluctant to send their young boys to madaris and masajid due to their association with suicide bombing. These religious women, unsung heroes are helping peace sustain in their communities by delivering sermons at homes. Conclusively, it is important to consider women's role in diffusing conflicts due to their living in close proximity to the root cause of violent extremism. By employing their

significant role in promoting harmony and peace, it becomes imperative to open the doors of dialogue and peace, during strife.

A society which is male dominated, violence prone pockets, their role warrants continued struggle for promoting common values based on peace, tolerance, equal rights, protection from violence, and public participation. Women are taking on active roles more and more and it is the need of the hour that we involve and empower women as stakeholders in peace process, besides they mobilize their communities countering violent and extremist ideologies and at the same they are engaged; this is the society that instils change. And as Dir. Chris Seiple puts it: 'Change is only sustainable when it is socially owned from the bottom up and legally protected from the top down.

6.4 Effects of Positive Youth Development Over the Society:

Youth development is considered to be as a process that concocts a young person either a male or a female to meet the challenges of adolescence and adulthood in order to achieve his or her full potential. **Youth development** is defined in terms of activities and experiences that help **youth develop** socially, ethically, emotionally, physically, and cognitively.

Similarly,if we consider the quoted definition of youth development to be complete in its true sense, youth development could be further divided into positive and negative youth development.To ascertain the negative effects of youth development, Merkel (Year) in her article "Youth Sport; Positive and Negative Impacts on Young Athletes", the author has discussed in detail about the over the youth and athletes in America and discussed that the Organized nature of youth games are being very popular among young people and their respective families, with around forty five millions of children & adolescents in the United States of America. Seventy-Five percent of Americans along with their school going children are having one of their children at least, who is participating in the organized natured games. On surface's level, it usually seems that the United States' children are likely happy and healthy due to the fact that they are engaged in this folk and local natured pastime and therefore their respective families normally come up with higher levels of their satisfaction in case their child participates.

Whereas, statistical data in this regard demonstrates epidemic obesity of childhood, with describing that every third of the children are being found over in weight, along an increasing in

the sedentary of lifestyle for many children and many teenagers. These increasing games-related injuries, along with 2.6 million of visits to the emergency rooms in a year for the people of age group ranging from 5–24 years, a seventy to eighty percent attrition rate by 15 years of child's age, and this is how programs which are overemphasizing over the winning are being facing problems in the games of young people. The similar natured challenges which are being faced by the adults who remain involved in young people sports, from families, to coaches and trainers, to sports related medicine providers, are found multiple, complex, and accordingly varied across many ethnic cultures, communities, communities, and social and economic levels. It also appears that an intimated emphasis on fun alongside the establishment of a balance between this physical fitness, the psychological well-being, and the lifelong lessons for an active and healthy lifestyle are pertinent for ultimate success.

6.5 PYD or Positive Youth Development:

Positive Youth Development is a self-explanatory word thatexplains the concept by mere having a glance at the term. Itdiscusses the planned efforts of other youth, grownups, overall communities, governmental agencies and educational institutions who strive hard to provide the best opportunities for young people to complement their abilities, skills and interests. Positive Youth Development is being discussed in scientific literature & by youth practitioners especially who work with different youth for various programs particularly designed by the youth researchers and practitioners to raise and augment the developmental progress in the field.

Positive Youth Development in a way differs from various other approaches adopted towards youth development wherein it rejects the focus and emphasis on the effort to amend and correct what is already "wrong" .It studies the behaviour or development of children. Accordingly, various programs and youth practitioners try to sensitize, educate, these children in different productive and recreational activities. Though these are not widely accepted as common in practice yet, however, Progressive Youth Development has been in practice throughout the world to address the practiced social categories i.e. ethnic and gender differences.

6.5.1 Background:

Positive Youth Development (PYD) actually originated from the well acclaimedecological systems theory that focused on the strengths and positivity of

adolescence. The concept is quite similar in principles adopted in positive psychology. Positive Psychology has contested that the theory of Positive Youth Development emphases that if the youth in society enjoys mutual relations with the institutions and the people of their own social world, then it is expected that the youth will be following the progressive path that will notwithstanding considered as their positive contribution towards civil society, family and especially to their very own self.

The significant motivation that drives towards the development of PYD actually evolved in response to the negative, somewhat old. Traditional and obsolete approached of youth development. The traditional approaches link to the changes made during the time at initial stage of social and public health issues. This includes but not limited to use of substance, suicide, homicide, STDs and un-wanted pregnancies.

