

Research Report

Youth Development Index

Results Report

September 2013



The Commonwealth

The Commonwealth has been pioneering in its approach to youth development and the social and economic inclusion of young people. We have long attached the greatest importance to programmes for youth and the professionalisation of youth

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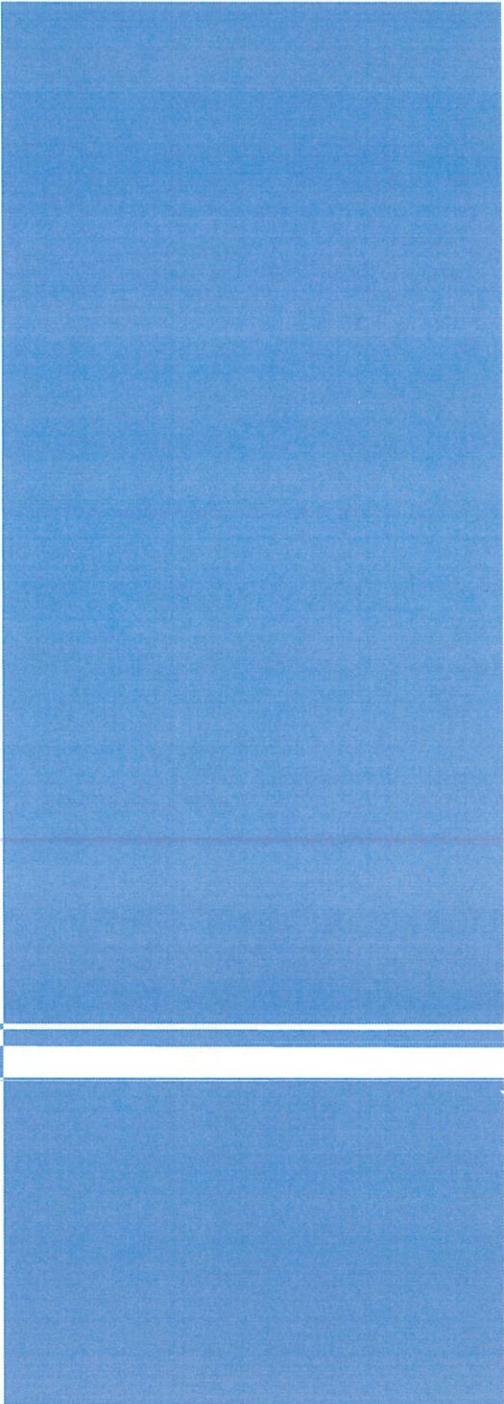
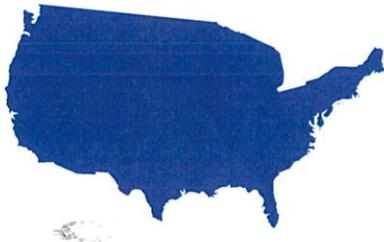


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Youth Development Index (YDI)

Table 1: Commonwealth Youth Development Index

Rank	Country	Overall YDI Score	Youth Development Category
1	Australia	0.86	High
2	Canada	0.82	High
3	New Zealand	0.80	High
4	Malta	0.77	High
5	United Kingdom	0.77	High
6	Cyprus	0.75	High
7	Jamaica	0.75	High
8	Singapore	0.74	Medium
9	Trinidad and Tobago	0.74	Medium
10	Guyana	0.73	Medium
11	Belize	0.72	Medium
12	Mauritius	0.72	Medium
13	Bahamas	0.72	Medium
14	Barbados	0.72	Medium
15	Samoa	0.72	Medium
16	Tonga	0.71	Medium
17	Malaysia	0.70	Medium
18	Maldives	0.69	Medium
19	Sri Lanka	0.67	Medium
20	Bangladesh	0.64	Medium
21	Antigua and Barbuda	0.63	Medium
22	Pakistan	0.63	Medium
23	Dominica	0.62	Medium
24	Ghana	0.60	Medium
25	India	0.58	Medium
26	South Africa	0.58	Medium
27	Botswana	0.55	Medium
28	Vanuatu	0.54	Medium
29	Sierra Leone	0.54	Medium
30	Saint Lucia	0.53	Medium
31	Brunei	0.53	Medium
32	Fiji	0.52	Medium
33	Lesotho	0.52	Medium
34	Seychelles	0.50	Medium
35	Zambia	0.50	Medium
36	Namibia	0.49	Medium
37	Papua New Guinea	0.48	Medium
38	Grenada	0.47	Medium
39	Solomon Islands	0.44	Medium
40	Cameroon	0.44	Medium
41	Saint Vincent and the Grenadines	0.43	Medium
42	Tanzania	0.43	Medium
43	Kenya	0.42	Medium
44	Nigeria	0.41	Medium
45	Uganda	0.38	Low
46	Gambia	0.36	Low
47	Rwanda	0.33	Low
48	Malawi	0.33	Low
49	Swaziland	0.30	Low
50	Saint Kitts and Nevis	0.30	Low
51	Mozambique	0.29	Low
N/A	Kiribati	Inadequate Data	Inadequate Data
N/A	Tuvalu	Inadequate Data	Inadequate Data
N/A	Nauru	Inadequate Data	Inadequate Data

Table 2: Global Youth Development Index

Rank	Country	Overall YDI Score	Youth Development Category
1	Australia	0.86	High
2	Canada	0.82	High
3	South Korea	0.81	High
4	Netherlands	0.80	High
5	Germany	0.80	High
6	New Zealand	0.80	High
7	Switzerland	0.80	High
8	United States	0.80	High
9	Japan	0.79	High
10	Slovenia	0.79	High
11	Cuba	0.79	High
12	Norway	0.78	High
13	Austria	0.77	High
14	Malta	0.77	High
15	United Kingdom	0.77	High
16	Denmark	0.77	High
17	Bolivia	0.75	High
18	Israel	0.75	High
19	Kyrgyzstan	0.75	High
20	Iceland	0.75	High
21	Cyprus	0.75	Medium
22	Jamaica	0.75	Medium
23	Singapore	0.74	Medium
24	Finland	0.74	Medium
25	Ireland	0.74	Medium
26	Belgium	0.74	Medium
27	Kazakhstan	0.74	Medium
28	Trinidad And Tobago	0.74	Medium
29	Costa Rica	0.74	Medium
30	Mexico	0.74	Medium
31	Guyana	0.73	Medium
32	France	0.73	Medium
33	Czech Republic	0.73	Medium
34	Romania	0.73	Medium
35	Ukraine	0.73	Medium
36	Moldova	0.73	Medium
37	Greece	0.72	Medium
38	Belize	0.72	Medium
39	Mauritius	0.72	Medium
40	Bahamas	0.72	Medium
41	Portugal	0.72	Medium
42	Hungary	0.72	Medium
43	Barbados	0.72	Medium
44	Samoa	0.72	Medium
45	Sweden	0.71	Medium
46	Tonga	0.71	Medium
47	Philippines	0.71	Medium
48	Poland	0.71	Medium
49	Mongolia	0.70	Medium
50	Latvia	0.70	Medium
51	Italy	0.70	Medium
52	Malaysia	0.70	Medium
53	Estonia	0.70	Medium
54	Chile	0.70	Medium
55	Serbia	0.69	Medium
56	Vietnam	0.69	Medium
57	Lebanon	0.69	Medium
58	Albania	0.69	Medium
59	Uruguay	0.69	Medium
60	Azerbaijan	0.69	Medium
61	Georgia	0.69	Medium
62	Maldives	0.69	Medium
63	Bulgaria	0.69	Medium
64	Turkey	0.69	Medium
65	Panama	0.69	Medium
66	Armenia	0.69	Medium
67	Dominican Republic	0.68	Medium
68	Croatia	0.68	Medium
69	El Salvador	0.68	Medium
70	Honduras	0.68	Medium
71	Paraguay	0.67	Medium
72	Sri Lanka	0.67	Medium
73	Spain	0.67	Medium
74	Colombia	0.67	Medium
75	Lithuania	0.67	Medium
76	Cambodia	0.67	Medium
77	Thailand	0.66	Medium
78	Venezuela	0.66	Medium
79	Iran	0.66	Medium
80	Tunisia	0.65	Medium

Youth Development Index (YDI)

Rank	Country	Overall YDI Score	Youth Development Category
81	United Arab Emirates	0.65	Medium
82	Qatar	0.65	Medium
83	Macedonia (fyr)	0.65	Medium
84	Bangladesh	0.64	Medium
85	Brazil	0.64	Medium
86	Egypt	0.64	Medium
87	Antigua and Barbuda	0.63	Medium
88	Russia	0.63	Medium
89	Pakistan	0.63	Medium
90	Jordan	0.62	Medium
91	Nicaragua	0.62	Medium
92	Bahrain	0.62	Medium
93	Dominica	0.62	Medium
94	Morocco	0.62	Medium
95	Syria	0.61	Medium
96	Ghana	0.60	Medium
97	Indonesia	0.59	Medium
98	India	0.58	Medium
99	Bosnia And Herzegovina	0.58	Medium
100	South Africa	0.58	Medium
101	Slovakia	0.58	Medium
102	Senegal	0.57	Medium
103	Saudi Arabia	0.56	Medium
104	Bhutan	0.55	Medium
105	Botswana	0.55	Medium
106	Madagascar	0.54	Medium
107	Vanuatu	0.54	Medium
108	Sierra Leone	0.54	Medium
109	Saint Lucia	0.53	Medium
110	Kuwait	0.53	Medium
111	Liberia	0.53	Medium
112	Brunei	0.53	Medium
113	Fiji	0.52	Medium
114	Tajikistan	0.52	Medium
115	Lesotho	0.52	Medium
116	Algeria	0.51	Medium
117	Seychelles	0.50	Medium
118	Argentina	0.50	Medium
119	Peru	0.50	Medium
120	Zambia	0.50	Medium
121	Namibia	0.49	Medium

Rank	Country	Overall YDI Score	Youth Development Category
122	Papua New Guinea	0.48	Medium
123	Benin	0.48	Medium
124	Belarus	0.47	Medium
125	Ethiopia	0.47	Medium
126	Grenada	0.47	Medium
127	Zimbabwe	0.46	Medium
128	Uzbekistan	0.45	Medium
129	Solomon Islands	0.44	Medium
130	Cameroon	0.44	Medium
131	Ecuador	0.44	Medium
132	Oman	0.44	Medium
133	Saint Vincent and the Grenadines	0.43	Medium
134	Tanzania	0.43	Medium
135	Myanmar	0.43	Medium
136	Burkina Faso	0.43	Medium
137	Kenya	0.42	Medium
138	Lao People's Democratic Republic	0.42	Medium
139	Haiti	0.41	Medium
140	Nigeria	0.41	Medium
141	Djibouti	0.39	Medium
142	Nepal	0.39	Medium
143	Uganda	0.38	Low
144	Niger	0.38	Low
145	Gambia	0.36	Low
146	Yemen	0.36	Low
147	Iraq	0.36	Low
148	Gabon	0.36	Low
149	Sudan	0.36	Low
150	Guatemala	0.35	Low
151	Montenegro	0.35	Low
152	Rwanda	0.33	Low
153	Malawi	0.33	Low
154	Mauritania	0.32	Low
155	Guinea	0.32	Low
156	Angola	0.31	Low
157	Swaziland	0.30	Low
158	Saint Kitts and Nevis	0.30	Low
159	Mozambique	0.29	Low

Rank	Country	Overall YDI Score	Youth Development Category
160	Burundi	0.28	Low
161	Congo, Rep.	0.28	Low
162	Afghanistan	0.27	Low
163	Eritrea	0.27	Low
164	Equatorial Guinea	0.27	Low
165	Guinea-bissau	0.26	Low
166	Mali	0.24	Low
167	Chad	0.24	Low
168	Cote D'ivoire	0.23	Low
169	Central African Republic	0.23	Low
170	Congo, Dem Rep.	0.17	Low
N/A	China	Inadequate Date	Inadequate Date
N/A	Kiribati	Inadequate Date	Inadequate Date
N/A	Libya	Inadequate Date	Inadequate Date
N/A	Nauru	Inadequate Date	Inadequate Date
N/A	North Korea	Inadequate Date	Inadequate Date
N/A	Somalia	Inadequate Data	Inadequate Date
N/A	Taiwan	Inadequate Data	Inadequate Data
N/A	Turkmenistan	Inadequate Date	Inadequate Date
N/A	Tuvalu	Inadequate Date	Inadequate Date

Executive Summary

Globally, there is significant need to focus on youth development. Currently, 87 per cent of young people aged 15-24 live in a developing context, and out of the two billion people living in the 54 Commonwealth member countries, 60 per cent are under the age of 30. Youth development is critical for young people to realise their capabilities to pursue gainful and decent employment, education opportunities, health and wellbeing, as well as civic and political empowerment.

Youth is defined by the Commonwealth Youth Programme (CYP) as anyone between the ages of 15 and 29 years old. While there is no universally agreed conceptual definition of youth development, this report defines youth development as:

"enhancing the status of young people, empowering them to build on their competencies and capabilities for life. It will enable them to contribute and benefit from a politically stable, economically viable, and legally supportive environment, ensuring their full participation as active citizens in their countries."

Similar to the human development paradigm, youth development is about the enlargement of opportunities and choices, albeit for young people specifically. Youth development is about enabling young people to receive education, be healthy, have access to decent employment, and gain civic and political empowerment. A high youth development environment should guarantee young people access to these needs and enable young people to develop their capabilities and full potential.

The Youth Development Index (YDI) presented in this report is the first comprehensive attempt to aggregate the available stock of data for the 54 Commonwealth countries to enable comparison between most nations based on expert consultations. It is a composite index based on 15 indicators under five key domains of education, health and wellbeing, employment, civic participation and political participation. The YDI measures national averages in order to enable cross country comparison and attempts, within the constraints of data limitations, to compare countries with harmonised and comprehensive data.

The YDI has yielded a number of interesting findings relevant to Commonwealth youth policy. Firstly, there are relatively more countries in the Commonwealth with larger youth bulges when compared to global averages. This demonstrates a focus on youth development is vital within the Commonwealth as larger youth bulge countries tend to receive a lower YDI score. There are fewer high-income countries in the Commonwealth than globally, and more lower middle income nations which also can affect development in general, however the effect of this is not immediately detrimental to the youth cohort. The efficiency and quality of government is shown to be very influential with democratic countries consistently outperforming other governance types. The proportion of such countries in the Commonwealth is in line with global averages and there are significantly less authoritarian regimes, a governance type that consistently scores least well in the YDI.

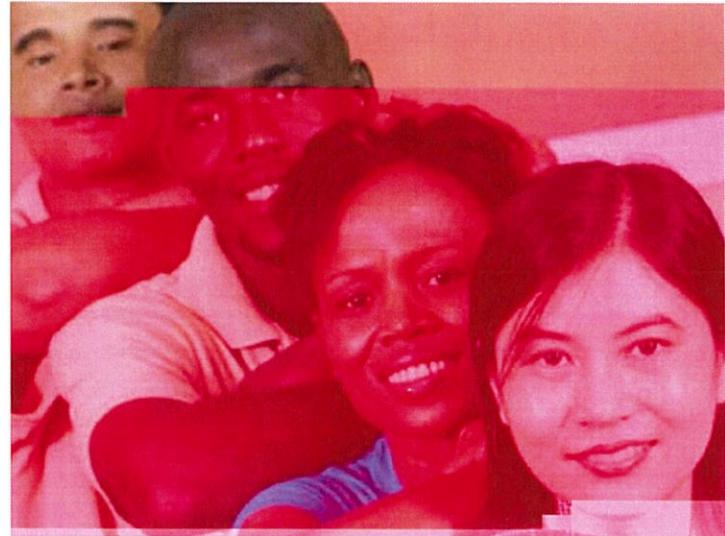
In addition, it is interesting to note that youth development appears to be primarily a domestic issue with external factors such as international conflicts, trade, foreign investment and even nominal GDP not influential in a country's YDI score. Issues that are internally focussed such as education, health, governance, violence, and levels of development have a more measurable correlation. Finally, while the top performing countries within the YDI tend to be the richer, larger and more developed nations, a number of developing nations do particularly well in the Civic Participation Domain of the YDI. Case study analysis of these countries in these domains would be a useful topic for future research to further highlight the policies and programmes

which demonstrably improve youth development in this area.

Such insights are important but are only as strong as the data on which they are based on. While care has been taken to produce results that are robust, a challenge to producing the YDI has been the lack of data coverage across all indicators, especially within the smaller nations of the Commonwealth. Additional effort has been made to find country specific statistics and to make these comparable across nations and indicators. Imputation methods have been used to fill in data gaps where appropriate. Despite the best efforts, data gaps affect up to 25 of the Commonwealth countries in the YDI. This work highlights the importance of deeper and more comprehensive data collection and the need for capacity building at national level to better collect youth development statistics. This is an important first step to facilitating evidence based youth policy.

Background

The objective of the YDI is to help drive the Commonwealth Plan of Action for Youth Empowerment (PAYE) by providing a reliable and informative tool that aggregates key available data on Youth Development. Since 1998, the Commonwealth Secretariat has taken steps towards achieving these aims through promoting the development a Youth Development Index (YDI) as part of the PAYE. Also recognising the significant need for better measurement and monitoring of youth development, the United Nations Department of Economic and Social Affairs (UNDESA) has also commissioned research into the feasibility of measuring progress on youth development indicators. Since 2005, several Commonwealth member countries have developed indices measuring differences in youth development at the national level including Malaysia, Nigeria, India and Cyprus.¹ While these indices represent comprehensive and comparable data within nation states, they do not



enable cross country comparison of relative levels of youth development.

In 2012, the Commonwealth Secretariat convened a two day Technical Advisory Committee meeting which mapped out the conceptual basis for domains of youth development and made technical recommendations for the development of the Youth Development Index. In July 2012, the Institute for Economics and Peace (IEP) was commissioned to aggregate relevant data and develop the methodology for the first Youth Development Index. In October of 2012, IEP presented an inception report summarising key domains and initial data availability scoping, which was distributed for feedback to the Commonwealth Technical Advisory Committee. The inception report and the research informing the final report has been based on the conceptual foundations set by the expert panel consultations on the indicators for World Programme for Action on Youth² and on the technical advice of the Commonwealth's Technical Advisory Committee.

This YDI report thus follows a long process of consultation with the Commonwealth Youth Development Index Technical Advisory Committee³, the Commonwealth Secretariat Youth Affairs Division and researchers at the Institute for Economics and Peace. This report contains basic information about the methodology of the YDI, for more detailed methodology refer to the YDI Methodology Guide.

¹ There are Nigerian, Indian and Cypriot case studies developed and presented at the March 2012 technical meeting.

² UNDESA. (2012). Quantitative indicators for the World Programme of Action for Youth Report of the expert group. (December 2011), 12–13.

³ Technical Advisory Committee is listed in Appendix A.

YDI at a glance

What is the Youth Development Index?

The Youth Development Index (YDI) is a composite index comprised of 15 key indicators which collectively measure youth development in 170 countries and 51 of the 54 Commonwealth Countries. The YDI has five domains which measure levels of education, health and wellbeing, employment, political participation and civic participation for young people. The YDI provides researchers, policymakers, young people, and civil society with a resource to compare countries on their relative levels of youth development and to identify where countries are doing well and areas for greater focus and investment.

What is the definition of Youth Development?

The YDI defines youth development as "enhancing the status of young people, empowering them to build on their competencies and capabilities for life. It will enable young people to contribute and benefit from a politically stable, economically viable, and legally supportive environment, ensuring their full participation as active citizens in their countries." The YDI uses the Commonwealth Secretariat definition of youth which includes people aged 15-29.

What does the YDI measure?

The YDI measures five distinct domains or key aspects of Youth Development: Education, Health and Wellbeing, Employment, Political Participation and Civic Participation. In total, there are 15 indicators with between two and five indicators making up each domain. The domains are comprised of the following indicators:

- Domain 1 – Education:
 - » Mean years of schooling
 - » Education spending as a percentage of GDP
 - » Youth literacy
- Domain 2 – Health and Wellbeing
 - » Youth mortality rate
 - » Cannabis use
 - » Teenage pregnancy rates
 - » HIV prevalence
 - » Tobacco use
- Domain 3 – Employment
 - » Youth unemployment
 - » Youth unemployment ratio
- Domain 4 – Political Participation
 - » Youth policies and representation
 - » Voter education
 - » Youth ability to express political views
- Domain 5 – Civic Participation
 - » Youth volunteering rate
 - » Percentage of youth who help strangers

What does it add to existing measures?

Similar to the human development paradigm, it is not possible to measure youth development via one single measure. Youth development is a multidimensional concept that can be better understood by an aggregation of several indicators.

By compiling the available stock of data into one comprehensive and harmonised measure it enables users to gain a better understanding of youth development in a single 'snapshot'. The research that has informed the YDI also informs users of where there are key data gaps and where data collection efforts need to be better focused.

How should one interpret the YDI?

The YDI score is a number between zero and one. For a country to receive a perfect score of one, it would represent the highest possible level of Youth Development attainable, with zero reflecting relatively speaking, little to absolutely no youth development. This scoring system is the same as the Human Development Index (HDI) put together by the United Nations. In some cases countries may be separated by very small differences in their score which due to the number of countries in the index (170) may give the impression of greater differences than there in fact are. In this case it is useful to also look at whether a country is a 'High', 'Medium'

or 'Low' Youth Development country as this reflects unambiguously whether countries are relatively, good, average, or poor in their Youth Development environment.

Why the chosen indicators?

The five domains and 15 indicators which make up the YDI were selected by the Commonwealth Secretariat Youth Development Index Technical Advisory Committee. The Technical Advisory Committee is composed of leading academics, practitioners and experts in youth development from various Commonwealth countries.

The Technical Advisory Committee made their deliberations over a long period of consultation on how best to measure youth development and with extensive reference to the scoping research done on the Commonwealth Plan of Action for Youth Empowerment (PAYE) and the World Programme of Action for Youth (WPAY) co-ordinated by the United Nations Division of Economic and Social Affairs (UNDESA). Also key was the availability of global data sets to support selected indicators.

Why may some important measures not be included?

The YDI attempts to be as comprehensive as possible, taking account of the key aspects of young people's lives. However, in order to provide a cross country comparison of most of the countries of the world it is not always possible to make like-for-like comparisons given the data limitations in some countries. Over time it is hoped governments, NGOs, civil society and researchers can work together to improve the information that is available and work towards better and more comprehensive measures of Youth Development.

What are the main limitations?

One of the key findings of the YDI is the data limitations researchers currently face in terms of measuring the progress or development for the youth cohort in some countries. This tends to be a problem in particular domains of development such as employment or civic and political participation, and generally for lower developed countries which may be still building their statistical and research capacity.

How does the YDI relate to Plan for Action of Youth (PAYE) and the Millennium Development Goals (MDGs)

The YDI directly informs the PAYE in that it provides the evidence base for member countries of the Commonwealth to see where they are doing well on the youth development agenda and areas for greater focus and investment. The YDI promotes accountability and provides the base for a monitoring and evaluation tool that a range of stakeholders can use to measure and track progress of countries over time.

There is also overlap with some of the key MDGs namely, Goal (1) Eradicate extreme poverty and hunger, (2) Achieve universal primary education, and (6) Combat HIV/AIDS, malaria and other diseases.

