

YPAD | YOUTH POLICY AND ADVOCACY DIALOGUE

Programme Report

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Executive Summary

The Youth Policy Advocacy Dialogue (YPAD) program, a collaborative initiative by the United Nations Population Fund (UNFPA) and the School of Leadership Foundation (SoLF), successfully engaged youth across Pakistan to actively participate in policymaking. This initiative aimed to educate participants about policy frameworks, empower them to identify gaps, and encourage direct dialogue with policymakers to promote inclusive governance. Held across five regions—Khyber Pakhtunkhwa (KP), Punjab, Gilgit-Baltistan (GB), Balochistan, and Azad Jammu and Kashmir (AJK)—the program hosted dialogues involving 50–60 youth participants in each session. These sessions facilitated meaningful discussions, leading to actionable recommendations and the refinement of provincial youth policies.

In KP, the program led to the announcement of a new youth policy and the launch of the Naujawan Loan Program to support youth entrepreneurship. Participants proposed measures to address climate education, life skills training, and improved health services. In Punjab, youth recommended strategies to tackle environmental challenges, gender inequality, and gaps in mental health support while emphasizing leadership programs for young women and better coordination of youth initiatives. In GB, the dialogues highlighted critical issues such as infrastructure gaps, food insecurity, and mental health, with key outcomes including the Pink Line Initiative for women's safety and the creation of youth-friendly spaces. Discussions in Balochistan focused on skill-based training centers, entrepreneurial support, and governance reforms to address unemployment and promote social inclusion. In AJK, the program resulted in a commitment to mandatory skill development in universities, initiatives for inclusive education, and addressing adolescent health and nutritional needs, with the active involvement of the Secretary of Youth Affairs emphasizing economic empowerment.

The program demonstrated the importance of youth-government collaboration, empowering young people to voice their concerns and contribute to policymaking. By encouraging dialogue and building connections between youth and decision-makers, YPAD laid the foundation for inclusive and impactful reforms across Pakistan.



Background and Introduction

Pakistan's youth, a significant portion of the population, represent a key resource for the country's socio-economic development. Recognizing the importance of involving young people in shaping policies that directly affect them, the United Nations Population Fund (UNFPA) and the School of Leadership Foundation (SoLF) developed and successfully implemented the Youth Policy Advocacy Dialogue program. This initiative aimed to educate, engage, and empower youth across Pakistan's provinces to participate actively in policy-making, promoting a more inclusive and effective governance system.

Objectives

The Youth Policy Advocacy Dialogue sought to achieve the following objectives:

- 01 Educate youth on the complexities of policy-making, including the development, implementation, and scope of existing youth-centric policies, to promote a comprehensive understanding of the process.
- 02 Encourage critical thinking and active participation by including youth in identifying gaps in current policies affecting them and exploring ways to contribute effectively to policy-making.
- 03 Empower youth to become advocates for change by providing a platform for them to share their insights directly with policymakers, ensuring that youth-centric perspectives and needs are included in the creation of inclusive and effective policies.



Table 1 Provides information of the province, city, date, venue, and the number of participants for YPAD

Sno	Province	City	Date	Venue	No. of Participants
1	Khyber Pakhtunkhwa	Peshawar	12th November 2024	Directorate of Youth Affairs	65
2	Punjab	Lahore	15th November 2024	Park Lane Hotel	72
3	Gilgit - Baltistan	Gilgit	18th November 2024	Karakoram International University	77
4	Balochistan	Quetta	27th November 2024	Roomy Signature Hotel	79
5	Azad Jammu & Kashmir	Muzaffarabad	30th December 2024	Pearl Continental Hotel	76

Table 2 Outlines the details of Institute Partnerships, Government Representatives, and UNFPA Representatives involved in YPADs

Sno	Institute Partnerships	Govt. Representatives	UNFPA Representatives
1	University of Peshawar IM Sciences Shaheed Benazir Bhutto Women University	Ms. Nudrat, Deputy Director (WE)/Gender Specialist, Department of Social Welfare Ms. Tabassum, Secretary, KP Commission on the Status of Women Dr. Nauman Mujahid, Director Youth Affairs, KP Mr. Zubair Khattak, Assistant Director Youth Affairs, KP	Mr. Athar Iqbal, Programme Management Analyst Ms. Mahjabeen Qazi, Provincial Programme Coordinator
2	Lahore College for Women University, Forman Christian College, University of Management and Technology	Ms. Saman Rai, Director General, Population Welfare Department Khawaja Muhammad Sikandar Zishan, Director General, Social Welfare Department Ms Madiha Shah, Director, Women Department Sajjad Haider Sipra, Principal, Social Welfare Training Institute	Tania Durrani, Provincial Coordinator for UNFPA Mommnah Asad, Programme Assistant UNFPA
3	Gilgit - Baltistan	Mrs Sadaf Alam, Deputy Director Higher Education (Development) Syed Mujahid Ali Shah, Deputy Director Women Development & Youth Affairs Department, GB Ms. Abida Anwar, Deputy Director Higher Education, GB Mr. Muhammad Yaqoob, Deputy director Academics Higher Education Department, GB	Ataf Hussain, Technical Consultant, UNFPA

4	University of Balochistan, BUIITEMS, Alhamd University, NUML	Mr. Haji Asadullah, Section Officer (Youth) Sports and Youth Affairs Department Mr. Younus Sanjarani, Chief of Section, Sports and Youth Affairs, P&D Department Ms. Mah Sultana, Deputy Director Social Welfare Department	Ms. Sadia Atta, Provincial Coordinator, UNFPA
5	University of Azad Jammu and Kashmir	Ms. Taqdees Gillani, Minister for Small Industries Corporation, Women Rights and Empowerment Ikram-ul-Haq, Director, Women & Development, Women Rights and Empowerment Rashad Hanif, Secretary Youth Affairs, Education and skills for economic empowerment of youth Mr. Ch. Muhammad Fareed, Chairman TEVTA, Education and skills for economic empowerment of youth Ch. Abdul Rehman, Secretary Tourism & Archaeology, Young leadership and policy making for youth Amir Latif Awan, Secretary P&DD Prof. Dr. Nadeem Bukhari, Dean Humanities and Social Science, University of AJK Kh. Abdul Rehman, DPI Colleges, Education and skills for economic empowerment of youth Dr. Sharjeel Saeed, Director Students Affairs, University of AJK, Education and skills for economic empowerment of youth Mr. M. Salahudin, CEO, Moon Creations, Education and skills for economic empowerment of youth Mr. Tariq Naqash, Senior Staff Correspondent Dawn Media Group, Education and skills for economic empowerment of youth Ms. Fozia Sadiqqe, Director Technical Training Health, Health, wellbeing and nutrition of youth/ adolescents including other issues confronting adolescents	30th December 2024

Table 3 Highlights the Facilitators involved throughout YPAD

Sno	Province	City	Date
1	Khyber Pakhtunkhwa	Peshawar	Ahsan Hamid Durrani
2	Punjab	Lahore	Ahsan Hamid Durrani
3	Gilgit - Baltistan	Gilgit	Faizan Arafat
4	Balochistan	Quetta	Faizan Arafat
5	Azad Jammu & Kashmir	Muzaffarabad	Nouman Abid

Khyber Pakhtunkhwa Youth Policy

Advocacy Dialogue

Key Outcomes and Achievements

The dialogue resulted in several important outcomes for youth in Khyber Pakhtunkhwa. One of the key achievements was the announcement of a new KP Youth Policy, with assurances that the feedback provided by participants would be incorporated. This step reflects a commitment to creating a policy that addresses the real challenges and aspirations of the province's youth.

Another significant result was the introduction of the Naujawan Loan Program, a scheme offering interest-free loans to support youth-led businesses. This initiative aims to address economic challenges faced by young people and to encourage entrepreneurship as a pathway to financial independence and economic growth.

The discussions also focused on gender equality and improving health services for young people. Plans were shared to combat drug use among youth and to improve access to mental health and sexual and reproductive health services (SRHR). These initiatives aim to create a healthier and more inclusive environment for all young individuals in the province.

Participants actively contributed their suggestions, highlighting the need for a drug resistance strategy, increased support for student entrepreneurship, expanded health services, and life skills training in schools. They also emphasized the importance of incorporating climate change education into school curricula and establishing platforms and quotas to involve young people in political processes. These ideas reflect the pressing concerns of the youth and their vision for a better future.

The dialogue facilitated direct interaction between youth and policymakers, bridging the gap between the two groups. It also resulted in the development of a policy template to guide future collaborations with the National Youth Council. This event proved an important step in addressing youth challenges and ensuring their voices are heard in the decision-making process. It set the foundation for ongoing collaboration to tackle key issues and develop inclusive policies that empower young people in Khyber Pakhtunkhwa.

