



8TH YOUTH PARLIAMENT PAKISTAN STUDY VISIT TO UK & DENMARK



STUDY VISIT REPORT

NOVEMBER 28- DECEMBER 02, 2016



SECRETARIAT YOUTH PARLIAMENT PAKISTAN



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PILDAT is an independent, non-partisan and not-for-profit indigenous research and training institution with the mission to strengthen democracy and democratic institutions in Pakistan. It also serves as Secretariat, Youth Parliament Pakistan.

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PREFACE

PILDAT facilitated a Study visit to the United Kingdom and Denmark spanning from **November 28 to December 02, 2016**.

The main purpose of the Study Visit was to facilitate learning about the democratic and Parliamentary systems, institutional measures of public accountability and transparency of Governments. The programme aimed to provide specific learning about the UK and Danish democracies, electoral, Parliamentary and political systems.

The aims and objectives of the Study Visit to the UK was to gain an insight into the functioning of the UK Parliament and engage with Members and Officials to discuss issues of mutual interest. The programme focussed to provide an overview of the UK Parliamentary System, including the Committee System, Explore the relationship between Parliament, MPs and the Media, Discuss the relationship and interaction between MPs and constituents, discuss the opportunities in British Politics for Pakistani-origin British Muslims and a comprehensive discussion on Brexit and future prospects. The visit also included a visit to the Parliamentary Education System.

While Denmark leg of the visit emphasised on the understanding of the 'Danish Democracy Model', how it evolved, Democratic systems and processes, the welfare system of Denmark, visit to an important institutions holding the public sector accountable to take a closer look at how public accountability works in Denmark, Visit to the Danish Parliament, interaction with youth activists, overview of the Education system of Denmark and visit to a local public school and Copenhagen Business School. Together with this, the visit also included an interaction with the Muslim community in Denmark, visit to a local mosque and a briefing on the multi cultural society of Denmark.

The Pakistan Delegation on the Study Visit to UK & Denmark consisted of **13 Members** of the 8th Youth Parliament Pakistan and **02 Members** of PILDAT. The Delegation included: **Mr. Abdur Rehman** (YP3-54-ICT01) Deputy Speaker, Third session, **Ms. Afia Waheed Khan** (YP2-13-PUNJAB02) Deputy Speaker, Second Session, **Mr. Azeem Armaghan** (YP4-53-ICT01) Leader of the Opposition, Fourth Session, **Mr. Basharat Ali** (YP1-59-GB02), **Ms. Bakhtawar Komal** (YP4-06-KP02), **Mr. Bilawal Bin Nasir** (YP2-17-PUNJAB06), **Mr. Faizan Daud** (YP1-15-PUNJAB04), Leader of the House, First Session, **Mr. Iftikhar Khan** (YP4-55-FATA01), **Mr. Irtaza Haider** (YP1-18-PUNJAB07), **Mr. Masood Ur Rehman** (YP1-02-BALUCHISTAN02), **Mr. Muhammad Usama** (YP4-48-SINDH09), **Mr. Nadir Khawaja** (YP4-58-AJK01) Chairperson Youth Standing Committee on Finance, Fourth Session and **Syed Muhammad Raza Zaidi** (YP1-49-SINDH10). PILDAT officials accompanying the Delegation included: **Ms. Aasiya Riaz**, Joint Director PILDAT and **Mr. Muhammad Saad**, Projects Manager, PILDAT.

The Youth Parliament Pakistan, a PILDAT initiative since 2007, is currently funded by the Danish Embassy under the development programme 2013-2016. The platform envisioned and created by PILDAT is facilitated at inculcating in youth of Pakistan values and spirit for democracy, the importance of dialogue and an understanding of the concept of Parliament and its role in democratic decision-making and oversight.

Acknowledgements

This report has been reviewed and edited by Ms. Aimen Khan, Projects Manager PILDAT under the direct supervision of Mr. Ahmed Bilal Mehboob, President PILDAT and Ms. Aasiya Riaz, Joint Director PILDAT.

The Study Visit to UK & Denmark was funded by DANIDA, the Royal Danish Embassy, Islamabad. PILDAT would like to thank the Commonwealth Parliamentary Association (CPA) in London and Danida Fellowship Centre (DFC) in Copenhagen for facilitating meetings in UK and Denmark respectively.

Disclaimer

The views expressed in the personal accounts by Members of the Delegation are their own and do not necessarily reflect the views of PILDAT.



Young Members of 8th Youth Parliament Pakistan pose for a group photo at the Parliamentary Education Centre, UK on November 28, 2016

An Overview of the Study Visit to UK & Denmark

The 13 members of the 8th Youth Parliament of Pakistan had a rigorous day of orientation to the United Kingdom's Parliamentary system, hosted by the Commonwealth Parliamentary Association, United Kingdom on November 28, 2016. The day started off with a tour of the British Parliament, where the delegates learnt of the history of both the chambers, workings and the separation of powers between the House of Lords and the House of Commons. The delegates were briefed by **Ms. Clemmie Brown**, *Clerk in the Public Office*, **Ms. Katya Cassidy**, *Clerk in the Journal Office*, and **Mr. Daniel Whitford**, *Clerk in the Committee Office*.

While talking to the Members of Youth Parliament Pakistan, **Mr. Andrew Tuggey**, *Chief Executive of CPA UK* branch highlighted the well-resourced staff of the British Parliament, where there is a constructive relationship between the Parliamentarians and the Clerks. **Ms. Eve Samson**, *Clerk of the European Scrutiny Committee* shed light on Britain's exit from the European Union and the legal framework available to execute it. She commented that majority Members of the Parliament still maintain that the membership of the EU should be reconsidered and windows for renegotiations should be sought, however it may not be likely for MPs to overturn a public decision. The Rt. Hon. **Ms. Ann Taylor**, the Baroness Taylor of Bolton, MP, and Baroness Liz Barker, MP spoke to MYPs about the role of the House of Lords in the British Parliament. It was emphasized that although the

decisions emanating from the House of Commons always take precedence since its members are elected, the work of the House of Lords is important since its members can discuss any issue of public importance without taking into account interests of constituencies. The MYPs also visited the recently established Parliamentary Education Centre.

Members of the Youth Parliament were given an introduction to the Danida Fellowship Centre (DFC) by **Ms. Maya Lindberg Brink**, *Capacity Development Advisor, Danida Fellowship Centre* in Denmark. **Mr. Erik Bryld**, Managing of Director of Tana, a development consultancy also engaged on the Study Visit, concluded the introductory session by welcoming the MYPs and sharing his views on policy development.

Following that, **Professor Flemming Juul Christensen**, currently teaching Government and Politics at the Roskilde University Centre, Copenhagen, Denmark, gave the MYPs a brief introduction to Danish democracy. Professor Flemming covered details on the unique demography of Denmark which has a population of 5.7 million, 1.3 million of which resides in the capital, Copenhagen. **Ms. Nanna Schnipper** gave the MYPs a briefing on the Danish Supreme Public Accountability Institution—that is, the Rigsrevisionen, where she is working as an Advisor. She explained that the Rigsrevisionen audits the Government accounts and examines whether the Government funds are administered in accordance with the decisions of the Parliament. For the purpose, the Rigsrevisionen reports to the Danish Public Accounts

Committee, but has retained a unique independence and credibility.

Mr. Rasmus Raabjerg Nielsen, *Member of Danish Confederation of Trade Unions (LO)* briefed the MYPs about the workings of the LO, which essentially is a confederation of Denmark's 18 main labour unions.

Members of the Youth Parliament spent the second day at the Danish Parliament, known as the Folketing, having a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, the Committee System, etc. On the third day of their Study Visit to Denmark, delegates held interactions regarding efforts for integrating ethnic minorities in Denmark, received a briefing by two Danish Pakistanis regarding what it was like for people from Pakistani origin to be in Denmark, and also held a short debate session with representatives of Youth Wings of different political parties. The day ended with a visit to the Hammad bin Khalifa Civilization Centre, serving as a community Centre and mosque for the Sunni Muslims in Copenhagen.

On the final day of the Study Visit, the MYPs had a rigorous set of interactions regarding all the tiers of the Danish Education System. This included learning about the opportunities afforded by the system and some of the major challenges faced by it. In the evening, the MYPs were hosted the Honourable Ambassador of Pakistan to Denmark, **Ambassador Masroor A. Junejo**, for a dinner reception.

**Individual Reports by
Youth Members of Delegation**

Report

Mr. Abdur Rehman
(YP3-54-ICT01)
Member 8th Youth Parliament Pakistan

ABOUT THE AUTHOR



Mr. Abdur Rahman

YP3-54-ICT01, Deputy Speaker; Session 3
8th Youth Parliament Pakistan

Mr. Abdur Rahman belongs to Islamabad. He was born on December 7, 1994 and is currently pursuing a major in BSc. (Hons) Management Science from the Lahore University of Management Science. Moreover, he is part of numerous societies in LUMS, primarily including LUMUN (LUMS Model United Nations), where he served as the Director for External Relations and also was also a speaker for Youth Leaders Parliament. Last year, he interned as the National Assembly of Pakistan as part of a USAID program, worked for different standing committees and research department assisting the parliamentarians in policymaking.

Introduction

I was part of the 3rd session of the 8th Youth Parliament Pakistan representing Islamabad Capital Territory. Through a democratic process and through secret ballot voting I was elected as the Youth Deputy Speaker of my session, which was an honor for me. Standing beside the oath I took, I performed to the best of my ability, stayed neutral throughout and tried my best to be just. Reasonable performance led to me clinching the 1st position not only in my session, but the entire batch. Fortunately, this helped me to get selected as part of thirteen-person delegation for a Study Visit to the UK and Denmark, in order to study the governance, democratic, legal and socio-political system and learn from it.

Interactions in UK & Denmark

The day started off with a tour of British Parliament, where the MYPs learnt history, workings, structure and designated power of both the houses of parliament- Commons and Lords. The delegation was given an extensive tour of both the houses and the Westminster palace. The MYPs were given a session by three clerks- **Ms. Clemmie Brown**, **Ms. Katya Cassidy** and **Mr. Daniel Whitford** who covered up different segments of Public Office, Journal Office and Committee Office while also answering questions asked from them. At this instance I also inquired how the Public Accounts Committee (PAC) of the UK functioned to which I was enlightened to know differences as opposed to the Public Accounts Committee in Pakistan. This was followed by a session by **Mr. Andrew Tuggey**, Chief Executive of Commonwealth Parliamentary Association who focused upon the functioning and importance of HR in conjunction to CPA and Parliament works. Mr. Tuggey appreciated the role of clerks and how they were assisting the MPs in different ways. Furthermore, a clerk of European Scrutiny Committee shed light on Brexit and legal implications connected with the aforementioned. The delegates had numerous questions lined up which took a shape of a healthy discussion covering legal, economic and social consequences of the event. At this instance I also inquired from **Ms. Eve Samson** about the social, specifically the racial consequences it was having and would have in future. This was followed by another session with the MPs who presented the role of House of Lords in Parliament. The delegates were then taken to the newly established Parliamentary Education Centre. The initiative was made with the objective to target children up to 18 years in order to bridge the gap of youth with politics aiming at 10,000 visitors towards this year.

On the first day of Denmark, we were welcomed in the

Tana Office by the Tana and DANIDA staff, who explained the entire program to us and functions of their organizations, respectively. **Ms. Maya Lindberg** from DFC took this opportunity to explain the objectives of DANIDA and its changing stance from 'aid to trade'. This was followed by a very learned professor, **Mr. Flemming Juul** who introduced us to the Danish Democracy. This also included him to provide us basic demographical facts- population, ratio of age groups and culture of the country. Public Accounts Committee functioning and powers were then explained by **Ms. Nanna Schnipper**. This also included the basic allocation of funds and the accountability measures. I took this moment to question how prioritization of cases in the committee was done and how law would play a role. Furthermore, the last session of the day was conducted by Member of Danish Confederation of Trade Unions. We were briefed upon the workings of LO. Concepts such as *Flexicurity (flexibility for job security)* were also shared with us. The second day was spent at the Danish Parliament, known as the Folketing, which included a diverse set of meetings covering all aspects herein. Mr. Kenneth, Executive Officer of International Development welcomed us to the Parliament where our first meeting was with the Advisor to Committee Secretariat who explained how committees worked and which ones existed. This was followed by a meeting with MP who elaborated upon the efficiency of committees. Following this Mr. Anton from Legal Services Office took over to explain some of the electoral process, which also included the proportional representation system, which I worked upon in the National Assembly of Pakistan with Mr. Arif Alvi, MNA PTI and also the Youth Standing Committee of Youth Parliament Pakistan. The Advisor to Communication Department came in to explain the steps that were being taken to bridge the gap of politics with youth. Moreover, **Ms. Iben Tybjaerg** explained us the Parliament's strategy and procedure for implementation with the EU. She explained the importance of EU and at the same time how Denmark was independent from EU in certain workings. This was followed by the last meeting with Ministry of Children, Education and Equality who briefed us upon the different vocational programs alongside the priority given to the education system in Denmark.

The third was again spent in the Tana office where we were part of panel discussions, which projected the integration of ethnic minorities in Denmark and youth politics with representatives from youth wings of two main political parties. Talk on ethnic minorities was first conducted by **Ms. Nadja Glavas** and **Ms. Maria Birch**. They presented the public perspective upon the integration. New initiatives such as 'Building Bridges'

and 'Baba' were discussed which were very insightful and smart ways towards the objectives.

In order to get a Pakistani perspective, two Danes of Pakistani origins came to the office. **Ms. Rushy Rashid**, RJ on a radio station and **Mr. Zubair Butt**, an economist, respectively elaborated upon their experiences in Denmark and their interactions with the locals, government authorities and the general social attitude of public. One of my question on freedom of speech led to an extensive discussion on the article 77 of Danish Constitution which talks about freedom of speech. Moreover, this was followed by the session with three representative form Youth Wings of political party which took form of a healthy debate in addition to them explaining how politics is inculcated from a very young age in them. Each representative explained the stance of their political parties on issues such as refugee crisis, welfare and tax system. We concluded this day by a visit to Hammad bin Khalifa Civilization Centre that proved to be very different for me. The well-designed, multi-purpose center included state of the art facilities to impart Islamic knowledge in addition to the mosque. It had common rooms, library, sitting area, conference rooms and fitness center.

The last day of the Study Visit was a set of consecutive, multitudinous meetings to analyze the education system of Denmark covering education from the primary level up to the university level. We first visited a local school, Frederiksberg municipality where we were briefly introduced to school system by vice principal. We then visited grade 0 to 9 and interacted

with students, teachers there. Right after the school visit, we went to Technical Education Centre where students were taught specialization courses such as architecture, plumbing, etc. We also had a one to one session with students in this institute. This was to be followed by a trip to Copenhagen Business School where the student council Vice President gave a holistic view of university from societies, culture, politics and curriculum. After this the entire delegation had a follow up meeting to revise the entire trip and come up with, and discussion 3 critical take a ways for Pakistan, which could be implemented. We marked the end of the trip with the dinner at the Pakistani ambassador's residence where I met an ex MP of Danish Parliament from Pakistani origin who was excited to meet us.

Learning & Experience

This once in a lifetime opportunity was extremely insightful, productive and full of diverse exposure. I have taken numerous key take a ways, which includes a new benchmark into governance system for Pakistan, as new ideas sprung up. I would admit that all what we saw is not implementable in the Pakistani context with a population of 20 billion. However, certainly numerous ideas can be implemented to the system of Pakistan with several tweaks. Moreover, it has also built my leadership skills along with boosting confidence by actively participating at places of such high stature. I am sure these learnings will go a long way and this investment by DANIDA and PILDAT will assist our youth to work towards a sustainable, successful Pakistan.



Mr. Abdur Rehman, MYP Third session, 8th YPP learns about the multicultural society of Denmark

Report

**Ms. Afia Waheed Khan
(YP2-13-PUNJAB02)
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Ms. Afia Waheed Khan

YP2-13-PUNJAB02, Deputy Speaker; Session 2
8th Youth Parliament Pakistan

Ms. Afia Waheed Khan belongs to the district of Punjab and was born on April 9, 1994. She went to the Garrison Academy for Matriculation and later went to the Punjab College for intermediate. Due to her avid interest in global affairs she ended up pursuing bachelors in International Relations from the Kinnaird College for Women, Lahore. She aspires to become a Human Rights lawyer in future.