Ultimately it is hoped this initiative can help drive the Commonwealth mission to empower, engage and create value so that young women and men can contribute to the economic, social, political and cultural advancement of their families and countries and to their own fulfillment.



1.Introduction

The Youth Development Index (YDI) is a composite index of 15 key indicators which collectively measure youth development in 170 countries including 51 of the 54 Commonwealth Countries. The YDI has five domains which measure levels of Education, Health and Wellbeing, Employment, Political Participation and Civic Participation for young people.

1.1 The Commonwealth Youth Development Index (YDI)

The purpose of the YDI report is to inform the Commonwealth Plan of Action for Youth Empowerment (PAYE) and provide the evidence base for member countries of the Commonwealth to track progress in youth development and identify areas for greater focus and investment. The YDI aims to promote accountability and be a monitoring and evaluation tool that a range of stakeholders can use to measure and track the progress of countries over time.

This report details the methodology of the YDI, the conceptual foundations informing it, and key correlations to the YDI score. A second report outlines the full details of the methodology. The purpose of this research is to provide a very broad overview of the key socio-economic and institutional factors that are associated with higher youth development environments. To do this, the YDI has been compared to several hundred datasets that measure key economic, political, social and cultural institutions and outcomes. Broadly, these key factors have been grouped into five thematic areas, (1) the quality and effectiveness of governance (2) education institutions and outcomes, (3) the business environment, (4) the equitable distribution of resources and poverty and (5) peace, the absence of violence. It is hoped the macro level quantitative research discussed here can provide starting points for future, deeper qualitative research that aims to better assess the key drivers and policies which ultimately drive the youth development agenda.

By aggregating key data on youth development

globally and within the Commonwealth member countries, it is hoped that policymakers, researchers, non-government organisations, and civil society can better measure and monitor progress and drive policy outcomes towards a brighter future for young people. The YDI also shines a light on the gaps in our current stock of data globally and the need for greater statistical capacity in member states to collect better youth focused development statistics.

This is important because youth development is critical for young people, enabling them to fulfil their needs, realise their capabilities, and pursue happy and rewarding lives - and contribute to democracy and development. Many of the core barriers to reaching these needs continue to be persistent - issues such as unemployment, spread of communicable diseases, poor health, and political instability are profoundly negative for youth development.

As a consequence, it is necessary to measure these key indicators and to enable better monitoring and evaluation of progress in youth development, but to also inform policy making and raise public awareness of the key opportunities and barriers for improving young people's lives.

Similar to the human development paradigm, youth development is about enlargement of opportunities and choices for young people. Development is the process by which people's choices and their freedoms are expanded thereby allowing people to achieve the lives they want and value. This wider, non-monetary concept of growth and development focuses on other aspects human welfare which can be broadly be called 'quality of life'. In the human development

approach outlined by Mahbub ul Haq and Amartya Sen, 'human development concerns more than just the formation of human capabilities, such as health or knowledge, but also the use of capabilities, be it for work, leisure, political or cultural activities'.⁴

Youth development cannot be counted by one metric alone; it can only be approximated through a composite measure that attempts to capture the many dimensions which enable young people to reach their full potential

In order to achieve these competencies, it is paramount that young people are able to acquire the skills, behaviours and have opportunities which will allow them to achieve the life which they value. Broadly speaking, this means that youth development seeks to build on, and take account of, physical, social, cognitive and vocational areas. In concrete terms, this means that young people achieve education and good health, have political freedoms which allow them to express themselves and actively engage in their country's political life. Moreover, it also includes the ability and access to participate in their community and country's social life, and to ultimately feel hopeful about the future. These principles are reflected in the choice of indicators for the YDI.

Youth Development is formally defined in the YDI as follows:

"Youth development enhances the status of young people, empowering them to build on their competencies and capabilities for life. It will enable them to contribute to and benefit from a politically stable, economically viable, and legally supportive environment, ensuring their full participation as active citizens in their countries."

Youth Development thus includes access to basic needs such as health, wellbeing, education, and 'higher' capabilities such as participation and access to the political, social and economic sphere. Formally, youth is defined by the Commonwealth Youth Programme (CYP) as anyone between the ages of 15 and 29 years

old and is the main cohort the YDI attempts to capture.

1.2 The Commonwealth Youth Programme (CYP)

CYP works to engage and empower young people to enhance their contribution to democracy and development. We do this in partnership with young people, governments and other key stakeholders.

Our mission is grounded within a rights-based approach, guided by the realities facing young people in the Commonwealth, and anchored in the belief that young people are:

- A force for peace, democracy, equality and good governance
- A catalyst for global consensus building; and
- An essential resource for sustainable development and poverty eradication.

CYP advocates the effective participation of young women and men in the development process and for social transformation. We value their full engagement at all levels of decision-making.

Within this framework, our work is guided by the following principles:

- Respect for diversity and human dignity and opposition to all forms of discrimination whether based on age, political affiliation, social status, marital status, race, ethnicity, sexual orientation, creed or gender;
- Adherence to democracy, the rule of law, good governance, freedom of expression and the protection of human rights;
- Supporting the elimination of poverty and the promotion of people-centred development, and the progressive removal of wide disparities in living standards and equity;
- Upholding international agreements on peace and security, the rule of international law and opposition to terrorism and all forms of extremism;
- Strengthening, enhancing and supporting the role of young people in conflict management

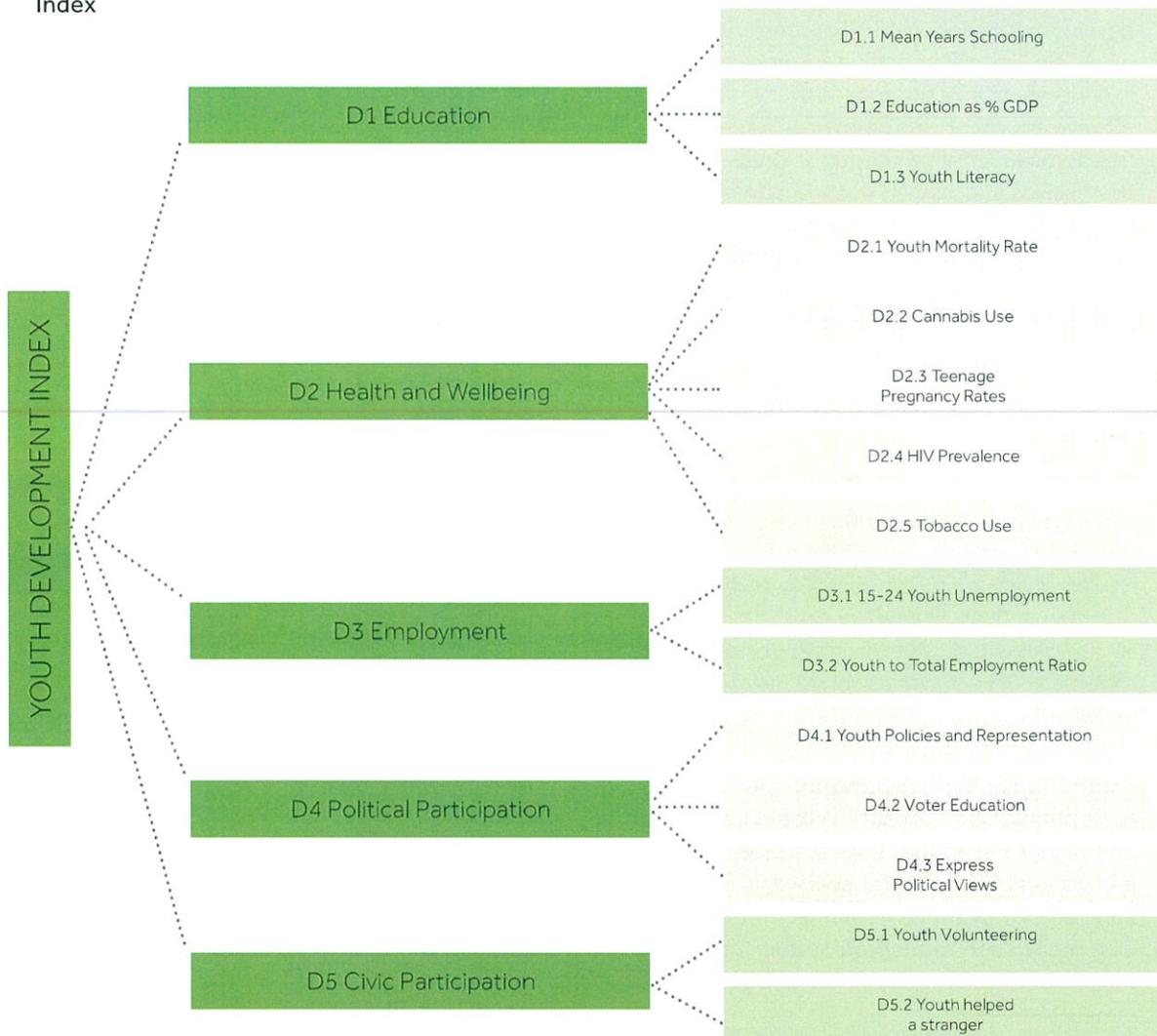
⁴ United Nations Development Programme (1990). Concept and Measurement of human development.

and the promotion of a Commonwealth culture of peace enshrined in respect and mutual understanding;

- Promoting a supportive environment including family, kinship and community networks as core contributors to youth well-being and development;
- Advocating for the development of indigenous capital, research and technology and the promotion of cultural heritage and values as enablers of youth development.

The Youth Development Index Overview

Figure 1: Structure of the Youth Development Index



2. Methodology

The Youth Development Index (YDI) is designed to measure youth development in 170 countries including the 54 Commonwealth states based on the following five domains:

- Domain 1: Education
- Domain 2: Health and Wellbeing
- Domain 3: Employment
- Domain 4: Political Participation
- Domain 5: Civic Participation

These domains were decided and agreed through consultation with the Commonwealth Secretariat Technical Advisory Committee and the Institute of Economics and Peace (IEP). To be able to gauge youth development within each country within these domains, 15 indicators have been sourced that measure an aspect of one of the five domains as shown from **Table 1** to **Table 5**. Wherever possible, the data used is consistent across countries and is available in major existing databases.

The Technical Advisory Committee made their deliberations over a long period of consultation and with extensive reference to the scoping research on the Commonwealth Plan of Action for Youth Empowerment (PAYE) and the World Programme of Action for Youth (WPAY) co-ordinated by the United Nations Division of Economic and Social Affairs (UNDESA). Also key was the availability of global data sets to support selected indicators.

Table 3: Domain 1 – Education

Code	Full Indicator Description	Source	Latest Year	Global Coverage
D1.1	Mean Years of Schooling	UNDP, Human Development Report	2011	174 Countries
D1.2	Education Spending as % GDP	World Bank	2010	158 Countries
D1.3	Youth Literacy (15-29)	World Bank	2010	172 Countries

Table 4: Domain 2 – Health and Wellbeing

Code	Full Indicator Description	Source	Latest Year	Global Coverage
D2.1	Youth Mortality Rate 15 - 29	World Health Organisation	2012	177 Countries
D2.2	Cannabis Use	United Nations Office on Drugs and Crime	Non standardised	98 Countries
D2.3	Teenage Pregnancy Rates	World Bank	2012	171 Countries
D2.4	HIV Prevalence 15-24	UNAIDS and World Health Organisation	2012	140 Countries
D2.5	Tobacco Use	Centres for Disease Control and Prevention, Global Youth Tobacco Survey	2012	150 Countries

Table 5: Domain 3 – Employment

Code	Full Indicator Description	Source	Latest Year	Global Coverage
D3.1	Unemployment 15-24 years	United Nations Statistics Division, Millennium Development Goals Database, African Economic Outlook	2010	133 Countries
D3.2	Youth to Total Employment Ratio	United Nations Statistics Division, Millennium Development Goals Database	2010	122 Countries

Table 6: Domain 4 – Political Participation

Code	Full Indicator Description	Source	Latest Year	Global Coverage
D4.1	Youth Policies and Youth Representation	Commonwealth Secretariat	2012	54 Countries
D4.2	Voter Education	Ace Electoral Network	2012	154 Countries
D4.3	Express Political Views: Have you done any of the following in the past month? How about voiced your opinion to a public official? (15-24)	Gallup World Poll	2012	157 Countries

Table 7: Domain 5 – Civic Participation

Code	Full Indicator Description	Source	Latest Year	Global Coverage
D5.1	Volunteering; Have you done any of the following in the past month? How about volunteered your time to an organization? (15-24)	Gallup World Poll	2012	142 Countries
D5.2	Helped A Stranger; Have you done any of the following in the past month? How about helped a stranger or someone you didn't know who needed help? (15-24)	Gallup World Poll	2012	152 Countries

2.1 Data Availability Issues and Approach

The methodology developed has been designed to be in line with other prominent global indicators, and substantial effort has been made to populate the index with the best existing country information. However, the major challenge to developing a harmonised youth development index is in attempting to overcome the paucity of consistent and comprehensive data across the very diverse 54 Commonwealth countries. They vary significantly in terms of land mass, population, level of economic development, and regional location.

Data difficulties are particularly acute with regard to civic and political participation indicators where the best available attitudinal data has been selected. One of the major outputs of this process is a summary not only of the available data, but also of the data that cannot be currently sourced from the existing stock of data.

The issue of low availability for current or historical data has been a factor in a number of the methodological decisions made, from what indicators to include to how calculate the final scores. There are many empirical and statistical techniques that can be employed to deal with these missing data issues when creating a

composite index.⁵ Table 6 lists these and how these applied, or did not apply, to the Youth Development Index.

In using primarily hot and cold deck imputation methods, the YDI represents the use of the best available data without an overly complex methodology. It should be noted that after



However, it does not seem appropriate to penalise countries simply because they have not been polled by Gallup in D4.3 Express Political Views, D5.1 Volunteering and D5.2 Helped a Stranger. In these cases, countries are given the raw global average for the indicator.

Sensitivity analysis is provided in the methodology document which examines the robustness of the results by assigning missing data the maximum possible value and comparing how a country performs with the additional data. This analysis shows that 29 countries do not change their YDI grouping even with additional data. The remaining 25 countries may be in a position to improve their performance in the index as additional data becomes available.

2.2 Weighting the Indicators

In calculating domain and final scores, each indicator is weighted in terms of its relative importance to the other indicators. There are a number of methods available⁶ to decision makers including data envelopment analysis, benefit of the doubt approach, unobserved components. Two simple approaches have been chosen for the YDI. The first has been to use expert assessments in combination with Analytical Hierarchy Process (AHP) from the Technical Advisory Committee to determine the relative importance of each indicator. The final weightings are shown in **Table 9**.

Table 9: Indicator Weightings

Domain	Code	Indicator	Weight	% Weights	Domain Sum
D1 – Education	D1.1	Mean Years of Schooling	5.00	14%	28%
	D1.2	Education % of GDP	1.00	3%	
	D1.3	Youth Literacy (15-24)	4.00	11%	
D2– Health and Wellbeing	D2.1	Youth Mortality Rate (15 – 29)	5.00	14%	28%
	D2.2	Cannabis Use	1.00	3%	
	D2.3	Teenage Pregnancy Rates	2.00	6%	
	D2.4	HIV Prevalence (15-24)	1.00	3%	
	D2.5	Tobacco Use (13-15)	1.00	3%	
D3 – Employment	D3.1	Unemployment (15-24)	5.00	14%	28%
	D3.2	Youth to Total Employment Ratio (15-24)	5.00	14%	
D4 – Political Participation	D4.1	Youth Policies and Representation	1.00	3%	8%
	D4.2	Voter Education	1.00	3%	
	D4.3	Express Political Views (15-24)	1.00	3%	
D5 – Civic Participation	D5.1	Volunteering (15-24)	2.00	6%	8%
	D5.2	Helped A Stranger (15-24)	1.00	3%	

3. Results

This results section highlights the accomplishments countries have made towards youth development. However, the results should also be viewed with an additional theme in mind: data availability. Both the quality and quantity of data directly affects the results obtained. This point directly pertains to development since improving the human condition is partly dependent on having accurate measurements. Having inaccurate or missing data may lead to poor policy formulation, misallocation of funds and resources, and no real sense how existing policies are impacting on the citizenry. The production of good statistics is crucial to developing sound, evidence-based policies.

Results have been broken down by different groupings in order to explore any possible relationships which income or governance, inter alia, has with youth development. Furthermore, correlations deemed significant along with salient conceptual issues are explored in order to understand the complex relationships which youth development has with other indicators. The issue of data availability and data quality is highlighted where it is appropriate.

3.1 Key facts and findings

- **Young people aged 15-29** make up around, on average, 28% of the population in Commonwealth countries. The top ten countries' ranking in the YDI have smaller youth cohorts averaging 23% of the population
- **Almost 70% of countries** in the Commonwealth can be classified as having medium Youth Development, with only 13% having high youth development.
- **The quality of Youth Development** is critically related to five key areas, (1) the quality and effectiveness of governance (2) education institutions and outcomes, (3) the business environment, (4) the equitable distribution of resources and poverty; and (5) peace, the absence of violence.
- **Democracies score considerably better** in Youth Development in comparison to Authoritarian regimes.
- **Australia, Canada, and New Zealand** are the best performing Commonwealth countries. They are also some of the best performers globally.
- **The average youth unemployment rate** in Commonwealth countries is slightly higher at 22.9% compared to the global average of 19.2%.
- **The youth mortality rate** in Commonwealth countries is 3.5 deaths per 1,000 compared to the global average of 2.9 deaths per 1,000.
- **Tobacco use in Commonwealth countries** and the rest of the world is approximately the same at an average of 11% of youth.
- **On average**, the prevalence of HIV amongst youth in Commonwealth countries is 2.1%, two and a half times the global average.
- **Youth development is related to**, but not heavily dependent on income per capita. This means that low income countries can make significant advances in youth development and related issues by providing young people opportunities to seek quality education and training, and to participate in their country's social, political and economic life.
- **Ten of the 54 Commonwealth (18%) countries** have a large youth bulge. This is potentially a cause for concern as large youth bulges are associated with poverty, social unrest, and conflict.
- **Population dynamics affect** not only the opportunities which young people have now, but young people in the future as existing resources and services become strained. Poor urban planning can also affect opportunities which young people have as the populations shift from rural to urban centers.

3.2 Global Results

This section will discuss and contrast the results of the YDI calculations both globally and for Commonwealth countries. To be able to offer insights as to what is important to the Commonwealth in terms of youth development, this section not only compares the results of the YDI between the two groups, it also compares country details such as income levels, government types, youth bulges and human development. The overall results are shown in **Figure 2** by a frequency histogram of the YDI score. **Table 10** presents the statistical descriptions of the two data sets.

Figure 2: Distribution of YDI scores (Global = Light, Cth = Dark)

Globally, the majority of countries score in the medium to high youth development category.

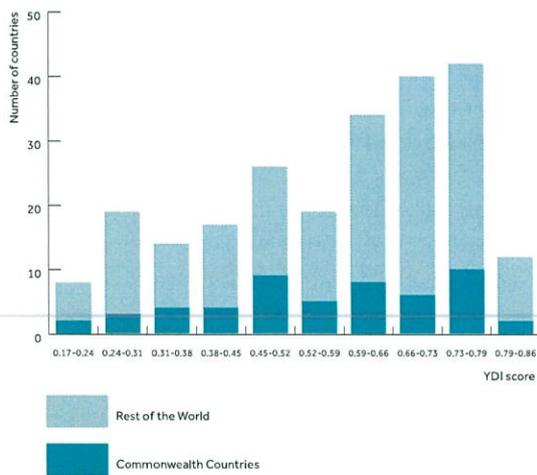


Figure 3 shows the distribution of the YDI scores amongst the Commonwealth countries. Of this around 70% of the countries score within the Medium range. There are 19% of the countries score in the Low YDI category while 13% rank high. Comparing this to the Global results, **Table 10** shows that the proportion of Commonwealth countries that rank highly in the YDI is slightly above global averages. However, the differences are not large in relative size and so the Commonwealth appears to be in line with global trends in regards to youth development.

Figure 3: Percentages of YDI scores in Commonwealth countries

The majority of Commonwealth countries are in the medium youth development category.

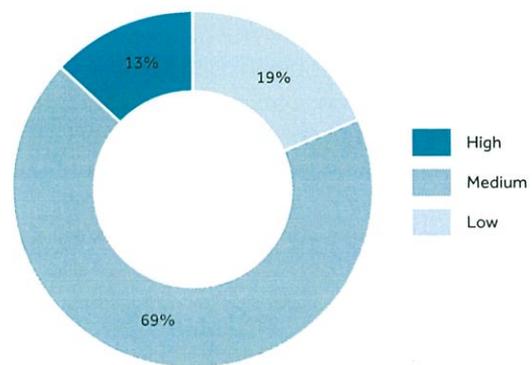


Table 10: Percentage of countries in High, Medium and Low Youth Development categories

	% of countries	
	Cth Countries YDI	Global Countries YDI
Low	19%	20%
Medium	68%	68%
High	13%	12%

3.3 What do Low, Medium and Large Youth Cohorts Mean?

To categorise nations based on youth populations, the percentage of 15-29 year olds were calculated from raw population numbers. Anything less than one standard deviation away from the global mean is considered to have a 'low' youth cohort. Anything greater than one standard deviation away from the mean is considered as having a larger youth population. All other countries are considered to have a medium youth population. Categorising in this way means if a country's youth population is less than 22% it is classed as being in the lower group. If a country has a youth population greater than or equal to 30% it is considered part of the larger group. All other countries are grouped into the medium group.

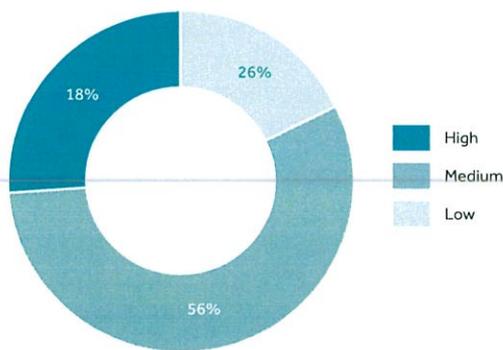
A greater proportion of Commonwealth countries are categorised as having a large percentage of the population in the 15-29 age bracket compared to the rest of the world.

Table 11: Comparison of the percentage of the youth population (15-29) in the Commonwealth compared to the rest of the world

	% of countries	
	Commonwealth Countries – 15-29	Rest of the World 15-29
Low	26%	32%
Medium	56%	51%
High	18%	16%

Figure 4: Number of countries categorised with relatively large medium or small youth cohorts

18% of the Commonwealth countries have a youth cohort of 15-29 one standard deviation above the global average.



As is shown later, the percentage of youth as a proportion of the population is an important factor when discussing youth development, with smaller youth cohorts tending to be associated with better scores in the YDI.

Figure 5: Commonwealth countries income groups

Over one third of Commonwealth countries are low income or lower middle income nations.

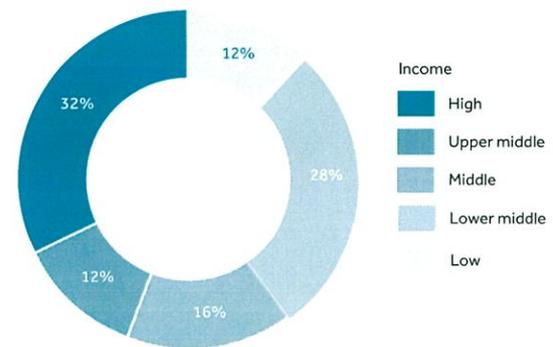


Table 12 shows that there are relatively fewer countries in the Commonwealth that enjoy High Income Levels when compared to global numbers. However, as is shown in subsequent sections, this may not mean that youth within the poorer Commonwealth countries need necessarily suffer from this. The fact there is a larger proportion of countries that rank high in the YDI is a good case in point.