Policy Recommendations

The youth participants suggested key policies and recommendations for revising the KP Youth Policy 2016, which can be found in Appendix B.



Punjab Youth Policy Advocacy Dialogue

Key Outcomes and Achievements

The Punjab YPAD brought together government representatives, stakeholders, and youth to address critical challenges and propose actionable solutions. Ms. Saman Rai emphasized youth involvement in family planning and health awareness campaigns, while Khawaja Muhammad Sikandar Zishan highlighted integrating youth into social reform programs. Ms. Madiha Shah focused on promoting inclusivity and skill development, and the Youth Affairs Director took proactive steps by involving university focal persons in future government projects.

Participants raised concerns about environmental issues like smog, gaps in skill-building programs, inefficient coordination among youth initiatives, gender inequality in education, insufficient mental health support, and the lack of political participation for young women. Recommendations included integrating climate change education into youth policies, streamlining youth programs, addressing gender disparities through gender-sensitive curricula, enhancing mental health services with counseling, and introducing leadership programs to increase young women's representation in governance.

The dialogue provided a platform for the collaborative development of a refined policy template. While government representatives could not stay for the entire session, they engaged in a Q&A segment to guide discussions. Participants, including Aqsa and Faran, independently finalized actionable policy recommendations based on these inputs. Aqsa emphasized the need to streamline overlapping youth programs for better efficiency, while Faran stressed the importance of prioritizing climate change in youth policies to secure the future for their generation.

The Punjab YPAD effectively highlighted the importance of youth-driven solutions and collaboration with policymakers. It addressed key challenges, proposed actionable recommendations, and laid the groundwork for more inclusive and impactful youth policies in the province.

Policy Recommendations

The youth participants proposed key policies and recommendations for revising the Punjab Youth Policy 2019, which can be found in Appendix B.



Gilgit-Baltistan (GB) Youth Policy

Advocacy Dialogue

Key Outcomes and Achievements

The GB YPAD demonstrated strong collaboration between youth and government representatives, with both parties working together to address key issues and develop actionable solutions. Government representatives acknowledged past shortcomings and expressed a commitment to including youth perspectives in governance, creating a sense of shared ownership in the process.

A significant achievement was the introduction of the Pink Line Initiative by the Women Development Department. This dedicated police force was designed to address women's complaints while promoting accountability and awareness among men, making progress toward female empowerment and safety.

The dialogue brought attention to critical challenges such as infrastructural gaps in education, food insecurity, high suicide rates, limited youth-friendly spaces, and electricity and connectivity issues. Participants proposed actionable solutions, including improving university infrastructure, ensuring teacher accountability, developing agricultural programs to address food shortages, and creating accessible mental health centers in schools and communities. Additional recommendations included establishing multipurpose youth spaces with internet facilities and investing in sustainable energy projects to address electricity shortages.

Government representatives emphasized aligning education with industry needs by conducting market assessments and adjusting academic programs to better match job market demands. They also highlighted the importance of creating research and development institutions and expanding skill-based learning opportunities for those unable to pursue traditional degrees. Proposals for equitable pay scales for skilled professionals further supported inclusivity in the workforce.

The GB YPAD successfully addressed region-specific challenges and created a platform for collaboration among youth, government officials, and other stakeholders. By focusing on education, infrastructure, mental health, and skill development, the dialogue paved the way for meaningful reforms and a more inclusive future for Gilgit-Baltistan's youth.

Policy Recommendations

The youth participants suggested key policies and recommendations for revising the GB Youth Policy 2016, which can be found in Appedix B.



Balochistan Youth Policy Advocacy Dialogue

Key Outcomes and Achievements

The Balochistan YPAD resulted in significant outcomes, particularly in addressing education and skills development challenges. Discussions highlighted the need to establish skill-based training centers to complement formal education and better align academic programs with market demands. These measures aim to enhance youth employability and address unemployment in the province.

Economic empowerment was another critical focus. Participants emphasized the importance of investing in local industries, creating entrepreneurial hubs, and providing grants or low-interest loans to support startups and small businesses. These initiatives aim to tackle economic challenges such as high unemployment and poverty while promoting self-reliance among young people.

Social inclusion also took center stage, with proposals to promote gender parity, increase minority representation, and launch awareness campaigns addressing religious and social freedoms. These suggestions aim to combat marginalization and unrest, creating a more equitable society.

Governance and stability were identified as essential for empowering youth and fostering long-term progress. Recommendations included implementing transparent governance frameworks, increasing youth representation in decision-making, and addressing extremism through education and employment initiatives. These steps are vital for ensuring a stable and participatory environment for young people in Balochistan.

The dialogue showcased the transformative potential of youth-government partnerships, offering collaborative solutions to systemic issues. It set a precedent for inclusive policymaking that prioritizes the voices and needs of young people in the region.

Policy Recommendations

The youth participants proposed key policies and recommendations for revising the Balochistan Youth Policy 2024, which can be found in Appendix B.



Azad-Jammu & Kashmir (AJK) Youth Policy

Advocacy Dialogue

Key Outcomes and Achievements

The AJK YPAD resulted in significant outcomes, focusing on economic empowerment, education quality, and social inclusion. The Secretary of Youth Affairs played an active role throughout the dialogue, reiterating the foundational importance of economic empowerment. He emphasized that achieving broader developmental goals is only possible when economic empowerment is prioritized. Highlighting ongoing partnerships with TEVTA, the Secretary shared that internships are being offered in prestigious institutions such as Serena and PC hotels to equip students with practical skills and real-world exposure.

In a key announcement, the Secretary revealed plans to make skill development mandatory for university students. He stated that efforts are underway to work closely with universities to integrate skill acquisition into the academic curriculum. Under this initiative, students will be required to learn at least one practical skill during their studies, and obtaining a degree will be contingent upon fulfilling this requirement. This policy aims to ensure that graduates are equipped with market-relevant skills, enhancing their employability and self-reliance upon entering the workforce.

Participants also voiced their concerns regarding the need for quality education in schools, which the Secretary acknowledged as a pressing issue. He further emphasized the importance of inclusive education, particularly for persons with disabilities, committing to address these challenges in future policies. His commitment to making education equitable and accessible was a recurring theme throughout the dialogue.

The health and well-being of adolescents also featured prominently in the discussions. The Secretary addressed the need to meet adolescents' nutritional requirements, stressing the importance of integrating these considerations into the youth policy draft. He acknowledged that while a draft policy has existed since 2021, his focus remains on refining it to comprehensively reflect the needs of adolescents and youth, including their health, education, and economic opportunities.

The dialogue exemplified the transformative potential of youth-government collaboration, offering actionable recommendations and a strong commitment from the Secretary to address systemic gaps. His active involvement and detailed roadmap for incorporating skills into education, alongside a focus on inclusivity and adolescent well-being, set a promising precedent for empowering young people and fostering meaningful change in AJK.

Policy Recommendations

The youth participants proposed key policies and recommendations for revising the AJK Youth Policy (draft) 2021, which can be found in Appedix B.



APPEDIX A | AGENDA

AGENDA

Time	Session
9:00 am - 9:30 am	Registration
9:30 am - 9:40 am	Welcome and Introduction of YPAD
9:40 am - 9:50 am	Remarks by UNFPA
9:50 am - 10:00 am	Reflection on Digital Workshop
10:00 am - 10:30 am	Key Highlights of Youth Policy & Policy Implementation Mechanism
10:30 am - 10:40 am	Tea Break
10:40 am - 11:20 am	Panel Discussion with Government Officials
11:20am - 12:10 pm	Intergenerational Dialogue and Activity
12:10 pm - 12:50 pm	Presentations of Drafts of the Policy Recommendations
12:50 pm - 01:00 pm	Closing and lunch

APPEDIX B | POLICY RECOMMENDATIONS

Khyber Pakhtunkhwa

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 1
(Write the group number assigned to you)

Theme Name: Education
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

The education sector in Khyber Pakhtunkhwa faces several challenges, including inadequate infrastructure, lack of trained teachers, gender inequality, outdated curricula, and low enrollment rates, particularly in rural areas. These issues limit access to quality education and contribute to high dropout rates, especially among girls. Furthermore, economic disparities exacerbate these problems, with marginalized groups often excluded from the education system.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Khyber Pakhtunkhwa Youth Policy (2016) emphasizes equitable access to quality education, promotion of STEM learning, and initiatives to increase girls' participation in schools. Programs like the Education Sector Plan 2020-2025 and community-based school projects aim to address gaps in rural and underserved areas.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Implementation: Policies lack consistent execution due to insufficient funding and weak governance.

Inadequate Monitoring: A lack of effective monitoring frameworks prevents tracking progress and addressing inefficiencies.