Introduction

The Youth Parliament Pakistan study visit program facilitated by PILDAT is a great initiative funded by DANIDA, dedicated to investing in individuals and organizations across the world by connecting them through different training programs. The process serves as an opportunity to widen the horizon of young parliamentarians on political, economic and social structures operating in the UK and Denmark. From an underdeveloped state like Pakistan, youth get to learn and extract the beneficiaries from the model of successful states and apply in the contextual framework of Pakistan.

Interactions in UK & Denmark

The visit to the United Kingdom's Parliamentary system was hosted by the Commonwealth Parliamentary Association, United Kingdom. The most intriguing factor to the young MYPs was the complete transparency of the government workings to the public. It was established that the gap between the state and the public is minimal because of the main functions on the basis of which the parliament operates. Firstly, it is scrutiny which has more to do with monitoring and challenging the working of the government. Next in line is legislation and thirdly, debating on the important issues of the day. Parliamentary sovereignty is a principle of the UK constitution. It makes Parliament the supreme legal authority in the UK, which can create or end any law. The MYPs were informed that although the procedures regarding operations of the Parliament is not completely codified, there is an attempt to make everything emanating from those procedures available. The reverse gear of Brexit in the globalized world and the threat it might pose to multiculturalism was also discussed to the understanding of the MYPs. The reason behind the success of these states economically stems from their political awareness of the younger component of the population. In the UK, Parliamentary Education Centre is a branch of the parliament that serves as an outreach to younger strata of the country's population, including school-going children. In this regard, the Speaker of the House of Commons also holds a Skype session every Monday morning with student visitors of the Parliamentary Education Center. The reason behind highly aware population also has to do with the yearly seminars in Westminster for parliamentary practices and procedures. The main agendas commonly reside on women empowerment, human rights and environment protection

The visit in Denmark was all encompassing with a rigorous 4-day training session. The study visit entails a major component of one of the challenges faced by Pakistan i.e. education. The Danish Education System on school level is based on small class sizes and

multiculturalism through group activities. The focus is entirely on uniqueness of every student thence the uniform element is absent from their society. Knowledge is delivered and embedded within the juvenile minds especially through extra-curricular activities. The most crucial and interesting element hinges upon the student-parent-teacher dialogue. This effort promotes collective effort and provides a massive impact on each individual. The practicality of this utopian notion begins from the primary school level. 2nd graders are assigned folders each, in which they have to put the topics they were interested in, they found hard to understand, they particularly liked studying of each subject. The folder then helps in evaluating the aptitude of the individual student and coordinating with their parents for the students interests and disinterests. Physical fitness served as another integral piece in a well-run and quality education system.

Second tier in the final day at the Technical Education Centre was another unique idea for the MYPs to take back home. **Mr. Mogens Bagger Hansen**, the Principal, briefed about the history of Fredriksberg in general and the school in particular as a public-private partnership. The school imparts technical knowledge to the High school students even in social sciences to equip them with practical skills. It focuses mainly on the education that is relevant in the broader social context and evolving technological world.

Last in the line of the entire visit was Copenhagen Business School. The aim was to learn about how differently university operates in a welfare state. The members were greeted by **Mr. Thomas Skinnerup**, Vice President of the Student Association at CBS. In the past, universities were used to prepare people for offices of the Church. There were restricted admissions, and only the landed gentry, elites and males were allowed to attend. After a student uprising in France in 1968, the Danish Government decided to open up the universities and make the admission process more inclusive.

The initiation of 'democracy on campus' was one of the after effects of the uprising with the students across Europe agitating for greater rights to reverse the 'Mightiness of Professors'. As per which only academia had the power and ultimate discretion with regards to curriculum, hiring and firing of staff etc. Government played an important role to make the initiative effective when the Ministry of Education conceded that democracy was needed on campuses and a law was passed in 1970 that mandated that the President of the university had to be elected by the academics and students based on 50% representation each. Mr. Skinnerup also mentioned that there are around more

than a 100 student organizations operating at CBS at the moment. These have significant powers on the campus, and maintained a constructive relation with the university management.

Another interesting factor that has strengthened the culture of education in Denmark is the fact that students opting for vocation education and training also receive a job from Danish companies and are paid during the course of their training programs. There are no accredited textbooks in the educational system and the teachers may prescribe any textbooks/lesson plans in order to capacitate the children regarding the understanding on the relevant subject. The Danish Educational system also has Adult and Continuing Education and Training Institutions which has a considerable 33.7% participation. The Danish employers also invest in the educational market so that they may have a good and professionally educated employee market. The Danish Education System employs technology based learning environment such as audio-visual programs etc. The teachers also receive pedagogical training programs.

Most interestingly, the day at the Danish Parliament, known as the Folketing, inculcated a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, the Committee System, etc. It was established that the committee system in Folketing is divided amongst two institutions; the plenary of the Folketing and Committees. It was recorded that the committees analyse 200-230 legislative bills in one parliamentary year.

Learning & Experience

My personal analysis goes without mentioning that the reason for success of Danish democracy is superior rule of law. It is above all in the Danish governance structure and applies equally to all. The Constitution provides inter alia for the principles of separation of powers, independent courts of justice and cabinet responsibility. It was interesting for the delegation to note that in Denmark, elections are held every 4 years but Prime Minister has discretion to call a general election at any time and in case of vacation of any seat in the Folketing, a substitute runner-up member assumes the seat rather than by-elections. There is no duty to vote but generally, the voter turn out is around 80%. The prisoners may also vote and run for elections. The elections are conducted by the Ministry of Interior and there is no independent election commission as such.

Furthermore, we learned about the doctrine of ministerial responsibility, independence of MPs from their political parties and different stages of the legislative process. The member of the Standing

Committee on Finance highlighted instances of the EU supremacy over Danish system. It was informed that in Danish political and governmental system, a couple of issues are pre-settled and planned at the European level. These policy decisions are followed by the Danish Government in majority of the circumstances. At European level, the benchmarks or goals are prescribed at a broader level however the Danish Government enjoys the discretion in terms of formulating mechanisms to achieve the said benchmarks and this applies to the matters falling within the domain of the Finance Committee.

The materialized idea about school elections campaign, aimed at introducing democracy and electoral process to the young students of Denmark was a particularly new phenomenon for the MYPs. This helps to equip the students with political responsibility as citizens to vote for someone who would work in the best of their interests. They target first time voters and school children because that's the proportion which would decide their future.

Further, the politics and society are taught as compulsory subjects at school. The atmosphere of the polling stations is identical to that of the original polling stations. At the end of the elections, there are election parties at many schools. These parties receive sufficient media and social media coverage. When briefed about the Folketing's strategy and procedure for implementation and maintaining overall relationship with the European Union, interestingly we found out that around 15-20% of Danish laws originate in the EU system. In the end, the delegation was informed about the EU Information Service Program which aims to assist Danish citizens regarding European legislation and its practical implementation. It was further explained that member states act as a driving force for the implementation of the EU law and there is a relationship of inter-dependency amongst both of them.

In Denmark, training on Danish Parliamentary System, Accountability Structures and Labour Policy opened the door for multiple opportunities and steps to be taken on the national level. An important foreign policy concern of Danish Government of 'Aid to Trade' was also highlighted during the session, through which the Danish Government is aiming to create synergies between both these aspects of foreign policy with developing, middle-income countries in areas particularly such as sustainable energy. However, the demographics of Denmark with that of Pakistan have a stark disparity.

Session on the Danish Supreme Public Accountability Institution, the Rigsrevisionen which is an independent and credible institution provided better knowledge on the audits of the Government accounts and examines

whether the Government funds are administered in accordance with the decisions of the Parliament, helped to clear loopholes present on national forum. This institution has helped to maintain the transparency for the general public in Denmark and is sited as a source of constructive policy reform. The Performance Audit is a unique function of the institution, where it audits the efficiency of various Government initiatives, such as analyzing the utility of the current state welfare system over the years, or suggesting improvements in Denmark's civil and criminal legal procedures to reduce the time for delivery of justice.

During the session with the Danish Confederation of Trade Unions (LO), we learnt that there are no statutory labour laws in Denmark. The system rests upon continued negotiations and consensus, and mutual recognition between the employers and the employees in this regard through dedicated organizations such as the LO, which represents 75% of the Danish workforce. MYPs also found out that collective agreements are legally binding in Denmark and can be enforced by the court. One word encompassing the entire politics is 'flexicurity' as it occupies the gist of the Danish Labour Market model. It resides on flexible regulations of hiring and firing.

Another important constituent of the study visit was based upon multiculturalism and integration, because in an intolerant society like Pakistan, learning about these is the hour of the need. Two Pakistani Danes **Ms. Rushy Rashid**, Journalist and **Mr. Zubair Butt Hussain**, Spokesperson for Several Muslim Associations, emphasized on their mental association with the Danish culture and society. The importance of

co-existence within the society an individual is born and bred in was highlighted. Further discussion was built around Freedom of Speech and Freedom of Press in the Danish constitution.

Ms. Nadja Glavas, Head of Section, Office for Inclusion and Citizenship, Ministry of Foreigners, Integration and Housing and **Ms. Maria Birch Moller**, Office for Inclusion and citizenship, Ministry for Foreigner, Integration and Housing, briefed the delegation on integration. Civil society, they mentioned occupied a major role in bringing about integration. For greater implementation, projects like Building Bridges and Baba are being run. The point where the MYPs were most in their form was a short debate session with representatives of Youth Wings of different political parties. It was enlightening for the MYPs to learn about the mechanics of the youth within the party system. All the reps respectfully disagreed with one another on various internal and external dynamics of the state, such as the EU. Because of being an 'Islamic' republic of Pakistan, it was important that the delegation was introduced to the Islamic workings in a foreign setting. Visit to the Hammad bin Khalifa Civilization Centre, serving as a community centre and mosque for the Sunni Muslims in Copenhagen was highly enriching in the sense of building up a more tolerant society towards people of different religions and to counter islamophobia. On behalf of Youth Parliament Pakistan I would like to extend a special thanks to the Commonwealth Parliamentary Association, DANIDA Fellowship Center, and the staff at Tana for their continued facilitation for the Study Visit. It was a very enriching personal as well as political experience to learn about the varying mechanics of welfare states.

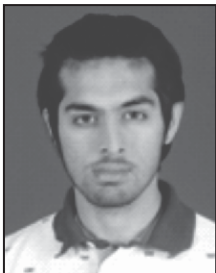


Members interact with the **Ms. Yildiz Akdogan**, MP and Member Foreign Affairs Committee, Danish Parliament

Report

**Mr. Azeem Armaghan
(YP4-53-ICT01)
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Khawaja Azeem Armghan

YP4-53-ICT01, Leader of the Opposition; Session 4
8th Youth Parliament Pakistan

Khawaja Azeem Armghan was born in Islamabad on November 03, 1994. He completed his A-levels from the Frobel's International School Islamabad in 2014. Currently, he is enrolled in a three-year Bachelors LLB Program from the University of London, International External Programs. After completing his Law degree, Mr. Armaghan intends to go for a Bar-at-Law degree in the UK and upon his return he wishes to start his own practice and enter politics.

Introduction

13 members of Youth Parliament Pakistan were selected on a four day study visit to Copenhagen, Denmark and one day visit to London, England to learn about the democratic and Parliamentary systems, institutional measures of public accountability and transparency of Governments. The study visit was facilitated by PILDAT and funded by the Danish International Development Agency (DANIDA), Government of Denmark.

Interactions in UK & Denmark

A 13 Member delegation was introduced to the in depth working of UK Parliament by the Commonwealth Parliamentary Association. The delegation was exposed to the working of House of Commons and House of Lords and were also briefed about the differences between the two houses. The members also learned about the working of the select committees. The delegates were briefed by **Ms. Clemmie Brown**, Clerk in the Public Office, **Ms. Katya Cassidy**, Clerk in the Journal Office, and **Mr. Daniel Whitford**, Clerk in the Committee Office. **Ms. Eve Samson**, Clerk of the European Scrutiny Committee also discussed Britain's exit from the European Union and the legal framework available to execute it. She told the delegates that majority of the Parliamentarians still were of the view that UK's position of exit from EU should be reconsidered but it was unlikely to overturn a decision that emerged from a public referendum. Later, in the day the MYPs had a visit to the Parliamentary Education Centre. The members were told that the concept of the Parliamentary Education Centre is to reach out to 100,000 young children every year to inculcate in the democratic values and enlighten them with the functioning of the Parliament. The speaker of the House of Commons held a Skype session with the visitors of the school and answered their questions.

Our first day in Denmark was spent at the TANA office where the delegates were briefed about the Danish Parliamentary systems, Accountability structures and Labour policy. Following that, **Professor Flemming Juul Christensen**, currently teaching Government and Politics at the Roskilde University Centre, Copenhagen, Denmark, gave the MYPs a brief introduction to Danish democracy. **Ms. Nanna Schnipper**, Consultant at the Supreme Audit Institution shed some light on the Danish Supreme Public Accountability Institution- that is, the 'Rigsrevisionen', where she is working as an Advisor. The last session of the day was conducted by **Mr. Rasmus Raabjerg Nielsen**, Member of Danish Confederation of Trade Unions (LO). He briefed the delegation of Pakistan about the workings of the LO, which essentially is a confederation of Denmark's 18 main labour unions.

The second day was spent at the Danish Parliament, known as the Folketing, having a detailed set of

interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, the Committee System, etc. The delegation was welcomed by **Mr. Kenneth Finsen**, High Executive Officer of the International Development, Folketing. **Mr. Morten Villumsen**, Advisor to the Committee Secretariat briefed the MYPs regarding the Committee System in Folketing. The business of Folketing is divided amongst two institutions within the Danish Folketing; (a) the plenary of the Folketing; and (b) Committees.

The delegation had its second meeting with **Ms. Yildiz Akdogan**, MP, who is also a member of the Foreign Affairs Committee. She briefed that the Committee handles bills and proposals for Folketing sessions and also undertakes continuous scrutiny of the work carried out by the Minister for Foreign Affairs. The delegation had its third briefing with **Mr. Anton Hoj Jacobsen** from the Legal Services Office of the Folketing. He briefed the delegation that Danish Constitution was promulgated vide The Constitutional Act 1953. It was surprising for us to note that in Denmark, elections are held every 4 years but Prime Minister has discretion to call a general election at any time and in case of vacation of any seat in the Folketing, a substitute runner-up member assumes the seat rather than by-elections. The delegation had its fourth meeting with **Ms. Ane Halsboe-Jorgensen**, MP, who is a member of the Standing Committee on Finance. She informed the delegation that in Danish political and governmental system, a couple of issues are pre-settled and planned at the European level. The delegation had its fifth meeting with **Mr. Christian Jull Lentz**, Advisor to the Communications Department. The meeting was mainly focused on school elections campaign, aimed at introducing democracy and electoral process to the young students of Denmark. In the sixth meeting with **Ms. Iben Tybjaerg**, the delegation was informed about the Folketing's strategy and procedure for implementation and maintaining overall relationship with the European Union. The last meeting of the day was with **Mr. Jorn Skovsgaard**, Head of Section, Ministry of Children, Education and Equality. He told the delegation that the first step for a young student is to go to kindergarten, followed by the pre-school class and then primary and lower secondary education. The general upper and secondary education is then furthered by Bachelor Programs, Professional bachelors Programs and Academy profession Programs. Students opting for vocation education and training also receive a job from Danish companies and are paid during the course of their training programs. Thereafter, the students may also pursue Masters or a Ph.D.

On the third day of Study Visit to Denmark, MYPs held interactions regarding efforts for integrating ethnic minorities in Denmark, received a briefing by two Danish Pakistanis regarding what it was like for people from Pakistani origin to live and work in Denmark, and

also held a short debate session with representatives of Youth Wings of different political parties. The Group met with **Ms. Rushy Rashid**, Journalist and **Mr. Zubair Butt Hussain**, Spokesperson for Several Muslim Associations. Both stressed that Danish-Pakistanis, as with other immigrant communities, need to co-exist within the Danish society and be Danes. Ms Rashid shared that Freedom of Speech as well as Freedom of Press in Denmark are ensured by article 77 of the Danish Constitution. This was followed by a lively debate on what constitutes the borders of the freedom of speech debate in Denmark. The Delegation had an interactive session with the members of different youth wings of political parties and discussed the issues of refugees and EU. The day ended with a visit to the first Grand Mosque of Denmark also known as the Hammad bin Khalifa civilisation center.

On the final day of the YPP Study Visit, we had a rigorous set of interactions regarding all tiers of the Danish Education System. This included learning about the opportunities afforded by the system and some of the major challenges faced by it.