Table 12: Comparison of income levels between the Commonwealth and the rest of the world

	% of countries	
	Cth Countries Income	Global Countries Income
Low Income	12%	13%
Lower Middle Income	28%	19%
Middle Income	16%	14%
Upper Middle Income	12%	11%
High Income	32%	42%

Figure 6: Commonwealth countries government types

55% of Commonwealth countries are classified as in the full or flawed democracy category.

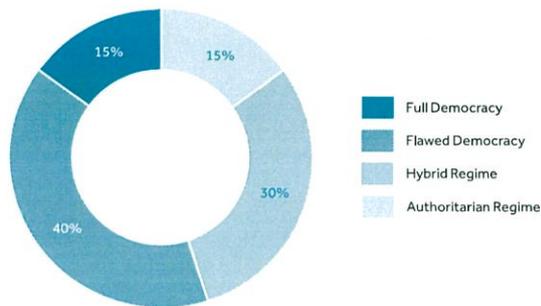


Table 13: Comparison of government types between the Commonwealth and the rest of the world.

	Government	
	Cth Countries Govt	Global Countries Govt
Authoritarian regime	15%	33%
Hybrid regime	30%	20%
Flawed democracy	40%	32%
Full democracy	15%	15%

The result from this report shows a strong link between youth development and governance, with fully democratic nations far outperforming countries with other government regimes of which authoritarian regimes perform the worst. **Figure 6** shows that while there are more flawed and hybrid regimes in the Commonwealth, in terms of development, the lower levels of authoritarian regimes is a positive environment for youth development on the whole.

3.4 How Does the YDI Classify Countries into Different Categories?

By Income Group

The income groupings used in this report are based on the World Bank's classifications. Countries are categorised using the 2011 Gross National Product (GNP) per capita in U.S. dollars:

- Low Income: \$1,025 or less
- Lower Middle Income: \$1,026 - \$4,035
- Upper Middle Income: \$4,036 - \$12,475
- High Income: \$12,476 or more

By Government Type

The government type groups in this report are based on the Economist Intelligence Unit's (EIU) classifications. The EIU compile the Democracy Index which uses 60 indicators grouped into five categories: electoral process and pluralism, civil liberties, functioning of government, political participation and political culture. The 60 indicators are aggregated to give a score between zero and 10:

- Full democracies: scores of 8 to 10
- Flawed democracies: scores of 6 to 7.9
- Hybrid regimes: scores of 4 to 5.9
- Authoritarian regimes: scores of 0 to 3.9

3.5 Population Data

The population pyramid reveals several interesting facts about a population. Based on the shape of the pyramid, patterns in fertility and mortality, and the ratio of males to females, the shifting distribution in a country's population can be observed. What is of particular interest is not only the population of young people, but the relative number of young people to the rest of the population. The so-called 'youth bulge' in

population pyramids can be an indicator of social unrest, instability and uprisings in a society,⁶ particularly when other external factors such as unemployment are in play.⁷

Other questions about gender equality can be seen based on the shape of the pyramid. Furthermore, possible development issues can be predicted. For instance, if there is a very large youth bulge (for those 15 or under) or a large aged population (65 and over) whom are dependent may strain a country's capacity to economically support them, particularly in developing nations:

"...the youth bulge is associated with propensities for conflict, violence, and criminality... A large youth cohort can correlate with increased conflict, but only in countries with poor economic performance. However, worries about youth as a politically destabilizing political force are not reserved to developing nations. In places where the age pyramid is reversed (i.e., with an aging adult population)... concerns about young people are linked closely to debates over immigration in light of the relative youth of many migrants."⁸

The top five countries in terms of youth bulges in the Commonwealth countries are the Maldives, Swaziland, Lesotho, Botswana and Grenada.

6 Henrik Urdal. (2012). A Clash of Generations? Youth Bulges and Political Violence (pp. 1–20).

7 United Nations Department of Economic and Social Affairs. (2011). United Nations World Youth Report 2011: " Youth Employment : Youth Perspectives on the Pursuit of Decent Work in Changing Times " (pp. 1–174). Retrieved from <http://unworldyouthreport.org>

8 Constance Flanagan & Ronald Youth Civic Engagement in Kassimir, 'the Developing World: Challenges and Opportunities' in Handbook of Research on Civic Engagement in Youth, 2010, Lonnie R Sherrod, Judith Torney-Purta (ed), Constance A. Flanagan, Wiley & Sons, New Jersey, p. 98.



Figure 7: Youth bulge in the Commonwealth

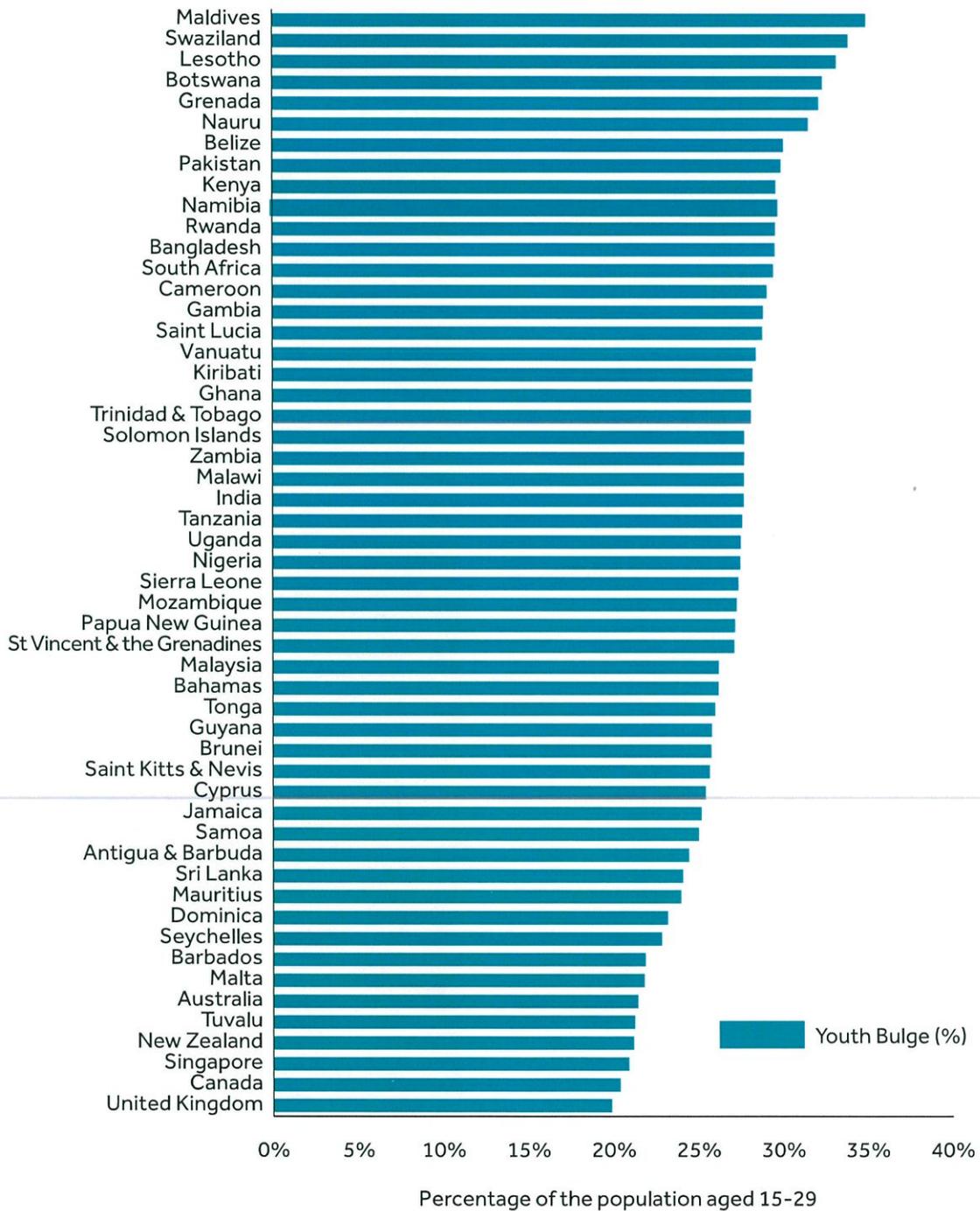


Figure 8: Population pyramid Maldives 2010 (largest youth bulge)

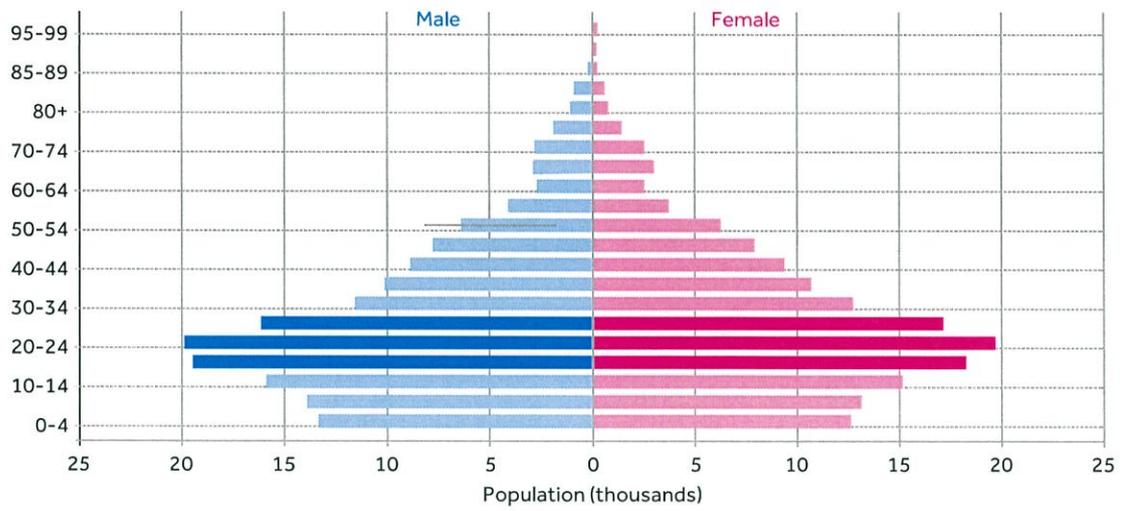
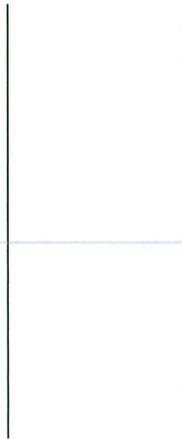


Figure 9: Population pyramid United Kingdom 2010



3.7 Top Ten Countries in the Different Domains

This section presents the top ten performing countries in each of the YDI domains. Of this, while the rankings are evidently conditioned by the indicators used, it is most striking how well certain countries perform in Domain 3 – Employment, and Domain 5 – Civic Participation. While outside the scope of this report, these findings facilitate future research which should look at the relationship between the measures in these domains in order to better understand the types of policy interventions specific to those countries in the top rankings. Full results are contained in Appendix C.

Domain 1 Score- Education

Table 14: Top Ten Countries: Education

Rank	Country	D1 Score
1	New Zealand	0.977
2	Canada	0.962
3	Australia	0.958
4	Samoa	0.891
5	Cyprus	0.873
6	Fiji	0.873
7	Tonga	0.871
8	Malta	0.870
9	Malaysia	0.856
10	United Kingdom	0.855

Domain 2 Score- Health and Wellbeing

Table 15: Top Ten Countries: Health and Wellbeing

Rank	Country	D2 Score
1	Australia	0.909
2	Singapore	0.876
3	Mauritius	0.874
4	Barbados	0.864
5	Malta	0.860
6	United Kingdom	0.857
7	Maldives	0.849
8	Canada	0.846
9	Guyana	0.846
10	Cyprus	0.837

Domain 3 Score- Employment

Table 16: Top Ten Countries: Employment

Rank	Country	D3 Score
1	Pakistan	0.889
2	Singapore	0.844
3	Bangladesh	0.834
4	India	0.821
5	Tonga	0.815
6	Malta	0.810
7	Belize	0.807
8	Australia	0.806
9	Maldives	0.804
10	Trinidad and Tobago	0.797

Domain 4 Score – Political Participation

Table 17: Top Ten Countries: Political Participation

Rank	Country	D4 Score
1	Australia	0.818
2	United Kingdom	0.744
3	Uganda	0.726
4	South Africa	0.709
5	Canada	0.702
6	Gambia	0.667
7	Mauritius	0.651
8	New Zealand	0.643
9	Belize	0.629
9	Namibia	0.629

Domain 5 Score- Civic Participation

Table 18: Top Ten Countries: Civic Participation

Rank	Country	D5 Score
1	Sierra Leone	0.690
2	Guyana	0.575
3	Australia	0.548
4	Ghana	0.521
5	New Zealand	0.508
6	Canada	0.507
7	Sri Lanka	0.456
8	Jamaica	0.455
9	Malta	0.447
10	United Kingdom	0.443

3.8 Youth Development Index Thematic Results

YDI by Income and Geographic Region

Figure 10: Score and rank by Human Development Index (HDI) groupings

There is a close relationship between Very High HDI countries and High YDI countries but this also shows there are a small proportion of Medium and High HDI countries which have development gains that do not translate as well to their youth cohort.

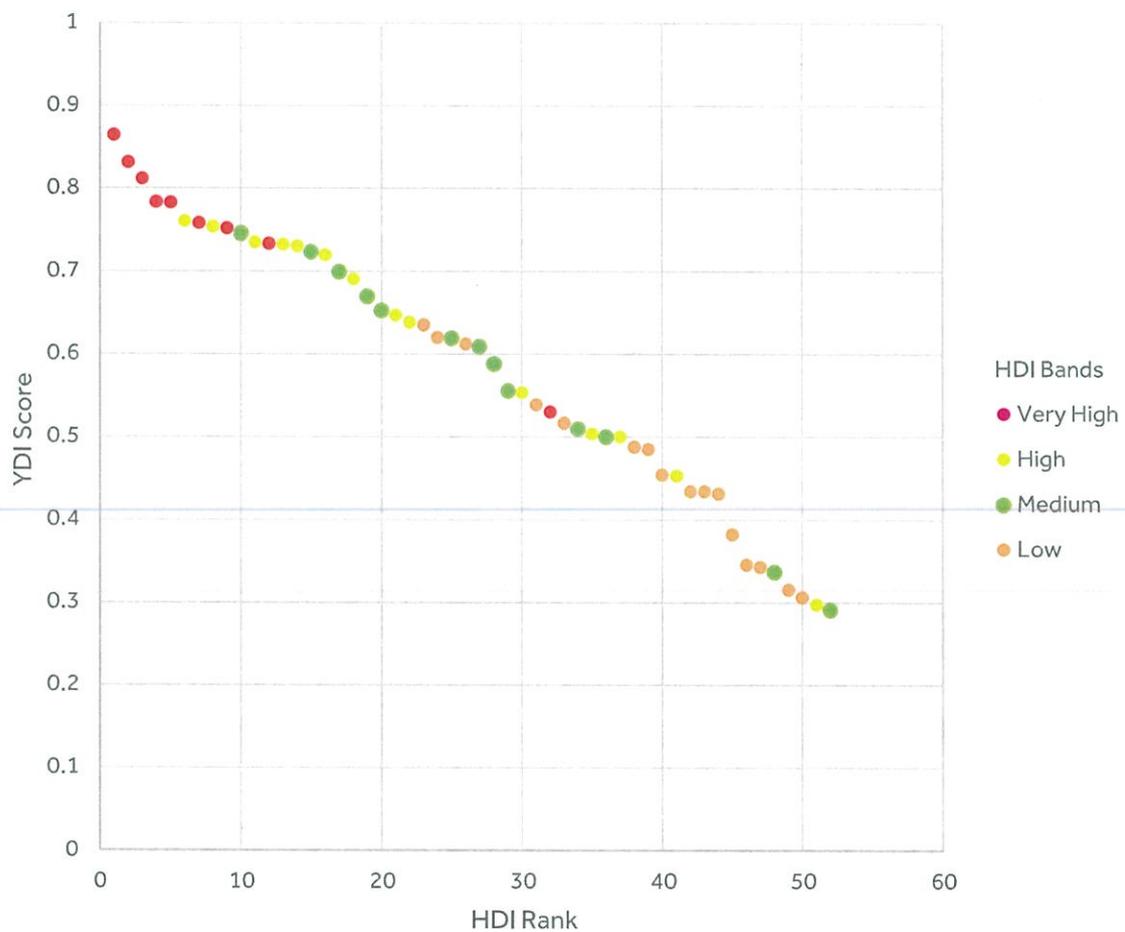


Figure 10 shows the YDI Final Score plotted against HDI country rank. Whilst the relationship between score and rank is trivial, differentiating the various countries by the HDI bands allows us to see where there may be 'development gaps'. More simply, this allows us to see the difference from performance in the HDI and the YDI.

At the top of the graph, there is a marked differentiation between the HDI groups. Around the centre of the curve, we observe a heterogeneous mix of development groups albeit dominated by 'Low Development' countries. It is interesting to observe although there appears to be a strong link between human development and youth development in very high or highly developed nations, the relationship is less clear for other nations. The HDI attempts to represent the national averages for human development. As with most summary statistics, it does not show the levels of development across society.

Hence, it is possible that two countries with the same HDI score may have two different distributions in development across society: we can observe a number of High development countries which have relatively low levels of youth development.

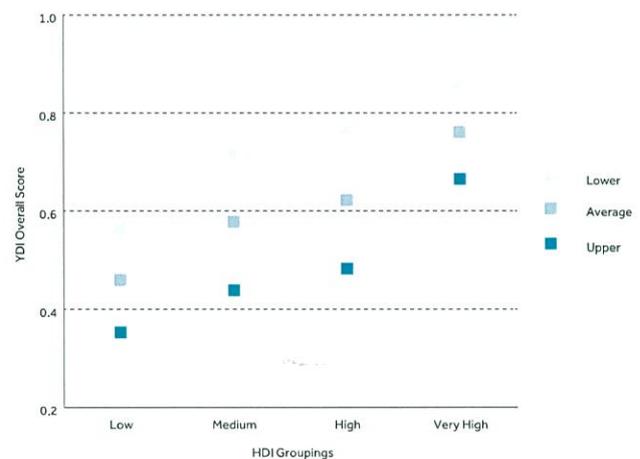
One interesting outcome in comparing the HDI to the YDI is that we can get a sense of the distribution in development achievements between society as a whole and the youth cohort. It appears that most Very High Development Commonwealth nations share their development achievements with the young people of their nation in a relatively more egalitarian fashion. Given the otherwise heterogeneous mix, development achievements are not shared equally between society and the youth cohort in many nations. Unequal distribution is important since it can lead to marginalisation and distrust, and in a worst-case scenario, conflict and violence.

Figure 11 shows the average scores and range (one standard deviation) of YDI scores of countries based on their HDI classification. Although there seems to be an association with a nation's overall level of development and YDI average scores, it is interesting to note the

one standard deviation range of scores. Using this method of analysis, we see that medium developed countries are not significantly different from highly developed countries as they occupy more or less the same scoring ranges. On the other hand, we can see a clear difference between very high and low developed countries: their averages and scoring ranges differ significantly.⁹

Figure 11: Average scores and a range (of one standard deviation) of YDI scores broken into HDI groupings.

Medium and High human development countries share very similar Youth Development scores.



Another interesting theme to arise from comparing the Youth Development Index to its well-established counterpart, the Human Development Index, is to observe the disparity between youth development and the level of development of a whole society. There is a strong correlation between youth development and the level of development of a whole society with a correlation coefficient of 0.722.

⁹ This observation reveals two interesting things. First, we have the issue of data. In some cases, like St Kitts and Nevis, Saint Vincent and the Grenadines, and Seychelles to name a few, data availability is quite poor with around half the data missing on crucial indicators. If a country has data missing, they are penalised by getting the lowest score and due to this, their overall score is affected negatively. Furthermore, this then results in the overall average score falling for some highly developed countries (to which St Kitts and Nevis, etc., belong). This is an example of the potential problems which can occur when there is poor quality or missing data.

Whilst we should note that there are collinear factors associated with both indices since they are both minimally composed of income, education and health data, we should also expect a conceptual link: a highly developed society which can provide good quality public goods (like health and education) will more likely to have healthy and educated young persons.

It is also interesting to note that if one assumes both the YDI and HDI scores to be comparable, then, on average, Commonwealth countries perform better on YDI than HDI. For instance, if we apply the HDI grouping system to the YDI, then India would have a slightly higher level of Youth Development despite its poor scores on education, whilst being a Medium Youth Development country.

In other country specific cases, both Barbados and Brunei are countries classed as Very High in the HDI. Nevertheless, they are classed as Medium with respect to the YDI suggesting a mismatch between the distribution of development gains within their societies. However, if we look at their domain scores, we see that both countries perform at or above average on most of their indicators. Missing data on both domains 4 and 5 negatively affects their YDI score. This again highlights the importance of good data and its crucial role in the analysis of youth development.



3.9 YDI and Geography

Figure 12: Score and rank by geographical region

The spread of YDI scores reflects the geographic diversity of the Commonwealth countries.