Exclusion of Marginalized Groups: The policies fail to adequately address the needs of girls, differently-abled youth, and students in remote areas.

Teacher Shortage: Existing initiatives do not sufficiently incentivize teachers to work in underserved regions.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Infrastructure Development: Invest in building and upgrading schools with necessary facilities in remote areas.

Teacher Training and Retention: Provide regular capacity-building programs and financial incentives to attract and retain qualified teachers in rural areas.

Curriculum Modernization: Standardize the curriculum to include skills-based education, STEM, and peace education.

Conditional Cash Transfers: Introduce scholarships and stipends for families to promote female education and reduce dropout rates.

Digital Education Programs: Expand access to online learning platforms to reach underserved communities.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Annual Reports: Mandate yearly evaluations of educational initiatives and budget allocations by the Directorate of Youth Affairs.

Community Involvement: Engage local communities in monitoring school performance and attendance.

Key Performance Indicators (KPIs): Set measurable KPIs, such as enrollment rates, dropout rates, and gender parity in schools, to assess the effectiveness of policies.

Feedback Mechanisms: Develop online portals and helplines for students and parents to report issues directly to authorities.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 2
(Write the group number assigned to you)

Theme Name: Economic Empowerment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Economic opportunities for youth in Khyber Pakhtunkhwa are limited due to high unemployment rates, lack of vocational training, inadequate access to financial resources, and minimal support for entrepreneurship. The region also suffers from a mismatch between the skills youth possess and the demands of the labor market. Vulnerable groups, including women, rural youth, and differently-abled individuals, face additional barriers such as social norms, limited mobility, and unequal access to resources.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Khyber Pakhtunkhwa Youth Policy (2016) highlights the importance of economic empowerment through vocational training, internships, entrepreneurship programs, and hassle-free loans. The Kamyab Jawan Program and other government-led initiatives provide financing options and skill development programs for youth.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Outreach: Existing programs fail to adequately reach rural and marginalized communities.
Inadequate Training: Vocational training programs often lack quality and fail to align with current market trends.

Gender Inequality: Female participation in economic activities is low due to societal constraints and limited access to capital.

Bureaucratic Barriers: Complex loan application processes discourage youth from availing financial resources.

Lack of Mentorship: Young entrepreneurs lack proper guidance and networks to scale their businesses.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Targeted Vocational Training: Develop training programs aligned with industry demands, focusing on technology, renewable energy, and local crafts.

Simplified Loan Processes: Streamline application procedures for youth loans, especially for first-time entrepreneurs.

Gender-Inclusive Policies: Introduce specific financial products and training programs for women and marginalized youth.

Mentorship and Networking: Establish mentorship platforms linking youth with industry professionals and successful entrepreneurs.

Public-Private Partnerships: Collaborate with the private sector to provide internships, apprenticeships, and on-the-job training.

Market Accessibility: Facilitate trade fairs and exhibitions for youth to showcase and sell their products, especially local crafts.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Economic Impact Assessments: Conduct annual evaluations of youth employment rates and business success stories in collaboration with the Directorate of Youth Affairs.

Skill Certification: Introduce a certification system for vocational training programs to ensure quality and market relevance.

Stakeholder Reviews: Organize quarterly review meetings with stakeholders from public and private sectors to assess program effectiveness.

Feedback Systems: Use digital platforms and surveys to gather youth feedback on economic programs and identify gaps.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 3
(Write the group number assigned to you)

Theme Name: Skills Development
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

The youth in Khyber Pakhtunkhwa face a significant skills gap, which hinders their employability and productivity. Key issues include outdated vocational training programs, lack of alignment between skills taught and labor market demands, limited access to training centers in rural areas, and inadequate support for non-formal education. The absence of career counseling services further compounds the challenge, leaving youth unable to make informed decisions about their professional paths.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Khyber Pakhtunkhwa Youth Policy (2016) emphasizes vocational training and skill development to enhance youth employability. Programs such as the Hunarmand Pakistan initiative provide technical and vocational education and training (TVET) opportunities. Additionally, some NGOs and private organizations are involved in offering skills-based training to youth in the region.

3b. What are the gaps identified in the policy statement?

List down if any.

Mismatch with Market Needs: Training programs do not always align with current industry demands, leading to underemployment.

Accessibility Challenges: Training centers are concentrated in urban areas, excluding rural youth.

Insufficient Resources: Existing programs often lack funding, quality trainers, and updated technology.

Low Awareness: Many youth are unaware of available training opportunities due to poor outreach efforts.

Gender Disparities: Women face social and cultural barriers that limit their participation in skill development programs.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Industry-Driven Training Programs: Establish collaborations with industries to design training programs that meet labor market needs.

Decentralized Training Centers: Expand training facilities to rural and remote areas to ensure equitable access.

Technological Integration: Incorporate digital skills, coding, and emerging technologies into skill development programs.

Career Counseling: Introduce career counseling services in schools and community centers to guide youth on career paths and skill acquisition.

Incentivized Female Participation: Provide scholarships, stipends, and transportation facilities for women to participate in training programs.

Recognition of Informal Learning: Create mechanisms to certify and standardize skills acquired through non-formal education.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Skills Impact Surveys: Conduct annual surveys to evaluate the employability and productivity of trained youth.

Data Collection: Establish a centralized database to monitor enrollment, completion rates, and job placements of skill development programs.

Stakeholder Engagement: Organize biannual consultations with employers, trainers, and beneficiaries to review program effectiveness.

Quality Assurance Framework: Develop a standardized framework to ensure consistent training quality across institutions.

Gender-Specific Metrics: Measure female enrollment and job placement rates to assess gender inclusivity in skill development programs.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 4
(Write the group number assigned to you)

Theme Name: Health & Well-Being
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Youth in Khyber Pakhtunkhwa face critical health challenges, including limited access to mental health services, high rates of malnutrition, substance abuse, and inadequate awareness of reproductive health rights. The healthcare infrastructure is under-resourced, especially in rural areas, with insufficient youth-friendly services. Social stigma around mental health and a lack of awareness campaigns exacerbate the issue, leaving youth vulnerable to poor physical and mental health outcomes.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Khyber Pakhtunkhwa Youth Policy (2016) includes commitments to improve youth health by addressing malnutrition, promoting mental health, and ensuring access to health facilities. Some health initiatives include reproductive health awareness programs and anti-drug campaigns led by the Directorate of Youth Affairs and various NGOs.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Accessibility: Youth-friendly health services are scarce, particularly in rural areas, and healthcare remains unaffordable for many.

Mental Health Neglect: Existing programs do not prioritize mental health services or address social stigma effectively.

Lack of Awareness: There is insufficient outreach to educate youth on health rights and preventive care.

Fragmented Efforts: Policies are not integrated with broader provincial health strategies, leading to inefficiencies.

Gender Barriers: Young women face specific challenges, including cultural barriers to accessing reproductive and mental health care.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Youth-Friendly Health Facilities: Establish adolescent and youth-friendly health spaces at the district level, providing comprehensive care for physical and mental health.

Mental Health Campaigns: Launch awareness campaigns to reduce stigma and promote mental health services, with a focus on stress management and resilience.

School-Based Health Programs: Introduce health education and preventive care programs in schools to address malnutrition, hygiene, and substance abuse.

Reproductive Health Awareness: Develop culturally sensitive programs to educate youth, especially girls, about reproductive health and rights.

Public-Private Partnerships: Collaborate with NGOs and private healthcare providers to improve service delivery and affordability.

Substance Abuse Rehabilitation: Establish and fund rehabilitation centers with holistic support systems for youth struggling with addiction.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Health Outcomes Metrics: Track key indicators, such as malnutrition rates, mental health consultations, and substance abuse cases, through annual health surveys.

Feedback Loops: Use anonymous surveys and suggestion boxes to gather input from youth on healthcare services.

Community Health Boards: Establish boards at the district level to involve youth in monitoring and evaluating health services.

Integrated Reporting Systems: Link health initiatives with broader provincial health data platforms for better resource allocation and decision-making.

Periodic Reviews: Conduct quarterly reviews of the implementation and effectiveness of health policies and programs.

PUNJAB

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 1
(Write the group number assigned to you)

Theme Name: Education
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Education in Punjab faces significant challenges, including disparities in access due to economic inequality, regional gaps in literacy and infrastructure, and reliance on multiple schooling systems (public, private, and religious). This has led to unequal opportunities and hindered integration and social cohesion. Safety concerns on campuses and limited focus on non-formal education also exacerbate these issues.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Punjab Youth Policy (2012) emphasizes equitable access to education, introduction of leadership and life-skills programs, and alignment of education with job market needs. Initiatives like the Punjab Education Endowment Fund (PEEF) scholarships, Danish Schools, and community-based learning programs aim to reduce disparities.