The traditional approaches that are employed to fix these adolescence related issues to which the media portrays them as big are inevitable and are required to be fixed. The old model which is used is specific and normally it is considered as a problem, is also being used by various professionals and practitioners that are working directly or indirectly with young people. .

PYD conceptually and practically has grown from the very dissatisfaction that prevailed earlier which comprised of the prejudice against the capacities of the young lot and used to underestimate their potential towards progress and triumph. Consequently, if PYD is motivated within the society and its people and by looking at young people positively and encouragingly then it is hoped that it would eventually lessen the issues and problems by helping and easy transition from adolescence to adulthood.

6.5.2 Goals of Positive Youth Development:

Positive Youth Development emphasises on the significance of best practices in human development, putting aside other scientific researches regarding the changes to age or child and adolescent development or avoiding risky behaviours altogether. Unlike the levelling approach, which is in fact the developmental side during the adversity phase, challenge or risk, Positive Youth Development approach focuses on exploiting the potential of every single young individual. An important benchmark of such kind of

programs is in fact that every individual in their acquired developmental stage have abilities and strengths that you are unique from others and thus they must not be considered as 'undeveloped' or 'inadequate' adults .

Accordingly, Lerner and the colleagues explain that the objective or goal of PYD perspective is actually to harness the positive outcomes in this regardsimilarly; Lerner and colleagues have established that the objective of PYD is to exploit the positive potential in this respect. Consequently, this approach does not register that in order to develop the adolescent and youth, they are to be punished employing various methods that may even include corporal punishment.

PYD is at the same time an ideology, a vision and a new but progressively accepted vocabulary working and engaging in the area of Youth Development PYD is in fact a progressively accepted ideology and a new vocabulary that is working in the domain of youth development. Summing up Positive Youth Development's principles, these can be organized and into 5 C's of PYD which include: confidence, competence, connection, caring and character and contribution.

6.5.3 The "5 Cs" of Positive Youth Development:

1) **Competence:**Competence is actually the information and skill set that helps an individual in effectively understanding and act according to the environment around him. Competence facilitates a person in achieving whatever he or she has planned to do with the condition that external situation is favorable or to acclimate to the situation in order to attain as much as possible by applying one's positive view of actions in areas especially, social, academic, cognitive, health, and vocational skills. Social competence refers to interpersonal skills (e.g., conflict resolution)and cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competence involves nutrition, exercise, and rest to keep oneself fit. Vocational capabilities entail work habits and the explorations of choices made in picking the right profession. Effective entrepreneurial skills may be one example of vocational capabilities.

2) **Confidence:**Confidenceis the certainty an individual desire to act efficiently and effectively. It also enables the individual to show and construct aptitude and moral

fiber in testing environment. A confident attire of internal intellect may be as taken as optimistic self-esteem and self-efficacy.

3) **Connection:** Connections refer to the relations within the community, especially with adults, peers and other youth. Connections that are constructively formed between the person and his or her family, school, peers and society in general forming a bilateral relationship.

4) **Character:** Character guides and individual to choose between right and wrong, which may be termed as morals. It's when a person admires his or her communal and cultural norms and appreciates truthful behaviors.

5) **Caring/Compassion:** A feeling of empathy and sympathy for other people.

Resulting in the 6th"C,

Preamble?

6) **Contribution:** Contribution means that when a person employs additional attributes for the betterment of one's own self, towards family, peers, their community in particular and society in general.

Figure 10: 5 c's Model of Positive Youth Development + 6th C, Source: Lerner (2007), "The Good Teen," *In this book, author included this additional outcome – "Caring".*
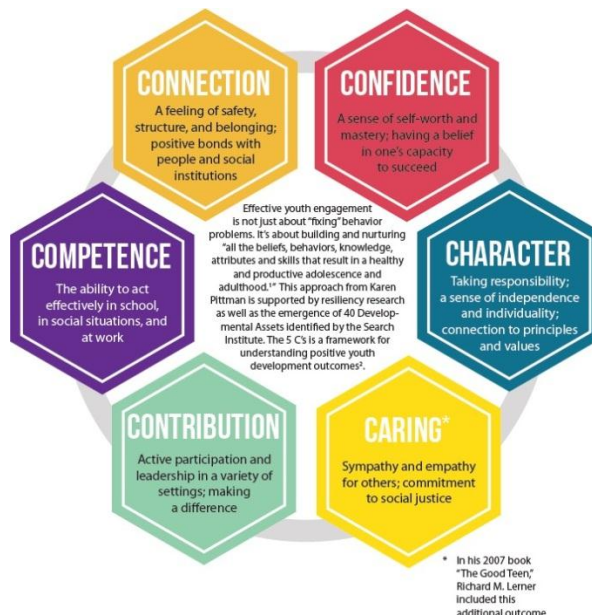
6.6 Nexus between Youth and Development:

Relationship nexus between positive youth development and risk or problematic behaviors is not cited as consistent. The malleability of development means that youth from some schools, homes and societies that do not have enough resources and support proved they to be flexible and faced the challenges. On the contrary, resourceful youth from other social setup, frequently strangled themselves into trouble. Collectively, Positive youth development experts have proposed that the accessibility were supportive of Five Cs would guide youth towards a successful life and filled with positive contributions.

Potential for variation has its effectiveness for all the young people;it's basically a strength which has the tendency to build upon. This potent power actually causes hopefulness and positivity, which it brings to the life patterns of all the youth in a constructive way. The way they survive, learn, and have capital to promote positive youth development. The resources can actually turn out to be the "social nutrients" youth needs for positive and vigorous development. These resources in fact become 'social nutrients' the youth need for positive development. Development practitioners have consented upon the idea that the fundamental key to thoughtfulness on how positive development can be made instrumental in our classrooms, houses and communal based programs. , Youth Practitioners have also establish a connection between Positive youth development and the progression assets related with the youth programs, especially that advocate youth development.

6.7. The "Big Three" notions of effective youth programs:

The "Big Three" notions of effectiveyouth programs are categorized as under:-

    a. Optimistic and constant relationship between adults and youth.

    b. Actions that construct vital skills of life.

    c. Opportunities for young people to employ these skills as participants as well as privileged leaders of esteemed communal activities.

Prospective for variation is centered potency of all the young people. A strength and potency that can be built upon. This strength is actually the cause for hopefulness and positivity, which means that we can be authoritative and persuasive regarding the life patterns of all the youth in a

constructive way. The contexts and basis, in which they survive, learn, and have capital to promote positive youth development. The resources can actually turn out to be the "social nutrients" youth needs for positive and vigorous development. Practitioners and researchers consent on the notion that this conception of developmental asset is the fundamental key to thoughtfulness on how to promote Positive youth development in our classrooms, houses and communal based programs. Practitioners have also demonstrated a connection between Positive youth development and the progression assets related with the youth programs, particularly programs that go ahead of additional activities to spotlight in particular on advocating youth development. The "Big Three" notions of effectual youth programs are categorized as follows:

a. Optimistic and constant relationship between adults and youth.
b. Actions that construct vital skills of life.
c. Opportunities for young people to employ these skills as participants as well as privileged leaders of esteemed communal activities.

6.8 Active Youth Participation:

A concept for youth to actively participate in diverse fields of life. Active youth participation has some underlying values, which cannot be separated in the discussion, such as human rights, diversity and democracy. It varies in terms of every particular field. Like politics, communal development issues, societal issues and several other aspects. The concept of active youth participation can better be understood by Focus Group Discussions.

6.9 Commentary on the above Stated Focus Group Discussions:

Keeping in view, the situations, background, social and communal environment and family backgrounds of the threefocus groups, it can be well argued that societies do impact hugely on the upbringing and mental capacity of the youth. Baluchistan is Pakistan's most deprived province and the social circumstances of Baluchistan has not only been the major hurdle in the development process of youth, but has also tilted the thinking pattern of youth towards anti state elements and militancy. Education has been the least of the concerns of the youth of Baluchistan. These threefocus groups show that once they were provided with the enjoyment of development, their thinking patterns changed. They grew up with the thinking pattern of recognizing

themselves as the youth leaders. Though they would not have also accepted the change easily yet the optimism in their minds and hearts made them to understand and pursue the concept of change. This change not only changed their personalities, but also made them realize the importance of their training. A little encouragement and support from the training organization boosted up their confidence. They did not only find themselves at a better place from their past but are also keen now to move forward towards a better educated life with the concepts of the promotion of peace and resolving conflicts within the society.

It has to be understood that providing better enjoyment to the youth of Pakistan will not only increase their active participation in the developmental programs but will also motivate them to strive towards peace within the society and stop flowing towards extremist approaches. A little concentration from the government sector for towards positive development can add so optimism within the society.