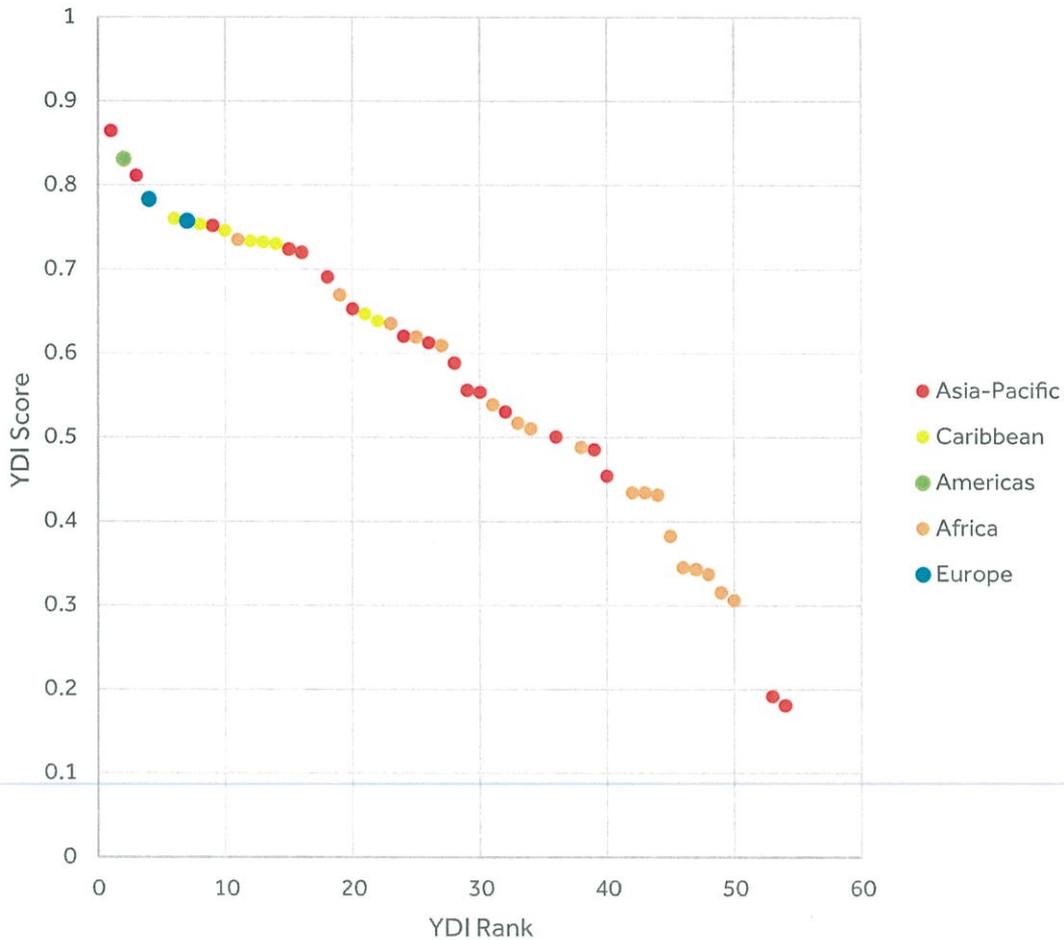


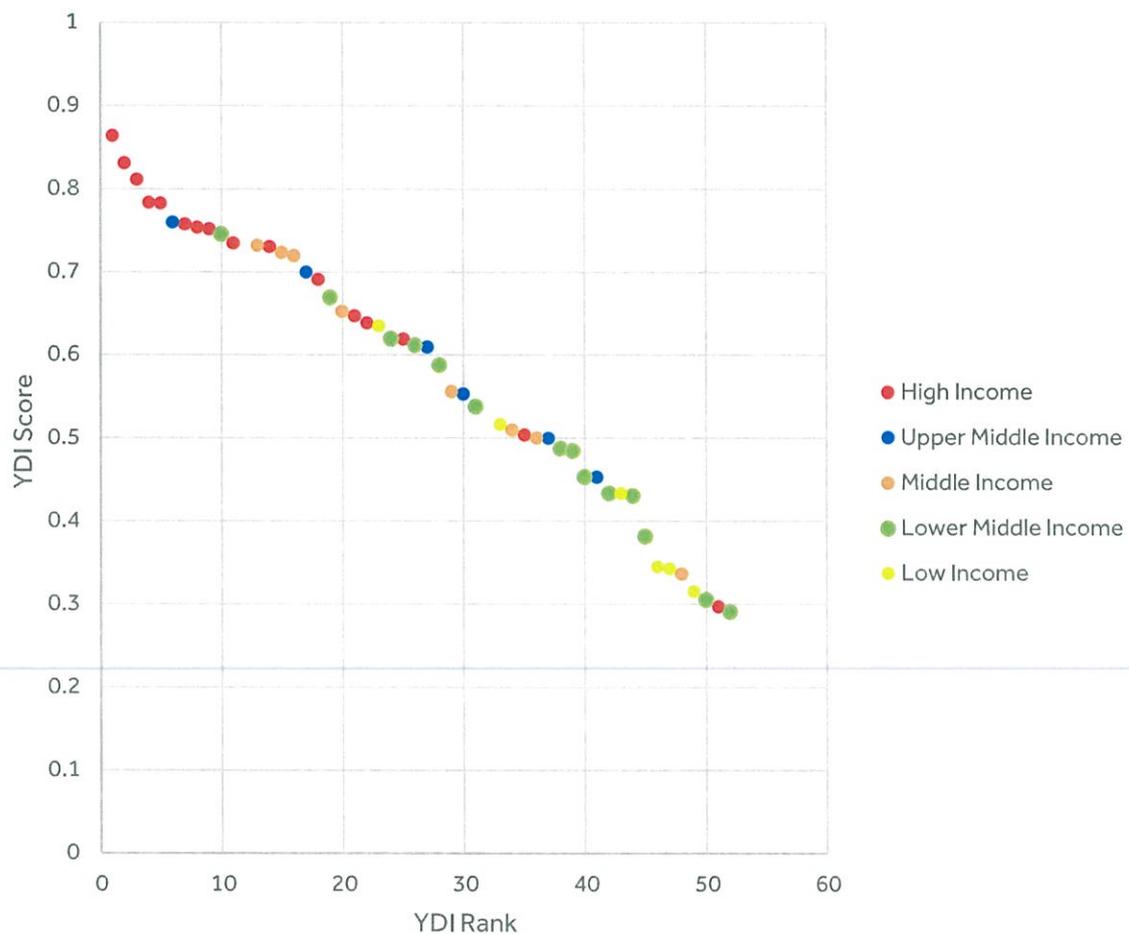
Figure 12 breaks up Youth Development Index scores by geographical region. Although there is a correlation between development and geographical region insofar as regions generally tend to have similar levels of development, the link between youth development and region is unclear. This is because some large geographical regions include a heterogeneous group of nations with differing characteristics. For example, the Asia-Pacific region includes many small island states as well as highly development countries like Australia alongside countries with low development like Pakistan.

It is interesting to note that although many African countries perform relatively poorly on many development metrics, countries like Mauritius and Ghana perform relatively well in terms of youth development.

3.10 YDI and Income

Figure 13: Score and rank broken up by income group

While there is a close relationship between income and youth development there are some exceptions, with some low and middle income nations outscoring some high income countries on youth development.



The link between development and GDP has been an issue which has been widely discussed in the development economics literature. Whilst most high income countries also do very well on youth development, generally speaking, there is not always a direct link between GDP (and income) and development. For instance, GDP statistics do not accurately show the quality of and the extent to which provisions like health care and education are available. Furthermore, it does not show

the distribution of incomes and wealth within society as well as the consumption decisions of households. It may be the case that large segments of the population may be poor, whilst the GDP being relatively high (thereby indicating large income inequality), such that many families are unable to send their children to school.

The impact on households is particularly relevant as young people, especially those who live at home, are dependent in some capacity on household consumption decisions.

These considerations, along with others expressed in the literature, also indicate that the countries with low levels of youth development can significantly improve irrespective of their income levels. For example, Sri Lanka is ranked 47th out of the Commonwealth nations in terms of education spending as a percentage of GDP, yet has high levels of youth literacy (ranked 16th). The link between education outcomes and development is key, and given that even low-income countries can make significant advancements in educating their youth, this will also positively drive future development. The argument that income, whilst obviously linked to not only youth development but development as a whole, is not necessarily the most important component is supported by **Figure 14**.

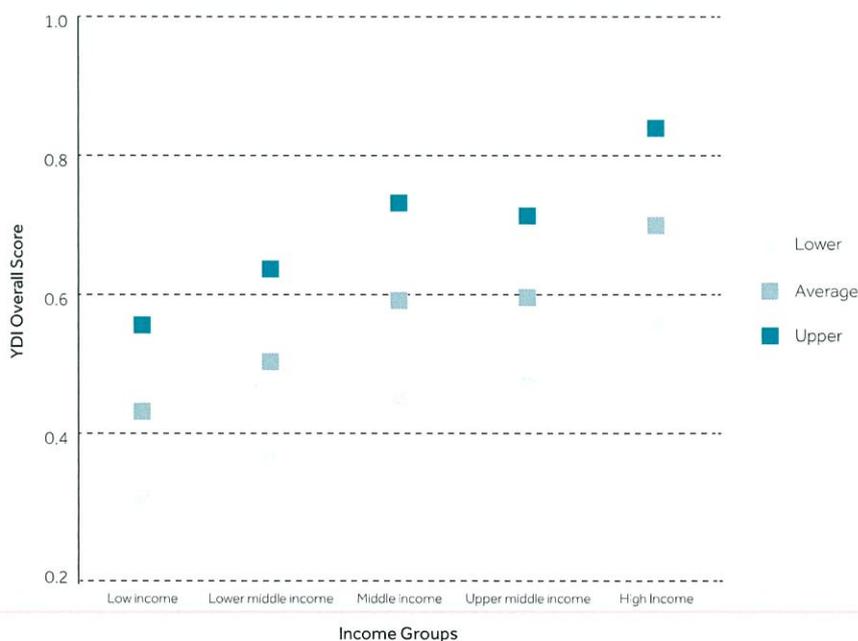
Figure 14: Average scores and a range (of one standard deviation) of YDI scores broken into income groups

There is significant overlap of YDI scores and their income groups showing several low income countries have made gains in youth development despite their economic situation. This demonstrates that a focus on economic growth at the expense of other key factors like governance and services, for instance, may not necessarily translate into gains for youth development.

The graph shows that although the average YDI score rises as we move from low income countries to high income countries, the range of scores overlap significantly. The overlap is so great that one standard deviation above the YDI average score for low income countries places those countries in the scoring range of high income countries.

For example, middle income countries, whilst having a marginally lower average score compared to upper middle income countries has a standard deviation range that includes all upper middle income countries YDI scores.

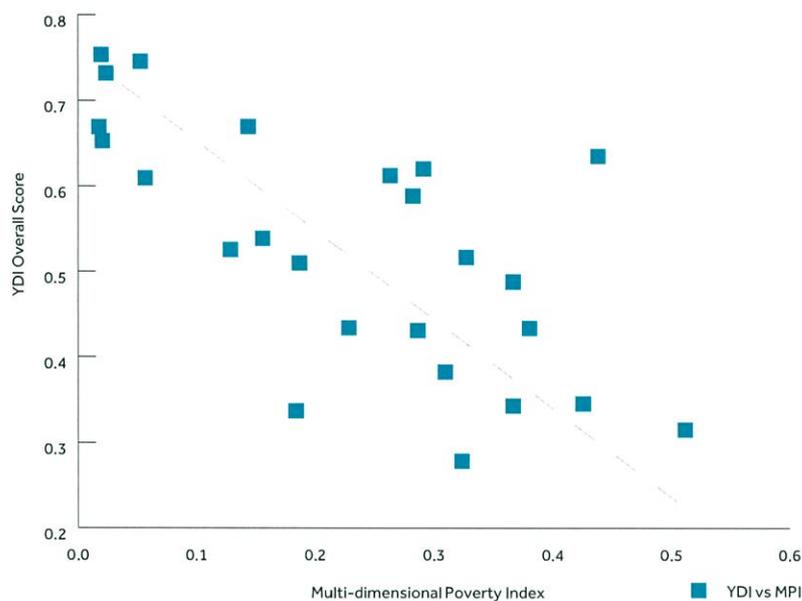
To reiterate, this means that low income countries can make significant gains in youth development despite their present economic situation. Conversely, this also implies that too great a focus on economic growth at the expense of other key factors like governance, for instance, may not necessarily translate into instant gains in development.



3.11 YDI and Poverty

Figure 15: Scatterplot of the YDI and Multidimensional Poverty Index. The correlation coefficient is -0.69

There is a notable statistical link between multidimensional poverty and youth development.



There is a strong correlation of almost -0.7 between the YDI and Multidimensional Poverty Index (MPI) compiled by the Oxford Poverty and Human Development Initiative. The MPI is a composite measure of 10 key indicators of acute poverty, measured by child mortality, nutrition, years of school, children enrolled, cooking fuel, toilet access, water access, electricity access, floor space and assets. This implies that countries with high levels of youth development are associated with the low levels of multidimensional poverty. Conversely, countries with high levels of poverty are associated with low youth development. The strong association between the two is what we would expect given that poverty reduction is one of the salient goals

of development,¹⁰ and that one major indicator of the YDI is shared with the MPI – years of school.

The issue of poverty, development and youth are inextricably related. Critical dimensions in poverty reduction are unemployment, malnutrition, low educational outcomes, limited access and availability of health and social services, women's issues such as health and status. These factors have been considered in the construction of the YDI which attempts to capture these various dimensions of poverty and, hence, development.

Another mechanism by which young people are affected in relation to poverty is population growth dynamics. Countries which have high levels of poverty generally also have very high

¹⁰ For example, the first of United Nation's Millennium Development Goals is the eradication of extreme poverty and hunger.

population growth and fertility levels. The youth cohort in the top ten Commonwealth countries in overall youth development is 23 percent of the total population whilst it is 28 percent for the ten worst countries. This high population growth results in a youth bulge which means that more youth, in absolute terms, are affected by poverty.

Furthermore, young women are affected because of the high birth rate meaning they are less likely to pursue other education and economic opportunities. In turn, the high population has an impact on poverty as existing resources and services become strained.

Population dynamics affect whole countries, and not just the communities or areas which see high fertility rates. As communities grow, patterns and levels of resources, the state of the environment and the quality of life significantly changes. A country with a large youth bulge will experience economic pressures as more workers enter the labour market. It is not only the size of the population which can affect poverty but also the age structure and distribution. A large youth bulge coupled with high levels of unemployment can lead to civil conflict. Youth bulge and high infant mortality rates have a statistically significant relationship to civil war. High population and a large youth bulge increase the population density in urban areas which can cause stress and violence within communities. This may be worse for countries which have limited opportunities for young people living in rural areas forcing them to migrate to urban centres where the population density is further compounded. These issues become especially pertinent given that the long term sustainability of a society is dependent on stability in relation to population growth and its intricate links with poverty and development outcomes.

3.12 YDI and Governance

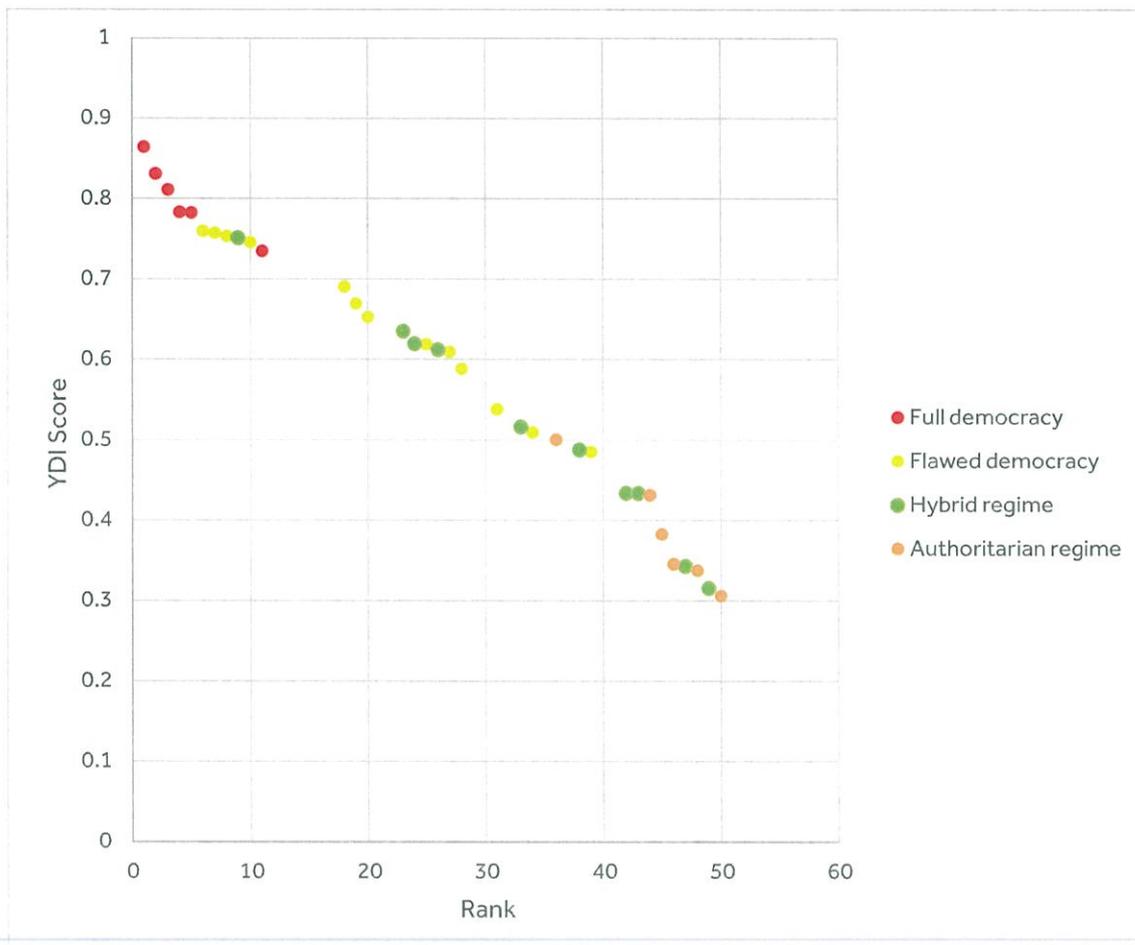
The link between government type and youth development is strong. In the correlations section, below, it can be observed there are a number of metrics relating to governance. Governance affects many aspects of the development process; such as the extent to which groups, like young people, can participate and engage in their country's political, social and economic life, their ability to assert their rights, and the ability of girls and women to not suffer from relative deprivation. All of these factors are critical to ensure opportunities are created for young people to grow and have access to the public goods like education and health which are requisite for development.

These governance issues are intimately linked with government types. A key component of good governance is citizens feeling their governments are accountable, stemming corruption, and not mismanaging public goods. It is for these reasons that democracies, on the whole, have better quality public policies as it gives better prospects for citizens to participate in the formulation of public policy. This also entails that the promotion of human rights, guaranteeing public services and the well-being of its citizens (including young people) are adequate. Authoritarian regimes on the other hand, are often unresponsive to the interests of their citizens which can significantly hamper the development process of a country.



Figure 16: Score and Rank broken up by government type

The top ten of the YDI is dominated by Full Democracies, with authoritarian regimes making up the majority of the bottom ten.



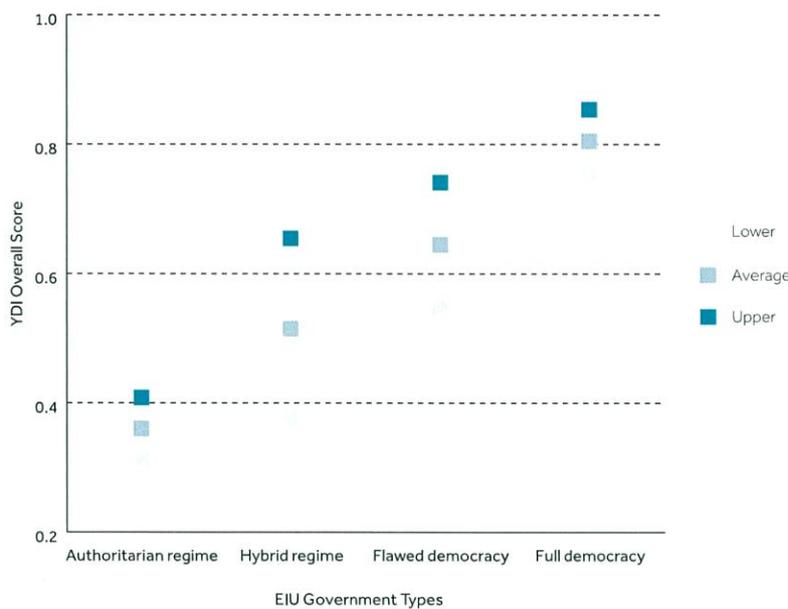
The relationship between development and governance is described by **Figure 16** which lends further weight to the mass of literature which establishes the link between the two. Typically, when discussing issues surrounding governance it is commonly understood as referring to government efficiency and efficacy in governing over citizens through public policy. The type of political system is intimately tied to good governance: transparency, checks and balances, accountability, equity, participation, and so on. This feeds into the informal political

culture and context which can have similarly significant impacts on the development process and trajectory of a country.

Figure 16 shows that there is a clear and significant difference between government types and youth development. Democracies, on the whole, fare the best as they "are more likely to produce, over the long run, effective, efficient and sustainable economic and social policies, because they provide effective and stable institutional and procedural mechanisms to represent interests,

Figure 17: Average scores and a range (of one standard deviation) of YDI scores broken into government types for Commonwealth Countries

Once a country is a full democracy, the level of youth development is assured to be high, whereas authoritarian regimes are assured of being low youth development environments.



arbitrate disputes, provide checks and balance, and negotiate change.”¹¹

Democracies typically have higher levels of accountability than other political systems which not only leads to greater citizen empowerment but better government action and more efficient allocation of resources. A better and more equitable distribution of resources leads to fairer and more just development gains. Furthermore, elections can provide the impetus to bring about sweeping and necessary reforms.

Authoritarian regimes clearly perform worse than both flawed democracies and full democracies on the YDI and are more vulnerable to external shocks, tending to be inefficient, which in times of crisis may cause further strain. Hybrid regimes conversely share some overlap with both

authoritarian regimes and flawed democracies, representing states which are in period of transition but have government types typified by elements of democratic or authoritarian rule.

Finally, it is interesting to note that there is very little variation in scores from the average for both full democracies and authoritarian regimes suggesting that authoritarian regimes do not have ability to significantly affect youth development positively and the government type is strongly associated with negative youth development outcomes. Conversely, full democracies are strongly associated with positive youth development while there is not a significant range other than very high youth development scores. The greater variation in scores for both hybrid regimes and flawed democracies suggests that it is possible significant youth development gains can be made if these countries are able to improve and bolster their governance capacity.

¹¹ Santiso, 2001 Good Governance and Aid Effectiveness: The World Bank conditionality George Town Public Policy Review Vol 1.7 pp7

How does the YDI classify countries into different categories?

By Government Type

The government type groups in this report are based on the Economist Intelligence's Unit's (EIU) classifications. The EIU compile the Democracy Index which uses 60 indicators grouped into five categories: electoral process and pluralism, civil liberties, functioning of government, political participation and political culture. The 60 indicators are aggregated to give a score between zero and ten:

- Full democracies: scores of 8 to 10
- Flawed democracies: scores of 6 to 7.9
- Hybrid regimes: scores of 4 to 5.9
- Authoritarian regimes: scores of 0 to 3.9

By Income Group

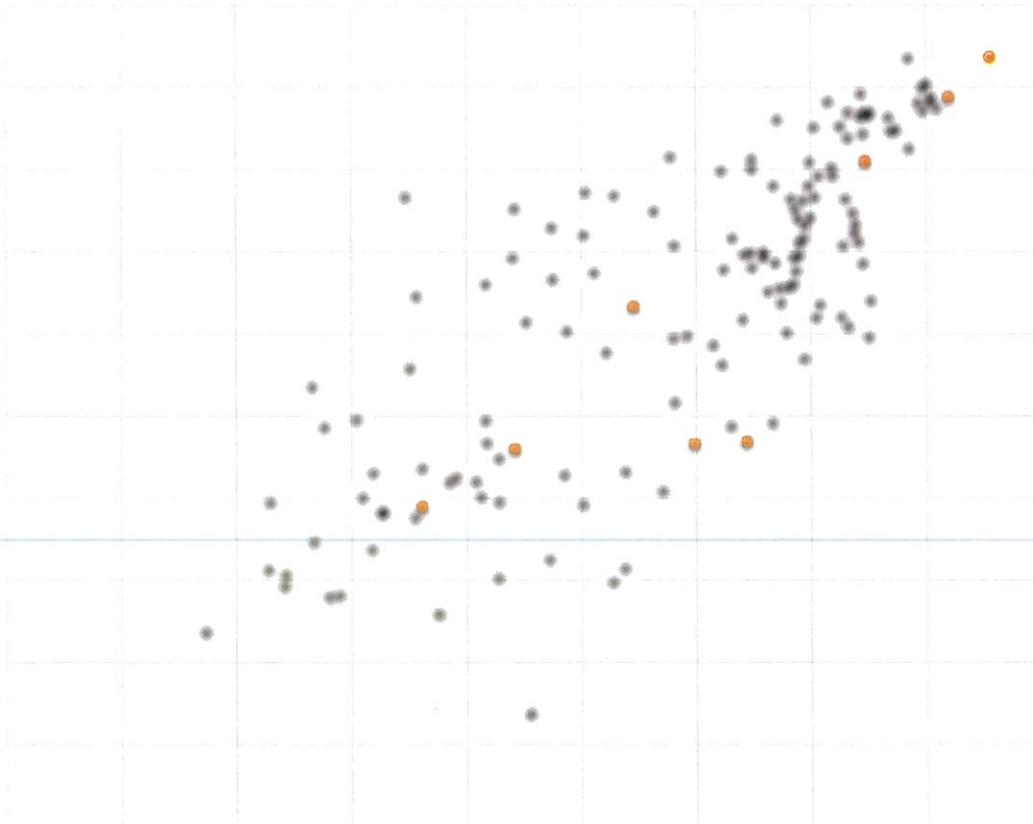
The income groupings used in this report are based on the World bank's classifications. Countries are categorised using the 2011 Gross National Product (GNP) per capita in U.S. dollars:

- Low income: \$1,025 or less
 - Lower Middle Income: \$1,026 – \$4,035
 - Upper Middle Income: \$4,036 – \$12,475
 - High Income: \$12,476 or more
-
- 

4.1 YDI and Human Development

Figure 18: Global scatter of YDI (UN 2010) vs YDI 2012 (r= 0.791) Commonwealth countries highlighted in yellow.