3b. What are the gaps identified in the policy statement?

List down if any.

Inequitable Reach: Policies fail to address regional disparities, leaving rural youth underserved.

Limited Focus on Non-Formal Education: Marginalized groups such as out-of-school youth remain excluded.

Lack of Safe Campuses: Violence and harassment on campuses deter students, particularly girls.

Unstandardized Systems: The coexistence of multiple schooling systems perpetuates inequality in educational outcomes.

Insufficient Career Counseling: Students lack guidance to align education with job market demands.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Uniform Education Standards: Implement a standardized framework for basic and secondary education to ensure equality.

Enhanced Outreach: Establish community schools in underserved regions and expand non-formal education programs.

Campus Safety Measures: Develop mechanisms to ensure safe and violence-free educational environments.

Leadership and Skills Training: Integrate leadership development programs and peer education for students across all schooling systems.

Scholarships for Marginalized Groups: Expand PEEF to include rural and economically disadvantaged youth.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Progress Reports: Conduct annual reviews of enrollment rates and academic performance.

Stakeholder Collaboration: Engage local community leaders and NGOs in evaluating education programs.

Standardized Assessments: Use province-wide standardized testing to measure improvements in learning outcomes.

Feedback Systems: Introduce mechanisms for students and parents to report concerns directly to education authorities.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 2
(Write the group number assigned to you)

Theme Name: Economic Empowerment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Youth in Punjab face high unemployment rates, a lack of entrepreneurial support, and limited access to vocational training aligned with market demands. Structural challenges include poor access to financing, gender disparities in economic participation, and insufficient mentorship opportunities. These barriers prevent youth from fully contributing to the economy, particularly in rural and marginalized communities.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Punjab Youth Policy (2012) emphasizes vocational training, entrepreneurship promotion, and financial inclusion.

Key initiatives include:

- Punjab Skills Development Fund (PSDF): Provides technical and vocational training.
- Youth Venture Capital Fund: Supports entrepreneurship through public-private partnerships.
- Hassle-Free Loans: Offers micro-financing for self-employment.
- Punjab Internship Program: Creates internship opportunities for fresh graduates

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Awareness: Youth lack information about available economic programs and opportunities.

Urban Bias: Existing programs often target urban youth, excluding rural populations.

Complex Procedures: Bureaucratic hurdles in accessing loans and resources discourage youth participation.

Gender Barriers: Women remain underrepresented in entrepreneurship and economic activities due to cultural norms.

Mismatch with Market Needs: Vocational training programs often fail to align with industry demands.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Decentralized Training Centers: Establish vocational training centers in rural and underserved areas.

Simplified Loan Access: Streamline processes for hassle-free loans, especially for young entrepreneurs.

Market-Aligned Programs: Design training programs in collaboration with industries to meet current job market needs.

Women-Centric Policies: Create targeted financial products and business mentorship programs for female entrepreneurs.

Youth Incubation Hubs: Develop innovation hubs in universities and communities to support business startups with mentorship and infrastructure.

Job Market Analysis: Conduct regular surveys to map employment trends and guide skill development.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Employment Tracking: Monitor job placement rates and entrepreneurship success stories through centralized databases.

Stakeholder Reviews: Engage industry leaders and community organizations in biannual reviews of vocational and financial programs.

Feedback Mechanisms: Implement online platforms for youth to provide feedback on program effectiveness and challenges.

Impact Metrics: Measure program outcomes using metrics such as employment rates, income growth, and female participation.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 3
(Write the group number assigned to you)

Theme Name: Gender Equality & Empowerment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Women and marginalized genders in Punjab face systemic barriers, including limited access to education, healthcare, and economic opportunities. Cultural and social norms perpetuate gender disparities, restricting mobility and participation in public life. Early and forced marriages, gender-based violence, and inadequate representation in decision-making further exacerbate inequalities.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Punjab Youth Policy (2012) highlights gender equality as a priority, with measures such as:

- 15% Employment Quota for Women: Reserved positions in public sector jobs.
- Life Skills and Leadership Programs: Focused on empowering young women.
- Awareness Campaigns: Addressing early and forced marriages.
- Punjab Skills Development Fund: Encourages female participation in technical and vocational training.

3b. What are the gaps identified in the policy statement?

List down if any.

Implementation Weaknesses: Policies lack effective enforcement and monitoring, limiting their impact.

Low Female Participation: Many programs fail to address the underlying cultural and logistical barriers women face.

Inadequate Safe Spaces: A shortage of women-only spaces restricts access to education, healthcare, and vocational training.

Awareness and Outreach: Programs do not reach marginalized communities where gender inequality is most prevalent.

Underrepresentation: Women remain underrepresented in political and community decision-making processes.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Safe and Inclusive Spaces: Establish community centers and training hubs dedicated to women and marginalized genders.

Legal Support Services: Strengthen enforcement of laws against gender-based violence and early marriages, and provide legal aid to survivors.

Economic Empowerment: Expand financial products and entrepreneurship programs tailored to women, including access to microloans and mentorship.

Targeted Education Programs: Offer scholarships, transportation, and community-based schools to improve female enrollment and retention.

Gender Sensitization Campaigns: Launch initiatives to educate communities on gender equality and dismantle harmful cultural norms.

Leadership Development: Create platforms for women to engage in civic and political activities, including mentorship programs with successful female leaders.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Gender-Disaggregated Data: Collect and analyze data on female participation across education, employment, and healthcare initiatives.

Community Engagement: Form local committees to monitor progress and address gender-specific challenges.

Program Audits: Conduct regular audits of gender-related programs to evaluate their impact and efficiency.

Feedback Mechanisms: Implement platforms for women to report issues and share suggestions directly with policymakers.

Representation Metrics: Track the percentage of women in leadership and decision-making roles to ensure progress.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 4
(Write the group number assigned to you)

Theme Name: Mental Health & Well-Being
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Mental health in Punjab remains a neglected area, with stigma, limited awareness, and insufficient resources preventing youth from accessing necessary care. Common issues include rising rates of stress, anxiety, and substance abuse, exacerbated by unemployment and societal pressures. There is a lack of youth-friendly mental health services, and schools and communities rarely integrate mental health education into their programs.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Punjab Youth Policy (2012) addresses mental health and well-being through:

- Youth Helpline: For counseling on mental and reproductive health issues.
- Life Skills Programs: Designed to promote emotional resilience among youth.
- Community Campaigns: Aimed at raising awareness about mental health.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Reach: Mental health services are concentrated in urban areas, leaving rural youth underserved.

Stigma: Social stigma surrounding mental health discourages individuals from seeking help.

Inadequate Infrastructure: There are insufficient mental health professionals and facilities to meet demand.

Integration Issues: Mental health is not sufficiently integrated into broader health and education frameworks.

Awareness Deficit: Campaigns fail to address the cultural misconceptions about mental health effectively.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Accessible Mental Health Services: Establish youth-friendly mental health clinics in schools and community centers, prioritizing rural and underserved areas.

School-Based Mental Health Programs: Introduce curriculum modules and peer support groups focused on mental well-being.

Public Awareness Campaigns: Run culturally sensitive campaigns to destigmatize mental health issues, focusing on early intervention and support.

Capacity Building: Train teachers, healthcare providers, and community workers to identify and address mental health concerns.

Substance Abuse Rehabilitation: Develop comprehensive rehabilitation centers offering counseling and skill-building for youth affected by addiction.

Digital Mental Health Platforms: Launch apps and online portals providing confidential mental health resources and consultations.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Mental Health Metrics: Track the utilization of mental health services and assess reductions in stigma through periodic surveys.

Feedback Systems: Use anonymous reporting tools for youth to share their mental health concerns and experiences with services.

Resource Audits: Evaluate the availability and quality of mental health professionals and facilities regularly.

Impact Assessments: Measure program success using indicators such as reduced school dropout rates, lower substance abuse cases, and improved mental health literacy.

Stakeholder Reviews: Organize forums for educators, healthcare providers, and youth to review and improve mental health initiatives.

GILGIT-BALTISTAN

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 1
(Write the group number assigned to you)

Theme Name: Education
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

The education system in Gilgit-Baltistan faces several challenges, including low literacy rates (53% overall, with female literacy at 42%), limited infrastructure for secondary and higher education, and a significant gender gap in access to education. Outdated curricula and a lack of alignment between educational outcomes and market needs contribute to unemployment. Dispersed settlements and harsh climatic conditions further hinder access, particularly for rural youth and girls.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The GB Youth Policy 2024 emphasizes:

- Establishing resource centers, e-libraries, and expanding educational institutions.
- Increasing access to technical and vocational education training (TVET).
- Promoting STEM education to address the skill gap.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Implementation: Resource allocation and infrastructure development are slow and unevenly distributed, leaving rural areas underserved.