We first visited a local public school in the Frederiksberg municipality. Upon arrival, we were greeted by **Ms. Kirsten Kristensen**. We received a brief introduction about the school. We interacted with students from all the grades, and got a chance to observe them in their classrooms. Following this, we saw a documentary on Danish School System. The delegation visited the Technical Education Center, where we were briefed about the history of Fredriksberg in general and the school in particular. We then stopped at Copenhagen Business School to learn about the university. The members were welcomed by **Mr. Thomas Skinnerup**, Vice President of the Student Association at CBS. He started off his presentation with a brief overview of the historical role universities

have played in Denmark. The day ended with a dinner hosted by the Honourable Ambassador of Pakistan to Denmark, **Ambassador Masroor A. Junejo**.

Learning & Experience

The experience i gained during the study trip has changed my life and perception about many things. The core element of every Institution of the state (UK and Denmark) be it judiciary, executive or legislature is accountability and transparency. The citizens of these countries trust their governments and political system, which ensures political stability in the wrong run. This might be one of the reasons why there is been no military coup or even an attempted coup in these countries. The essential norms of democracy are instilled in the citizens from a very young age, for example, students from various schools are sent on study tour to Parliamentary school where they learn about the basic Democratic values and the functioning of the Parliament. I believe that we need such institutions in our country as well. I think its also necessary for me to highlight my experience apart from our official meetings which i gained from travelling across the city of Copenhagen and interacting with the natives, shopkeepers and students. After interacting and observing the ordinary people and their lifestyle, I have, come to a conclusion that the people themselves have a very high degree of sense of self-responsibility. The people make sure they abide by all the laws and do not even break the minor laws, which hardly have any sanctions or penalties. With such strong morals and abiding by the law in every day life the Danes have also ensured that they have trustworthy and corrupt free government. To conclude, I would like to say, that we cannot expect an accountable Government to function and a smooth deliverance of democracy, unless we change ourselves, our lifestyle, abiding by the law and performing all our duties as citizens.



Members visit Pakistan Embassy in Copenhagen to attend a dinner reception hosted by the Pakistan Ambassador to Denmark H.E. Masroor A. Junejo

Report

**Ms. Bakhtawar Komal
(YP4-06-KP02)**

Member 8th Youth Parliament Pakistan

ABOUT THE AUTHOR



Ms. Bakhtawar Komal

YP4-06-KP02, Member Youth Parliament Pakistan; Session 4
8th Youth Parliament Pakistan

Ms. Bakhtawar Komal belongs to the Bannu District of Khyber Pakhtunkhwa. She was born on March 16, 1996. Ms. Komal studied from the Pennell High School System until Matriculation after which she joined the Government Post Graduate College, Bannu and did her Intermediate in 2013. She is currently doing Software Engineering from the International Islamic University, Islamabad. Ms. Komal has been volunteering for different Welfare Organizations.

Introduction

The study visit to UK and Denmark was facilitated by PILDAT under the Youth Parliament Pakistan programme. As I was among the 13 member delegation selected for the study visit of a day long visit to the British Parliament and four days of learning in Copenhagen, I was excited about this opportunity as the visit was exposing me to the democratic and Parliamentary practices of UK and Denmark simultaneously.

Interactions in UK & Denmark

The day started off with a tour of the British Parliament, where we were briefed about the history of both the chambers, workings and the separation of powers between the House of Lords and the House of Commons. The working of British parliament, its well-resourced staff and a constructive relationship between the Parliamentarians and the Clerks were highlighted by the *Chief Executive of CPA UK* branch **Mr. Andrew Tuggey**.

Later on the same day we were told about the Britain's exit from the European Union and the legal framework available to execute it. **Ms. Eve Samson**, *Clerk of the European Scrutiny Committee* also explained the unique workings of the European Scrutiny Committee, which include, taking up different proposals regarding the exit from the European Union, screening them, and then authoring reports containing recommendations for the purpose. The Rt. Hon. **Ms. Ann Taylor**, the Baroness Taylor of Bolton, MP, and **Baroness Liz Barker**, MP spoke to us about the role of the House of Lords in the British Parliament. They also highlighted various reform proposals regarding membership of the House of Lords, including introduction of a retirement age, a limited tenure, or having working peers instead of permanent members of the House of Lords. The delegates were given a tour of the British Parliamentary Education Centre. We were communicated that the concept of the Parliamentary Education Centre is of a robust outreach to younger strata of the country's population, including school-going children.

The five days stay in Copenhagen was intense but informative, very educating and thought provoking. We thoroughly studied, examined and discussed the dynamics of Danish Political System in different meetings and sessions. We had the chance to interact with the Members of Danish Parliament, different political party representatives, Journalists, Mayors and Municipality members, Youth Activists, Government employees and Locals of Copenhagen city. The first day in Denmark began with the briefings on the Danish Parliamentary System, Accountability Structures and Labor Policy. **Professor Flemming Juul Christensen**,

gave us a brief introduction to Danish democracy and covered details on the unique demography of Denmark which has a population of 5.7 million. **Ms. Nanna Schnipper**, Consultant at the Supreme Audit Institution gave a detailed briefing on the Danish Supreme Public Accountability Institution. She explained that the organization functions to audit the government accounts and examines whether the government funds are administered in accordance with the decisions of the Parliament. Particularly interesting for me was the fact that the Rigsrevisionen (accountability organization) audits any and all accounts and expenditures of the defence institutions, Law Enforcement Agencies and Intelligence Agencies in Denmark. The second day was spent at the Danish Parliament, known as the Folketing, having a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, the Committee System, etc. We had our first meeting with Advisor to the Committee Secretariat. He briefed us regarding the Committee System in Folketing. The second meeting was with **Ms. Yildiz Akdogan**, MP, who is also a member of the Foreign Affairs Committee. While speaking on the efficiency of the Committees, she agitated that these committees have greater power than one thinks. Our third meeting was with **Mr. Anton Hoj Jacobsen** from the Legal Services Office of the Folketing. It was interesting for me to note that in Denmark, elections are held every 4 years but Prime Minister has discretion to call a general election at any time and in case of vacation of any seat in the Folketing, a substitute runner-up member assumes the seat rather than by-elections. Furthermore, he briefly explained the doctrine of ministerial responsibility, independence of MPs from their political parties and different stages of the legislative process. We had our fourth meeting with **Ms. Ane Halsboe-Jorgensen**, MP. She informed us that in Danish political and governmental system, a couple of issues are pre-settled and planned at the European level. The last meeting of the day was with *Ministry of Children, Education and Equality*. He briefed us about the Education and Training Institutions, which has a considerable 33.7% participation. The vocational training programs are in accordance with the needs of professionals in a field.

On the third day of Study Visit to Denmark, interactions regarding efforts for integrating ethnic minorities in Denmark, and a short debate session with representatives of Youth Wings of different political parties were carried out. Our first interaction was with **Ms. Nadja Glavas**, and **Ms. Maria Birch Moller**. Both ladies elaborated integration of minorities from a public perspective – with a focus on the civil society.

While deliberating on different civic strategies, Ms. Glavas briefed the delegation about some new projects including '*Building Bridges*' and '*Baba*'. The former aims at developing and testing methods and models for a stronger and more formalized cooperation between local governments and civil society organizations on the reception of refugees.

We then met with **Ms. Rushy Rashid** and **Mr. Zubair Butt Hussai**. Both emphasized that Danish-Pakistanis, as with other immigrant communities, need to co-exist within the Danish society and be Danes. Ms. Rashid shared that Freedom of Speech as well as Freedom of Press in Denmark are ensured by article 77 of the Danish Constitution. This was followed by a lively debate on what constitutes the borders of the freedom of speech debate in Denmark. During the day, we also interacted with representatives of political party youth wings on the structure of different youth wings, how these interact with the main party leadership, and what are the party positions on different issues in Denmark, including refugees, the welfare system, relations with EU, etc. The day ended with a visit to the Hammad bin Khalifa Civilization Centre, serving as a community Centre and mosque for the Sunni Muslims in Copenhagen.

On the final day of the Study Visit, we had a rigorous set of interactions regarding all tiers of the Danish Education System. This included learning about the opportunities afforded by the system and some of the major challenges faced by it.

Learning & Experience

This study-tour turned out to be a great-learning involvement and surpassed by expectations. The political systems in the UK and Denmark are curiously good. As like Denmark and UK we need to have an effective audit and accountability system to counter corruption, ensure democracy, stability and build trust between the Governments and citizens. To reinforce us as a nation and country, we need health and educational reforms on immediate bases. Most importantly, involving the locals of an area to deal with their minor problems. Decentralization is the most important thing we need in our current status.



MYPs during a briefing session in Copenhagen

Report

Mr. Basharat Ali
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Member 8th Youth Parliament Pakistan

ABOUT THE AUTHOR



Mr. Basharat Ali

YP1-59-GB02, Member Youth Parliament Pakistan; Session 01
8th Youth Parliament Pakistan

Mr. Basharat Ali belongs to the valley of Skardu in Gilgit-Baltistan region and he is currently a student of the Lahore University of Management Sciences (LUMS). He has done his O and A levels from the Aitchison College before joining IBA Karachi. After the first year at LUMS, he was selected as Cultural Ambassador for the fully funded Global UGRAD program funded by the State Department of United States. He has shown commitment to highlight cultural and social issues during his stay in the US. As a result, he was elected as the Treasurer Amnesty International Society at Nazareth College Rochester. He has been conducting Leadership events in his hometown Baltistan region.

Introduction

13 Members of the 8th Youth Parliament Pakistan were selected to attend a study visit to the UK and Denmark. The visit was facilitated by PILDAT under the Youth Parliament Pakistan programme. The purpose of the visit was to engage young Members of YPP, representing all regional units of Pakistan in comparative politics so that they will be able to share the good practices, which they find out in the study visit with their community and fellow youth parliamentarians.

Interactions in UK & Denmark

The delegates spent a day in the London, United Kingdom. Commonwealth Parliamentary Association (CPA) hosted young delegates from Pakistan. The day started with a tour of the British Parliament. It was very interesting to know about the transition of power from the monarchy to the Parliamentary form of the Government. The delegation was informed about the importance of Magna Carta, which is also known as the very first recognized Constitution of Britain. Magna Carta helped in transitioning of power from the king to the Parliament. We were also intrigued by the role of Oliver Cromwell in liberating people from despotic King Charles and the eventual execution of Oliver Cromwell by the power. This shows that people at that time were political aware and challenging the status-quo which expounded the idea of having a constitutional monarchy in the future. MYPs were also given briefing about the role of Select Committees. These committees are divided in to departments and committees have the power to bring bills in to the parliament, which they deem necessary. While conversing with the MYPs, **Mr. Andrew Tuggey**, Chief Executive of CPA UK branch highlighted the resourced staff of the British Parliament, where there is a helpful relationship between the Parliamentarians and the Clerks. It was highlighted that there is a yearly class in Westminster for Parliamentary practices and strategies. The principal motivation usually dwells on women empowerment, human rights and environment protection.

Clerk of the European Scrutiny Committee, **Ms. Eve Samson**, shed light on Britain's exit from the European Union and the lawful structure accessible to execute it. She remarked that majority Members of the Parliament still keep up that the enrolment of the EU ought to be re-examined and windows for renegotiation ought to be looked for, notwithstanding it may not be likely for MPs to upset an open choice. She highlighted that the political tiptop in the dominant part, for quite a while, was content with the European Union, while the

segment of the people that voted in the choice displayed estimations actually. She additionally clarified the exceptional workings of the European Scrutiny Committee, which incorporate, taking up various proposition with respect to the exit from the European Union, screening them, and after that writing reports containing proposals for the reason. MYPs also visited the Parliamentary Education Centre which is a recent initiative taken to educate young student about parliamentary affairs. The speaker of House of Commons is scheduled to speak through video link on every Monday morning giving young students an elaborate picture of parliamentary procedures.

The first day in Denmark began with the Members of YPP receiving briefings on the Danish Parliamentary System, Accountability Structures and Labour Policy. **Ms. Maya Lindberg Brink**, Capacity Development Advisor Danida Fellowship Centre, introduced MYPs about the workings of the organization and explained its future plans especially about the "Aid to Trade" policy of Danish Government. **Ms. Nanna Schnipper**, special Consultant at Danish Preeminent Audit Institution, Rigsrevisionen briefed MYPs about how the Rigsrevisionen reviews Government accounts and look at whether Government assets are directed as per choices of Parliament and report back the after effects of its review to Danish Public Account Committee. **Mr. Rasmus Raabjerg Nielsen**, Member of Danish Confederation of Trade Unions (LO), briefed MYPs about the situation of negotiations between employees' unions and employer's organizations. It was interesting to know the fact that Denmark had no specific labour laws concerning wage and working conditions; however, this problem is resolved through negotiations and the importance of collective agreement was highlighted. The second day in Denmark was energizing as the Delegates went to the Danish Parliament and met with a few secretaries and political gathering pioneers. The tour to the Parliament began with a brief presentation of Danish Parliament by **Mr. Morten Villumsen**, Higher Executive officer at the global division. The Danish Parliament is likewise called Folketing. The Folketing comprises of 179 members; 175 from Denmark, 2 from Greenland and a further 2 from the Faroe Islands. Parliamentary elections are held no less than at regular intervals, yet it is in the power of the Prime Minister to approach the monarch to call for fresh elections. On a vote of no certainty, the Parliament may constrain a solitary Minister or the Government to leave. The Danish political framework has generally produced coalitions. This day was mostly about the functioning of Danish government and presentations were made by members of the Select Committees, including foreign affairs,

education, and European Union.

On the third day of the study visit, delegates had the opportunity of meeting Danish Pakistanis and learn about their stories of cultural integration. **Ms. Rushy Rashid** and **Mr. Zubair Butt** had very different ideas about cultural integration in Denmark, which was very illuminating. After the discussion, student leaders of political parties in Denmark had interacted with the MYPs and shared how they ended up being in different parties. Their stories highlighted different aspects of Danish culture, which include acceptance of contrasting ideas. The day ended with a tour to Hammad bin Khalifa Civilization Centre, an Islamic centre funded by Qatar foundation. On the last day of the YPP Study Visit, the MYPs had a thorough arrangement of interactions with respect to all levels of the Danish Education System. This included finding out about the opportunities and a portion of the real difficulties confronted by it. In the evening, the delegates were hosted by the Honourable Ambassador of Pakistan to Denmark, Ambassador Masroor A. Junejo, for a dinner reception.

Learning & Experience:

The interactions and briefing in UK has provided me an idea that the public in UK is aware of its history, whether good and bad, and are working hard to find a better future for their coming generations. Brexit had been tough for Britain as its economy is in shatters; however, the people were optimistic that Brexit might not eventually be implemented in practical sense. Some of the MPs were of the opinion that the recent take-up of

the Brexit case by the Supreme Court is a positive sign and might change the whole current scenario. The striking point, which I found very interesting, is the fact that Danish youth had a clear idea about the ideological differences between the political parties representing them. It was very surprising to know that one of the student leaders that we interacted with had a clear idea about his political party at the mere age of only twelve which is very different in Pakistan. Another takeaway was that Danish Supreme Audit Institution itself was audited which makes the system accountable and removes anyone from exercising absolute power as in the case seen in Pakistan. The education system in Denmark was also very different and, in my opinion, very progressive considering the fact that they were aware of the fact that vocational trainings played an important role in upbringing of the society and rote learning was discouraged in the school level as well. The very fact that the students are not graded till grade eight gives a good idea about the Danish society, which focuses on innovation and teamwork.



Delegates interact with the Representatives of Danish Youth Council in Copenhagen

Report

Mr. Bilawal Bin Nasir
(YP2-17-PUNJAB06)
Member 8th Youth Parliament Pakistan

ABOUT THE AUTHOR



Mr. Bilawal Bin Nasir

YP2-17-PUNJAB06, Member Youth Parliament Pakistan; Session 2
8th Youth Parliament Pakistan

Mr. Bilawal Bin Nasir belongs to the Punjab province of Pakistan. He received his early schooling from the Federal Government Sir Syed Boy's School, Mall Road, and Rawalpindi. Mr. Bilawal had done his graduation from the University of Sargodha and has completed his Masters degree in International Relations from the prestigious National Defence University, Islamabad. Mr. Nasir aspires to excel in his field professionally.

Introduction

Getting selected for the study visit to England and Denmark organised by Pakistan Institute of Legislative Development and Transparency (PILDAT) was an achievement for me. I was interested in the Study visit to both countries because of various reasons, like the UK – a historically rich country that ruled more than half of the world together with a country that has no written Constitution, culturally diverse country. Denmark is considered to be one of the happiest country with a sound welfare system that despite paying 60 per cent of the income tax, the Danes are happy and leading a peaceful life in a democratic country. Getting the opportunity to interact with the leaders, Parliamentarians, lawmakers, and visiting the Parliament of the United Kingdom where the word 'Parliament' originated itself was a dream come true. One day of visit to UK and four days to Copenhagen was an opportunity to explore the democratic norms, practices and procedures practiced in UK and Denmark.