Human Development and Youth Development are by definition closely related but there are exceptions. Countries in the upper left of the graph do not distribute development gains to youth evenly. Commonwealth countries highlighted in yellow do not fall into this category.



Correlations of Youth Development

Internal YDI Domain Correlations

Domains 1 & 2: Education; Health & Wellbeing

Figure 19: Domain 1 Education vs life expectancy (0.751)

Education outcomes are closely correlated with core indicators such as life expectancy.

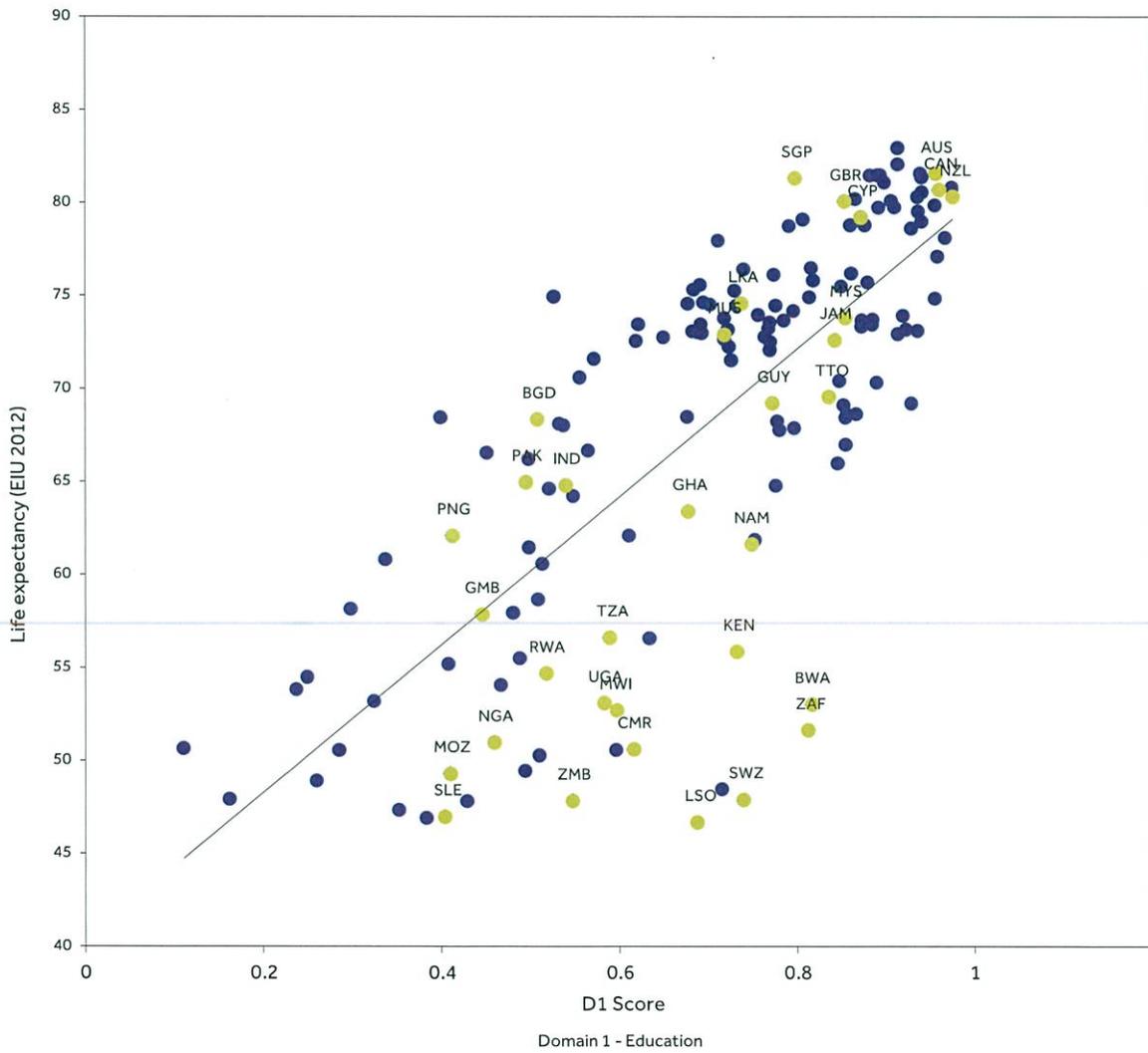


Figure 20: Domain 1 Education vs Intensity of deprivation (-0.698)

In societies which have high levels of deprivations, education is associated with fulfillment of more basic needs such as food and shelter.

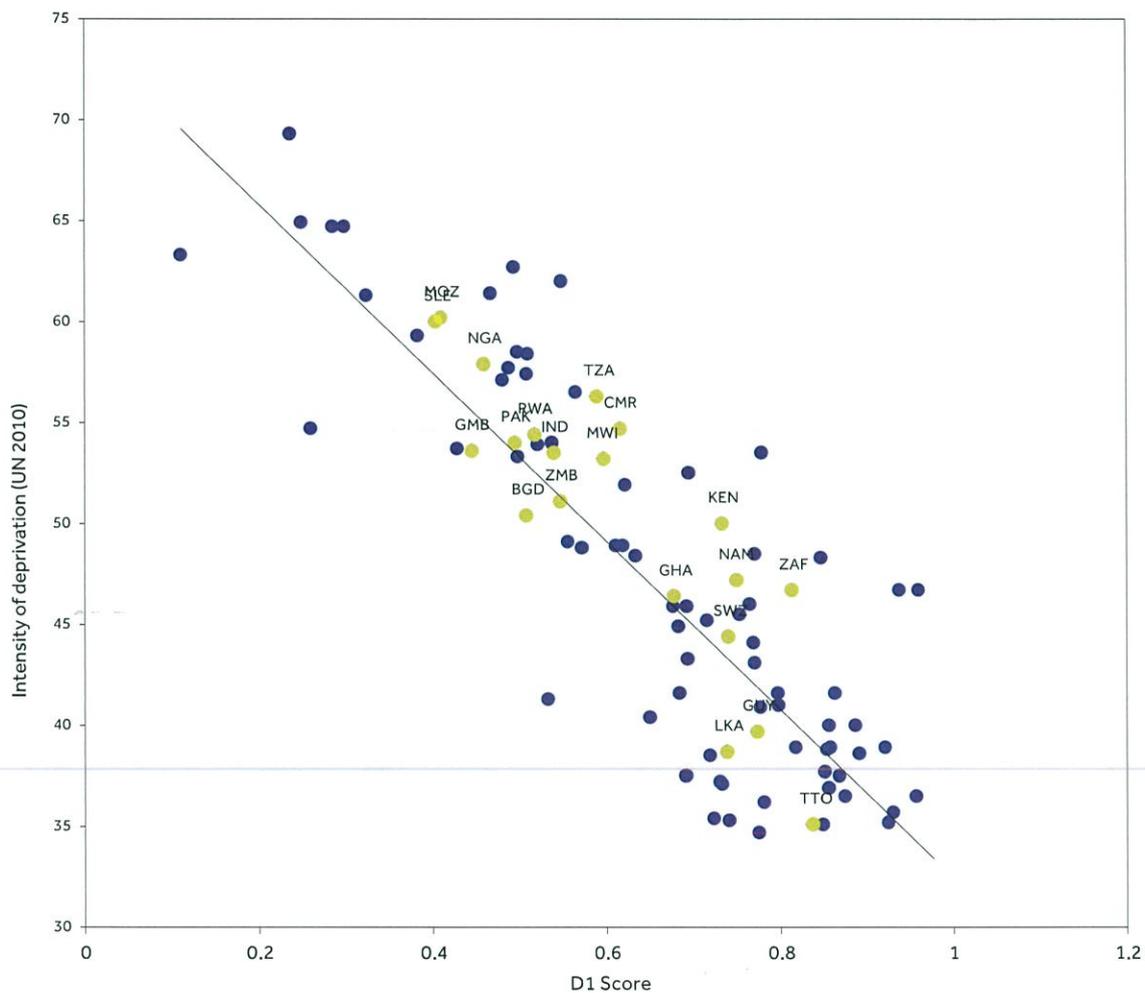
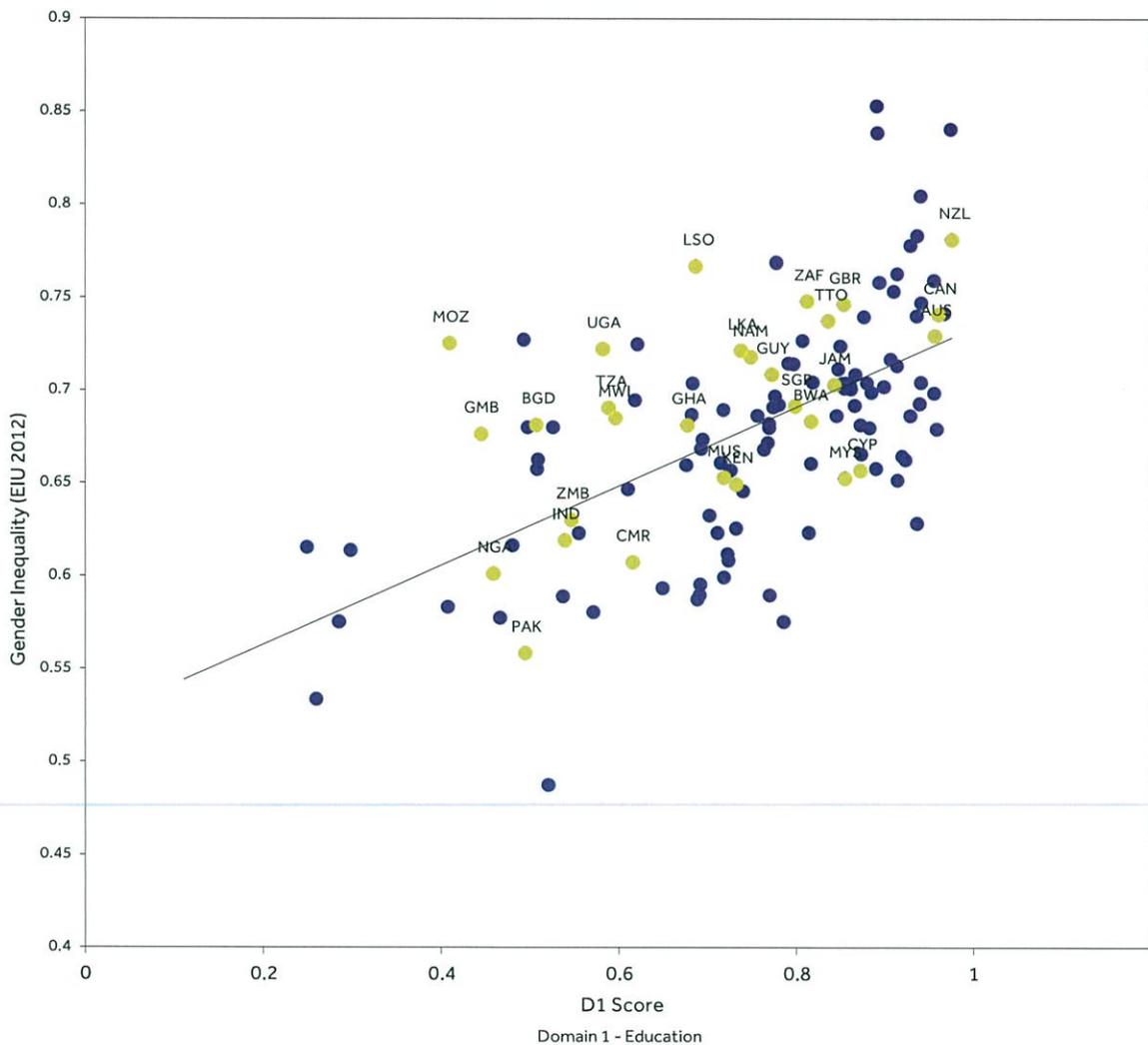


Figure 21: Domain 1 Education vs Gender Equality (0.587)

Education is positively correlated with gender equality suggesting that high levels of education are associated with higher gender equality.



Domains 1 & 2 – Education; Health & Wellbeing

Domain 1 – Education correlates with a number of interesting datasets. Education correlates positively with life expectancy: longer life spans are associated with greater levels of education. This is likely due to the fact that governments which provide public goods like education will also provide health provisions. Furthermore, given that education outcomes are not wholly dependent on income, such that even poor nations can achieve high levels of education, it is also possible for

them to achieve good health outcomes. This is further evidenced by the fact that government spending and education do not correlate highly. In fact, there are numerous education and health metrics which correlate very highly, passing the significance threshold. For instance, Tonga achieves almost complete youth literacy whilst spending less than the United Kingdom. Moreover, the youth in Tonga spend, on average, an extra year in school compared to the United



Kingdom. These achievements come despite Tonga being a small, middle income country. Similarly, for Domain 2, a lower middle income country like Guyana ranks in the top 10 ahead of a number of high income countries.

Furthermore, these possible development gains in education (and health) are also linked with the intensity of deprivation: high levels of deprivation are associated with low levels of education. The mechanism here is straightforward again: in societies which have high levels of deprivations, education gives way to fulfilling more basic needs such as food and shelter.

Finally, education is positively correlated with gender equality suggesting that high levels of education are associated with higher gender equality. Although the metrics used to compile the Domain 1 were not disaggregated by gender, this correlation does indicate that education outcomes have positive effects for gender gaps. The mechanism by which this can occur is likely very complex and multifaceted: as girls and women become more educated, they can articulate and demand more rights; they are able to participate in roles where men traditionally held expertise, and so on.

Both Domain 1 and 2 can be grouped together because of the strong links between education and health outcomes. Various education metrics correlate highly with Domain 1, whilst numerous health metrics correlate highly with Domain 2. The availability of both health and education services provided by governments coincide as they are primary public goods: it is a rare that a government will provide one service and not the other. This means that rather than health causing better education, or education causing better health, both services tend to co-exist. Nevertheless, it may be true to some small extent that better education can cause, in a trivial sense, better health as health education may improve health outcomes.

In **Domain 2 – Health & Wellbeing** there are possible issues with using tobacco and cannabis use as indicators for determining health and well-being, and hence youth development. The primary reason for this is that tobacco and cannabis are items which are heavily dependent

on the level of development. Low income nations usually have lower levels of tobacco or cannabis use, because the average person may not be able to buy them. It is for this reason that very poor nations perform quite well on this metric. Conversely, developed nations tend to have not only greater levels of tobacco and drug use, but more kinds of drugs available. Canada, New Zealand, Australia and the United Kingdom all have relatively high levels of tobacco and cannabis use which are associated with youth using them predominantly in for recreational purposes. As nations become more developed and transition from low income to higher income brackets there is a point at which people can afford to purchase more of these products. It is these countries which are making this transition that are at most risk from the potential health problems and its impact on youth development.

Domain 3 – Employment. Employment and its relation to youth development, as mentioned above, can be unclear. For instance, Pakistan performs very well on its Domain 3 score, topping the domain, driven by the fact Pakistan has the lowest rate of youth unemployment in the Commonwealth. However, to contrast this, a 2011 World Health Organisation report stated that 15.1 percent of Pakistanis suffer from malnutrition, thus crossing the threshold for acute malnutrition. This represents an extremely serious problem which will affect youth development since malnourished and unhealthy children will become the youth of tomorrow.

This highlights how often in lower income settings, young people start working at a young age to supplement their family's income. Furthermore, the types of employment which are offered to young people are not the meaningful kinds of employment which will advance their careers and prospects for a better future. Although Pakistan has the lowest youth unemployment rate, it has below average metrics related to other aspects of youth unemployment: for example, on average, most people only spend five years in school. In cases where there is low youth unemployment is coupled with low educational outcomes it suggests that young people may be joining the workforce instead of pursuing higher levels of education.

This, as it stands, is a concerning factor for youth development in Pakistan and elsewhere.

Domain 3 should be analysed with respect to the other indicators presented in the Youth Development Index so the relationship between youth unemployment can be accurately determined. As mentioned earlier, a nation where the youth may pursue high studies at university or other full-time training will inflate the youth unemployment rate, yet its true effect on youth development may be positive. A possible and fruitful avenue for improving the employment indicator may be to implement a slightly modified version of the youth unemployment rate. This would involve the construction of a statistic which aggregates the number of youth whom are currently in studying, training, or have employment. This statistic in conjunction with the total youth population will allow one to determine the number of young people who are not studying, training or employed. This will then give a far more accurate assessment of the true unemployment rate and thus, youth development. The contribution by technical committee member Godfrey St. Bernard in this

report highlights in more detail some of the statistical and measurement issues associated with the employment domain.

Domain 4 – Political Participation . Domain 4 measures the extent to which the youth are engaged in their country's political life. Domain 4 strongly correlates with a number of metrics related to governance. For example:

- Civic activism
- Human rights and the rule of law
- Group grievance
- Control of corruption
- Electoral process
- Political culture
- Political democracy index

The link between governance and development gains are linked through political participation. In and of itself, governance is key for both economic and social outcomes. Good governance is positively associated with better economic performance like greater investment and high growth rates as well as more efficient bureaucracy and rule of law. It is also positively associated with literacy and health.

Political participation is important because it is constitutive of youth development as it determines the kinds of interactions which are possible: whether young people are engaged in politics; whether they can participate in various aspects of the political machinery (e.g. organise political parties); do they have the power to make demands and implement good policies relating to them; whether they see their governments as fair and accountable; whether they can hope to shape the future, and so on.

This entails that there is an interaction between governance and political participation. The extent to which the youth can participate is determined up to a point, by the type of government. So for instance, India is a democracy and has a higher level of youth political participation than Singapore which is an 'hybrid' style regime. Conversely, the type of governments and the types of policies which are implemented are dependent to some extent by the level of youth



participation. An apathetic or impotent citizenry will not be able to affect their government in a meaningful way.

Domain 5 – Civic Participation. Civic participation metrics are notoriously difficult to attain as it is difficult to find indicators which are suitable proxies. Often, the nature and types of civic participation is particular to some nations and not others. For instance, some nations may be heavily orientated towards sports which would entail that a good proxy for civic participation may be the number of young people who belong to sporting clubs. For countries which do not place such value on sports, this metric would be deficient. Countries which may have informal clubs or co-operatives also may not be accounted for. Lastly, due to this often informal nature of civic participation, to get a true sense of the social capital that exists in a society, an extensive study will need to be undertaken over many years.

Nevertheless, we do derive some interesting results when analysing the civic participation component. A country like Nigeria, for instance, has high teenage pregnancy, low levels of education, high youth unemployment, yet has a higher levels of civic participation than New Zealand. This suggests that although the youth have limited education and employment opportunities, Nigerian youth are looking elsewhere for active engagement.

The Youth Development Index score has been correlated with a large array of data sets in order to explore any possible relationships using a correlation coefficient of greater than 0.5 (or less than -0.5) as a basic rule of thumb to determine any significant correlations. Numerous data sets were determined to be significant, some having correlation coefficients of almost 0.8. There are numerous data sets which correlated significantly with YDI. Some of them are listed on the following pages in **Table 19**.

A Note on Correlation, Causality

Broadly, the level of correlation measures the degree two variables are associated with each other. A practical example of this might be a person's shoe size and their height. Because we would expect a person who is taller to generally have larger feet, we say that these two things are correlated. Where the relationship between shoe size and height is more constant, or predictable we would tend to say it is more 'highly correlated'.

In this instance because a person's shoe size and height would both tend to move positively with each other, we would say that the two are 'positively correlated'. Something which is said to be negatively correlated might be their height and how many steps it takes them to walk up a hill. Because we might expect a taller person is more likely to take longer steps, the number of steps a person must take will be less when they're taller, that is they're negatively correlated.

As is commonly acknowledged correlation doesn't imply that one thing causes the other. For instance, if we were to purchase a larger size in shoes we wouldn't expect to grow taller. However, because sometimes the relationships between two things, such as the rule of law and peace are not as obvious as the relationship between height and shoe sizes, we run the risk of making the wrong conclusions about which variable causes the other.

It is also important to recognise that there are often multiple factors which influence a particular characteristic. For shoes the relationship between height and shoe size might also be associated with their social group, gender and a range of other factors. For this report, statistical significance is deemed for all correlations with a determined level of significance of $r > 0.5$ or < -0.5 .