Gender Disparities: Social and cultural norms are insufficiently addressed, limiting girls' education despite policy efforts.

Lack of Non-Formal Education: Policies fail to cater to out-of-school youth, married girls, and other marginalized groups.

Absence of Career Counseling: Students lack access to career guidance, leading to poorly informed career choices.

Centralized Curriculum: Education reforms are not adequately tailored to the unique needs of GB's economy, such as agriculture and tourism.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Infrastructure Development: Expand secondary and tertiary educational institutions with boarding facilities in rural areas to ensure access.

Community-Based Schools for Girls: Introduce flexible schooling systems, particularly for girls in remote areas.

Curriculum Modernization: Integrate technical education and local economic needs into the curriculum, including agriculture and tourism-focused subjects.

Career Guidance Centers: Establish career counseling offices in schools and colleges to provide students with clear pathways to employment.

Inclusive Education Programs: Design learning pathways for out-of-school youth, focusing on non-formal education and vocational training.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Data Collection: Conduct regular surveys to track enrollment, literacy rates, and gender parity across districts.

Progress Reviews: Form district-level education committees to review infrastructure development and policy outcomes quarterly.

Stakeholder Engagement: Include community leaders, parents, and local NGOs in monitoring and evaluation processes.

Impact Assessments: Evaluate the effectiveness of TVET and STEM initiatives in improving youth employability.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 2
(Write the group number assigned to you)

Theme Name: Health & Well-Being
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Gilgit-Baltistan (GB) faces significant challenges in health and well-being, exacerbated by limited healthcare infrastructure, geographical remoteness, and a shortage of skilled professionals. There are gaps in youth-specific health services, particularly for mental health, reproductive health, and sexual health. The region also faces high rates of malnutrition, particularly among children and women, and limited access to preventive healthcare. Additionally, the stigma surrounding mental health issues restricts access to necessary care, leaving many youth vulnerable to stress, anxiety, and substance abuse.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The GB Youth Policy 2024 includes:

1. A focus on creating a youth-centric healthcare system, aligning with Universal Health Coverage (UHC).
2. Implementation of the Essential Package of Health Services aimed at improving access to healthcare.
3. Introduction of Social Health Protection Initiatives to provide assistance to economically disadvantaged youth.
4. Promotion of mental health through awareness campaigns and community support.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Youth-Centered Health Services: There is a lack of youth-specific health centers to address the physical, mental, and emotional health needs of young people.

Cultural Barriers to Mental Health Access: Mental health remains stigmatized, and services are either insufficient or poorly integrated into the public healthcare system.

Inadequate Reproductive Health Services: Youth, particularly in rural areas, face barriers in accessing reproductive health information and services.

Lack of Sports and Recreational Facilities: Limited access to recreational spaces and sports infrastructure hampers physical well-being and youth engagement.

Nutritional Deficiencies: Food insecurity and poor nutritional habits contribute to health problems, particularly among young women and children.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Youth-Friendly Health Centers: Establish specialized healthcare services for youth, focusing on mental health, reproductive health, and substance abuse prevention.

Community-Based Mental Health Services: Train community leaders and healthcare workers to provide mental health support and reduce stigma through awareness campaigns.

Comprehensive Sexual and Reproductive Health Education: Integrate sexual health education in schools and community programs, with a focus on safe practices and access to contraceptives.

Expansion of Sports and Recreation Infrastructure: Build sports complexes, playgrounds, and multi-use recreational facilities in both urban and rural areas.

Nutrition Programs: Launch nutrition awareness campaigns and provide subsidized food programs targeting youth and vulnerable populations.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Health Outcome Tracking: Regularly assess key health indicators, such as maternal health, mental health consultations, and malnutrition rates, through youth health surveys.

Service Utilization Reports: Monitor the utilization of youth-specific health services and mental health facilities to identify gaps and areas for improvement.

Community Feedback: Engage local communities in the evaluation of healthcare services through surveys and focus group discussions.

Impact Assessments: Conduct annual reviews to evaluate the effectiveness of nutrition programs, recreational facilities, and mental health services.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 3
(Write the group number assigned to you)

Theme Name: Gender-Specific Concerns
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Gender-based inequalities in Gilgit-Baltistan remain prevalent, particularly for women and girls. Cultural and social norms often limit women's access to education, healthcare, and employment opportunities. In rural areas, these issues are exacerbated by mobility restrictions, limited transportation, and inadequate infrastructure. Women face barriers to political participation, leadership roles, and economic empowerment. Gender-based violence, child marriage, and a lack of support systems for women also persist as significant challenges.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The GB Youth Policy 2024 includes:

- The 15% quota for women in public sector employment and leadership roles.
- The establishment of women-specific transportation services, such as the pink buses initiative, to facilitate safe mobility.
- Programs to promote gender equality and raise awareness of gender-based violence (GBV).
- Financial products and support for women entrepreneurs, especially in rural areas, to enhance their economic participation.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Political Engagement: While there is a 33% quota for women in local government, women still face significant barriers to active political participation and leadership roles.

Cultural Norms: Persistent cultural and social attitudes limit women's freedom, including restrictions on their mobility, access to education, and participation in public life.

Inadequate Support Systems: There are limited rehabilitation centers and legal support for survivors of gender-based violence, child marriage, and domestic abuse.

Access to Financial Resources: Despite the introduction of women-specific loans and grants, women entrepreneurs in rural areas still face difficulties accessing finance due to patriarchal norms and bureaucratic barriers.

Gender Sensitivity in Public Programs: Many public sector programs fail to adequately address the specific needs of women, particularly in the areas of education, health, and employment.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Political Empowerment Initiatives: Increase the representation of women in decision-making positions by implementing programs that train women for leadership roles and mentor them to enter politics.

Community-Based Advocacy: Launch awareness campaigns in rural communities to challenge gender stereotypes and promote the benefits of female education, employment, and leadership.

Strengthen Legal Protection: Establish a comprehensive legal framework and support services for survivors of gender-based violence, including shelters, legal aid, and counseling.

Access to Finance for Women Entrepreneurs: Simplify the loan application process for women entrepreneurs, particularly in rural areas, and provide financial literacy programs to empower women in business.

Gender-Sensitive Infrastructure: Invest in facilities and services tailored to women's needs, including safe public transport, healthcare services, and educational institutions that address the specific barriers women face.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Gender-Disaggregated Data: Collect and analyze data on women's participation in education, healthcare, employment, and leadership positions to assess the impact of policies.

Community Feedback: Create mechanisms for women to share their experiences and concerns regarding gender-based discrimination and barriers to participation.

Quarterly Reviews: Conduct quarterly reviews of women's involvement in the workforce, political offices, and entrepreneurship to monitor progress and identify gaps.

Impact Assessments: Assess the effectiveness of programs aimed at reducing gender-based violence and increasing economic opportunities for women.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 4
(Write the group number assigned to you)

Theme Name: Climate
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Gilgit-Baltistan is particularly vulnerable to climate change due to its mountainous terrain and reliance on agriculture and tourism. The region faces increased risks of natural disasters such as floods, landslides, and glacial lake outburst floods (GLOFs). Changes in temperature and precipitation patterns have led to a decline in agricultural productivity, affecting the livelihoods of many youth, particularly in rural areas. Additionally, the youth in the region are not sufficiently engaged in climate change mitigation and adaptation efforts, despite being the most affected by its impacts.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The GB Youth Policy 2024 emphasizes:

- Youth engagement in climate action, promoting environmental awareness and advocacy for climate change mitigation.
- Climate change adaptation strategies, including initiatives for water conservation, afforestation, and disaster risk reduction.
- Establishment of a Youth Development Endowment Fund to support youth-led environmental projects and initiatives aimed at addressing the impacts of climate change.
- Promoting green entrepreneurship in sectors such as renewable energy, sustainable tourism, and eco-friendly agriculture.

3b. What are the gaps identified in the policy statement?

List down if any.

Limited Awareness and Education on Climate Change: There is insufficient awareness about the long-term impacts of climate change on the region, particularly among youth.

Lack of Youth-Centered Climate Initiatives: Despite the policy's focus on youth, there are limited programs that actively involve young people in the development and implementation of climate change strategies.

Inadequate Disaster Preparedness: While there are some disaster management initiatives, the focus on youth preparedness and their role in disaster risk reduction is minimal.

Sustainability in Agriculture: There is a lack of training and support for youth to engage in sustainable farming practices that are resilient to climate change.

Barriers to Green Entrepreneurship: There is insufficient financial and technical support for youth-driven green businesses, particularly in rural areas where climate change impacts are more severe.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Climate Change Education: Integrate climate change education into school curricula and provide specialized training programs for youth to raise awareness about climate risks and resilience strategies.