Interactions in UK & Denmark

The study visit was designed to provide learning about the UK and Danish democracies, electoral, Parliamentary and political systems. In the UK interactions, we had the opportunity to tour the British Parliament, Parliamentary Education Centre- a newly built Centre that exposes the youth of UK to the historical evolution of politics and democracy in the country, to make them learn about the working of the Parliaments and electoral process- thus making them get involved in the political and democratic system at an early age which would help them to sustain the flourishing democracy of UK. We also had a discussion on Britain's exit from the European Union (Brexit) including getting a briefing on the working of the Committees. Talking about Brexit, **Ms. Eve Samson**, *Clerk of the European Scrutiny Committee* shed light on Britain's exit from the European Union and the legal framework available to execute it. She commented that majority Members of the Parliament still maintain that the membership of the EU should be reconsidered and windows for renegotiations should be sought, however it may not be likely for MPs to overturn a public decision.

The Denmark leg emphasised on the understanding of the Danish Democracy Model, democratic evolution in Denmark, visit to the Danish Parliament, interaction with the Danish youth and with the multicultural society- meeting with Pakistani origin Danes. **Ms. Nadja Glavas** and **Ms. Maria Birch** in Copenhagen

conducted an exclusive talk on ethnic minorities. They presented the public perspective upon the integration. New initiatives such as 'Building Bridges' and 'Baba' were discussed which were very insightful. **Ms. Rushy Rashid**, RJ on a radio station and **Mr. Zubair Butt**, an economist, elaborated their experiences in Denmark and their interactions with the locals, Government authorities and the general social attitude of public. This was followed by the session with three representative form Youth Wings of political party. We concluded the day by a visit to the Hammad bin Khalifa Civilization. The well-designed, multi-purpose center included state of the art facilities to impart Islamic knowledge in addition to the mosque. It had common rooms, library, sitting area, conference rooms and fitness center.

The last day of the Study Visit was a set of consecutive and multiple meetings regarding the education system of Denmark covering education from the primary level up to the university level. The day was dedicated to visit to the local public school, interacting with the school children, visit to the Copenhagen Business school etc. An exclusive visit was also arranged to a Technical Education Centre where students are taught specialized courses. The day ended with a wrap up of the entire session in the shape of a feedback and evaluation session where key takeaways of the visit were discussed and how could they be implemented in a country like Pakistan. The delegation had also the honour of being hosted at a dinner reception at the Pakistan Embassy and had the chance to interact with the Honourable Ambassador of Pakistan to Copenhagen **Mr. Masroor A. Junejo**.

Learning & Experience

The political and democratic system of Denmark and UK are practically good and was an eye opening experience for me. The study visit turned out to be a great source of learning experience for me. I realised after discussion and briefing from the Danish Supreme Audit Institution that Pakistan needs to have an effective system of accountability as Pakistan is facing challenges on various platforms like sustainability of democracy, countering corruption and in building trust between the Government and citizens.

In order to strengthen the youth of Pakistan, we need to have practical educational reforms. We can take examples from Denmark in order to practically implement and update our education system. However, on the other hand, the Danish Political system is only workable in countries having similar attributes like Denmark, it cannot be fully implemented in Pakistan as our country has a different background and its still a

nascent democracy, therefore it is difficult, though not impossible to involve the masses in the decision making processes. Knowing about the political developments of Denmark and particularly their Local Government system, I realised that decentralization was the most important step to be implemented in Pakistan, so that power does not lie in the upper tier and is evenly distributed to the district and municipal levels of the country. We cannot thrive to achieve our objectives and involve the local citizens of Pakistan unless the powers are evenly distributed to the lower circle.

Post study visit, I will try my level best to contribute what ever I learnt from both the developed countries and spread the work, get it implemented and contribute my small share in order to help build Pakistan in a prosperous country.



(L-R) Mr. Bilawal Bin Nasir, MYP Second Session 8th YPP, Ms. Eve Samson, Clerk of the European Scrutiny Committee, Mr. Abdur Rehman, MYP Third Session 8th YPP and Syed Muhammad Raza Zaidi, MYP First Session 8th YPP during a discussion on Brexit in London

Report

**Mr. Faizan Daud
(YP1-15-PUNJAB04),
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Mr. Faizan Daud

YP1-15-PUNJAB04, Leader of the House; Session 1
8th Youth Parliament Pakistan

Mr. Faizan Daud belongs to the city of Lahore, Punjab. He was born on August 11, 1994. He completed his Bachelors in Laws from the University of London in 2015. Currently, he is enrolled as an Advocate with the Punjab Bar Council and working as an Associate at a Corporate and Civil Law firm at Lahore. Alongside his legal practice, he also teaches at Pakistan College of Law, Lahore. He aspires to become a constitutional lawyer and a political consultant in the future.

Introduction

On November 27, 2016, 13 distinguished members of the Youth Parliament Pakistan boarded for a study visit to United Kingdom and Denmark. Before the departure, the Members were invited to the Danish Embassy and were informed briefly regarding Denmark by Deputy Head of Mission, **Mr. Jacob Jacobsen** of the Danish Embassy. The delegation thanked the embassy for the study visit.

Interactions in UK & Denmark

The study trip officially began on Monday November 28, 2016 in London. The delegation went to the British Houses of Parliament; House of Commons and House of Lords. The delegation was told about the history of House of Lords and House of Commons, transition of United Kingdom from a monarchical country to a practically democratic country and other important aspects relating to the British history. Apart from the archaeologically important buildings of Houses of Parliament, the delegation received interesting briefings from Clerks of the House of Commons, British MPs, European Union Affairs Committee's staff and officials of Commonwealth Parliamentary Association. The clerks of the House of Commons were well-informed regarding the overall functioning of the House of Commons and were able to address any and all confusions and difficulties, which the delegation faced while grasping an understanding of the functioning of the House of Commons.

It was interesting for the delegation to note that just like United Kingdom's Constitution, its Parliament's rules of procedure are also not codified. Further, it was also informed to the delegation that House of Lords, the upper house of the British Parliament does not have any representation from political parties unlike Pakistani senate. The members of the House of Lords expanding to around 850 in number are people who have excelled in their professions. They sit in the House of Lords to assist the British democracy and its legislative process with regards to their expertise in their chosen profession.

Needless to say, Brexit is currently a sizzling issue in United Kingdom. In light of delegations' meetings with **Ms. Eve Samson** of the European Scrutiny Committee and other respected MPs of the British Parliament, some are happy with Brexit while some are not. Be that as it may, the referendum in favor of exiting the European Union represents the wishes of the people of the Britain and the current British Government intends to execute the said wishes of the people. The current focus of the British executive is on the execution

process of the Brexit and they are concerned with the homework and preparations which United Kingdom must do before venturing towards executing the Brexit.

The delegation was also told about the role of the House of Lords in the British Parliament. It was emphasized that although the decisions emanating from the House of Commons always take precedence since its members are elected, the work of the House of Lords is important since its members can discuss any issue of public importance without taking into account interests of constituencies. This also means that Members of the House of Lords represent the interests of marginalized and minority groups of the British population. They also highlighted various reform proposals regarding membership of the House of Lords, including introduction of a retirement age, a limited tenure, or having working peers instead of permanent members of the House of Lords.

Another interesting venture for the delegation was their visit to the Parliamentary Education Center. The Members were told that the concept of the Parliamentary Education Centre is aimed at inculcating the functioning of Parliament and values of democracy amongst the young school going children. This develops young children's interest in the Parliament and democracy. The delegation considered this as an extremely effective practice and was of the opinion that similar exercises must be introduced in Pakistan as well.

After completion of the scheduled programs in London, the delegation embarked on their next journey to Copenhagen, Denmark. The first day in Denmark began with an introduction to the DANIDA Fellowship Centre. The representative **Ms. Maya Lindberg** informed the delegation regarding various training programs conducted by the DANIDA Fellowship Centre. It transpired during the introductory session that Denmark is changing its policy from "aid" to "trade" for developing countries like Pakistan. The next session was with **Professor Flemming Juul Christensen**, a professor of Government and Politics at the Roskilde University Centre, Copenhagen, Denmark regarding brief introduction to Danish democracy. Professor Flemming covered details on the unique demography of Denmark which has a population of 5.7 million, 1.3 million of which resides in the capital, Copenhagen.

In Denmark, all public institutions with the exception of judiciary, Parliament and a few other public institutions have *inter alia* their expenditure audited by the Danish Supreme Audit Institution '*Rigsrevisionen*'.

The institution audits the Government accounts and examines whether the government funds are administered in accordance with the decisions of the Parliament. For the purpose, the *'Rigsrevisionen'* reports to the Danish Public Accounts Committee, but has retained a unique independence and credibility. The institution primarily audits the state accounts, regional accounts and accounts of government financed activities, included EU-funded activities. For the purpose, it conducts three types of audit; Financial Audit, the Compliance Audit and the Performance Audit. If the Audit Institution finds any irregularities in the financial affairs of the public institutions, the matter is reported to the police which then further leads to prosecution by a special prosecutor. Despite the fact that there was no anti-corruption watchdog in Denmark, it was the best rated country in Transparency International's Corruption Perception Index for 2015.

Given that Denmark was the best rated country in the Transparency International's Corruption Perception Index for 2015, the Delegates were particularly surprised to the know that there is not a dedicated anti-corruption watchdog in the country. The delegation safely induced from the above that it is the corruption-free culture rather than rigorous laws and institutions that prevent corruption. In Pakistan, despite the existence of anti-corruption and anti-embezzlement laws, the figures and quantum of corruption in public offices remain unusual.

Another interesting thing to note was that in Denmark, there are no labour laws. The Danish Confederation of Trade Unions which consists of around 18 Danish labour unions negotiates the terms for the labour market with employers' union. The Government only legislates on required safety and health etc. conditions in the workplaces and rest of the affairs of the labour market are settled exclusively through negotiations between employers and employees. The Danish labour Market has the concept of *'Flexicurity'*- Flexibility + Security. The term flexibility connotes easy hiring and firing whereas the security connotes the Government's help and support in financial terms for the period in which the person does not have a job.

On the second day in Denmark, the delegation went to Folketing- the Danish Parliament. They spent their entire day there and received briefings from various learned speakers. This included MPs and members of the Committees, Legal Advisors to the Folketing, EU Information Service representatives and representatives from Ministry of Education. The delegation was informed by MPs that the Committee system is at the heart of Folketing and the business of

Folketing is divided amongst the Folketing's plenary sessions and Committees. These Committees evaluate the bills, scrutinize the Government's policy and give reports, which act as a conclusive result of Committees' work. As per Ms. Yildiz Akdogan, MP Folketing, these Committees have greater power than one thinks.

An interesting aspect of Danish politics was their Constitution. The latest Constitution was enacted in 1953 through Danish Constitutional Act 1953. The Constitution provides certain basic and fundamental values including; (1) Separation of Powers; (2) Fundamental Rights including Right to Property, Right to Life and Freedom of Speech; and (3) Independence of Courts of Justice. While the Constitution spells "The King" as supreme authority in Denmark, this has been interpreted to mean "The Folketing" in light of the modern democratic values. The rigidity of Danish Constitution is a glaring feature since it is quite difficult to amend the Danish Constitution and so far, only four (04) amendments have been made to the Danish Constitution.

It was interesting for the delegation to note that in Denmark, elections are held every 4 years but Prime Minister has discretion to call a general election at any time and in case of vacation of any seat in the Folketing, a substitute runner-up member assumes the seat rather than by-elections. The right to vote in Denmark is extended to all citizens who are 18 or above. There is no duty to vote but generally, the voter turn out is around 80%. The prisoners may also vote and run for elections. The elections are conducted by the Ministry of Interior and there is no independent election commission as such. Soon after elections, a temporary committee of the Parliament is constituted to scrutinize the elections. The Committee listens to the complaints regarding elections and after evaluation, forward them to the Ministry of Interior which are later submitted to the Folketing. Furthermore, he briefly explained the doctrine of ministerial responsibility, independence of MPs from their political parties and different stages of the legislative process.

The delegation had another meeting with **Mr. Christian Jull Lentz**, Advisor to the Communications Department. The meeting was focused on school elections campaign, aimed at introducing democracy and electoral process to the young students of Denmark. He informed the delegation that as per the statistics, young Danish people do not vote. For example, in Municipal elections of 2013, the stratum ranging from age 19-21 had a voter turn out of only 57.7%. He explained that strategically, the campaign is targeting two age groups; (a) first time voters; and (b)

school children (8th, 9th and 10th graders). The former is targeted through get out to the vote and direct mail campaigns while the latter is targeted through Nationwide School Elections and the Youth Parliament. The school elections takes place every second year. These elections are not compulsory for all schools but majority of the schools voluntarily opt for the elections.

The last meeting of the day was with **Mr. Jorn Skovsgaard**, Head of Section, Ministry of Children, Education and Equality. He informed the delegation that the first step for a young student is to go to kindergarten, followed by the pre-school class and then primary and lower secondary education. After school education, they receive either general upper secondary education or vocational education and training. The general upper and secondary education is then furthered by Bachelor Programs, Professional bachelors Programs and Academy profession Programs. Students opting for vocation education and training also receive a job from Danish companies and are paid during the course of their training programs. Thereafter, the students may also pursue Masters or a Ph.D. There are no accredited textbooks in the educational system and the teachers may prescribe any textbooks in order to capacitate the children regarding the understanding on the relevant subject. The Danish Educational system also has Adult and Continuing Education and Training Institutions which has a considerable 33.7% participation. The vocational training programs are in accordance with the needs of professionals in a field. The Danish employers also invest in the educational market so that they may have a good and professionally educated employee market. The Danish Education System employs technology based learning environment such as audio-visual programs etc. The teachers also receive pedagogical training programs.

Denmark is a host of many cultures and societies. These people form a part of Danish society and steps have been taken to ensure their integration in the Danish Society. In this regard, the delegation met representatives from the Ministry of Integration. The Civil Society plays a major role in the integration of minorities and in this regard, they supplement the efforts of local governments. They briefed the delegation about some new projects including '*Building Bridges*' and '*Baba*'. The former aims at developing and testing methods and models for a stronger and more formalized cooperation between local governments and civil society organizations on the reception of refugees. The project is already implemented in five Danish municipalities across the

country. *Baba* aims to strengthen ethnic minority fathers' opportunities to engage themselves in the lives of their children in a meaningful way. Furthermore, they also design campaigns to break the ice and minimize the distances between minorities and Danish people and culture. In another meeting with Pakistani representatives, the delegation was informed by the same that Pakistani Danes at times suffer from an identity crisis and in order to survive in Denmark, it is essential for them to effectively and whole-heartedly participate in the integration process. They shared their views about the right to freedom of speech, which is a part and parcel of Danish law and culture. On a lighter note, they informed the delegation that they miss Pakistani food. The delegation also met student union leaders and enjoyed the interesting debate between them on emerging issues in Denmark. It was interesting and pleasant to note that these student union leaders do not indulge into fights and all their activities are peaceful and bereft from violence.

On the last day in Denmark, the delegation received an overview of the educational system of Denmark. The delegation already had a clue due to their earlier briefing session with representative from Ministry of Education but it was furthered by physical visits. The delegation went to primary and secondary school situated in a municipality and interacted with students from pre-school, 3rd, 4th, 5th, 7th and 9th grades. It was fanciful for delegation to know that the use of audio-visual aids was common amongst the teaching methods used by the teachers in these schools. Further, the students are taught in a group of 04 or 05 which allows them to collectively participate in their studies and learn teamwork. The delegation also visited technical high schools; these schools are aimed at imparting technical education e.g. designing and chemistry etc. amongst the students. These students also receive stipend for studying at the technical high schools. The delegation interacted with the students and exchanged their views and ideas regarding technical education with each other. The next stop was prestigious Copenhagen Business School (CPS). The students visited the campus and received an interesting session by representatives of the CPS regarding student activities, course structures and other aspects of the CPS. At the end of the last day, the students visited the Pakistani Ambassador where they interacted with the Ambassador and had long awaited Pakistani food.