Table 19: YDI Correlation values to other indices

Datasets	Source	Correlation with Youth Development Index 2012
Human Development Index Overall Score (UN 2010)	United Nations Development Programme	0.77
Inequality Adjusted Education measure (UN 2010)	United Nations Development Programme	0.75
Health and Primary Education (WEF 2011)	World Economic Forum	0.71
Education Sub-Index Scores (LF 2010)	Legatum Prosperity Index	0.71
Secondary School Enrolment Ratio (EIU 2012)	Economist Intelligence Unit	0.71
(IA) Income (UN 2010)	United Nations Development Programme	0.69
Government Effectiveness (WB 2010)	World Bank	0.69
Political Democracy Index (EIU 2012)	Economist Intelligence Unit	0.68
Internet Users (UN 2008)	United Nations ITU	0.68
Higher Education and Training (WEF 2011)	World Economic Forum	0.68
Regulatory Quality (WB 2010)	World Bank	0.67
Gender Equality (ISS 2010)	Indices for Social Development	0.66
Entrepreneurship and Opportunity Sub-Index Scores (LF 2010)	Legatum Prosperity Index	0.65
Rule of Law (WB 2010)	World Bank	0.65
Higher Education Enrolment (EIU 2012)	Economist Intelligence Unit	0.65
Voice and Accountability (WB 2010)	World Bank	0.64
Higher Education Enrolment (% Gross) (EIU 2011)	Economist Intelligence Unit	0.64
Adult Literacy Rate (% of population over 15) (EIU 2011)	Economist Intelligence Unit	0.64
Functioning of Government (EIU 2012)	Economist Intelligence Unit	0.63
Electoral Process (EIU 2012)	Economist Intelligence Unit	0.62
Control of Corruption (WB 2010)	World Bank	0.61
Governance Sub-Index Scores (LF 2010)	Legatum Prosperity Index	0.61
Business Freedom (HF 2011)	Heritage Foundation	0.60
Tertiary Education per Worker (LF 2010)	Legatum Prosperity Index	0.60
Political Participation (EIU 2011)	Economist Intelligence Unit	0.59
Civic Activism (ISS 2010)	Indices for Social Development	0.59
Efficiency Enhancers (WEF 2011)	World Economic Forum	0.59
Technological Readiness (WEF 2011)	World Economic Forum	0.58
Corruptions Perceptions Overall Score (TI 2011)	Transparency International	0.58
Property Rights (HF 2011)	Heritage Foundation	0.58
Corruption perceptions (EIU 2012)	Economist Intelligence Unit	0.58
Economy and Employment (BS 2011)	Bertelsmann Stiftung	0.58
Steering Capability (BS 2011)	Bertelsmann Stiftung	0.57
Political Participation (EIU 2012)	Economist Intelligence Unit	0.56
Status Score (BS 2011)	Bertelsmann Stiftung	0.56
Basic Requirements (WEF 2011)	World Economic Forum	0.56
Policy Implementation (BS 2011)	Bertelsmann Stiftung	0.55
Financial Freedom (HF 2011)	Heritage Foundation	0.54
Social Affairs (BS 2011)	Bertelsmann Stiftung	0.54
Infrastructure (WEF 2011)	World Economic Forum	0.54
Girls to Boys Enrolment Ratio (WB 2010)	World Bank	0.53
Primary School Enrolment Ratio (EIU 2012)	Economist Intelligence Unit	0.53

Out of the large number of significant correlations, it is possible to group the datasets broadly into the following categories:

1. Quality and Effectiveness of Governance
2. Education Institutions and outcomes
3. Business Environment
4. Equitable Distribution of Resources & Poverty
5. Peace, the absence of violence

4.2 Quality and effectiveness of governance

In studying development, the World Bank has developed six governance indicators (1) Control of Corruption, (2) Government Effectiveness, (3) Political Stability (4) Regulatory Quality, (5) Rule of Law¹² and (6) Voice and Accountability.¹³ In subsequent investigations the World Bank has found strong relationships between these indicators and per capita income, infant mortality and adult literacy. However, critiques of these World Bank studies make the distinction that the indicators measure the **efficiency** of a government, but not necessarily the quality which they regard as being related to democracy.¹⁴ Therefore, to improve governance in a country with the aim of development, it is also necessary to have accessible politics, power and democracy in a country. This assertion seems to be backed up empirically through correlations of efficiency and quality of government indicators with the Human Development Index. Youth who are below the adult age are typically vulnerable to the extent that they have limited representation in the social, economic and political life of their country.

¹² World Bank 2010

¹³ Kaufmann, D., Zoido-lobatón, P., & Kraay, A. (1999). *Governance Matters*. Washington DC.

¹⁴ Santiso, C. (2001). *Good Governance and Aid Effectiveness: The World Bank and Conditionality*. The Georgetown Public Policy Review, 7(1), 1–22.

Furthermore, they are also dependent to some extent on their families. It is therefore interesting to explore whether the same holds true for Youth Development.

To examine this further, other indicators that measure the quality of governance have been analysed. Given the structure of the YDI, it is not surprising that there are many correlating indicators in the areas of health and education. For example, youth development has the strongest relationship with the Human Development Index. It also has a strong correlation with the Brookings Institute's Social Welfare Indicator which is a measure based on child mortality, access to water and sanitation, undernourishment, primary school completion and life expectancy.

Indicators relating to governance also play a strong role in Youth Development. All of the six World Bank governance indicators positively correlate with the YDI. The YDI also correlates to the Economic Intelligence Unit's Political Democracy Index which directly measures whether national elections are free and fair, the security of voters, the influence of foreign powers and the capability of civil servants to implement policies. Gender and resource equality and a lack of factionalised elites also correlate, as does business freedom and the ability to get credit. Also, youth development correlates inversely with internal peace which measures perceived criminality in society, crime, access to weapons, political instability and terrorism.

Investigating what does not correlate also yields interesting results. It is worth noting nominal GDP does not correlate with the YDI. For example, New Zealand and Singapore, with much lower Nominal GDP than India score much better in the YDI. Population size also does not correlate. This suggests that the development of youth in small or weaker countries or economies need not necessarily be hindered as a consequence.

Empowering youth to participate in their nation's life can have positive effects. There is a strong correlation between youth political participation and governance indicators such as electoral process, functioning of government, legitimacy of state, government type and gender equality.

This suggests that nations which respect and engage with their citizens will tend to have higher levels of youth development.

4.3 Education and employment

The link between education outcomes and development is widely recognised in the literature. For instance, within the youth cohort, those which only have primary education have higher unemployment rates than those with higher levels of education. Education is essential not only for making a person more employable, it helps people make more informed choices in the political sphere, for example. The Youth Development Index includes the youth unemployment rate (for ages 15-24) alongside education indicators mean years of schooling, education spending (as a percentage of GDP), and youth literacy.

Youth employment (and unemployment) and education are both relevant to youth development, but the relationship between the two indicators is complex. Typically, countries even with high levels of development can have high levels of youth unemployment. However, in terms of overall youth development, high youth unemployment cannot, by itself, be used as an indicator to determine the well-being of youth: young people are typically occupied with studies meaning that they are unemployed. Nevertheless, education is crucial for youth development as there is a strong link between education and future employment opportunities and development gains.

Conversely, low levels of youth unemployment may indicate circumstances where the youth of a country may have to forgo education opportunities in order to make a living or supplement their family's income.

This may be particularly true in low income countries. Furthermore, in many countries, youth who are currently employed are working in low-productivity or temporary jobs which provide limited opportunities for attaining higher-productivity and meaningful employment. Part-time and temporary employment may mean a reduction in the youth unemployment rate, yet it may also reduce possible development gains by

providing limited opportunities for future growth.

A country's attitude, social, and cultural values may also affect youth development within the youth cohort when it is disaggregated by gender. The attitude towards girls and women can disproportionately affect the employment opportunities available to them thereby. This factor may be salient for some regions like South Asia where large gender gaps exist.

These issues may also make the D3.2 (Youth to Total Employment Ratio) indicator problematic at times as the youth unemployment rate to non-youth unemployment rate ratio problematic. Although there may be high youth unemployment relative to non-youth unemployment, these youth may be in education institutions or training programs. On the other hand, the ratio may indicate that young people are employed in relatively high numbers which may indicate a job market which does not discriminate against young people. However, it could also indicate that there are limited opportunities for young people to pursue education and training, forcing them to work.

The complexity and confluence of various factors involved in the interaction between education, employment and other salient factors makes the interpretation of these statistics a subtle task.

One should be careful in making complete conclusions about the quality of youth development using the available data on Youth Unemployment.¹⁵ Unemployment rates fail to capture discouraged workers, high inactivity rates in the labour market, and the quality of work. A large number of young people may be inactive in the labour market (not working, not in school, and not looking for work). Many of these people are discouraged workers, people who would like to work but are not looking anymore because they believe there are no jobs available, or in cultures

¹⁵ Youth unemployment statistics are mostly UN Statistics Division and the African Development Bank. These statistics can vary significantly from the official statistical offices.

where girls are not encouraged to study or work outside of the home. It may also be the case that young people are forced to work at an earlier age due to the unfortunate circumstances which the country faces. This highlights the problems with youth unemployment data and the lack of an adequate globally available and harmonised NEET¹⁶ measure.

These caveats, notwithstanding, youth unemployment may provide some indication of a country's youth development situation given a country's development context is well understood. Typically, education indicators such as mean years of schooling do not fluctuate greatly in the short term and remain fairly constant. Thus, changes in youth unemployment can show to some extent, an improving or deteriorating situation for young people.

4.4 Business Environment

Business indicators do not feature as prominently in the significant correlations to youth development. Factors that do appear tend to be largely around opportunities spanning access to credit, starting a business and level of entrepreneurship. This is not to say that business is not important to youth development as many business indicators correlate with the five individual domains that comprise the YDI.

Some of the business indicators that are absent include market size, macroeconomic environment, fiscal freedom, financial institutions, foreign investment, volatility and non-performing loans. However, such indicators are primarily used for domestic or foreign investors to make business decisions and as such are different in nature to quality of life measures. In fact it is a recurring theme in the results that youth development is strongly a domestic issue and seems largely unrelated to external affairs or influences.

The most notable business environment composite indicator that relates to youth development in this respect is the Legatum Prosperity Index Entrepreneurship and Opportunity sub-index. The sub-index measures country performance in three areas:

entrepreneurial environment, innovative activity, and access to opportunity. It aims to take account of business start-up costs, perception data on the ease with which to start a business and compiles other intergovernmental data on the business environment to develop its composite score. According to Legatum, 'the sub-index also evaluates a country's ability to commercialise innovation and measures the technological and communication infrastructure that is often essential to successful commercial endeavours. It also provides a snapshot of access to opportunity by tracking inequality and by asking citizens whether they believe their society to be meritocratic'.¹⁷ In environments where there is less access to formal education and employment, the ability for young people to establish their own business may be a critical economic stepping stone to regular and reliable income. Perception data captured in this type of measure also somewhat reflects sentiment within a country about hope for the future.

4.5 Equitable Distribution of Resources and Poverty

Youth development correlates with infant mortality, and life expectancy in general. Interestingly, HIV and smoking rates (tobacco or cannabis) in youth do not correlate significantly with the YDI. Technological readiness and internet access correlates with youth development. A low YDI score correlates with high deprivation and poverty. Youth development is also related to having adequate food and shelter, nourishment and a fair distribution of resources. These findings are not surprising, basic human needs are a prerequisite for human development. Furthermore, given that gender equality and the empowerment of women is one of the UN's Millennium Development Goals, it is understandable that equality between the sexes within a society is also correlated with the YDI.

A low YDI also correlates with higher numbers of factionalised elites in a country, human flight ("brain drain") and demographic pressures including high population density resulting in increased competition for resources.

16 Not in Employment, Education or Training

17 The 2012 Legatum Prosperity Index (2012) Methodology and Technical Appendix, The Legatum Institute, London

These are all recognised indicators of a failed state where some of the basic functioning of a sovereign government begin to collapse. In such an environment, a vicious cycle of decline begins where the nation loses territorial control, but also the skilled work force required to regain and rebuild sovereignty. In such circumstances it is common for youth to be recruited into nationalist and political groups and therefore not have the opportunity for education or normal development. This lack of education leaves them in a dire situation in post conflict nation rebuilding efforts.

The Global Peace Index (GPI) is compiled by the Institute for Economics and Peace (IEP), and measures the extent to which countries are peaceful. The definition of peace used is "**the absence of violence, or the absence of the threat of violence.**" The GPI is an aggregate of two domains: external peace and internal peace. External peace refers to the ability of a country to project or protect itself from violence beyond its borders, whilst internal peace refers to the state of a society within its borders.

It is not surprising then that the GPI Internal Peace Score correlates significantly with YDI Score. The Internal Peace domain of the GPI uses indicators on the level of perceived criminality in society, the number of homicides, number of people jailed, level of organised conflict, level of violent crime, political instability and political terror scale to name a few. All these factors affect the extent to which all humans are able to develop and flourish. Countries with high levels of conflict and criminality tend to have a deleterious effect on the development process as resources, time, and money are diverted away from essential public services and spent on security, or wasted through mismanagement or misappropriation. Other important factors such as rule of law and governance are negatively impacted when there are high levels of conflict. Out of the sub-indicators which compose the Internal Peace domain, the level of organised internal conflict correlates the highest at 0.50. In a typical conflict, the fighting is predominantly done by men, including young men. With respect to youth development, this has the adverse effect of taking young men away from productive work

(education, training, work) to fighting which has halted the development process. Conversely, peaceful nations tend to have higher levels of youth development.

The link with peace and youth development may be pertinent in another sense. Violence often disproportionately affects vulnerable people and this can often mean that young people, especially young girls and young women can be seriously affected. Interestingly, the YDI does not correlate significantly with the number of homicides (per 100,000) whereas it does correlate highly (but not significantly) with the political instability indicator. Again, this suggests good governance is key for youth development.

It is also interesting that once again, internal peace correlates with the YDI but measures on external conflict do not. This suggests that a country's international affairs have little impact on the ability of a country to provide development opportunities for its youth.

4.6 Peace, the Absence of Violence

Figure 22: Scatterplot of the Youth Development Index vs Global Peace Index

More peaceful countries tend to have better youth development environments.

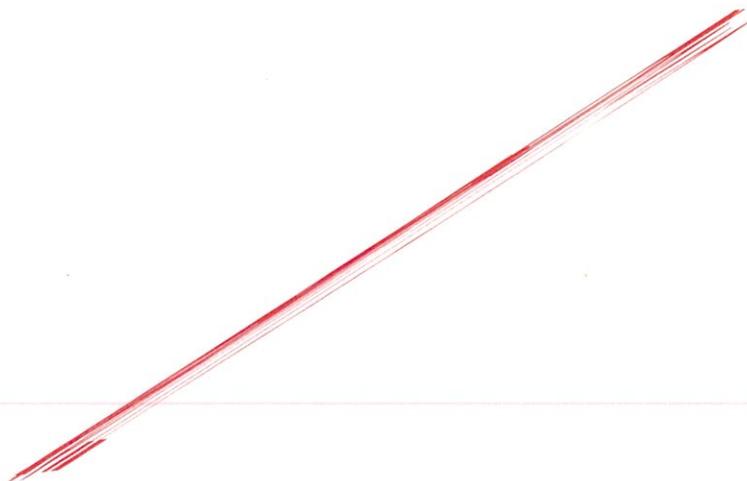
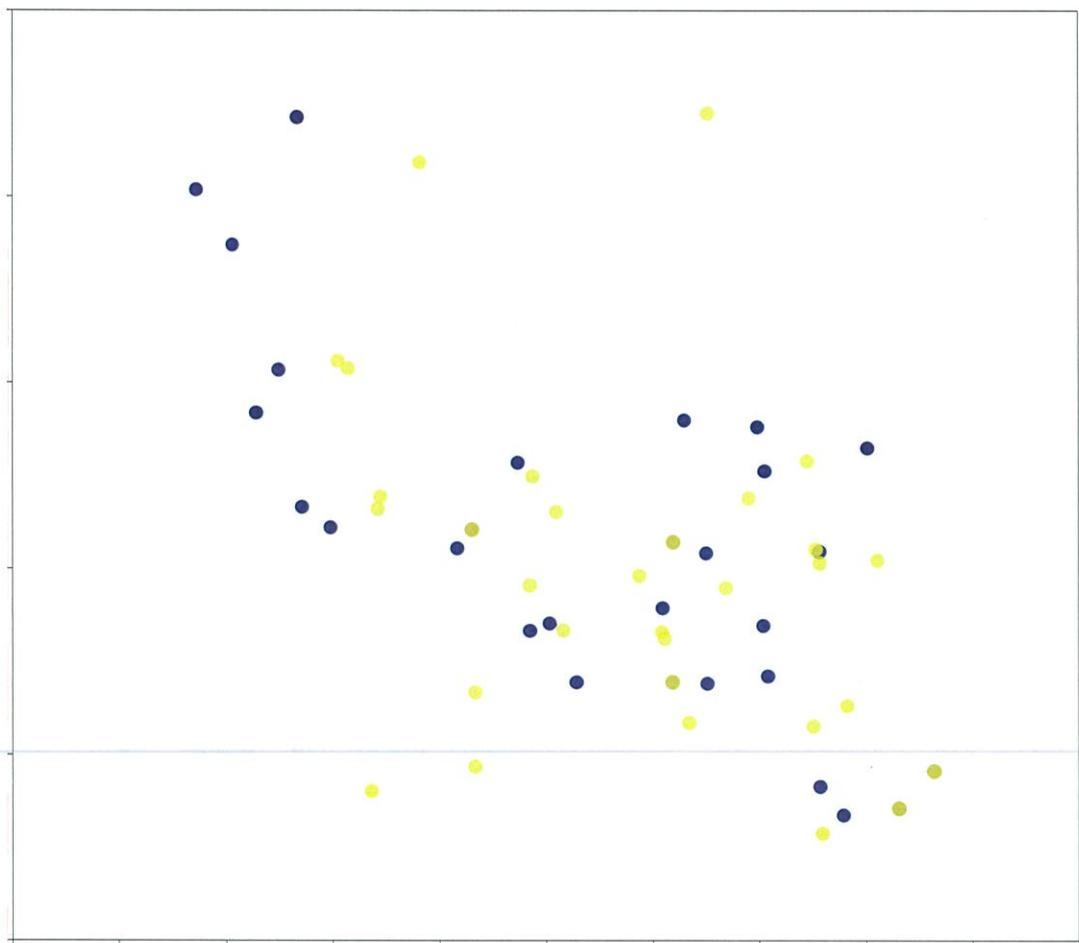
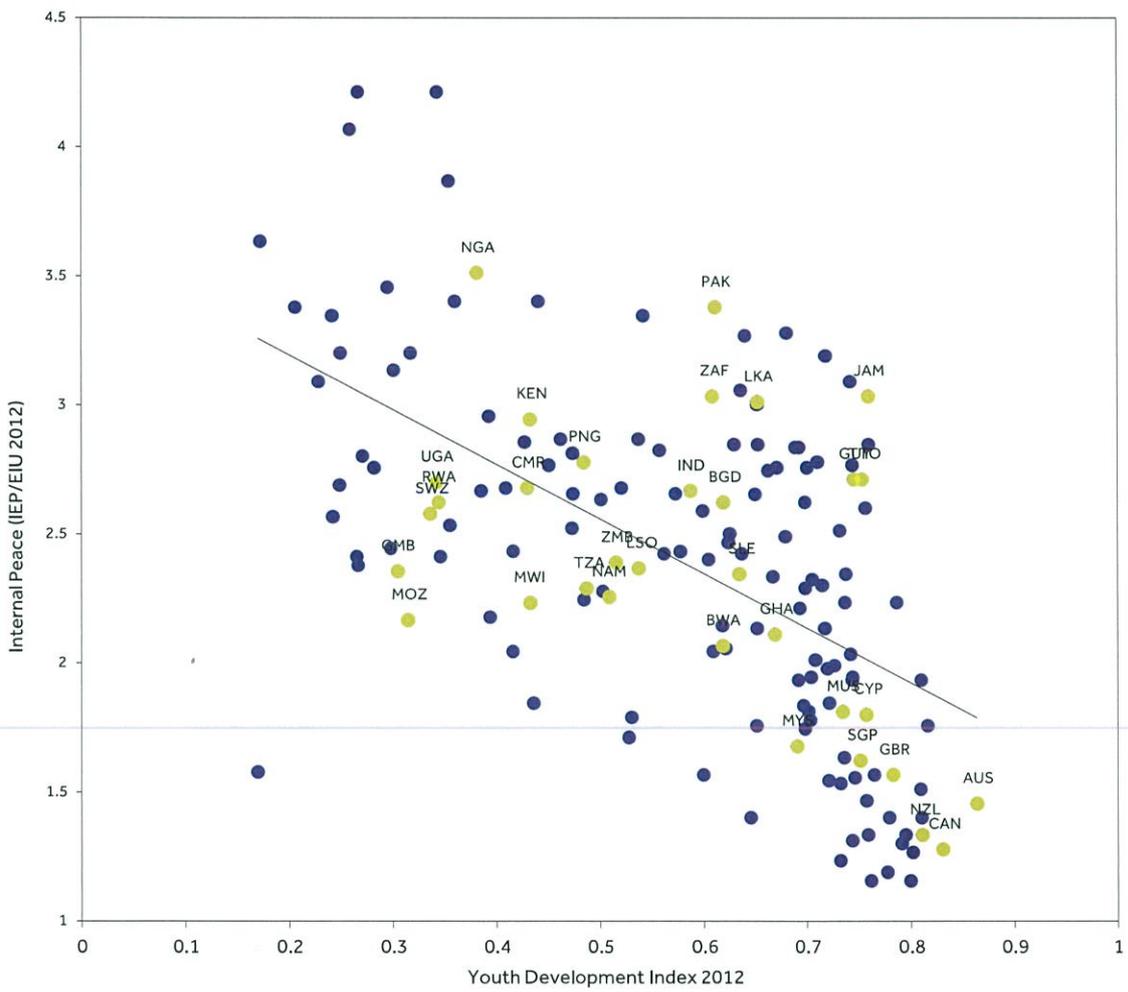


Figure 23: Scatterplot of the Youth Development Index vs (GPI) Internal Peace

The relationship of youth development to internal peace measuring safety and security is even stronger

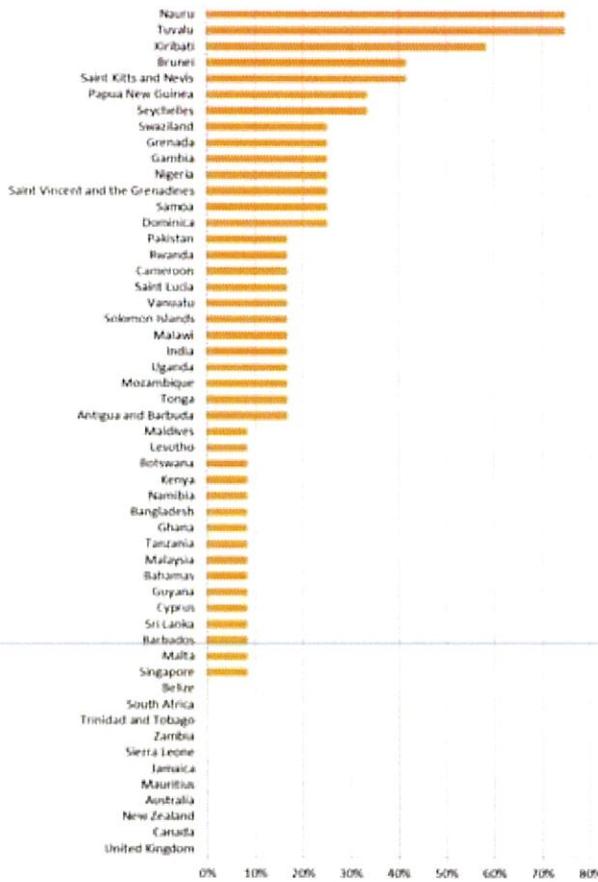


5. Data

5.1 Future Data Collection Priorities

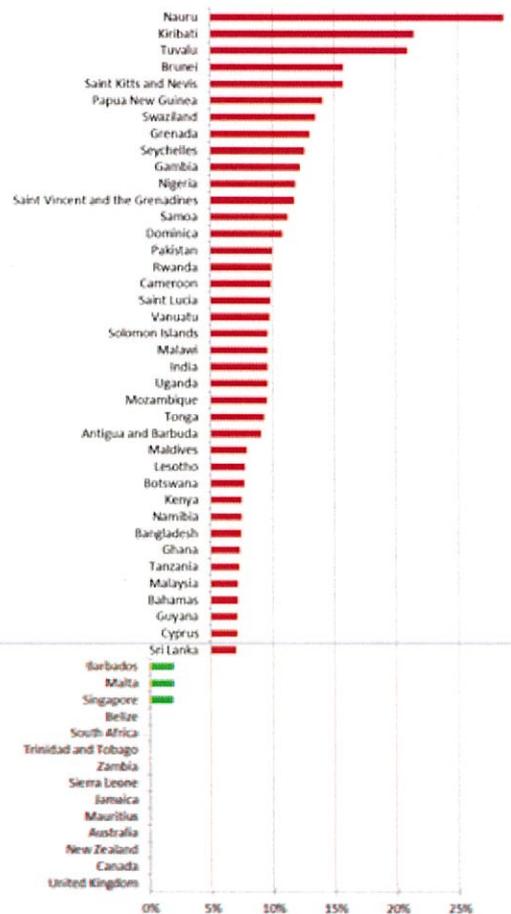
High youth bulges are a good indicator as to where effort should be made to monitor youth development. In terms of data collection, it may be an efficient use of time to dedicate

Figure 22: Country missing data percentages



data collection activities in the future to those countries with large youth bulges and low recorded data. Figure 23 plots data availability against youth bulge to highlight those countries where youth bulge is a major priority and which have the most need of data collection activities.