Youth-Led Climate Projects: Establish grants and incubation programs to support youth-led climate action projects, such as renewable energy solutions, climate-resilient farming, and environmental advocacy campaigns.

Disaster Risk Reduction Training: Provide training programs for youth in disaster preparedness and response, focusing on building capacity in vulnerable communities.

Promote Sustainable Agriculture: Introduce programs to educate youth on sustainable farming techniques that conserve water, improve soil health, and reduce greenhouse gas emissions.

Green Entrepreneurship Support: Develop financial products, training programs, and mentorship opportunities to empower youth in creating businesses that promote environmental sustainability, such as eco-tourism, renewable energy, and waste management.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Youth Engagement Tracking: Monitor the number of youth involved in climate change projects and their contributions to local sustainability efforts.

Climate Impact Assessments: Conduct regular evaluations of climate-related policies to measure their impact on youth, particularly in rural and vulnerable areas.

Disaster Preparedness Drills: Organize annual disaster preparedness drills in collaboration with youth groups to test and improve their capacity to respond to climate-induced disasters.

Impact of Green Entrepreneurship: Track the success of youth-led green businesses, focusing on their financial viability, environmental impact, and contribution to the local economy.

Feedback and Participation: Create feedback mechanisms where youth can report on the effectiveness of climate policies and share their suggestions for improvement.

BALUCHISTAN

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 1
(Write the group number assigned to you)

Theme Name: Education
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Balochistan faces significant educational challenges, including limited access to quality education, outdated curricula, a lack of skilled teachers, and gender-based barriers, especially in rural areas. The literacy rate remains low, and there are gaps in technical and vocational education. The tribal system, cultural norms, and lack of infrastructure in remote areas hinder progress. Youth, particularly girls, have limited opportunities for higher education and skill development, leading to lower employment prospects.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Balochistan Youth Policy 2019 emphasizes:

- Curriculum Reform: Upgrading the curriculum to meet industry and development needs, including vocational training aligned with agriculture, mining, and other key sectors.
- Education for All: Policies aimed at increasing literacy and educational access, especially for females, and reducing dropout rates.
- Gender-Sensitive Education: Ensuring education systems are free from biases and gender stereotypes.

3b. What are the gaps identified in the policy statement?

List down if any:

Insufficient Infrastructure: Despite policy goals, there is a significant shortage of schools, especially in remote areas, which prevents youth from accessing education.

Lack of Gender Inclusivity: Although policies exist, cultural norms still prevent girls, especially in rural areas, from accessing education.

Curriculum Relevance: The curriculum is not sufficiently updated to reflect modern job market needs, particularly in sectors like technology and renewable energy.

Teacher Training Deficiencies: The lack of qualified teachers, especially in rural and underserved areas, hampers the quality of education.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Infrastructure Development: Increase investment in building and upgrading schools in underserved and rural areas, ensuring that schools are equipped with necessary resources such as libraries, science labs, and trained staff.

Vocational and Technical Training: Align vocational training programs with the current job market needs, including agriculture, mining, tourism, and information technology.

Gender-Inclusive Education Programs: Create scholarship programs, provide transportation for girls, and establish safe learning environments to encourage female education.

Teacher Training and Support: Provide continuous professional development for teachers and establish incentives for teaching in remote areas.

Curriculum Overhaul: Revise the curriculum to include skills-based learning, critical thinking, and job market-oriented content.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Annual Education Audits: Monitor the literacy rates, enrollment, dropout rates, and infrastructure developments across the province.

Gender-Disaggregated Data: Collect data on female and male participation in education to measure gender parity.

Community Feedback: Conduct regular community consultations to assess satisfaction with the education system and identify barriers to access.

Performance Reviews: Regularly assess the effectiveness of vocational training programs in providing skills that meet industry demand.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 2
(Write the group number assigned to you)

Theme Name: Gender-Sensitive Issues
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Balochistan faces significant gender disparities, particularly in rural areas where women and marginalized genders have limited access to education, healthcare, and economic opportunities. Gender-based violence (GBV), child marriage, and cultural norms that restrict women's mobility contribute to social inequality. Furthermore, intersex individuals face specific discrimination and exclusion, lacking legal recognition, healthcare, and social support.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Balochistan Youth Policy 2019 includes provisions for:

- Gender Equality: Promoting gender equality through women's education, healthcare, and participation in socio-economic activities.
- Anti-Discrimination Initiatives: Programs to eliminate discrimination against women and minority genders, including intersex individuals.
- Gender-Sensitive Healthcare: Integrated health services with a focus on reproductive and sexual health for all youth, including marginalized genders.
- Legislative Actions: Promoting the 15% employment quota for women and addressing issues of gender-based violence.

3b. What are the gaps identified in the policy statement?

List down if any.

Cultural and Social Norms: Strong cultural norms continue to restrict the mobility and independence of women and intersex individuals, despite policy efforts.

Inadequate Services for Intersex Individuals: Intersex individuals face significant barriers in accessing healthcare, legal recognition, and social services, with limited or no support structures in place.

Gender-Based Violence: While anti-violence policies exist, enforcement is weak, and many women and marginalized genders still face violence without adequate support systems.

Limited Awareness: The lack of widespread awareness about gender equality and intersex issues perpetuates harmful practices and discrimination.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Gender Equality Awareness Campaigns: Launch large-scale awareness programs to educate the community on gender equality, including specific campaigns targeting harmful cultural practices, gender-based violence, and intersex discrimination.

Healthcare for Intersex Individuals: Establish gender-affirming healthcare services and policies that cater specifically to the needs of intersex individuals, including physical, mental, and reproductive health services.

Legal Protection for Marginalized Genders: Enforce laws that protect intersex individuals from discrimination in healthcare, education, and employment.

Safe Spaces for Women and Marginalized Genders: Establish community centers and shelters for women and intersex individuals facing abuse or discrimination, offering legal aid, counseling, and vocational training.

Gender-Sensitive Educational Programs: Integrate comprehensive gender studies into school curricula to address stereotypes and foster a more inclusive, gender-sensitive environment.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Gender Equality Metrics: Regularly collect and analyze data on the employment, education, and healthcare access of women and intersex individuals.

Violence and Discrimination Reporting Mechanisms: Set up anonymous reporting systems for gender-based violence and discrimination against marginalized genders.

Support Services Impact: Evaluate the effectiveness of shelters, legal aid, and healthcare services for women and intersex individuals through annual surveys.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 3
(Write the group number assigned to you)

Theme Name: Unemployment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Unemployment remains a significant issue in Balochistan, particularly among youth. A lack of vocational training, limited access to entrepreneurial resources, and the dominance of the informal economy create barriers to sustainable employment. Rural youth, especially women, face compounded challenges due to the feudal system and limited job opportunities. The situation is worsened by the lack of effective labor market policies, with youth unemployment being particularly high among those aged 20-29.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

The Balochistan Youth Policy 2019 addresses:

Skills Development: Providing training through the Balochistan TEVTA to enhance employability.
Entrepreneurship: Supporting small-scale businesses and startups through incubation centers and soft loans.
CPEC Opportunities: Preparing youth for job opportunities related to the China-Pakistan Economic Corridor (CPEC) projects.

3b. What are the gaps identified in the policy statement?

List down if any.

Skill Mismatch: Vocational training programs are not sufficiently aligned with market needs, leading to skills that do not match available jobs.

Limited Job Creation: While the youth labor force has increased, the local economy has not kept pace in terms of creating new jobs.

Bureaucratic Barriers: The process of applying for loans and funding for businesses remains complicated, discouraging entrepreneurship.

Lack of Career Guidance: Youth often lack the necessary guidance to make informed decisions about their career paths, particularly in rural areas.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Industry-Focused Vocational Training: Align vocational training programs with the local economy, including agriculture, mining, tourism, and the service sector.

Entrepreneurship Support: Simplify access to finance for young entrepreneurs and provide mentorship and business incubators to help startups succeed.

Youth-Centric Job Portals: Create job portals tailored for youth, particularly for rural areas, to facilitate employment and provide career counseling services.

CPEC Skills Development: Prepare youth for CPEC job opportunities through specialized training programs, ensuring that Balochistan's youth are ready to fill positions in the corridor's various projects.

Public-Private Partnerships: Encourage collaborations between the government and the private sector to create job opportunities and internships for youth.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Employment Tracking: Regularly track youth employment rates and job placements to assess the effectiveness of skills training and entrepreneurship programs.

Youth Feedback: Implement surveys to gather feedback from youth on the challenges they face in finding employment and starting businesses.