6.10 Key Informants Interview Around the Area of Youth Development in Pakistan:

Following eight interviews with below cited youth development practitioners and youth leaders were conducted during this study:

1) Maj Gen (Retd) Dr. Shahid Ahmad Hashmat (Executive Director Centre for Counter-Violent Religious Extremism (CV& ER), NDU, Islamabad)
2) Dr Zahid Shahab Ahmed (Peacebuilding& Development Practitioner, Post Doctoral Research Fellow, Deakin University Australia)
3) Dr.Taj Hashmi (Professor Security Studies)
4) Mr. Muhammad Iqbal Wazeri (Youth Leader and President, Ray of Hope Association, GilgitBaltistan, Islamabad)
5) Advocate Fawad Rasheed (A legal and Development Practitioner, Chairman, Human Rights and Youth Forum)
6) Mr.Rao Ibad (Youth Development Practitioner and CEOLORDS Associates)
7) Ms. Sidra Rani (Youth and Political Activist, Islamabad)
8) Mr.SahilBhayo (Socio Political Activist, Sukkur)

CHAPTER VII

CONCLUSION AND POLICY RECOMMENDATIONS FOR YOUTH DEVELOPMENT

7.1 Conclusion:

Youth Development is anincessant process that does not stop at any stage irrespective of age, gender or any other social norm. Youth has the capacity to contribute to the political, economic and social progress of the country with regards to its active participation in development programs.

Based on the socio-economic classes, youth of Pakistan can be categorized into two categories, one belongs to the upper class that have been provided with all the amenities of life, thus are well exposed with a broader vision.On the contrary, youth from the rural area are under privileged, with no aim and vision and much lesser exposure with much less guidance for their careers. Also extremist mind-set in the society has taken its toll, with youth being frequently attracted toward moving along the negative path since they are recruited and being paid there. Moreover, the society which is being titled as religious and alsoreligious clerics in Pakistan play a much bigger role in influencing the minds of the youth, so they are unable to move along the right path and make actual contribution towards the progress of the state. Religious sermons depicting the negative picture of Islam that delivered in the mosques have compounded Pakistan's youth problems manifolds that have exponentially changed their mind-set to be followed for the rest of their lives

Society plays an instrumental role in the development of young people. Either they become optimistic or pessimistic, or either of the paths will make them lead their life based on the basic principles. Unfortunately, from quite some time now, these principles have adopted the extremist approach in Pakistan; however, these can be optimistic for the youth of Pakistan to play an influential role in the progress of the state.

Active youth participation with regards to Pakistani environment seriously needs to be revisited. Pakistani youth are not open to the opportunities in a variety of fields including the development sector. This has not only impacted them physically and mentally but also has impacted in a

severe way on their social constraints. If youth of Pakistan are exposed to the opportunities, and they actually participate in them, then not only their life's perspectives get changed but also they will play a better role in political, economic and social progress of the country.

Youth Development experts and practitioners in Pakistan are of the view that the country is lacking a National level youth policy that needs to be implemented to guide Pakistani youth towards successful pathways in life. Though, youth has become subject of provinces after the 18th amendment, however, a central policy may do wonders, as youth initiatives like Prime Minister youth loan scheme, many young persons have benefited from the scheme, it would be equally good, if a National Youth Policy could be implemented, that would eventually pave the way towards economic prosperity. It can be argued here that irrespective of social constraints, Pakistani youth is much diversified and can confront any challenge. There is only one impediment that is hurdling their way is the lack of opportunities; if they are provided with good opportunities, they shall be able to explore themselves and exploit their potential, also this will help them work as a resource for the state and guide the way for the future generations to follow .

Keeping in view the rising youth bulge and lack of resources for youth development, it is very much challengingtask for the government and policy makers to come up with an effective and practicable youth policy andstrategy for Pakistan. Even if there is no more national youth policy, still there is need of a federal or centralsupervision to monitor the provincial youth policy making and implementation with coordination among theprovinces. Moreover, policymakers must realize that youth empowerment can be achieved by engaging youth incivil decision making process and considering them stakeholders while making youth related policies.Government should no more consider youth as future, but as the present of the nation and must prioritize youthempowerment by increasing share of budget spent for youth development activities. Besides, further research issuggested to discover more issues and challenges related to youth and their development in Pakistan. There isalso need of conducting research to find out innovative ways to engage young people in a way that also leads tosocial development at large.