Learning & Experience

The study visit was more than just a study visit. It added multitudes of new dimensions in the delegations' horizon. Denmark and London have had strong democracies despite the fact that these democracies

theoretically work under a monarch. Conversely, in Pakistan, we have not had a strong democracy despite the absence of a monarch. This strong democracy is a product of inculcating the values, strengths and significance of democracy amongst young children and social incorporation of democracy. Further, as stated above, the corruption free culture is not a product of robust laws but a sense of commitment and public accountability of the public office holders. The Government collects a huge amount of tax from its subjects but the subjects are happy in so far as the tax money is invested and spent on their health, education and other reasonable needs. Apart from these general recommendations, the following specific recommendations may be incorporated in Pakistan so as to help the same in striving towards becoming a better nation:

1. The public educational sector shall be reformed and the state shall ensure that everyone gets education as a matter of right and not because of sufficiency of funds;
2. Pakistan may consider re-structuring the criteria for membership of its Senate on the House of Lords model; the members of the upper house shall be people who are “at the top of their profession” regardless of any political affiliations;
3. The school going students shall be educated about democracy, constitution and institutions. Democracy shall be taught as a subject at primary and secondary level and students shall be given tours of the National Assembly, Senate and provincial assemblies so that they know how a democratically elected Parliament works;
4. The concept of School elections may be introduced to attract the school going students towards electoral process and its intricacies;
5. The institution of Auditor General of Pakistan is currently an attached department of the Government and the Auditor General is appointed from the Government officials. Following the Danish model of Supreme Audit Institution, we may convert the Office of the Auditor General into an autonomous body and its head, director or chairman may be appointed from private sector rather than public sector;
6. One of the key reasons for Denmark's progress and stability has been the lesser population i.e. 5.614 million as compared to Pakistan's 200 million. Pakistani people shall be educated about the benefits of having lesser population and the increasing gap between strength of population and available resources; and
7. A beautiful aspect about Denmark was its safe and healthy environment. This is a product of their focus on public transport and cycling culture. This has reduced the quantum of cars and helped the environment. Further, their focus on renewal energy has also vastly contributed to the safe and healthy environment. We may also focus on improvement of public transport and cycling/walking etc. to ensure that we contribute as less as possible to the environmental deterioration.



Youth Parliament Pakistan delegates having a discussion on Foreign Affairs with the Danish MP at the Parliament in Copenhagen

Report

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(YP4-55-FATA01)
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Mr. Iftikhar Khan

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Mr. Iftikhar Khan belongs to the Mohmand Agency, Federally Administered Tribal Areas (FATA) and lives in Mardan. He was born on December 06, 1991 and received his schooling and college education from The Mardan Model School & College and the Government Post Graduate College respectively in Mardan. Later, he completed his graduation from the Abdul Wali Khan University, Mardan in Political science and International Relations. He is presently pursuing his Masters degree in International Relations from the University of Peshawar. Mr. Khan is also preparing himself for the Central Superior Services (CSS) examination.

Introduction

Political stability in Pakistan in the form of democracy is a dream for the country. Reoccurring coups have destabilized the political system of Pakistan. Youth Parliament Pakistan gave us an opportunity to explore the democratic and political system of not only of Pakistan, but also of UK and Denmark. Youth who have experienced such exposures will have crucial role in the future for the struggle of overhauling democratic and political system of the country.

Interactions in UK & Denmark

The delegation commenced its visit by touring the British Parliament. After the tour, the delegation was taken to the newly constructed Parliamentary Education Centre. The aim of the Education Centre is to facilitate the youth and children about the functioning of the British Constitutional Monarchy and its evolution through ages. Education Centre boosts the confidence of the youth in its political system and motivates them to take active part in it.

After the visit, the delegation was briefed by **Ms. Clemmie Brown**, Clerk in the Public Office, **Ms. Katya Cassidy**, Clerk in the Journal Office and **Mr. Daniel Whitford**, Clerk in the Committee Office about the political system of the United Kingdom. The delegation was told that UK has a constitutional Monarchy with a Parliamentary system and bi-cameral legislature- House of Commons (carrying elected members) and House of Lords (based on their seniority & achievements). All of the powers are vested in the House of Commons and the role of the House of Lords becomes as an advisory body. The delegates were also briefed about the important role of the Select Committees in scrutiny.

Later, the delegates were briefed by **Ms. Eve Samson**, Clerk of the European Scrutiny Committee and **Mr. Andrew Tugge** Chief Executive Of CPA UK about the Britain's Exit from the European Union. Rt Hon. **Baroness Taylor** of Bolton and **Baroness Barker** briefed the delegation about the role of House of Lords in the British political system. The delegates were told that the House of Lords has an advisory role but plays a vital role in making and shaping laws and checking and challenging the government. Any bill can be initiated in the upper house except money bill. The Lords has a reputation for thorough and detailed scrutiny. They told the delegates about various reforms in the House of Lords including the to bring down the numbers of the house, tenure system, no link between peerage system and membership of the upper house, resignation, expulsion etc.

The delegation spent four days in Copenhagen and

attended various meetings and explored different facets of political and democratic system of Denmark. The first official meeting was with **Ms. Maya Lindberg Brink** who gave an introduction to Danida Fellowship Centre and its outreach to friendly countries in the political trainings and facets of research in development facets. She also discussed the 'Aid to Trade' policy of the Danish Government. Introduction to Danish Democracy was given by **Professor Flemming Juul Christensen**. The delegates were briefed about the political history of Denmark.

The young Members were also briefed about the working of Danish Parliament, the welfare system practiced in Denmark and the role of municipalities. **Ms. Nanna Schnipper** briefed the delegates about the public accountability of spending and the role of Rigsrevisionen- the Danish Supreme Audit Institution. Members were told that Rigsrevisionen audits the Government accounts and examines the Government funds to find whether these are administered in accordance with the decisions of the Parliament. It reports the audit to the Danish Supreme Public Accounts Institution. The institution audits every department including army and other law enforcing agencies except the National Bank, the Local Government Municipalities, the Folketing, the Royal Household.

During their stay in Denmark, the delegates visited the Danish Parliament where they were told about the role of Folketing in making and implementing laws, role of the Committees etc. Members were exposed to the working of Committees.

Learning about the education system of Denmark, the delegates were informed that the Government makes it compulsory for the children to undertake free education until high school or until the ninth grade. The first step for a young student is take admission into kindergarten, followed by pre-school class then primary and lower secondary education. After school education, they receive either general upper secondary education or vocational education and training. The general upper and secondary education is then furthered by Bachelor Programs, Professional bachelors Programs and Academy profession Programs. Students opting for vocational education and training also receive jobs from the Danish companies and are paid during the course of their training programs. Thereafter, the students may also pursue Masters or a Ph.D. There are no accredited textbooks in the educational system and the teachers may prescribe any textbooks in order to capacitate the children regarding the understanding on the relevant subject.

The delegates were also briefed about the integration of minorities in the Danish society with special reference to civil society. Integration through employment, the civil society helps them in acquiring jobs but the jobs needs polished skill in which civil society helps them. Others ways of their integrating are network families, counseling. Delegates visited the Copenhagen Business School where they learnt about the history of this business school. Earlier, limited admissions were entertained in this particular university by after an uprising in 1968 by the students, the policies were altered and admissions were available for every eligible citizen.

Learning & Experience

It is a reality that every nation and system evolves with time as witnessed in the developed countries of the world. There is a lot to learn from these two states and to implement in Pakistan. There are lessons for Pakistan political system that are viable to implement:

1. 25 students per class at least at primary level
2. 50% budget to be spent on Local Government system
3. To make a framework that can enhance the motivation to vote.



Mr. Iftikhar Ahmed, MYP Fourth Session, 8th YPP presenting a gift to an official during the study visit

Report

**Mr. Irtaza Haider
(YP1-18-PUNJAB07)
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Mr. Irtaza Haider

YP1-18-PUNJAB07, Member Youth Parliament Pakistan; Session 1
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Mr. Irtaza Haider, born on December 18, 1994, hails from Faisalabad District of Punjab. Mr. Haider is currently pursuing a Bachelors degree in Computer Science at the Lahore University of Management Sciences (LUMS) having previously completed his Advanced Level from The City School, Faisalabad. Mr. Haider is currently placed on the Dean's Honour List at his University and was previously awarded the highest achiever gold medal award upon graduation from High school. He was elected to the LUMS Student Council for the year 2014-2015. Mr. Haider aspires to be a distinguished computer scientist by profession but intends to adopt Politics as a service.

Introduction

Before I begin my report of the study trip, I must thank PILDAT and DANIDA for affording us this opportunity to gain an invaluable experience. The primary objective of the trip was to observe and learn from the democratic norms and procedures and different intuitions of two of the most well established democracies in the world and then to compare the observed practices to those practiced in our own country. This was to culminate in the form of recommendations that would help improve political ecosystem of our own country.

Interactions in UK & Denmark

Despite the fact that we only had a single day of official interactions in United Kingdom, nevertheless it was a very enriching experience full of learning. The delegation was hosted by the Commonwealth Parliamentary Association, United Kingdom. The day started off with a tour of the British Parliament, where we learnt about the history of both the chambers, workings and the separation of powers between the House of Lords and the House of Commons. This was followed by a briefing by **Ms. Clemmie Brown**, Clerk in the Public Office, **Ms. Katya Cassidy**, Clerk in the Journal Office, and **Mr. Daniel Whitford**, Clerk in the Committee Office who informed us about different procedures that are followed in the parliament. This was followed by a talk by Ms. Eve Samson, Clerk of the European Scrutiny Committee who shed light on Britain's exit from the European Union and the legal framework available to execute it. This helped build a deeper perspective into the burning issue of Brexit.

The Rt. Hon. **Ms. Ann Taylor**, the Baroness Taylor of Bolton, MP, and **Baroness Liz Barker**, MP enlightened us about the role of the House of Lords in the British Parliament. We then visited the recently established Parliamentary Education Centre. The members were told that the concept of the Parliamentary Education Centre is of a robust outreach to younger strata of the country's population, including school-going children. Before officially ending the visit, CPA assistants took the delegation to the House of Commons where the delegation briefly observed the Question Hour.

After spending one day in London, we flew to Copenhagen, Denmark, to witness yet another established and well-conceived democracy. During four-day visit to Copenhagen, on its first day, the delegation was received by Consultant Tana Copenhagen, **Ms. Nadia Masri Petereson**. We were then given an introduction to the DANIDA Fellowship

Centre (DFC) by **Ms. Maya Lindberg Brink**, Capacity Development Advisor, DANIDA Fellowship Centre. She highlighted that the organization is dedicated to investing in individuals and organizations across the world by connecting them through different training programs. Following that, **Professor Flemming Juul Christensen**, currently teaching Government and Politics at the Roskilde University Centre, Copenhagen, Denmark, gave the MYPs a brief introduction to Danish democracy. A particular area of interest for the MYPs was the possibility of a political party, not having a significant majority in the Folketing, the Danish Parliament, being able to form a single-party Government. **Ms. Nanna Schnipper**, Consultant at the Supreme Audit Institution gave the delegates a briefing on the Danish Supreme Public Accountability Institution- that is, the 'Rigsrevisionen', where she is working as an Advisor. She explained that the Rigsrevisionen audits the government accounts and examines whether the government funds are administered in accordance with the decisions of the Parliament. Particularly interesting for us was the fact that the Rigsrevisionen also audits any and all accounts and expenditures by the Defence institutions, Law Enforcement Agencies and Intelligence Agencies in Denmark, the reports on which are made public. The last session of the day was conducted by **Mr. Rasmus Raabjerg Nielsen**, Member of Danish Confederation of Trade Unions (LO). He briefed us about the workings of the LO, which essentially is a confederation of Denmark's 18 main labour unions. Delegates learnt that there are no statutory labour laws in Denmark, including on minimum wage. The Government only legislates on the required conditions in workspaces. The delegates spent the second day at the Danish Parliament, known as the Folketing, having a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, the Committee System, etc. **Mr. Morten Villumsen**, Advisor to the Committee Secretariat briefed the MYPs regarding the Committee System in Folketing. This was followed by a meeting of the delegation with Ms. Yildiz Akdogan, MP, who is also a member of the Foreign Affairs Committee. She briefed the delegation about the role of the Foreign Affairs Committee and the scope under which these committees work. The delegation had its third briefing with **Mr. Anton Hoj Jacobsen** from the Legal Services Office of the Folketing. Mr. Jacobsen educated the delegation about the constitution of Denmark and how it provides inter alia for the principles of separation of powers, independent courts of justice and cabinet responsibility along with the basic fundamental rights for the citizens of Denmark. The delegation had its fourth meeting with **Ms. Ane Halsboe-Jorgensen**, MP,

who is a member of the Standing Committee on Finance. She briefed the Youth Parliamentarians regarding how the relationship between Denmark and the EU and how the latter dictates some key policy decisions. Furthermore, she outlined the role of the finance committee of the parliament, its significance and the challenges faced. The delegation had its fifth meeting with Mr. Christian Jull Lentz, Advisor to the Communications Department. The meeting was focused on the role of youth in Danish politics and the efforts being made to introduce democracy and electoral process to the young students of Denmark, primarily school election campaigns.

In the sixth meeting with **Ms. Iben Tybjaerg**, the delegation was informed about the Folketing's strategy and procedure for implementation and maintaining overall relationship with the European Union and the role pivotal role The European Affairs Committee plays in it. In the end, the delegation was informed about the EU Information Service Program- a recently introduced program that aims to assist Danish citizens regarding European legislation and its practical implementation. The last meeting of the day was with **Mr. Jorn Skovsgaard**, Head of Section, Ministry of Children, Education and Equality. He gave an overview of how the education system in Denmark works which included the structure, stages, characters and institutions. The third day of the delegation was spend holding interactions regarding efforts for integrating ethnic minorities in Denmark, received a briefing by two Danish Pakistanis regarding what it was like for people from Pakistani origin to live and work in Denmark, and also held a short debate session with representatives of Youth Wings of different political parties. We had our first meeting with **Ms. Nadja Glavas**, Head of Section, Office for Inclusion and Citizenship, Ministry of Foreigners, Integration and Housing and **Ms. Maria Birch Moller**, Office for Inclusion and citizenship, Ministry for Foreigner, Integration and Housing. Both ladies briefed the delegation on integration of minorities from a public perspective – with a focus on the civil society. While deliberating on integration, they explained that the broad spectrum of initiatives within civil society that contributes to integration. Delegates met **Ms. Rushy Rashid**, Journalist and **Mr. Zubair Butt** Hussain Spokesperson for Several Muslim Associations. Both emphasised that Danish-Pakistanis, as with other immigrant communities, need to co-exist within the Danish society and be Danes. Ms Rashid shared that Freedom of Speech as well as Freedom of Press in Denmark are ensured by article 77 of the Danish Constitution. This was followed by a lively debate on what constitutes the borders of the freedom of speech

debate in Denmark. The Youth Parliament delegation interacted with representatives of political party youth wings on the structure of different youth wings. The third day ended with a visit to the Hammad bin Khalifa Civilization Centre, serving as a community center and mosque for the Sunni Muslims in Copenhagen. The final day of the stay involved a 360 view of the Danish education system as we had a rigorous set of interactions regarding all tiers of the Danish Education System.

Learning & Experience

The study trip was a remarkable learning experience altogether and exceeded expectations by far. The political institutions in both UK and Denmark are very well established with mechanisms in place that ensure both accountability and efficiency. I was able to draw comparisons throughout our trip with the political system we have in place and the system we were observing. Consequently, it became clear to me that we need to strength our institutions in Pakistan because once the institutions are strengthened and work effectively, everything else follows a smooth curve.

Three key aspects that I will takeaway from these established democracies and will want to have them in Pakistan is the mechanism of accountability, political awareness among the masses and the system of education. Both the countries especially Denmark has such a simple yet effective system of accountability. The Supreme Audit Institution in Denmark is a completely independent body with its head elected through publicly advertised positions and selected on merit. They audit every institution (except three) and is in turn audited. Whereas, the office of the Attorney General comes under the Government and the Attorney General is appointed by the government too. This is a conflict of interest.

Moreover, the amount of political awareness in the masses was surprising. When we visited the public school, I asked a fifth-grader if he knew which party he would vote for if he was eligible to vote and he knew precisely which particular party he would vote for. He then told that he had read the manifestos of the different parties and he liked this particular one most. This wasn't a one off thing. The youth wings of different political parties were vibrant and they actively engaged with the parent party on matters of policy and even kept a check on them. Political Science is taught as a compulsory subject in Denmark from grade eight onwards. However, the situation in Pakistan is completely the opposite. The youth shies away from politics and there is little political awareness among the masses. We need to impart political education to our masses starting

from the school education so that people know about their rights, can make informed decisions and so that motivated leadership could emerge.