Figure 23: Youth Bulge multiplied by percentage of missing data



6. Reflections and Recommendations

6.1 Prof Alfred Adegoke

The Importance of Measuring Youth Perceptions.



Perception is the process by which young people translate their sensory impressions into a coherent and unified view of the world around them. It is the process of becoming aware of the world around them. How an individual analyses what they perceive is affected by a number of factors including past experiences, feelings, self-esteem, imagination, values, memories, beliefs, and cultural settings etc. Because the content and degree of these influences is different from person to person, the same object can be perceived very differently by different people. This is probably why perception cannot be equated with reality. Perception for the most part influences human behaviour. The meanings we give to a stimulus that we perceive will fundamentally shape the choices and actions we take to respond to it.

Apart from the fact that young people world over are facing the challenge of growing up in societies that have widespread negative perceptions about them, they themselves are bombarded by a myriad of constantly changing events in their environment. The way they perceive these events will no doubt inform the choices and actions they take. Young people are particularly vulnerable to strong external forces such as drugs, alcohol, violence, sex, and the media. Without the right values to 'immunise' them from these negative influences, young people could fall victim to these pressures. Public perception of young people is also influenced by a number of factors including their negative portrayal in the media, hence it is necessary to address the way young people perceive themselves and the way they are being perceived by the larger society.

While it may be challenging to accurately measure perception change, there are some useful proxy indicators that can be considered as tentative determinants of perception change. Such surveys will contribute to a clearer understanding of how young people are likely to respond, how they envision their future, and what their expectations in relation to future opportunities.

The YDI for the Commonwealth countries should be a dynamic measure – leaving room for constant updates as new or better quality data becomes available, especially in possibly new domain areas such as youth perception and youth outlook. Commonwealth countries should have the opportunity not only to source new data, or to improve on existing data, but they should be given the opportunity to paint a more accurate, culturally appropriate, holistic and robust picture of the state of youth development in their respective countries.

The key to improving youth perceptions is hearing young people's voices, rather than adults speaking on their behalf, advocating for more detailed data collection on the way young people perceive themselves and their surroundings, establishing more rigorous and all inclusive national data that will cover all areas of youth well-being and development. Young people must be involved in any effort to improve their profile and public image. This includes giving them the

opportunity to respond directly to the negativity often leveled at them in the media and in public fora.

Commonwealth countries should be encouraged to conduct national and local surveys that will provide information on public concerns as well as specific concerns of young people, perceptions of themselves and happenings around them.

6.2 Dr Tim Corney

Introduction to the Concept of Political Participation within the Commonwealth

Encouraging the development and advancement of all people through political participation and engagement with the democratic processes and governance of their countries has long been a core commitment of the Commonwealth. The Singapore Declaration of Commonwealth Principles 1971 (No 6) states clearly that:

We believe in the liberty of the individual, in equal rights for all citizens regardless of race, colour, creed or political belief, and in their inalienable right to participate by means of free and democratic political processes in framing the society in which they live. We therefore strive to promote in each of our countries those representative institutions and guarantees for personal freedom under the law that are our common heritage.

This Commonwealth principle of, **the right to participate by means of free and democratic political processes in framing the society in which one lives**, was re-affirmed in the Harare Declaration (1991) and in relation to young people has been built upon and expanded in various Commonwealth forums.

For example the recommendations of the Commonwealth Eminent Persons Group (3 May 2011) in regard to young people and development suggested that:

Youth representatives should be supported to improve their local communities through working relationships with locally elected representatives and other local governance structures. All Commonwealth member Governments should establish national mechanisms, such as national youth councils, so that the views of young people can be taken into account in all possible aspects of national policy development.

Youth Development

Defining the concept of youth development is not easy, however the Commonwealth has attempted to do this through the development of the Commonwealth Plan of Action for Youth Empowerment (PAYE). The Concept Note from the 8th Commonwealth Youth Ministers' Meeting (October 2012) determined that young people are at the centre of a country's sustainable development and highlighted: The importance and capacity of young people to take on integrated roles in all aspects of development... including the political, social and economic empowerment of young people. It went on to state that ; youth development will be underpinned by the Commonwealth Plan for Action on Youth Empowerment (PAYE), which defines the core of successful youth development in member countries.

The Commonwealth PAYE and Political Participation

The PAYE specifically mandates the Commonwealth to engage and empower young people to enhance their participation and contribution to development, through enabling partnerships between young people, governments and other key stakeholders.

The PAYE mission is grounded within a human rights-based approach, guided by the realities facing young people in the Commonwealth, and anchored in the belief that young people are:

- **A force for peace, democracy, equality and good governance;**
- **A catalyst for global consensus building; and**
- **An essential resource for sustainable development and poverty eradication.**

The CYP PAYE goals advocate for the effective 'participation' of young people both, women and men, in the development process and of social transformation by valuing their full engagement at all levels of decision-making.

Youth Participation is a goal that the CYP has long held and predates the PAYE process. Measuring the participation of young people in the political processes and governance of their countries as a facet of the overall development of young people appears to be a space that falls between the UN HDI and the Millennium Development Goals and where the Commonwealth YDI can add unique value.

6.3 Associate Prof Robyn Broadbent

The Challenges of Measuring Civic Participation

The nineties gave rise to new concepts of social capital and community building which had resulted from a growing concern by Governments of the complexity of community issues and in this case, young people's successful or otherwise transitions. Adolescence is a distinct period delineated by physiological, psychological and emotional changes which need targeted responses. Hawkins (2009) referred to the risk and protective factors that young people experience in their lives. A sense of belonging and social connectedness is consistently identified as critically important for young people; they are also seen as essential for active citizenship. Engaging in formal and informal community, employment and education networks have been shown to be particularly important for connecting young people to career paths and to labour markets that are better paid and more stable as well as improving child and adolescent health, and enhancing social and emotional development.

Encouraging youth development through these networks at all levels of community and political engagement provides young people with opportunities for positive community involvement, assisting them to learn and understand how their community works, what they can contribute and how their involvement can lead to them playing a valued and fulfilling role within their local community. These are all valuable life skills that enable young people to participate actively thereby contributing to a stronger civil society. The YDI Technical

These indices could include measuring formal participation by young people in

- **local, regional, state and national governance;**
- **community networks, either issue-focused such as environmental and community advocacy, or civic issues such as action to change local practice, laws or culture;**
- **place-based activities such as connections to faith based organisations, neighbourhood centres and sporting clubs.**

Concomitantly the Committee commented on how to strengthen the volunteering index by including more informal opportunities to engage in community life. It is acknowledged that this is more difficult as the list of informal opportunities could potentially be quite long. Again, however, strengthening an understanding of whether young people can engage with the management of a community's asset at the most basic of levels establishes the very foundation of this domain. Engagement in education/ school community partnerships, student body leadership programmes, and/or the organisation and execution of community events and festivals are all examples of how young people establish a connection to their community and the skills and competencies required to be an active participant.

This domain is reflective of the Commonwealth Youth Programme's commitment to young people as valuable community partners who can contribute to the present success, as well as the future growth and sustainability of their communities. CYP evidences this through their acknowledgement of the various ways in which young people currently participate within their own environment, and the importance of enhancing their relations with the mechanisms of representative democracy to assist them to take advantage of the available opportunities for participation. It is a partnership based on the shared belief that young people are resourceful, dependable and creative.

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6.4 Prof Lata Narayan

The Gender Dimension in Youth Development

Youth as a stage in human development has no standard universal definition. It is highly debated in terms of age, and characteristics and is defined differently in different societies. There is a general agreement that this population group is not a homogenous group but diverse on several dimensions. They could be categorised based on location [urban, rural, tribal]; terrain [hills, plains]; economic class; role: [student, non-student, employed, unemployed]; indigenous groups; disabled; youth under specially difficult circumstances [like victims of trafficking, orphans and street children, migrants, victims of disasters]. Among the categories mentioned above, there is a large proportion of youth who are socially marginalised, stigmatised and neglected in their societies. Hence, when studying youth, such factors which shape the identity and development of youth need to be included. Some of these factors would be specific to countries, and may be studied in their socio-political, cultural context. However, one factor which influences all youth and their development is gender differentiation.

Gender as a key indicator of development

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These are context/ time-specific and changeable. [UN Office of the Special Advisor on Gender Issues and Advancement of Women, Entity for Gender equality and the Empowerment of Women: 10/05/00].

The biological sex of a person is a universal category, whereas gender is widely accepted as an indicator of oppression and exploitation of women's agency, right from the family [violence, housework not considered an economic contribution], to community and societal norms [genital mutilation; right to vote]. Women have less choices, be it control over their own bodies, lifestyle and mobility, legal rights of property and inheritance, as these are dictated by societal norms which favour the men. The 'geography of gender', is evident when socially constructed power structures and roles manifest differently in varying contexts. [Kabeer, Naila, 2003]. According to a Government report, even in a developed country like Sweden, men earn more than women in all income groups [Gerd Johnsson-Latham, 2007].

Recognising the fact that the gender variable is crucial to understanding the status of growth and development in a society, most global measurements include gender equity as a dimension to be studied. The 1995 HDR concluded that, 'human development is endangered unless it is engendered'.

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men [UN Office of the Special Advisor on Gender Issues and Advancement of Women, Entity for Gender equality and the Empowerment of Women: 10/05/00]. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development. The HDI has included the Gender-related Development Index [GDI] where the HDI is adjusted for gender inequality; and the Gender Empowerment Measure [GEM] which studies gender equality in economic and political participation and decision making.

There are challenges when identifying indicators for studying gender equity. Critiques of attempts to integrate women into development were that these attempted to collapse all women into one uniform category without considering their experiences within diverse contexts [Klenk, Rebecca, 2004].

There is also the reality that there is a lack of sex disaggregated data in crucial areas, such as gender. Usually data available are related to traditional reproductive roles of women [teenage pregnancies, maternal mortality rates]. Data related to participation, amount of unpaid work, exposure to violence, mobility, consumption patterns are not available.

In conclusion, it is imperative that future versions of the YDI, an index which covers a significant percentage of the population of the Commonwealth countries, consider the gender equity dimension when reporting on the status of youth in their context. It also must be added that sex disaggregated statistics are valuable but cannot be seen as an end in itself. Conscious efforts must be made to analyse and apply the gender dimension in the discourses on development policies and programmes.

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6.5 Godfrey St Bernard

Measuring Youth Employment

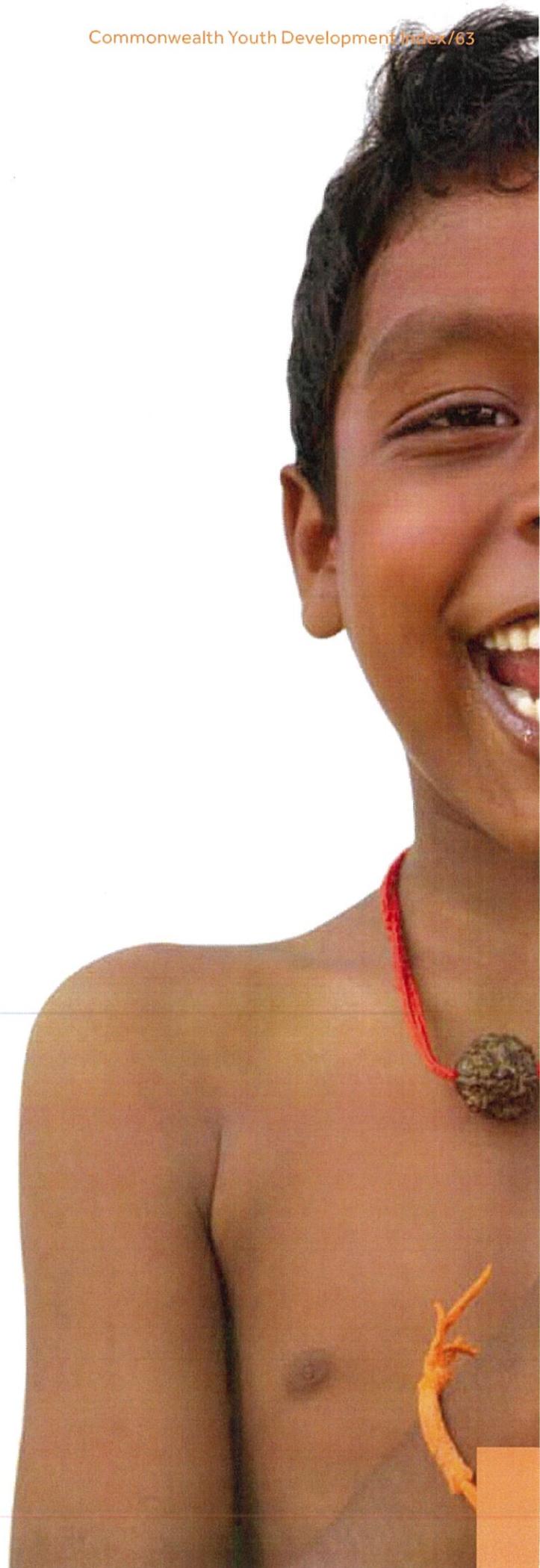
1. Why is Employment Important as a YDI Domain

For the purposes of the YDI, youth employment is a critical domain if only to re-assure governments that their investment in early childhood and pre-adolescent stages in the lives of young people was worthy and as such, has stimulated the kind of momentum that will render economic institutions as sustainable entities. The health and wealth of nations are predicated upon a productive workforce especially, a workforce that is equipped to match advancement that is characteristic of contemporary modes of production. Generally speaking, youth 15-19 years and to a somewhat lesser extent, those aged 20-24 years exhibit lower rates of labour force participation when compared to their counterparts in older five-year age groups. This is especially pronounced in spatial domains where large proportions are classified as NEET (not in education, employment or training).

Higher employment rates are a strong requirement for achieving greater levels of empowerment among young people and increasing their potential for improving their prospects of exposure to more favourable livelihoods and their likelihood of accessing opportunities deemed critical to a successful adult life. Such outcomes may also favour their offspring with advantages that augur well for the sustainability of fortunes that contribute to solidifying earlier gains in the socio-economic well-being of the society. For young people and the future economic base of nations, the accumulation of wealth through access to valuable assets can only be fully realised through sustained, productive employment.

2. Youth Employment - Issues and Gaps

The data to measure youth employment are normally obtained from labour force sample surveys. Much more reliable estimates of labour force characteristics pertaining to young persons can only be obtained on the basis of replicating such sample surveys targeting young persons 15-29 years. Due to standards and guidelines



recommended by the ILO, national efforts to obtain data on labour force characteristics in populations have been harmonised and permit the generation of cross-national data that are comparable. Nonetheless, users of such secondary data will need to bring a youth development perspective to bear on the analysis of the data if the value is to be maximised.

Another critical concern that arises in the context of the production of data on labour force characteristics is the impact of seasonal variations which may manifest themselves differently across national boundaries and may negatively impact interpretive discourse as reference periods vary from country to country. The frequency of data collection based on the administration of labour force surveys varies with countries collecting such data quarterly, bi-annually or annually. In some cases, the data are collected less frequently and even in a sporadic manner, for example, as a parallel item in a sample survey designed to measure living standards. Some countries have no data at all and rely specifically on decennial censuses to derive measures of labour force characteristics. The latter has considered contentious on methodological grounds.

In cases where the reliability of estimates of employment, unemployment and labour force participation is high, the proposed indicators are useful in measuring national levels for youth 15-29 years. Of course, this is much more likely to be the case if such data target youth 15-29 years as the population of interest. Sub-national data are also important to gauge variations in these indicators across age (15-19 years, 20-24 years and 25-29 years), place of residence and education. The latter is especially important as the emergent data can reveal the existence of a mismatch if less favourable employment and unemployment rates persist irrespective of education. At the same time, reliance on reliable estimates of employment and unemployment among young persons with different levels of education hinges upon an orientation towards obtaining estimates of labour force characteristics from youth-specific samples.

There ought to be a definite thrust towards estimating the proportion of young persons classified as NEET. Beyond a pre-determined minimum, a high proportion of youth classified as NEET is evidence of serious social dislocation. Deviance and the pursuit of deviant careers are likely outcomes of such a scenario as NEET youth might be incapable of accessing the formal labour market yet have aspirations for earning a livelihood and wealth creation. Such incapacities are likely to be a function of the extent to which NEET youth are unemployable and/or lack the capabilities that are pre-requirements for training or further education. Thus, an indicator that throws light on the prevalence of youth classified as NEET can be considered as an important item for inclusion in the youth employment domain providing critical evidence for social analysis and planning.

3. Addressing the Gaps – Future Thrusts

In order to address the gaps, **a key recommendation would be to encourage the governments of Commonwealth member states to conduct national youth surveys at least once every five years.** This should target young persons 10 years to 39 years and be designed in a manner that will permit longitudinal studies that underlie systematic investigation standards for collecting baseline data, monitoring outcomes and evaluating impact. Sampling plans should be developed to ensure that age-based labour force characteristics are reliably estimated. In essence, a model consistent with that used by UNICEF in the execution of the MICS globally should be adopted by the Commonwealth Secretariat with the main obstacles being the costs and mobilisation of political will. Government expenditure is often prioritised and notwithstanding the potential benefits that are likely to accrue in the future, uncertainty as to the merit of today's expenditure on youth initiatives and the short-term horizon associated with the political lives of government regimes place youth expenditure on a lower rung of the ladder.

To this end, the CYP has to rely on the achievements of the few success stories that exist among its membership. If this initiative is to be sustained, such data collection is inevitable. Because this is likely to be a one-shot sample

survey, employment and unemployment will have to be observed retrospectively across different time periods to reliably capture seasonal variations cross-nationally. Input data to fill all of the gaps discussed above can be adequately captured using such a medium that ought to be developed on the basis of a consultative process and adequately tested.

6.6 Prof Usha S Nayar

Reflections on the health and well-being domain of the YDI

Youth is a prime stage of human development: After having survived childhood successfully, the human child enters into a phase that requires societal celebration and at the same time societal concern on how to facilitate full physical, mental, social health and wellbeing. Youth Development Index (YDI) under the domain of health and wellbeing has included five indicators that highlight youth health issues during this period. The domain includes indicators like youth mortality rate, HIV prevalence, teenage pregnancy rates, tobacco use and cannabis.

The reasons for the selection of the health and wellbeing indicators

We are aware that only focusing on these indicators does not cover the whole spectrum of health and wellbeing of youth. The major reason for the selection of these indicators is that they represent the key conditions for the realization of potential of youth growth and development. Also, there are quantitative data available across Commonwealth countries. The aim of the YDI for the health and wellbeing domain is to derive policy outcomes in all the Commonwealth countries and take actions for the healthier life of youth across the full spectrum of society. For this purpose the sources of data have been from World Health Organization, United Nations Office on Drug and Crime, World Bank, UNAIDS, Centers for Disease Control and Prevention and Global Youth Tobacco Survey.

Why mental health measures are not included

Regretfully, the direct mental health indicators are not included in this YDI, not because they are less important, but primarily due to the paucity of documentation and standardised data sets for most of the Commonwealth countries.

Youth normally experience various types of emotional distress during the time when they go through the complexities of life. Mostly, with short span of stresses and strains youth are competent themselves to negotiate them)



problems in youth affects the whole family as well as the relationship with other relatives becomes strained.

Recommendations to strengthen and improve the implementation of the YDI

It is important for caregivers and policy planners to be aware of health and mental health problems among youth and make provision for professional services for young population.

To provide preventive, promotional and therapeutic multiple interventions, services and environments to attain highest possible standard of holistic physical, mental and social health, it is recommended that services are to be created that are youth friendly and easily accessible to youth without any stigma and discrimination in the society.

Setting up of community centers, tele-counseling services, outpatient mental health clinics, primary care clinics, provision of counselling services at schools, building behavioral managements skills among young population and their general social skills and provision of psychological and psychiatric services is recommended. Systematic diagnostic and therapeutic records are to be maintained by the service agencies so that health status of youth can be assessed, monitored and mentored for the wellbeing of youth. Hopefully, each country will create its own YDI benchmark and monitor it yearly to honor and value their vital population youth in society.

6.7 Dabesaki Mac-Ikemenjima and Sanyi Emmanuel Sanyi

The Commonwealth Youth Development Index: Any value for youth development?

The Commonwealth Youth Development Index (YDI) provides a measure of youth development outcomes and reflects the status of youth in member countries. But why is the YDI important to young people's development across the Commonwealth?

We present here five critical reasons why the creation of the YDI is of value. The first reason is simply the fact that the time is right.

There can be no better time to take stock of the status of youth in the Commonwealth than now. The second is that it provides some understanding of the areas in which member countries are investing their resources in relation to youth. The third reason is that it provides an opportunity for the Commonwealth Secretariat to prioritise its support to governments on youth issues. The fourth reason is that it provides an advocacy agenda on which basis both young people and the Commonwealth Secretariat could engage governments; and fifth, because it serves as a tool for evaluating youth programming at national level.

Now back to the first point: the time is right. There can be no better time than now to create a measure of governments' youth development investment priorities. In 2013, the Commonwealth Youth Programme marks 40 years of existence. While these past forty years have been marked with successes and failures in programme delivery, events in the last couple of years such as the 2011 Arab spring in the North Africa, the London 2011 riots and the occupy movement all demonstrate clearly that the youth bulge is engendering new challenges to which the Commonwealth and its member governments need to pay attention regarding the life and wellbeing of young people. A measure of youth such as the YDI provides a basis for better planning and prioritisation of programmes that will ensure that young people's energies are better utilised for the improvement of their societies.

This leads naturally to the second point. The YDI helps provide answers to the questions: what are the areas of investment of member countries in young people? What areas are yielding the best returns on investment? What areas are lagging?

What can be done? The advantage of a cross Commonwealth framework is that it provides a basis for comparisons across countries. In addition, the YDI also provides comparisons across other thematic measures such as the human development index.

Since 1973, the Commonwealth Youth Programme (CYP) has been supporting member countries in the development of specific

programmes towards youth development. In the context of a youth development index, as indicated in the third point, CYP will be better placed to align its technical assistance with the areas in which countries have the greatest deficiency or need. For some countries, the current CYP initiatives may be suitable, but for others, new programmes might be required. In this way, both member countries and the CYP receive the best returns on investment.