Job Market Surveys: Conduct annual surveys to identify the skills needed in the job market and adjust training programs accordingly.

AZAD-JAMMU & KASHMIR (AJK)

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 1
(Write the group number assigned to you)

Theme Name: Education
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Lack of access to quality education in rural areas.
High dropout rates among youth, particularly girls.
Limited availability of scholarships and financial support for higher education.
Absence of gender-sensitive curricula and inclusive educational policies.
Poor infrastructure and outdated teaching methods.
Lack of career counseling and skill development initiatives.
Inadequate focus on technical and vocational education.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

Provision of scholarships for students from rural areas and underprivileged backgrounds.
Establishment of youth centers offering academic resources and career counseling.
Vocational training and technical education programs in collaboration with TEVTA.
Inclusion of rural youth in skill development initiatives through evening and weekend classes.

3b. What are the gaps identified in the policy statement?

List down if any.

Insufficient implementation and outreach in rural and marginalized areas.
 Limited integration of modern teaching techniques and digital tools.
 Gender disparity in accessing educational opportunities.
 Lack of monitoring mechanisms to track dropout rates and policy effectiveness.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Launch targeted campaigns to raise awareness about the importance of education in rural areas.
 Develop gender-sensitive and inclusive curricula to address societal biases.
 Introduce digital learning platforms to bridge the gap in rural and urban education standards.
 Expand scholarships to include diverse categories of youth, including differently-abled students.
 Strengthen partnerships with private sectors to enhance vocational training programs.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Establish a dedicated monitoring cell under the Department of Education.
 Use digital dashboards to track enrollment, dropout, and completion rates.
 Conduct periodic surveys and community feedback sessions to assess policy impact.
 Formulate district-level committees to ensure the proper implementation of initiatives.
 Partner with NGOs for third-party evaluations and reports on program effectiveness.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 2
(Write the group number assigned to you)

Theme Name: Health & Well-Being
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Limited access to healthcare facilities, especially in rural areas.
Lack of mental health awareness and counseling services.
High prevalence of drug abuse among youth.
Poor sexual and reproductive health education.
Inadequate nutrition and prevalence of communicable diseases.
Insufficient adolescent health programs.
Lack of youth-friendly healthcare services.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

Awareness campaigns on drug abuse prevention.
Establishment of health centers focusing on sexual and reproductive health.
Adolescent counseling centers and helplines for mental health.
Vaccination drives and public health initiatives for communicable diseases.
Nutritional support programs under public health services.

3b. What are the gaps identified in the policy statement?

List down if any.

Inadequate implementation in rural and underserved areas.
 Limited outreach of mental health services.
 Insufficient integration of life-skills-based education into health policies.
 Lack of facilities for rehabilitation and support for drug addicts.
 Poor coordination between departments for holistic youth health programs.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Introduce mobile healthcare units for remote areas.
 Develop comprehensive school-based health education programs.
 Expand access to youth-specific mental health services.
 Establish rehabilitation centers for drug addiction recovery.
 Strengthen partnerships with NGOs for broader program delivery.
 Implement adolescent health check-up camps in schools and communities.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Develop health-specific monitoring frameworks with KPIs like service usage rates and health outcomes.
 Conduct annual health surveys and feedback from youth beneficiaries.
 Collaborate with independent health organizations for third-party evaluations.
 Use digital health records and dashboards to monitor outreach and effectiveness.
 Establish district-level health committees to oversee the execution of policies and address local needs.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 3
(Write the group number assigned to you)

Theme Name: Women Rights & Empowerment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

Gender-based violence (GBV) and lack of safe reporting mechanisms.
Limited participation of women in decision-making and leadership roles.
Economic dependency due to restricted access to employment opportunities.
Poor implementation of laws against child marriages.
Social stigma and discrimination against women and transgender individuals.
Inadequate access to education and healthcare for women in rural areas

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

Establishment of women police stations for GBV reporting.
Anti-child marriage laws and awareness campaigns.
Programs for economic empowerment through vocational training.
Quotas for women's representation in political and leadership roles.
Advocacy for equal access to healthcare and education for women.

3b. What are the gaps identified in the policy statement?

List down if any.

Poor enforcement and awareness of anti-GBV laws.
 Limited resources for women police stations and trauma centers.
 Inadequate economic support for women entrepreneurs.
 Cultural resistance to women's participation in public and professional life.
 Lack of integration of gender perspectives in mainstream policy frameworks.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Establish fully equipped trauma and counseling centers for GBV survivors.
 Strengthen and enforce anti-child marriage laws with stricter penalties.
 Provide micro-finance and grants specifically for women-led businesses.
 Launch gender-sensitization campaigns targeting communities and workplaces.
 Ensure inclusion of transgender individuals in all women's empowerment programs.
 Increase quotas for women's representation in leadership across all sectors.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Develop gender-specific KPIs for each recommendation.
 Conduct regular audits of women-focused programs and initiatives.
 Establish third-party evaluation teams to ensure impartial monitoring.
 Use community feedback mechanisms to identify gaps and improve implementation.
 Set up a centralized digital reporting system to track progress and outcomes of empowerment policies.

YOUTH POLICY AND ADVOCACY DIALOGUE | YPAD

Group Number: 4
(Write the group number assigned to you)

Theme Name: Economic Empowerment
(Mention the theme assigned to your group)

1. List down the issues discussed under the theme :

High unemployment rates among youth.
Lack of access to vocational training and skill development programs.
Limited financial support for startups and small businesses.
Gender disparity in economic participation.
Inefficiency in linking education with market demands.
Inadequate support for agricultural and rural enterprises.

2. Are there any existing policies against the issues mentioned above?

☒ Yes ☐ No

3a. If Yes, please state them:

Technical and vocational education programs initiated by TEVTA.
Youth-specific loan and microfinance programs by Bank of AJK.
Youth entrepreneurship initiatives and incubation centers.
Agricultural training programs to support rural businesses.

3b. What are the gaps identified in the policy statement?

List down if any.

Insufficient outreach and awareness of financial support programs.
 Lack of emphasis on modern digital and e-commerce skills.
 Limited inclusion of women and differently-abled individuals in economic initiatives.
 Inadequate collaboration between educational institutions and industry stakeholders.
 Poor infrastructure to support rural entrepreneurship.

4. What possible policies should be in place for those issues?

Provide policy recommendations

Develop and promote digital skill development programs, including e-commerce training.
 Expand microfinance initiatives targeting rural and underprivileged youth.
 Create gender-specific economic support programs to empower women entrepreneurs.
 Establish industry-academia partnerships to align education with market needs.
 Strengthen rural infrastructure to support small-scale enterprises.
 Introduce tax benefits and subsidies for youth-led startups and businesses.

5. How the suggested policy recommendations can be monitored and evaluated?

Suggest a brief monitoring and evaluation plan.

Set up a centralized digital tracking system for program enrollment and success rates.
 Conduct annual evaluations by third-party experts to assess impact and gaps.
 Use key performance indicators (KPIs) such as employment rates, loan repayment ratios, and business growth metrics.
 Engage local community organizations to monitor rural initiatives.
 Publish periodic progress reports for transparency and accountability.

APPENDIX C | ATTENDANCE SHEETS

Khyber Pakhtunkhwa

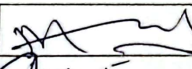

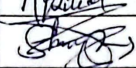
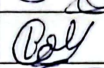