Lastly, the education system of Pakistan is considered a primary reason for a lot of our weaknesses and a comparison with the education system of Denmark made me realize how lacking our education system is. We definitely need to adopt the learning attitude from Danish schools instead of the rote learning and competitive atmosphere that we have in our schools. Moreover, one significant reason for the homogeneity in Danish society is because they all study one single curriculum whereas we have western, local and Madrassa education systems running in parallel which divides an already divided society further. There were many more key takeaways and I hope that I will be able to communicate my learning to others and translate it into something productive and construct to make Pakistan a country that is prospering and a world leader.



Delegates of the Study Visit getting a briefing on Danish Political and democratic system and historical evolution

Report

**Mr. Masood Ur Rehman
(YP1-02-BALUCHISTAN02)
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ABOUT THE AUTHOR



Mr. Masood Ur Rehman

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Mr. Masood Ur Rehman belongs to District Quetta, Balochistan and was born on May 04,1988. He is Masters in Computer Engineering from Balochistan University of Information Technology, Engineering and Management Sciences. He was introduced to the concept of leadership, social entrepreneurship and youth activism in Young Leaders' Conference 2010. Currently, Mr. Bazai is serving Balochistan University of Information Technology, Engineering and Management Sciences as a Lecturer.

Introduction

PILDAT organized four sessions and each session comprised of 60 members representing all the geographical units of Pakistan. A delegation of 13 members was then selected for a study tour to UK and Denmark. The Study visit to UK and Denmark was being facilitated by Pakistan Institute of Legislative Development and Transparency (PILDAT) with the support of Danish International Development Agency (DANIDA). The delegation spent one day, November 28, 2016 in London at the UK Parliament while 4 days (Nov 29-Dec 02) of learning and interactions were planned in Copenhagen. The study visit to UK and Denmark was organized to facilitate learning about the democratic and Parliamentary systems, institutional measures of public accountability and transparency of Governments, and discussion on particular issues faced by youth of Pakistan.

Interactions in UK & Denmark

The First day of the visit started off with a tour of the British Parliament, where the delegation was briefed about the history of both the houses of the British Parliament, their workings and the separation of powers between these two Houses. The visit was hosted by the Commonwealth Parliamentary Association, UK. The Members learnt that the House of Lords has more of an advisory role, while the Members of the House of Commons have more to do with the decision making. **Ms. Clemmie Brown**, Clerk in the Public Office, **Ms. Katya Cassidy**, Clerk in the Journal Office, and **Mr. Daniel Whiteford**, Clerk in the Committee Office briefed about the working of the Committees during the visit. **Ms. Eve Samson**, Clerk of the European Scrutiny Committee shed light on Brexit and the legal aspects associated with it. According to her, majority of Members of the Parliament still maintain the membership of the EU should be reconsidered. **Ms. Ann Taylor**, MP and **Baroness Liz Barker**, MP spoke to the young Members about the role of the House of the Lords. While explaining the functionality of both the Houses, she explained that various reform proposals regarding membership of the House of Lords, including introduction of age, limited tenure or having work peers instead of permanent members of the House of Lords. The delegation visited the Parliamentary Education Center, which is situated at the North End of Victoria Tower Gardens. It is a world-class education facility that inspires and connects young people with Parliament and democracy. It is a dynamic, stimulating environment, distinct from the school environment. It makes use of creative and immersive technology to create a unique learning experience that generates a sense of anticipation in groups entering the space, and

from which groups depart feeling inspired and excited about their Parliament Parliamentary Education Center is complete with Parliament-themed learning rooms, augmented reality experiences, 360 Degree projections and sound technology. After a rigorous day of learning in UK, the delegation departed to Copenhagen.

The four-day visit in Denmark covered a number of meetings, visits and interactions. The visit was inaugurated by **Ms. Maya Lindberg** from DANIDA. She briefed the delegation about DANIDA and the organization's main focus areas. **Prof. Flemming Juul Christensen**, currently teaching Political Science at the Roskilde University Center, Copenhagen, gave the delegation a brief introduction to the Danish Democracy. He talked about the history of Danish democracy and its evolution from an absolute monarchy to a seasoned democracy now. The monarch is only a ceremonial head of the state and possesses no legislative powers. He mentioned that, Danish politics are the size of the public welfare sector, immigration, and taxation. The delegation was told that in order to form a government in Denmark, a political party does not need to have the majority against it. This was perhaps the best example of Denmark's negotiated democracy. **Ms. Nanna Schnipper**, Consultant at the Supreme Institution gave a briefing on the Danish Supreme Public Accountability Institution, *Rigsrevisionen*, where she is working as an advisor. The audit office works completely independently from the national government. Its current focus areas include grant administration, coherence of policies, monitoring effects of reforms and e-Government. It is responsible for carrying out an annual audit of all government ministries and departments. It ensures that no unnecessary and lavish expenditures were carried out and all funds were disbursed responsibly without any misuse of the funds. The audit office publishes annual reports of its audits and also has the authority to levy criminal charges if evidence of fraudulent activities or corruption is found. However, such instances have been very rare because the Danish system relies heavily on trust between the Government and the general public. The audit office is itself audited by an independent firm.

Mr. Rasmus Raabjerg Nielsen, Member of Danish Confederation of Trade Unions (Lo) briefed the MYPs about the workings of the LO, which is a confederation of Denmark's 18 main labour unions. The government only legislates on the required conditions in workspaces. He informed the MYPs that collective agreements are legally binding in Denmark and can be enforced by the Court.

On the second day the delegates spent the day at the Danish Parliament, known as Folketing, having a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution and the Committee System. **Mr. Kenneth Finsen**, High Executive Officer of the International Development, Folketing, welcomed the delegation. The delegation had its first meeting with **Mr. Morten Villumsen**, Advisor to the Committee Secretariat. He briefed the MYPs regarding the Committee System in Folketing. The committees hold 600-700 meetings annually. They analyse 200-230 legislative bills and 150-200 proposals for the Folketing resolutions in one parliamentary year. **Ms. Yildiz Akdogan**, MP, led the second meeting. She is a member of Foreign Affairs Committee. She informed that the Committee handles bills and proposals for Folketing sessions and also undertakes continuous scrutiny of the work carried out by the Minister for Foreign Affairs. The delegation had its third meeting with **Mr. Anton Hoj Jacobsen**, a member of the Legal Services Office of the Folketing. He told the delegation that Danish Constitution was promulgated vide the Constitutional Act 1953. The Constitution provides inter alia for the principles of separation of powers, independent courts of justice and cabinet responsibility. The delegation was informed that in Denmark, elections are held every 4 years but Prime Minister has discretion to call a general election at any time and in case of vacation of any seat rather than by-elections. Every citizen of Denmark of 18 years of age or above that can cast a vote. The prisoners may also vote and run for elections. The delegation had its fourth meeting with **Ms. Ane Halsboe Jorgensen**, MP, who is a member of the Standing Committee on Finance. She informed the delegation that in Danish Political and governmental system, a couple of issues are pre-settled and planned at the European level. She mentioned that the members of finance committee don't have to have background in finance and the same goes for the members of other committees. The delegation had its fifth meeting with **Mr. Christian Jull Lentz**, Advisor to the Communications Department. The delegation was told that Danish Government was keen to ensure the participation of the youth in electoral procedures and wanted them to be an active part of the democracy. The state has taken considerable steps to improve the situation. The most notable amongst them includes conducting school elections in which student candidates take their stances on 25 predefined issues and 3 more issues that they decide themselves. Students plan and run their digital campaigns on social media and participate in political debates in schools. The delegation met **Ms. Iben Tubjaerg**, where the Members were informed about Folketing's strategy and

procedure for implementation and maintaining overall relationship with the European Union. The last meeting of the day was with **Mr. Jorn Skovsgaard** from Ministry of Children, Education and Equality. He enlightened the delegates with the structure of Danish Education. He informed the delegation that the initially a young student is enrolled in kindergarten, followed by the pre-school, primary school and then lower secondary education. After school education, they receive either general upper secondary education or vocational education and training. The general upper and secondary education is then furthered by Bachelor Programs, Professional bachelors Programs and Academy Professional Programs. Students opting for vocation education and training also receive a job from Danish companies and are paid during the course of their training programs.

On the third day, the delegation of Youth Parliament Pakistan started their day at TANA. The delegation had its first meeting with **Ms. Nadja Glavas** (HOD, Office office for inclusion and citizenship) and Maria Birch Moller (Office for Inclusion and citizenship, Ministry for Foreigner, Integration and housing). **Ms. Nadja** and **Ms. Maria** briefed the delegation regarding the integration of minorities from a public perspective – with focus on civil society. Ms. Nadia explained the working of Division of integration and Civic Citizenship. The division has four teams working on Integration, prevention of radicalization and extremism, prevention of negative social control and honour relates conflicts and Danish education for adult foreigners. While deliberating on Integration, she explained that there's a broad spectrum of initiatives within civil society that contributes to integration; Homework cafes, mentoring, networking families and counselling. While elaborating the refugee crisis, Maria elucidated that there is a great momentum of voluntary efforts in terms of integration. Many volunteers want to make a difference, and the municipalities are requesting more, broader and stronger collaboration with civil society actors in the field integration. According to a survey conducted by Red Cross, 94% of municipalities wish to promote the collaboration with the civil society in relation to integration. In the survey 8 out of 10 municipalities answered, that the volunteers help refugees to learn Danish. While deliberating on prevention of radicalization, **Ms. Maria** explained that a National Center for knowledge and advice is established to prevent extremism and radicalization. While speaking on the employment agenda of civil society, **Ms. Maria** explained that a formal partnership between the Government, a number of Danish companies, municipalities and civic society involves an initiative to

strengthen the role of volunteers in the work on supporting employment among refugees. Moreover, a task force of mentors who can support refugees in their efforts to become part of the Danish Labour market will be established. The idea behind the project is that volunteer mentors are able to support the refugees in ways that local authorities cannot: A mentor can be a kind of professional friend who can explain some of the unwritten codes and rules that apply to the Danish Labour market and the mentor can make use of their own experience and knowledge from the labour market. While deliberating on different civil civic strategies Ms. Nadja briefed the delegation with some new projects; “Building Bridges” and “Baba” being a couple of them. “Building Bridges” aims for developing and testing methods and models for a stronger and more formalized cooperation between local governments and civil society organizations on the reception of refugees. The project is already implemented in five Danish municipalities across the country. Whereas “Baba” aims to strengthen ethnic minority fathers' opportunities to engage themselves in the lives of their children in a meaningful way. “Baba” has developed an approach for the engagement and the recruitment of ethnic minority fathers – a target group they often experience difficulties reaching. To this day, 31 fathers with an ethnic minority background has been educated in two geographical areas of Denmark, and 30 more are expected to be educated in two other areas.

The delegation had its second meeting with **Ms. Rushy Rashid** and **Mr. Zubair Butt Hussain**. **Ms. Rushy**, a Danish-Pakistani, works in Radio 24 (a national radio station) for 5 years now. Each week **Ms. Rushy** puts a topic for debate, which is based on the challenges of a multi-cultural society. **Mr. Zubair** is employed as a clerk economist of the National Board of Health. **Mr. Zubair** shared his experiences and the challenges he at times faces being an individual with a multi-cultural background. He explained that if we, the Danish-Pakistanis, don't learn to co-exist, we might lose a certain share of being Dane. He reinforced the idea of co-existence with acceptance of disagreements by a statement “The 'minority & majority' NOT the 'minority vs. majority’”. While engaging in a discussion on the gender discrimination, Ms. Rashid explained how liberated she feels in Denmark, which she asserted is important for self identity. While deliberating particularly on Freedom of Speech, Ms. Rashid informed the delegation that Freedom of Speech as well as Freedom of Press in Denmark is ensured by article 77 of the constitution. Anyone is entitled to in print, writing and speech to publish his or her thoughts, yet under responsibility to the courts. Furthermore, Blasphemy is forbidden by article 140 of the Penal

Code. Blasphemy is forbidden by article 140 of the Penal Code. Anybody who publicly mocks or insults any in this country legally existing religious community tenets of faith or worship, will be punished by fine or imprisonment for up to 4 months. However, there is very little legal tradition for actually punishing anyone for violating this article. The article has not been used since 1938 when a Nazi group was convicted for anti-Semitic propaganda. The hate speech article (266b) is used more frequently. Abolition of the blasphemy article was proposed in 1972-73 and again in 2004, but none of the proposals were adopted. **Ms. Rushy** informed the delegation that Danish politician Jasper Lanballe plead guilty and was convicted of hate speech for comments he made about rape and honour killings in Muslim families in a newspaper.

The delegation had its third meeting of the day with the representatives of political party youth wings. **Mr. Markus Rasmussen** represented the youth wing of their conservative party. **Mr. Magnus** represented the Liberal Alliance Youth and **Mr. Lasse Quvang** represented the Danish Socialist Youth. These young politicians shared their experiences and their party positions on different issues with the members of Youth Parliament Pakistan.

The delegation, later that day, visited Hammad Bin Khalifa Civilization Center which serves not only as a mosque but a community center as well. The delegation was informed that Hamad bin Khalifa Centre was funded by **Emir H H Sheikh Hamad bin Khalifa Al Thani**. The Center puts effort to highlight Islam's value based on moderation to support serious dialogue among Muslims around the world and establish balanced relations between them and their non-Muslim neighbors.

On the last day, the delegation had visits to different tiers of the Danish Education System. The MYPs first visited a local public school in the Frederiksberg Municipality. **Ms. Kristen Kristensen**, Deputy Director of the School and **Ms. Xenia Nielsen**, Pedagogical Director, welcomed the delegation. The delegates interacted with students from all the grades, and had the opportunity to to observe them in their classes. The delegation visited the Technical Education Center where they were welcomed by **Mr. Mogens Bagger Hansen**, the Principal, the members were informed about the functionality of the institution. It's a public-private partnership which hosts almost quarter of the technical education pupils in Copenhagen. The Members interacted with the students and they exchanged their experiences. Delegates visited the Copenhagen Business School to learn about the

university. The Members were greeted by **Mr. Thomas Skinnerup**, Vice President of the Student Association at CBS. He gave his presentation on a brief overview of the historical role universities have played in Denmark. They were mostly used to prepare people for offices of the Church. The delegation visited different sections and facilities of the Copenhagen Business School. Ambassador of Pakistan to Denmark, **Hon'ble Ambassador Masroor A. Junejo** hosted a dinner for the Pakistani delegation.

Learning and Experience

As the study tour was aimed to have a better understanding of the UK Parliamentary System as well as the Danish Democracy and Political System. The delegates learned about different aspects of Danish Political System. Following are certain aspects of Danish Democratic System which can be adopted in Pakistan:

1. We may introduce training program for young individuals which would help them understand the democracy, politics and governance from a very young age and allow them to play a part in Pakistan's democratic development.
2. The anti-corruption watchdog, NAB in Pakistan's case, should be an independent authority. *Rigsrevisionen* serves the function of anti-corruption watchdog in Denmark which is utterly independent which ensures the credibility of the institution amongst the Danish Population and the Political Leadership.
3. Decentralization is one of the most important issues of Pakistan. We need to decentralize powers to the local and municipal level like the Danish Model.
4. High level of trust of Danes on their fellow citizens is commendable. Obeying law is considered to be a civic duty of Danes. We should design a program with the objective of inculcating civic sense among school and college students.
5. Vocational Training Centers and Technical High Schools are publicly funded but operate like a private company competing with each for higher efficiency, the same goes for the health clinics and hospitals in Denmark. We believe, a framework of such sort should be adopted in Pakistan in order to enhance the capabilities of the existing unskilled generation and for posterity.
6. Pakistan should establish Islamic Centers like Hammad Bin Khalifa Civilization Center, Copenhagen, should be established which works as a bridge between different faiths and sects. That would not only promote brotherhood but also prevent any misunderstandings, which is the dire need of our country.
7. A uniform board across the country should be established which explores unconventional avenues of education.



Mr. Masood Ur Rehman, MYP First Session, 8th YPP presenting souvenir to **Ms. Nanna Shenipper**, *Consultant Danish Supreme Audit Institution*

Report

**Mr. Muhammad Usama
(YP4-48-SINDH09)
Member 8th Youth Parliament Pakistan**

ABOUT THE AUTHOR



Mr. Muhammad Usama

YP4-48-SINDH09, Member Youth Parliament Pakistan; Session 4
8th Youth Parliament Pakistan

Mr. Muhammad Usama hails from Karachi. He was born on August 19, 1995 and received his secondary schooling from the Habib Public School, Karachi. After this, he joined D.J. Sind Government Science College where he did his intermediate. To pursue a career in Finance and for higher education, he got admission at the Lahore University of Management Sciences. Lahore. He has also won several awards during his academic career and is currently on the Deans' Honor List at LUMS.