7.2 Policy Recommendations:

Pakistan is among those countries who is experiencing 'youth bulge' and it's experiencing rapid population growth rate of 2 % annually. Demographically, youth is the largest population group in Pakistan. According to the Pakistan National Youth Policy (2008) 'Pakistan's population profile is changing. The proportion of working age population is increasing and offering a window of opportunity to turn this demographic transition into a "demographic dividend". This "demographic dividend" provides a great opportunity to steer the energies of youth for Pakistan's economic growth and well-being'. Pakistan National Youth Policy (2008).

It is high time now, time to action, if we do not deal this youth bulge responsibly, it would eventually transform into a threat for the whole country, instead as our country is already strangled into many socio-political challengesunemployment and lack of opportunities further aggravate the situation and would result into further violence, this owes mainly due to sectarian, ethnic, religious and political segregation of Pakistani society. Moreover, spread of terrorist outfits in FATA, and resultant internal displacement of people to urban centres has also precipitated violence because the displaced youth could neither be rehabilitated nor employed. The only way out of this rapidly deteriorating condition and increasing youth-violence is to create enough economic growth and employment opportunities. But this seems to be just a dream that we are unable to foresee that may be realized in near future. However, the seriousness of the issue demands priority attention, and the problem of integration into the national workforce must be tackled urgently as a part of a counter-terrorism strategy; for employing the young would not only help the economy but also cripple the extremists' ability to turn the youth-bulge into a terrorist surplus.

The entire study brings us to recommend upon the youth policy and its aims to provide an enabling environment for youth development, by informing the public policy domain and facilitating the work of youth led and youth-serving agencies. Its specific objectives are to:

a. To get the youth in the mainstream, we must prioritize them on the agenda of public policy.

b. Youth development organizations must be promoted and supported by recognizing them, facilitating them and building stronger networking and coordination between them.

c. For that standards must be enforced for youth development organizations within their mandate for ensuring quality, transparency and accountability.

d. Incentives must be created for the promotion of youth volunteerism, civic participation and political engagement for responsible citizenship among the youth.

e. Young leaders, both male and female must be promoted and identified from businesses, community, academia, politics and civil society through networking.

f. Ex-FATA youth may be empowered economically by facilitating them in job search, placement and creating self-employment opportunities for them.

g. Investment is made in relevant skills training that increased the likelihood of employability. This would create linkages and collaboration among employers and training providers.

h. Entrepreneurship may be promoted among young men and women belonging to rural areas by providing access to information on market opportunities. This could be done by linking these aspiring entrepreneurs with their nearest chamber of commerce, for training in business skills mentored by qualified persons and access to capital (credit, interest free loans or other financial services), especially ecommerce through use of internet for promotion and marketing of businesses

i. The digital divide gap can be filled by the promotion of the positive use of ICT among the neglected rural youth by offering it at different levels of education and by the provision of easy access to the general public.

j. Concerted efforts to be made on projects designed for the improvement of the conditions of the marginalized youth for e.g., from minorities, economically backward areas and also for the youth with disabilities and special needs.

k. Domestic and International academics and skilled youth exchange programs be encouraged and facilitated in order to improve peace, harmony and mutual cooperation.

l. Awareness among youth regarding health services in the rural areas is created employing electronics and print media.

m. In order to improve gender equity and delineate gender discrimination in the youth, provide help in changing their behaviour and concept.

n. Provide youth with access to sports facilities and competitions for the promotion of healthy environment.

o. Youth group in rural areas must be organized and streamlined in order to tap their potential and boost their self-image.

p. Contribute actively in the World Youth Agenda as declared in the UN World Program of Action for Youth, Commonwealth Youth Program, SAARC Social Charter and the OIC International Forum for Youth.

q. Extremism and militancy must be dealt with stern hand, for the political will is needed. The forces of extremism and terrorism have deep roots in the Pakistani society. The government should take a long-term view of the issue and a comprehensive and multi-dimensional strategy must be evolved to curb this menace

r. To curb militancy and induce de-radicalization of youth, democracy and political pluralism may be promoted.

s. Hate material from schools should be removed to foster true Islamic teachings of peace, tolerance and love be promoted as a state policy.

t. Pakistani nationalism be promoted among youth and also Pluralistic views must be fostered in the young generation.

u. Register madrassas and reform their curricula through a central body. Mainstream madrassa graduates and make them more employable.

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