Fourthly, the YDI provides an advocacy tool for both young people and the CYP. Young people should not perceive the YDI as a tool that 'names and shames' countries on how they are faring in youth development. Rather, it is a useful tool which could enable young people to compare their governments' investments in youth, with the outcomes attained. In addition, the index could serve as an informed basis through which young people could engage their governments on necessary policy changes that would contribute to their wellbeing.

Fifthly and finally, the YDI serves as a tool for evaluating policies. Further to this, it provides the evidence base which could support the scaling-upwards or backwards or even discarding certain existing policies in member countries.

While the YDI has the potential to be a valuable tool, it may not serve its purpose if it suffers from data availability deficiency. Therefore the YDI needs to benefit from regular update and capture information and data on domains and priorities that speak to the advancement of youth. This consequently means that investment is also needed for the conduct of research. CYP's advocacy efforts must therefore include a focus on encouraging governments to disaggregate their data across age and gender to capture data focused on young people.



Appendix A

Commonwealth Secretariat technical advisory committee

Name	Country	Sector
Technical Experts		
Prof. Mansah Prah	Ghana	Centre for Gender Studies and Advocacy, University of Ghana
Prof. Lata Narayan	India	Centre for Lifelong learning, Tata Institute Of Social Sciences
Prof. Alfred Adegoke	Nigeria	Department of Counsellor Education, University of Ilorin, Nigeria
Dr. Tim Corney	Australia	Incolink Foundation
Dr. Richard Carter	Barbados	Consultant, DfID.
Dr. Godfrey St. Bernard	Trinidad	Institute of Social and Economic Studies, University of the West Indies
Dr. Usha Nayar	India	Professor, Tata Institute Of Social Sciences
Prof. Robyn Broadbent	Australia	Associate Professor, Victoria University
Youth Representatives		
Dabesaki Mac-Ikemenjima	Postgraduate Researcher at the University of East Anglia	
Sanyi Emmanuel Sanyi	Development Consultant	
Commonwealth Secretariat		
Katherine Ellis	Director, Youth Affairs Divison	
Layne Robinson	YDI Project Manager, Programme Officer	
Rajkumar Bidla	Programme Officer	
Other Contributors		
Tanya Powell	Jamaica	Ministry of Youth, Sports and Culture, Jamaica
Susana Gonzalez	Switzerland	Evaluation Specialist, Youth Employment Network, ILO
Elisa Bosio	Cyprus	Research and Innovation Office, University of Nicosia – Cyprus
IEP Researchers		
Daniel Hyslop	Research Manager	
David Hammond	Research Fellow	
Debopriyo Bal	Research Fellow	

Appendix B

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Human Development Index Overall Score (UN 2010)	United Nations Development Programme	Overall index score based on a country's achievement of educational, health and income outcomes. A higher score is more favourable.	0.77
Inequality Adjusted Education measure (UN 2010)	United Nations Development Programme	Overall index score based on a country's achievement of educational outcomes adjusted according to how evenly education is provided to the overall population. A higher score is more favourable.	0.75
Health and Primary Education (WEF 2011)	World Economic Forum	A composite score based on a range of educational and health outcomes (such as infant mortality, HIV prevalence and primary education enrolment.)	0.71
Education Sub-Index Scores (LF 2010)	Legatum Prosperity Index	Score measuring a country's performance in access to education, quality of education, and human capital. A higher score indicates better outcomes on this scale.	0.71
Secondary school enrolment ratio (EIU 2012)	Economist Intelligence Unit	The net enrolment ratio is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in school to the population of the corresponding official school age.	0.71
(IA) Income (UN 2010)	United Nations Development Programme	Score based on the average level of income for a country's population, adjusted for inequality. A higher score is more favourable.	0.69
Government Effectiveness (WB 2010)	World Bank	Score based on the perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.	0.69
Political Democracy Index (EIU 2012)	Economist Intelligence Unit	Qualitative assessment of the state of democracy in a country. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.68
Internet Users (UN 2008)	United Nations ITU	Internet users are people with access to the worldwide network. Internet Users data is recorded per 100 of population.	0.68
Higher Education and Training (WEF 2011)	World Economic Forum	Score based on the level of Higher Education attainment of citizens.	0.68
Regulatory Quality (WB 2010)	World Bank	Score capturing perceptions of the ability of the government to formulate and implement sound policies and regulations that permit and promote private sector development.	0.67
Gender Equality (ISS 2010)	Indices for Social Development	Score measuring the level of gender equality. Includes factors such as the male/female wage ratio, the level of economic rights afforded to women and the female/male education enrolment ratio. A higher score indicates greater gender equality.	0.66
Entrepreneurship and Opportunity Sub-Index Scores (LF 2010)	Legatum Prosperity Index	Score based on the level of entrepreneurship and opportunity available within a country, includes factors such as entrepreneurial environment, innovative activity, and access to opportunity. A higher score indicates better outcomes on this scale.	0.65
Rule of Law (WB 2010)	World Bank	Score capturing perceptions of the extent to which agents have confidence in and abide by the rules of society, and in particular the quality of contract enforcement, property rights, the police, and the courts, as well as the likelihood of crime and violence.	0.65

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Higher education enrolment (EIU 2012)	Economist Intelligence Unit	The gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown.	0.65
Voice and Accountability (WB 2010)	World Bank	Score capturing perceptions of the extent to which a country's citizens are able to participate in selecting their government, as well as freedom of expression, freedom of association, and a free media.	0.64
Higher education enrolment (% Gross) (EIU 2011)	Economist Intelligence Unit	The gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown.	0.64
Adult literacy rate (% of population over 15) (EIU 2011)	Economist Intelligence Unit	Refers to the % of population over the age of 15. Data are based on national literacy estimates from censuses or surveys.	0.64
Functioning of government (EIU 2012)	Economist Intelligence Unit	Qualitative assessment of whether freely elected representatives determine government policy and whether there is an effective system of checks and balances on the exercise of government authority. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.63
Electoral process (EIU 2012)	Economist Intelligence Unit	Qualitative assessment of whether elections are competitive in that electors are free to vote and are offered a range of choices. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.62
Control of Corruption (WB 2010)	World Bank	Score capturing perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as "capture" of the state by elites and private interests.	0.61
Governance Sub-Index Scores (LF 2010)	Legatum Prosperity Index	Score based on factors such as an effective and accountable government, fair elections and political participation, and rule of law.	0.61
Business Freedom (HF 2011)	Heritage Foundation	Score based on the efficiency of government regulation of business. Based on factors such as the difficulty of starting, operating, and closing a business.	0.60
Tertiary Education per Worker (LF 2010)	Legatum Prosperity Index	Score based on the average level of tertiary education per worker.	0.60
Political participation (EIU 2011)	Economist Intelligence Unit	Qualitative assessment of voter participation/turn-out for national elections, citizens' engagement with politics. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.59
Civic Activism (ISS 2010)	Indices for Social Development	Score measuring the social norms, organisations, and practices which facilitate greater citizen involvement in public policies and decisions. A higher rating suggests a more conducive environment to civic activism.	0.59
Efficiency Enhancers (WEF 2011)	World Economic Forum	A composite score based on factors such as the level of higher education, market efficiency, financial development, technological readiness and market size.	0.59
Technological Readiness (WEF 2011)	World Economic Forum	A composite score based on a range of technological adoption indicators (such as internet subscriptions.)	0.58

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Corruptions Perceptions Overall Score (TI 2011)	Transparency International	A score rating how corrupt a country's public sector is perceived to be. A lower score indicates a lower perception of corruption.	0.58
Property Rights (HF 2011)	Heritage Foundation	Score based on an assessment of the ability of individuals to accumulate private property, secured by clear laws that are fully enforced by the state. A higher score indicates a more favourable environment.	0.58
Corruption perceptions (EIU 2012)	Economist Intelligence Unit	The Index draws on multiple expert opinion surveys that poll perceptions of public sector corruption, scoring countries on a scale from 0 to 10, with 0 indicating high levels of perceived corruption and 10 indicating low levels of perceived corruption.	0.58
Economy and Employment (BS 2011)	Bertelsmann Stiftung	Score based on a range of factors relating to policy making process with regard to the economy, labor market, taxation and budget.	0.58
Steering Capability (BS 2011)	Bertelsmann Stiftung	Score based on the quality of the policy making process. Includes factors such as the level of consultation, coordination amongst decision makers and the coherence of the government's communication policy.	0.57
Political participation (EIU 2012)	Economist Intelligence Unit	Qualitative assessment of voter participation/turn-out for national elections, citizens' engagement with politics. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.56
Status Score (BS 2011)	Bertelsmann Stiftung	Score based on the quality of democracy and overall policy performance in a country.	0.56
Basic Requirements (WEF 2011)	World Economic Forum	A composite index based on a factors relating to institutions, infrastructure, the macroeconomic environment, health and education.	0.56
Policy Implementation (BS 2011)	Bertelsmann Stiftung	Score based on the ability of government to implement, monitor and target policy effectively.	0.55
Financial Freedom (HF 2011)	Heritage Foundation	Score based on a measure of the tax burden imposed by government. It includes both the direct tax burden in terms of the top tax rates on individual and corporate incomes and the overall amount of tax revenue as a percentage of GDP. A higher score indicates a more favourable environment.	0.54
Social Affairs (BS 2011)	Bertelsmann Stiftung	Score based on the government's ability to serve the needs of the community via social sectors such as health care, social inclusion, families, pensions, integration.	0.54
Infrastructure (WEF 2011)	World Economic Forum	A composite score based on a range of indicators related to infrastructure (such as the number of telephone lines.)	0.54
Girls to Boys Enrolment Ratio (WB 2010)	World Bank	Score based on the ratio of school enrolments (female/male.)	0.53
Primary school enrolment ratio (EIU 2012)	Economist Intelligence Unit	The net enrolment ratio is the ratio of the number of children of official school age (as defined by the national education system) who are enrolled in school to the population of the corresponding official school age.	0.53
Capital Per Worker (LF 2010)	Legatum Prosperity Index	Score based on the average amount of physical capital per worker for the production of goods and services.	0.52

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Political culture (EIU 2012)	Economist Intelligence Unit	Qualitative assessment of the degree of societal consensus and cohesion to underpin a stable, functioning democracy; as well as the level of separation of church and state. Ranked from 1 to 10 (very low to very high) by the Economist Intelligence Unit's Country Analysis team.	0.52
Separation of Powers (LF 2010)	Legatum Prosperity Index	Score based on how separate government power is held. Includes the level of competition in different branches of government, the independence of the judiciary and the level of political participation by citizens.	0.52
Resources (BS 2011)	Bertelsmann Stiftung	Score based on the management of resources by government such as economic, the environment, human capital and innovation.)	0.52
Quality of Democracy (BS 2011)	Bertelsmann Stiftung	A composite score based on factors associated with the quality of a democracy (such as the electoral process, access to information, the rule of law and civil rights.)	0.51
Secondary Education per Worker (LF 2010)	Legatum Prosperity Index	Score based on the average amount of secondary education per worker.	0.51
GDP per capita (EIU 2012)	Economist Intelligence Unit	A country's level of GDP per head of population.	0.50
Undernourishment (WB 2010)	World Bank	Proportion of population who are population who are below the minimum level of dietary energy consumption.	-0.50
Starting a Business (WB 2011)	World Bank	Score based on the time and cost for a small to medium-size limited liability company to start up and operate formally. A higher score is less favourable.	-0.50
GPI Score (IEP/EIU 2012)	Institute for Economics and Peace	Overall score of a country's peacefulness composed of 23 indicators, ranging from a nation's level of military expenditure to its relations with neighbouring countries and the percentage of prison population. A higher score indicates a less peaceful nation.	-0.52
Human Flight (FFP 2011)	Fund for Peace	Rating based on the level of human flight and 'brain drain' from a country. Includes factors such as the level of remittances and the emigration of politicians and professionals. A higher score indicates greater risk.	-0.53
Closing a Business (WB 2011)	World Bank	Score measuring the difficulty for businesses to voluntarily close operations. A higher score is less favourable.	-0.53
Level of organised internal conflict (IEP/EIU 2012)	Institute for Economics and Peace	Assessment of the intensity of conflicts within the country, ranked from 1-5 (no conflict to severe crisis) by the Economist Intelligence Unit's Country Analysis team.	-0.53
Rating (FH 2011)	Freedom House	Overall score of the level of freedom in a country covering the electoral Process, political pluralism and participation and the functioning of government. A higher score indicates that a country enjoys a lower level of freedom.	-0.54
Political instability (GPI-INST) (IEP/EIU 2012)	Institute for Economics and Peace	Assessment of political instability ranked from 0 to 100 (very low to very high instability) by the Economist Intelligence Unit's Country Analysis team, based on the question "Are political institutions sufficiently stable to support the needs of businesses and investors?".	-0.54

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Intensity of deprivation (UN 2010)	United Nations Development Programme	Score based on the average percentage of deprivation experienced by people in multidimensional poverty. A higher score is less favourable.	-0.55
Internal Peace (IEP/EIU 2012)	Institute for Economics and Peace	Score based on internal factors which are associated with peace such as the number of homicides, perceptions of criminality and the ease of access to small arms and light weapons. A higher score indicates a less internally peaceful country.	-0.57
Factionalised Elites (FFP 2011)	Fund for Peace	Score based on the level of fragmentation of the national elite. Covers the concentration of wealth, the existence of a national identity and the level of cross-cultural respect. A higher score indicates greater risk.	-0.58
Getting Credit (WB 2011)	World Bank	Score measuring institutions and systems that can facilitate access to finance and improve its allocation such as the legal rights of borrowers and lenders, and the accessibility of information via credit registries or bureaus. A higher score is less favourable.	-0.58
Refugees and IDPs (FFP 2011)	Fund for Peace	Score based on pressures relating to refugees and internally displaced people. A higher score indicates greater risk.	-0.59
Uneven Development (FFP 2011)	Fund for Peace	Score based on the level of group-based inequality, both perceived and actual. A higher score indicates greater risk.	-0.59
Political Rights (FH 2011)	Freedom House	Rating based on the level of political rights provided to citizens such as free and fair elections. A higher score would indicate the a country accords less political rights to its citizens.	-0.59
External Intervention (FFP 2011)	Fund for Peace	Score based on the level of involvement external actors have with country. Questions cover factors such as military attacks, aid dependency and the existence of foreign troops domestically. A higher score indicates greater risk.	-0.60
15-34 year old males (EIU 2012)	Economist Intelligence Unit	Male population 15-34 year olds as a proportion of the adult population.	-0.62
Trading Across Borders (WB 2011)	World Bank	Scored which rates the procedural requirements for exporting and importing a standardised cargo of goods. A higher score is less favourable.	-0.63
Pupil to Teacher Ratio (WB 2010)	World Bank	Ratio of students to teachers.	-0.63
Security Apparatus (FFP 2011)	Fund for Peace	Score based on the operation of a country's apparatus. Covers factors such as the availability of weapons, improper use of force and use of political violence. A higher score indicates greater risk.	-0.64
Civil Liberties (FH 2011)	Freedom House	Rating based on the range of civil liberties provided to citizens such as freedom of expression, assembly, association, education, and religion. A higher score would indicate the a country accords less political rights to its citizens.	-0.64
Multidimensional Poverty (UN/MPI 2010)	Oxford Poverty and Human Development Initiative	Index of development based on a range of factors such as health, education, living standards, disempowerment, poor quality of work and the threat from violence. A higher score indicates a less favourable score.	-0.65
Legitimacy of the State (FFP 2011)	Fund for Peace	Score based on the level of legitimacy of the state. Includes factors such as the level of corruption, honesty of elections and the confidence held by citizens in government.	-0.65

Key correlations of the YDI to other key development indices and metrics

Data Sets	Source	Indicator Description	Correlation with Youth Development Index 2012
Poverty and Decline (FFP 2011)	Fund for Peace	Score describing the outlook for a country in terms of a range of factors such as inflation, consumer confidence, unemployment and the overall business climate. A higher score indicates greater risk.	-0.66
Human Rights and Rule of Law (FFP 2011)	Fund for Peace	Score based on the respect for the 'rule of law' and human rights in a country. Includes factors such as access to information, the protection of civil rights and occurrences of political prisoners. A higher score indicates greater risk.	-0.69
Demographic Pressures (FFP 2011)	Fund for Peace	Score based on demographic pressures such as population growth, environmental hazards, starvation and natural disasters. A higher score indicates greater risk.	-0.74
Public Services (FFP 2011)	Fund for Peace	Score based on the provision of public services. Includes considerations such as the poor's access to housing, literacy rates and the provision of sanitation facilities. A higher score indicates greater risk.	-0.75
Infant mortality (EIU 2012)	Economist Intelligence Unit	Infant mortality rate is the number of infants dying before reaching one year of age, per 1,000 live births in a given year.	-0.77

Domain 2 – Health and Wellbeing

Rank	Country	D2 Score
1	Australia	0.909
2	Singapore	0.876
3	Mauritius	0.874
4	Barbados	0.864
5	Malta	0.860
6	United Kingdom	0.857
7	Maldives	0.849
8	Canada	0.846
9	Guyana	0.846
10	Cyprus	0.837
11	New Zealand	0.829
12	Fiji	0.827
13	Jamaica	0.827
14	Bahamas	0.826
15	Malaysia	0.811
16	Sri Lanka	0.799
17	Bangladesh	0.792
18	Vanuatu	0.769
19	Pakistan	0.768
20	Grenada	0.750
21	Saint Vincent and the Grenadines	0.743
22	Solomon Islands	0.731
23	Trinidad and Tobago	0.717
24	Saint Lucia	0.717
25	Samoa	0.711
26	Papua New Guinea	0.709
27	Belize	0.698
28	Tonga	0.696
29	Brunei	0.623
30	Sierra Leone	0.618
31	India	0.591
32	Antigua and Barbuda	0.586
33	Ghana	0.579
34	Dominica	0.560
35	Gambia	0.554
36	Nigeria	0.522
37	Saint Kitts and Nevis	0.520
38	Cameroon	0.512
39	Tuvalu	0.504
40	South Africa	0.487
41	Kiribati	0.465
41	Nauru	0.465

Rank	Country	D2 Score
43	Kenya	0.375
44	Rwanda	0.356
45	Seychelles	0.295
46	Malawi	0.270
47	Botswana	0.269
48	Namibia	0.264
49	Tanzania	0.260
50	Zambia	0.255
51	Uganda	0.240
52	Mozambique	0.231
53	Swaziland	0.226
54	Lesotho	0.224

Domain 3 – Employment

Rank	Country	D3 Score
1	Pakistan	0.889
2	Singapore	0.844
3	Bangladesh	0.834
4	India	0.821
5	Tonga	0.815
6	Malta	0.810
7	Belize	0.807
8	Australia	0.806
9	Maldives	0.804
10	Trinidad and Tobago	0.797
11	Canada	0.781
12	Samoa	0.767
13	Cyprus	0.753
14	Bahamas	0.744
15	Antigua and Barbuda	0.734
16	New Zealand	0.729
17	Zambia	0.724
18	Guyana	0.719
19	United Kingdom	0.702
20	Jamaica	0.700
21	Malaysia	0.685
22	Lesotho	0.683
23	Barbados	0.680
24	Mauritius	0.679
25	Tanzania	0.658
26	Dominica	0.652
27	Botswana	0.634
28	Sri Lanka	0.634
29	Ghana	0.580
30	Saint Lucia	0.567
31	Sierra Leone	0.564
32	South Africa	0.496
33	Namibia	0.462
34	Papua New Guinea	0.438
35	Seychelles	0.428
36	Brunei	0.400
37	Cameroon	0.300
38	Kenya	0.250
39	Vanuatu	0.230
40	Rwanda	0.220
40	Uganda	0.220
42	Nigeria	0.190
43	Saint Vincent and the Grenadines	0.139

Rank	Country	D3 Score
44	Mozambique	0.110
45	Malawi	0.045
46	Grenada	0.011
N/A	Solomon Islands	Inadequate Data
N/A	Swaziland	Inadequate Data

Domain 4 – Political Participation

Rank	Country	D4 Score
1	Australia	0.818
2	United Kingdom	0.744
3	Uganda	0.726
4	South Africa	0.709
5	Canada	0.702
6	Gambia	0.667
7	Mauritius	0.651
8	New Zealand	0.643
9	Belize	0.629
9	Namibia	0.629
11	Mozambique	0.625
12	Dominica	0.618
13	Botswana	0.608
14	Jamaica	0.583
14	Lesotho	0.583
14	Trinidad and Tobago	0.583
17	Nigeria	0.553
18	Bahamas	0.535
18	Solomon Islands	0.535
20	Ghana	0.532
21	Zambia	0.528
22	Sierra Leone	0.476
23	Malawi	0.469
24	Cyprus	0.459
25	Saint Vincent and the Grenadines	0.452
25	Seychelles	0.452
27	Guyana	0.417
28	Sri Lanka	0.375
29	India	0.368
29	Malta	0.368
31	Saint Lucia	0.368
31	Samoa	0.368
31	Vanuatu	0.368
34	Bangladesh	0.351
35	Cameroon	0.289
36	Antigua and Barbuda	0.285
36	Barbados	0.285
36	Fiji	0.285
36	Kiribati	0.285
36	Nauru	0.285
36	Papua New Guinea	0.285
36	Tonga	0.285
36	Tuvalu	0.285

Rank	Country	D4 Score
44	Singapore	0.278
45	Pakistan	0.271
46	Kenya	0.191
47	Malaysia	0.188
48	Grenada	0.118
48	Saint Kitts and Nevis	0.118
50	Tanzania	0.046
51	Brunei	0.035
51	Maldives	0.035
N/A	Rwanda	Inadequate Data
N/A	Swaziland	Inadequate Data

Rank	Country	D5 Score
1	Sierra Leone	0.690
2	Guyana	0.575
3	Australia	0.548
4	Ghana	0.521
5	New Zealand	0.508
6	Canada	0.507
7	Sri Lanka	0.456
8	Jamaica	0.455
9	Malta	0.447
10	United Kingdom	0.443
11	Trinidad and Tobago	0.439
12	Nigeria	0.438
13	Belize	0.436
14	Mauritius	0.436
15	Swaziland	0.429
16	Uganda	0.417
17	Malawi	0.408
18	Zambia	0.397
19	Malaysia	0.368
20	Mozambique	0.347
21	Lesotho	0.336
22	Antigua and Barbuda	0.332
22	Bahamas	0.332
22	Barbados	0.332
22	Brunei	0.332
22	Dominica	0.332
22	Fiji	0.332
22	Gambia	0.332
22	Grenada	0.332
22	Kiribati	0.332
22	Maldives	0.332
22	Nauru	0.332
22	Papua New Guinea	0.332
22	Saint Kitts and Nevis	0.332
22	Saint Lucia	0.332
22	Saint Vincent and the Grenadines	0.332
22	Samoa	0.332
22	Seychelles	0.332
22	Solomon Islands	0.332
22	Tonga	0.332
22	Tuvalu	0.332
22	Vanuatu	0.332
43	Namibia	0.296

Rank	Country	D5 Score
44	Kenya	0.292
45	Cyprus	0.288
46	Rwanda	0.275
47	South Africa	0.266
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