Introduction

The primary objective of the visit to UK and Denmark was to broaden the horizon of the Members of the delegation by teaching them the evolution of the world's two most famous, consolidate and stable democracies. Its core purpose was to provide the delegation with a thorough understanding of the Parliamentary set ups of UK and Denmark. Besides these, the visit also aimed to allow its Members to observe the system of governance in both countries: it envisioned the delegates to learn about local government system, social welfare system, education system, governance system and electoral system.

Interactions in UK & Denmark

The delegation officially commenced its visit by taking part in a tour of the Houses of Parliament in the UK. This visit, facilitated by the CPA, was very informative for the delegations. The Members were astounded to see the level of transparency in the workings of the legislature, the access to which is well within the reach of the general public. The delegation was informed about the historical significance of different chambers in the House and was briefed about the major developments that led to the current constitutional form of the parliaments. Moreover, the issue of Brexit was also discussed with the Clerk of the concerned parliamentary committee. Alongside this, the delegates were joined by various representatives of the House and the delegates had one to one questions with them. The visit to the House was concluded with a tour to the House of Commons where the delegates had a chance to experiences live the proceedings of the assembly. Another key visit was to The Parliamentary Education System, which is an affiliate of the House. Here the delegates were briefed about the main objectives of this institution. As informed, the main idea behind this education center is to promote awareness about the Kingdom and its arms among the youth of the British Society. The delegation was intrigued to find out that the Speaker of the House gives a Skype session to these young people every Monday and talk to them about various issues facing the British society and its politics.

The four-day visit in Denmark consisted of a lot of meetings, visits and interactions. The visit was officially inaugurated by **Ms. Maya Lindberg** from DANIDA who gave a brief overview of the program and its core objective of spreading a culture of democracy around the globe. The Members of the delegation were lectured on the history of Danish democracy and its evolution from an absolute monarchy to a constitutional monarchy where the monarch is only a ceremonial head of the state and

possesses no legislative powers. Unlike un UK, evolution to democracy in Denmark has been very peaceful and its political history does not contain evidence of a major or significant war and revolution. Danish democratic tradition commenced in 1867 and has seen major improvements since then. Currently, it is a very stable system and there has been no change in the constitution for more than five decades because changing the constitution is a painstaking and lengthy procedure. Besides, the Danes have not felt a need for changing the constitution because it provides stability to the system. Furthermore, the Danish system of governance has seen marked improvement over time. The number of municipalities originally numbered more than 1300 but were gradually reformed and reduced to 98, for example.

The Danish Parliamentary system is a unicameral system. There are nine major parties in Denmark which means that one party only rarely gains majority in the House. The system is further decentralized into five regions and ninety eight municipalities. They each have their own designated responsibilities: the regional government deals with health while municipalities are responsible for education, for example. The most important part of the system is the minority form of Government. A party- or a coalition of parties- is only able to set up a government if there is no majority present against them. This is a unique system and has proved to be really efficacious. The delegation was then attended by **Ms. Nanna Schnipper**, Special Consultant at the audit office –Rigsrevisionen- in Copenhagen. The audit office works completely independently from the national government. Its current focus areas include grant administration, coherence of policies, monitoring effects of reforms and e- government. It is responsible for carrying out an annual audit of all government ministries and departments. It ensures that no unnecessary and lavish expenditures were carried out and all funds were disbursed responsibly without any misuse of the funds. The audit office publishes annual reports of its audits and also has the authority to levy criminal charges if evidence of fraudulent activities or corruption is found. However, such instances have been very rare because the Danish system relies heavily on trust between the government and the general public. The audit office is itself audited by an independent firm. The last meeting of the day included a visit by the representatives of the Labor Organization, which is the largest labor union in the country. The delegation had an interactive session with the reps, asking them questions about the pros and cons of labor unions, nature of relationship and role of the Government in the LO and role of LO in ensuring labor rights in the country.

The next day comprised fully of a visit to the Danish Parliament- Folketing. It involved a series of short meetings, briefings and presentations on Danish parliamentary system, standing committees, electoral procedures, working of the finance ministry, education and welfare system. The Parliament's tasks in general include legislation, adoption of annual budget and review of the actions of the executive. The chamber meets at least a 100 times a year and it comprises of 179 members. There are no by elections in case a seat is vacated. The electoral system is a proportional system-unlike the first past the post system, which is followed in UK as well as in Pakistan. There are 23 Standing Committees –and further ad hoc committees. Each committee has 29 members and their job description includes examining the proposals for legislation, asking written questions from ministers, calling witnesses for their observations, receiving deputations from public etc. The Finance Committee and European Affairs Committee can exercise decision-making power on behalf of the parliament. All committee documents are made public, with the exception of the Foreign policy Committee. The Foreign Affairs Committee –different from Foreign Policy Committee-performs the duty of processing of bills and resolutions and ensures control over the activities of foreign ministry. It is currently working on the Sustainable Development Goals (SDGs) that have been set up by United Nations recently. The most hotly debated issue in the committee meetings is of Syrian refugees and, hence, Denmark's immigration policy.

The delegation was also told that the Danish Government was keen to ensure the participation of the youth in electoral procedures and wanted them to be an active part of the democracy. However, the number of memberships of youth members has been decreasing for all parties in Denmark and the proportion of young people voting in Denmark is also lower than other EU member states. The state has taken considerable steps to improve the situation. The most notable amongst them includes conducting school elections in which student candidates take their stances on 25 predefined issues and 3 more issues that they decide themselves. Students plan and run their digital campaigns on social media and participate in political debates in schools. This policy has only been adopted recently and government is optimistic about its results in the long run. Furthermore, the election office also mails the first time voters before elections and holds interactive sessions with the youth. The Members of Youth Parliament were also briefed on Danish financial system during their visit to the Danish Parliament. Denmark generates almost 50% of its revenues from taxation –income tax and value added tax-which is one

of the highest tax-to-GDP ratios in the world. Similarly, Denmark also spends the highest proportion of its budget on income transfers –as much as 15%- in the form of benefits such as unemployment benefits, health and education. Lastly, the delegation was briefed about the social welfare and education system of Denmark. The government provides basic necessities including education, health, day care, grants and pensions. The welfare system is decentralized and the national, regional and municipal Governments have roles and responsibilities regarding the welfare system in ascending order. The education system makes it compulsory to undertake –free- education until high school or the ninth grade. The government also provides grants for higher education- higher education is also free of cost though. Students are provided additional benefits in the form of reduced transportation and housing costs. However, this system has yielded two problems: an increasingly high number of students take more than the average prescribed time to complete studies and secondly, a large number of Danish people have acquired higher education which has decreased the returns to higher education.

The next day started with a visit by the representatives of the Danish institute that is responsible for the integration and assimilation of the minorities in the Danish Society. Followed by their presentations, delegates asked questions regarding Syrian Refugees and Denmark's general approach to emigrants coming from different war-torn countries around the world. Followed by this session, generalists and representatives of the Muslim community in Denmark shared their experiences in the Danish Society. Since these reps were originally from Pakistan, delegates had a good time asking them about their personal experiences and challenges that they faced in Europe, being Pakistanis.

After the lunch break, the delegation was joined by the young representatives of different political parties in Denmark. These young politicians not only shared their political views and experience as being political activists but also engaged in a healthy debate on different issues pertinent to Danish society. Delegates thoroughly benefitted from their discussions and learned from their experiences as young political workers. The day concluded at Hamad Bin Khalifa Islamic Civilization where the delegation was briefed about the life of common Danish Muslim. The delegation also visited various halls in the center and met the local Muslims there.

The next day commenced with a visit to a public school in Denmark. The members of the delegation interacted

with students from grade 1 to grade 10 and enjoyed some light moments with the students. The students visited classrooms and interacted with teachers as well. The delegation was delighted to see the robustness of the education system and delved into asking more about it with a desire to implement the same in Pakistan. The delegation then paid a visit to a Technical high school where the members interacted with teenagers and talked to them about their career goals etc. After lunch, the team was welcomed by the students of Copenhagen Business School, where they were briefed about university democracy in Denmark. The reps of CBS took the delegation on a tour of the campus and answered questions put forth by the delegates. The visit ended at the Pakistani Ambassador's house at a dinner reception hosted by the

Pakistan embassy.

Learning & Experience

The visit was not only informative but it taught the Pakistan Delegation several aspects of a healthy democratic regime. The current need of the hour of Pakistan is to maintain stability in the democratic process of the country so that past mistakes in governance are not repeated. Pakistan needs an extremely strong social welfare system setup to calm the general mob of the country that is suffering the economic disparity since many years. The Danish and British systems of the Parliamentary works can help to achieve these motives if they are accurately replicated in the Pakistan. Finally, a change in mindset is also the need of the hour.



MYPs interact with Danish school children during a visit to a public school in Copenhagen

Report

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ABOUT THE AUTHOR



Mr. Nadir M. Khawaja

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Mr. Nadir Khawaja hails from Azad Kashmir. He was born on November 18, 1994 and received his schooling from the Gandhara School, Islamabad. He completed A-levels from the Headstart School, Islamabad. Mr. Nadir is currently pursuing his degree in Electrical Engineering from the Lahore University of Management Sciences. Mr. Khawaja has worked at Nestle as a Trade Marketing Intern and he has also been a part of the Secretariat, and a member of the host team for LUMUN.

Introduction

The study visit was featured by a trip to the UK and Denmark. Our five-day trip was very enriching and gave us a wide perspective on a host of topics covering different institutions that collectively form a well-functioning society.

Interactions in UK & Denmark

The day after our arrival in London, we began with a tour of the British Parliament, where we learnt the history of the Chambers, workings and separation of powers between the House of Commons and the House of Lords. Where the House of Lords largely had an advisory role, and were selected from the top echelons of their respective fields, members of the House of Commons represented their respective constituencies. We had a rigorous day of orientation to the United Kingdom's Parliamentary system, hosted by the Commonwealth Parliamentary Association, United Kingdom. The sessions covered procedures regarding operations of the Parliament, relationship between the parliament and the clerks in various offices, Britain's exit from the European Union and the legal framework available to execute it. Our day in the British Parliament was concluded with attendance of the Question Hour of the House of Commons. Amazing how anyone British citizen can just walk in and observe parliament and legislature making in live and in progress. Following that, we visited the recently established Parliamentary Education Centre. The members were told that the concept of the Parliamentary Education Centre is of a robust outreach to younger strata of the country's population, including school-going children, the goal being to inculcate democratic values from the very outset amongst young students throughout the UK.

We arrived in Copenhagen on of November 28, 2016. With over 1.1 million inhabitants, the city represents one-third of Denmark's entire population in an integrated labor market, the result of a well-developed infrastructure. The sessions on our first day in Denmark were an eclectic mix covering different public institutions that play a vital role in Danish Society. **We were accompanied by Ms. Maya Lindberg Brink, Capacity Development Advisor, DANIDA Fellowship Centre. Professor Flemming Juul Christensen,** currently teaching Government and Politics and Roskilde University Centre, shed light on the uniqueness of the democratic institutions of Denmark, and highlighted the major, dividing political issues for the Danish Political System, such as the size of the public Welfare sector, immigration and taxation. A particular area of interest that epitomized Denmark's

negotiated and consensus based democracy was the possibility of a political party, not having a significant majority in the Danish Parliament, being able to form a single party Government. Following that, was a session by **Ms. Nanna Schnipper**, Consultant at the Supreme Audit institution, Rigsrevisionen. The institution primarily audits the state and government related accounts activities, with emphasis on prevention, rather than criminal investigation. It conducts three types of audit, including the Financial Audit, the Compliance Audit and the Performance Audit. Of particular interest to me was the uniqueness of the Performance audit that makes The Rigsrevisionen an actual source of constructive policy reform. Drawing parallels with Pakistan, where we have NAB and the FIA, I noted that public institutions with overarching powers can only facilitate, but are not solutions to fighting corruption and tackling problems in a country.

The last session of the day was conducted by **Mr. Rasmus Raabjerg Nielsen**, *Member of Danish Confederation of Trade Unions (LO)*. We learnt challenging technical concepts of the Danish labor system such as *Flexicurity*. There are no statutory labor laws in Denmark, including on minimum wage. The system rests upon constant negotiations and consensus, and mutual recognition between the employers and the employees.

We spent the next day at the Danish Parliament, known as the Folketing, having a detailed set of interactions on various aspects of its workings, including the Parliamentary practices, the Danish Constitution, and the Committee System. We interacted with representatives of political party youth wings on the structure of different youth wings. We learnt how these youth wings interacted with the main party leadership, and what the party positions were on different issues in Denmark, including refugees, the welfare system and relations with the EU. For me, the session highlighted the stark difference between the inclusive political system of Denmark, and Pakistani politics. The day ended with a visit to the Hammad bin Khalifa Civilization Centre, serving as a community center and mosque for the Sunni Muslims in Copenhagen. We learnt of the organizational structure of the Centre and the efforts being undertaken to integrate Muslims into the Danish society. Absolutely no distinction was made between any sects. And the mosque was open for all Muslims. I realized that the current mosques and places of worship in Pakistan need major reform. There are very few mosques in the city where I live that actually serve their localities in relevant, meaningful ways, and help community members in their everyday lives. The civilization Centre we visited maintained a fully

functional gym that women can use and a theater. The mosques and places of worship in Pakistan need to take steps in maintaining their relevance and being responsive to the problems and challenges faced by their respective communities.

On our final day, we had a rigorous set of interactions regarding all tiers of the Danish Education System. This included learning about the opportunities afforded by the system and some of the major challenges faced by it.

Learning & Experience

The Key features of the public school system in Denmark, that I noted, were the small class sizes, focus on multiculturalism, on uniqueness of every student - especially through extracurricular activities, frequent

parent-teacher meetings and physical fitness as a core course. Another particular feature of the Danish Education system was its ability to respond to the needs of Danish Labor Market.

The key is to understand that while the Danish system serves its people well, it is instructive to note that should we implement their solutions to our country with a population estimated to be around 200 million people, the system would collapse and would not work. We as a society need to come up with solutions to our own unique set of problems. I will continue to share what I have learnt in this trip, and during my wonderful experience at the Youth Parliament with the people of Pakistan, and help in improving lives, and contributing in a meaningful way.



Mr. Nadir Khawaja, MYP Fourth Session, 8th YPP and Mr. Azeem Armaghan, MYP Fourth Session, 8th YPP presenting souvenir to an official in Denmark.

Report

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(YP1-49-SINDH10)
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ABOUT THE AUTHOR



Syed Muhammad Raza Zaidi

YP1-49-SINDH10, Member Youth Parliament Pakistan; Session 1
8th Youth Parliament Pakistan

Syed Muhammad Raza Zaidi belongs to Karachi city of Sindh and was born on the September 18, 1996. He completed O levels from the Generation's School and A levels from the Nixor College. He is currently enrolled in the University Of London Bachelors Of Law (LLB. Hon.) International program at SZABIST, and expect to graduate in 2018. Mr. Zaidi was a Teacher's Assistant for Economics in the Nixor, and was also the Chief Marketing Officer for Uraan (an entity devoted to helping the white collar needy). Mr. Zaidi aspires to become a Lawyer.

Introduction

After a rigorous and contested selection process based on merit and quotas to represent all the geographical units of Pakistan, I was selected to represent Sindh province for the Study Visit to UK & Denmark.

Interactions in UK & Denmark

The study visit kicked off with a tour of the British Parliament, Mother of all Parliaments, at Westminster on November 28, 2016. The delegation was enlightened as to the House of Commons and the House of Lords, buttressed by a lively conversation and illustration by the tour guide. We were then taken to the Queen's Chambers, and given briefings about the history of the monarchy and the evolution of the British political paradigm and system. Everything was supplemented by pictures and paintings. It was an incredibly enlightening tour, and exciting to observe the system from which our Nation derived its own apparatus. The delegation was then taken to the Parliamentary Education Center, set up in 2015 with the singular objective to inculcate civics and respect of democracy in the youth of the country. It is pertinent to note that the UK doesn't have codified Constitution; therefore it is difficult for most to comprehend the technicalities of the political processes and institutions. To counter that, this center was set up, designed to educate school children, from pre-nursery to high school, in the essence and procedures of the British Parliament. The children can experience a simulation of both houses, and learn via videos and PowerPoint slides. They were then taken to the actual Parliament where they could interact with MPs. Surprisingly, they could even be addressed by the Speaker of the House!

The delegates met **Mr. Andrew Tuggey**, Chief Executive of the Commonwealth Parliamentary Association, who clarified the relationship between the Parliamentarians and the Clerks, terming it as 'healthy' and 'constructive' based on mutual trust and respect. Rules and procedures are made clear every year at a seminar in Westminster. We subsequently met **Ms. Eve Samson**, Clerk of the European Scrutiny Committee, who explained the intricacies of Brexit, where the view of the disenfranchised, people who believe that they have been left behind and let down by the system, has manifested itself in the referendum results. The government is in a conundrum as to how to proceed with negotiations, and (if) when to trigger the notorious Article 50. The British system is at odds with the people. Brexit negotiations must be carried out by Parliament (as evident in a court ruling), but 66% of MPs are against it and recommend a reconsideration of the membership of the EU and windows of negotiation should be sought. This is an interesting turn of events, as only Parliament is supreme and is in theory not bound by anything or anyone, but will it dare to pass a

resolution that is contradictory to the popular will? We interacted with Rt. Hon. **Ms. Ann Taylor**, MP and **Baroness Liz Barker** MP, who told us about the precedence of decisions emanating from the House of Commons over the Lords and the various reform proposals in process concerning the membership of the HoL (age limit, no permanent membership). We concluded the exhaustive day with an interesting attendance of the Question Hour of the House of Commons.

Our first day in Denmark was overwhelmingly exciting. We were in this picturesque city, freezing cold, unfamiliar people, different food. We looked forward to brilliance. And brilliance did we experience. We were given an outline about the DANIDA Fellowship Center (DFC) by **Ms. Maya Lindberg Brink**, Capacity Development Advisor. I think I speak on behalf of the entire delegation that we were pleasantly surprised by the informal nature of a usual Danish interaction. We were then addressed by **Prof. Flemming Juul Christensen**, currently teaching Government and Politics at the Roskilde University Centre, Copenhagen, who gave us an introduction about Danish democracy. He told us about the unique characteristics of Denmark, it's incredibly low population (5.5 million), it's unique political arrangement of a constitutional monarchy coupled with a 2% election criteria and the concept of minority Governments, where you don't need to have a majority in Parliament to make a Government, but need to not have the majority against you. This was incredibly surprising, and a refreshing change from conventional, elected dictatorial government systems.

We were addressed by **Ms. Nanna Schnipper**, Consultant at the Supreme Audit Institution, on the Rigsrevisionen, Danish Supreme Public Accountability Institution. She explained that the Rigsrevisionen audits the Government accounts and examines whether the government funds are administered in accordance with the decisions of the Parliament. For the purpose, the Rigsrevisionen reports to the Danish Public Accounts Committee, but has retained a unique independence and credibility. The institution primarily audits the state accounts, regional accounts and accounts of Government financed activities, included EU-funded activities. For the purpose, it conducts three types of audit, including the Financial Audit, the Compliance Audit and the Performance Audit. The Performance Audit is a unique function of the institution, where it audits the efficiency of various Government initiatives, such as analyzing the utility of the current state welfare system over the years, or suggesting improvements in Denmark's civil and criminal legal procedures to reduce the time for delivery of justice. A lively, energetic woman, she talked about the peculiar Danish concept of non-

corruption. Per Transparency International, Denmark was ranked as the least corrupt country in the world. So, we were quite profoundly confused when we were made aware that Denmark has no anti-corruption watchdog nor any corruption specific legislation targeting corruption. There's just a culture of non-corruption. The Rigsrevisionen grows beyond the premier public audit institution of Denmark, and becomes a source of constructive policy reform.

We were then met by **Mr. Rasmus Raabjerg Nielson**, a representative of the Danish Confederation of Trade Unions (LO), a confederation of Denmark's 18 main unions. We got to know about Denmark's labor laws, and were confused when told that Denmark has no statutory minimum wage, which is governed through 'Agreements' between the employer and the LO, which are legally binding in the courts. We also discovered the process of 'Flexicurity' where it is incredibly easy to hire and fire people, and for people to be re-trained and find new employment, always covered by a generous safety net of unemployment benefits.

Our second day in Denmark was spent in the Danish Parliament, the 'Folketing', where we met an exhaustive number of committees and interacted with MPs and were given a tour of the building as well. We were greeted by **Mr. Kenneth Finsen**, High Executive Officer of the International Development Department. He gave us a tour of the Danish Parliament, and shed light upon the history of the building. We also toured the chambers and the House, which was enlightening. We were seated in an actual committee room, where we met **Mr. Morten Villumsen**, Advisor to the Committee Secretariat. He briefed us upon the functioning of the Parliamentary Committee System. The business of the Folketing is divided amongst the plenary and the committees. The committees hold an exorbitant 600-700 meetings, analyze 200-230 legislative bills and give 150-200 proposals for Folketing resolutions, all in one Parliamentary year.

We met **Ms. Yildiz Akdogan**, MP, a member of the Foreign Affairs Committee, who's main job is to scrutinize the work of the Minister for Foreign Affairs. She commented that committees have wide-ranging powers and work in tandem with the Ministers, and can even hold the Ministers accountable by summoning them for questioning. All committee proceedings are open to the public and people can also address the committee. We had our third meeting with **Mr. Anton Hoj Jacobsen**, from the Legal Services Office. He taught us about the nuances of the Danish constitution, and stressed the importance of the Constitution Act 1953, which enshrined basic principles of separation of powers and independent judiciary and cabinet and ministerial responsibility into law. The fundamental human rights contained in the constitution are

supplemented by the European Convention on Human Rights. Even though elections are held every 4 years, the Prime Minister has the discretion to call for early elections anytime. It was fascinating to note that in the case of a vacant seat in the Folketing, a substitute runner-up of the last election fills that seat, instead of the traditional by-election. There is no general duty to vote, but voter turnout tends to be around 80%. The voter age is set at 18, and anyone who can vote can run for elections. Prisoners also vote, and there is no education restriction to be an MP. We then met **Ms. Ane Halsboe-Jorgenses**, MP, who is also a member of the Standing committee on Finance. Even though the Danish political system and government is, to a certain extent, constricted by the European Union, it can design mechanisms to enforce the decisions. The members of the Finance committee need not have a background in finance, and the same goes for other ministries, as they are assisted by the Secretariat Staff. She expounded upon the increased role of management consultants in re-structuring and making policy of the Government. Our fifth meeting was with **Mr. Christian Jull Lentz**, Advisor to the Communications Department. It centered on the initiative of school elections campaign, designed to inculcate the process of democracy and elections into the minds of the young upper secondary students. The campaign was formulated in response to increasingly low numbers of young Danish voter turnout. It's primary focus group is 8th, 9th and 10th graders, and 1st time voters. The latter is targeted through 'Nationwide School Elections' and the Youth Parliament. In 2015, when the campaign was started, around 45,000 students voted. The (real) Prime Minister announces the school elections and the pupils choose three out of 20 key issues. This near exact imitation hopes to increase voter turnout in the coming years. Moreover, parents are encouraged to bring their children to the actual voting booths with them. We then met **Ms. Iben Tybjaerg**, who discussed with us the relationship between the Folketing and the European Union. She commented that Denmark is a monist state, wherein EU law applies without the need for a domestic Act of Parliament. An about twenty percent of Danish laws originate in the European legislature. The European Affairs Committee primarily oversees this. She concluded that member states of the EU are the powerhouses behind the implementation of EU law, and therefore the EU and the Member State are interdependent. She conclusively informed us about the Folketing's EU Information Service Program, a new program to assist Danish citizens about any misconception or apprehension of the EU. I was fortunately interviewed and my experience as a Pakistani on a study tour in Denmark is available on their Facebook page and Website. Our final meeting was with **Mr. Jorn Skovsgaard**, Head of Section, Ministry of Children, Education and Equality.

He broke down the traditional school structure of Denmark, following the steps of Kindergarten to Pre-School to Primary and Secondary education. Education is then furthered by general Upper Secondary Education or Vocational Education and Training. They students then have the choice to further pursue Bachelor, Professional Bachelors and Academy Profession Programs. Students receive a minimal stipend, which acts as an incentive, from the government (1000 Kroners, about 150 USD) when they pursue university education. Students who opt for Vocational training and education usually receive a job form Danish companies and are paid during the course of their training programs. The Danish education system is very flexible, schools are controlled by municipalities and compete with each other. There are also no accredited textbooks and teachers have the discretion to assign books as they see fit. Denmark also has Adult and Continuing Education and Training Institutes which train and re-train the labor force. It has an impressive 34% participation rate. Denmark focuses on incorporating technology into the classroom, and the teachers also receive pedagogical training and computer literacy programs as well.

We concluded our day with a sightseeing view from Christiansburg Tower, tallest in Copenhagen. On the third day we met Danes of Pakistani origin and discussed Multi-culturalism. We met representatives of Youth Wings of Political Parties and visited an Islamic Civilization Center. We met **Ms. Nadja Glavas**, Head of Section, and **Ms. Maria Birch Moller**, both from the Office of Inclusion and Citizenship, Ministry of Foreigners, Integration and Housing. They briefed us about the numerous initiatives taken by the Danish Government, including re-training centers, Language help, food and monetary assistance, to help integrate people into the Danish stream. They emphasized on the role of the civil society in making people feel welcome, and expounded upon the numerous Associations Denmark is famous for. They particularly explained the 'Baba' project, which engages ethnic minority fathers and allows them to mingle and feel invested in Danish Society, thereby creating a ripple effect in their respective communities. Then we conducted a healthy question and answer session, focused mainly on the Danish effort to make their own ethnic population more welcoming and the acclimation programs held for immigrants.

We then had a very relaxing session with Danes of Pakistani Origin, **Ms. Rushy Rashid**, a Journalist, and **Mr. Zubair Butt Hussain**, Spokesperson for several Muslim Associations. We conversed in Urdu, which was very tranquil. They discussed the problems one faces when they look and believe different in a very homogenous society, especially in the age of increased Islamophobia. We then debated on the paradigms of the Freedom of Speech accorded under the Danish

Constitution. We then met representatives of the Youth Wings of Political parties, and it was incredibly interesting to know the different point of views that originate over the political spectrum, ranging from branding the EU the 'mother of all evils' to repealing Denmark's legendary welfare system in the form of tax cuts and de-regulation. We concluded our day with a visit to the Hammad bin Khalifa Civilization Center, built through Qatari funding, which serves as a place of worship and religious learning for Copenhagen's Muslims. It is not affiliated with any sect, but is predominantly used by Sunnis of all denominations. We learnt of the co-operation between the mosque and the Government, and were told about the neutral process of appointing the Imam who had the confidence of the Government.

On our final day of the we visited the entire range of Danish public education institutes, from the Primary level to the University. It was extremely stimulating to note the prospects afforded by the system and the new reforms it has undergone. Our first visit was to Skolen pa La Cours Vej, a public primary school in Frederiksberg municipality. We were welcomed by Ms. Kristen Kristensen, Deputy Director of the School, and Ms. Xenia Nielsen, Pedagogical Director. we split into 2 groups, and visited all the classrooms grade wise. We interacted with the pupils, and were introduced to the peculiarities of Danish education. They have no grading system for 0-8th grades, the students sit in groups of 4 (patterned on the New Zealand model), the teacher uses technology wherever possible and physical education is emphasized upon. There were recurrent parent-teacher meetings, and the student was expected to be brutally honest about the teacher's performance and methods. The classrooms were diverse, very multi-cultural. We then watched a documentary on the Danish School System.

We then went to H.C. Orsted's Gymnasium, a noted and individualistically Danish Technical Education Center, named after the famed Danish physicist and chemist. We were greeted by Mr. Mogens Bagger Hansen, the Principal. We were introduced to the technical high school, which focused mainly on practical, actionable and socially relevant information rather than theory and traditional classroom learning. Pupils could choose any pure science based component, such as biotechnology or engineering, and study with an enhanced on real usage so that they could decide easily if they wanted to pursue it at the University level. We had a fun interacting session with the students and conducted a fun walk and talk, where we were paired up with Danish students and mingled.

We visited the Copenhagen Business School to learn about the Danish university system. We were greeted by **Mr. Thomas Skinnerup**, *Vice President of the Student Association at CBS*. He kicked off his

presentation with a brief overview of the historical role universities have played in Denmark. They were mostly used to prepare people for offices of the Church. There were restricted admissions, and only the landed gentry, elites and males were allowed to attend. After a student uprising in France in 1968, the Danish Government decided to open up the universities and make the admission process more inclusive.

The presentation then transitioned onto democracy on campus. The pre-1968 years were labelled as the 'Mightiness of Professors' where only academia had the power and ultimate discretion with regards to curriculum, hiring and firing of staff etc. In 1970s, this was reversed in an era of the students across Europe agitating for greater rights. The Ministry of Education conceded that democracy was needed on campuses and a law was passed in 1970 that mandated that the President of the university had to be elected by the academics and students based on 50% representation each. This breathing space accorded to universities was partially curbed by a 2003 law that said that more efficiency was needed and therefore professional management, along the lines of that of a corporation was hired. Mr. Skinnerup emphasized that the student bodies continued to have significant powers on the campus, and maintained a constructive, rather than combative relation with the university management. We ended our final day in Denmark with a pleasant

dinner at the Pakistani Embassy, hosted by His Excellency **Ambassador Masroor A. Junejo**, Pakistan's Ambassador to Copenhagen.

Learning & Experience

All in all, it was a brilliant experience. I learnt that the essentials of a progressive society was not in its laws and enforcement (even though they are of fundamental importance) but in its respect, traditions and trust in each other and the government. The average Dane, through years of group learning in a near perfect schooling system shares common values with other Danes, which revolve around the near blind trust they place in government and their society. That trust is a must to motivate people to pay Denmark's exorbitantly high taxes and comply with an incredible amount of government activity and regulations. The trip, when it was over, left a tear in my eye when I realized how far behind Pakistan was when compared to Scandinavia. How flimsy our traditions, the weakness of our trust in Government (not to mention in one another). But I also realized that our problems are uniquely our own. They may seem daunting, insurmountable, downright scary, but a country, in which a single hospital in Karachi (Indus Hospital) has treated 2.3 million people (half of Denmark's population and more than twice of Copenhagen's) in the past 9 years by charity has the capability and the potential to tackle its problems head-on.



Ms. Nadia Masri, Consultant Tana Copenhagen introducing the programme to the Delegates in Denmark

Appendix A
List of Delegates

Pakistan Delegation *(In alphabetical order by first name)*

No.	Names	Designation
1.	Mr. Abdur Rehman YP3-54-ICT01	Member 8 th Youth Parliament Pakistan/Deputy Speaker, Session 3
2.	Ms. Afia Waheed Khan YP2-13-PUNJAB02	Member 8 th Youth Parliament Pakistan /Deputy Speaker, Session 2
3.	Mr. Azeem Armaghan YP4-53-ICT01	Member 8 th Youth Parliament Pakistan / Leader of Opposition, Session 4
4.	Ms. Bakhtawar Komal YP4-06-KP02	Member Youth Parliament Pakistan, Session 4
5.	Mr. Basharat Ali YP1-59-GB02	Member 8 th Youth Parliament Pakistan, Session 1
6.	Mr. Bilawal Bin Nasir YP2-17-PUNJAB06	Member 8 th Youth Parliament Pakistan, Session 2
7.	Mr. Faizan Daud YP1-15-PUNJAB04	Member 8 th Youth Parliament Pakistan /Leader of the House, Session 1
8.	Mr. Iftikhar Khan YP4-55-FATA01	Member 8 th Youth Parliament Pakistan, Session 4
9.	Mr. Irtaza Haider YP1-18-PUNJAB07	Member 8 th Youth Parliament Pakistan, Session 1
10.	Mr. Masood Ur Rehman YP1-02-BALUCHISTAN02	Member 8 th Youth Parliament Pakistan, Session 1
11.	Mr. Muhammad Usama YP4-48-SINDH09	Member 8 th Youth Parliament Pakistan, Session 4
12.	Mr. Nadir Khawaja YP4-58-AJK01	Member 8 th Youth Parliament Pakistan, Session 4
13.	Syed Muhammad Raza Zaidi YP1-49-SINDH10	Member 8 th Youth Parliament Pakistan, Session 1

PILDAT Team

No.	Names	Designation
14.	Ms. Aasiya Riaz	Joint Director, PILDAT
15.	Mr. Muhammad Saad	Project Manager, PILDAT



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