KP Youth Policy Advocacy Dialogue - 2024

Youth Centre, Directorate of Youth Affairs, Peshawar

12th November 2024

	Name	Gender	Contact No	Semester & Department	University	Signature
1.	Yumna Zabeen	F	03407664443	5 th , Social Science	Im sciences	
2.	Farah Anjum	F	03109936604	Graduate	SBBWU	
3.	Qandeel Zafar	F	03100991554	Graduate	SBBWU	
4.	Muhammed Iqbal	M	03491985482	DYO	Glow Up	
5.	Asad Hasan	Male	0333-9969626	M. Phil / UOP	UOP	
6.	Shahid Iqbal	M	0336-0197711	DYA	Youth vision Palatka	
7.	Muhammad Bazi	F	03005871523	UNEPH		
8.	Akher Iqbal	M	0312-9808880	UNEPH	-	
9.	M. Talha Kashty	M	0316-9109662	Social Science 7 th & 8 th	Im sciences	
10.	Fahad Sherif	M	03491334091	3 rd Semester (BS Economics)	Im sciences	
11.	Amra Mustafa	F	03359913846	3 rd Semester BS Economics	Im sciences	
12.	Naila Nafi	F	03494973346	7 th Semester BS Social Science	Im sciences	
13.	Sayyida Hour Khisro	F	03020325757	7 th Semester BS Social Sciences	Im sciences	
14.	Ali Hassan	M	03149612730	7 th Semester BS Social S	Im sciences	
15.	Uzma Walei	F	03416177395	BS-SS 7 th Sem	IM Sciences	
16.	Marwa Tahii	F	03070324040	BS-Social Sciences 7 th Semester	IM Sciences	
17.	Afaq Hussain Sheh	M	03481986820	BS: Social Sciences	IM Sciences	
18.	Abaseen Khan	M	03339940227	BS Social Science	"	
19.	M. Faizan	M	0300-0455922	M.Phil/Pol Science	UOP	
20.	Zaigham Ud Din	M	03407733876	M.Phil/Pol Sci	UOP	
21.	Syed Ishaq Bano	M	0305-9151810	BS media	INLU	
22.	Muhammad Yasir	M	03428901951	BS Pol-Sci	UOP	
23.	Naila Karim	F	03494973346	M.Phil/Pol Sci	UOP	
24.	Sara Orakzai	F	0332-5834436	M.Phil/Pol-Sci UOP	UOP	
25.	Kanzeer Faizma	M	0346-9404254	U	U	
26.	Tanq Shahn	M	03329714423	MS-PM	Im Sciences	
27.	Khairzab Afzali	M	0313-9205523	B.ed S.S	UOP	
28.	Hifza Malik	F	03379250435	LLB / 3 rd	SBBWU Pesh	
29.	Hafsa Gul	F	0333-8767671	LLB / 3 rd	SBBU Pesh	
30.	Abdul Basit Atal	M	0313-8684402	LLB	FYP/DYA	
31.	Kamal ud din Saqib	M	0313-9825602	MS Disaster Management	UOP	

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33.	Fatima Fayaz	F	03334256680	LLB 5 th Semester	Law college	UOP.
34.	Malika Rehman	F	03259118777	BS social sciences 5 th Semester	Social Sciences	IMSciences
35.	Mudasir Rahim	M	0326-1999619		Social work	University of P.
36.	Imtiaz Ali	M	0348-972735	STL	Sociology	Bacha Chau
37.	Deermina Baloch	F	0321-9150160	Asst Prof	SBBWU	m
38.	Shandana	F	0340-504526	Lecturer	SBBWU	CE
39.	Shafaq Amir	F	0349728998	LLB / 9 th	SBBWU	Shafaq
40.	Hassain Khan	M	03147718615	Avtum / 7 th	IR	Hassain
41.	Malak Ahmad	M	0341-9871286	Minister of Law & Justice KP Youth Assembly	Law	DOY JKL
42.	Naseerullah	M	0314-8009023	MPH	Journalism	DOY JKL
43.	M-Ali	M	K21			M-Ali
44.	Batal Mun	M	K21			Batal Mun
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47.	Zahoor Ahmad	M	03402853221	5 th	PLaw	ICUP
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49.	Khadeeja Aram	F	0308-8915382	MS-GPP (III)	IMSciences	Khadeeja Aram
50.	Mehreen Nawaz	F	03315431348	M.Phil (III)	SBBWUP	Mehreen
51.	Farishta Maqbool	F	03159105158	Law (III)	SBBWUP	Farishta
52.	Naila Gul	F	03255131924	Law	SBBWUP	Naila Gul
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58.	Sana Ghisara	F	03485820740	Pol. Science	SBBWUP	Sana Ghisara
59.	Maria Shah	F	0332-958974	Pol. Sci	U	Maria Shah
60.	Rahmat bibi	F	03188836883	Pol-Sci	SBBWU	Rahmat bibi
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63.	Saba Gul	F	0318-4818158	Pol-Sci	SBBWU	Saba Gul

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67.	Muhammad Fahad	M	0343954105	1st Sem	Imscences	
68.	Abdullah	M	03058567869	Arabic Program		
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Samia Afridi
Senior Program Manager
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PUNJAB

Punjab Youth Policy Advocacy Dialogue

Park Lane Hotel, Lahore

15th November 2024

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3.	Saadat Ullah Khan	M	03474996313	Economics 4th	FCCU	Saadat
4.	Pamira Anjum Rajput	Female	03024320177	Pol Sci	FCCU	Pamira
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6.	Hadia pervaiz	Female	0347-4555799	Environmental Sci	FCCU	Hadia
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8.	Kiran Munawar	F	03447787165	Sociology	UMT	Kiran
9.	Areeba Aslam	F	03099826779	Sociology	UMT	Areeba
10.	Bushra Bhatti	F	0301-6827277	Sociology	UMT	Bushra
11.	Zoha Ashfaq	F	0306-5211562	Sociology	UMT	Zoha
12.	Fatecha Mahmood	F	0325-6366153	Sociology	UMT	Fatecha
13.	M. Mustansar Khan	M	0300-8755570	Sociology	UMT	M. Mustansar
14.	Baloch Shan	M	0307-2492549	Sociology	UMT	Baloch
16.	EMAN IQBAL	F	03072744614	Pol. Sci	FCCU	EMAN
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18.	Shakeena Bhakir	F	0325-8849580	Gender Studies	LCWU	Shakeena
19.	Fazreen Jaffar	F	0329-2355553	Gender Studies	LCWU	Fazreen
20.	Ajwa Kayani	F	0336-4300121	Gender Studies	LCWU	Ajwa
21.	Momina Amir	F	03028500205	Gender Studies	LCWU	Momina
22.	Sehrish Abbas	F	0308-940784	Sociology	UMT	Sehrish
23.	Hafza Alishah	F	035-4344770	Sociology	UMT	Hafza
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30.	Adleen Khalid	F	0332-3008500	Sociology	UMT	Adleen
31.	Manjama Akram	F	0322-5491373	Sociology	UMT	Manjama
32.	Pari Jan	F	03232990043	Sociology	UMT	Pari

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39.	Amna Noman	F	03000372683	7th Sem	FCCU	Amna
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69.	Sikander Zishan	M	0334-9718697		S.Z (m)
70.	SAMAN RAI	F			SR
71.	Madina Shah	F	0332848576		h
72.	Major Ali		03115090005		MA
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Verified by:

GILGIT-BALTISTAN

Gilgit-Baltistan Youth Policy Advocacy Dialogue

Karakoram International University, Gilgit

20th November 2024

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3.	M. Usair	Male	03166123644	1 st - IR	KIU	
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5.	Hina Shabbir	Female	-	3 rd - IR	KIU	
6.	Tatneer Fatima	Female	-	3 rd - IR	KIU	
7.	Gul-Mehka	Female	-	3 rd - IR	KIU	
8.	Azan Khan	Male		3 rd - IR	KIU	
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10.	Mehak Zaib	Female		7 th - Socio	DC	
11.	Kulsoom Farooq	Female		7 th - "	DC	
12.	Khaldah Zia	Fem		7 th - Socio	DC	
13.	Iqra Laraib	F		5 th - Zoology	DC	
14.	Ariba	F		3 rd - P.S	DC	
15.	Hina	F		3 rd	KIU	
16.	Sabir Hussain	M		5 th	KIU	
17.	Fahem Khan	M		5 th	KIU	
18.	Sikandar Ayub	M		7 th / Eco	KIU	
19.	Paiba Jahan	F		5 th / Eco	KIU	
20.	Esha	F		7 th / P.S	KIU	
21.	Qurat-ul-ain	F		5 th / IR	KIU	
22.	Sania Akber	F		7 th / IR	KIU	
23.	Alizay Shahid	F		1 st / IR	KIU	
24.	Waqas Ahmad	M		5 th / IR	KIU	
25.	Azmina	F		7 th / IR	KIU	
26.	Riasat Hussain	M		3 rd / IR	KIU	
27.	Shamseen	F		1 st / IR	KIU	
28.	Laiba	F		7 th / Socio	D. College	
29.	Maida	F		5 th / Socio	D. College	
30.	Waleja Nazir	F		7 th / Socio	D. College	
31.	Laraib Tahir	F		7 th / Zoology	D. College	

32.	Adeeba	F		7th/PSy	D.C.	<u>Adeeba</u>
33.	Sak Ayeshka Fida	F		3th/PSy	D.C.	
34.	Diya Tajid	F		5th/PSy	D.C.	<u>Diya</u>
35.	Harroj Riaz	F		7th/PSy	D.C.	<u>Harroj</u>
36.	Madiha	F		3rd/200	D.C.	<u>Madiha</u>
37.	Palwasha	F		3rd/200	D.C.	<u>Palwasha</u>
38.	Rashid Rashid	M		7th/PS	KIU	
39.	Ahmer Raza	M		7th/PS	KIU.	
40.	Talha	M		3rd/IR	KIU	<u>Talha</u>
41.	Mushaf Al	M		3rd/IR	KIU	<u>Mushaf</u>
42.	Ahtisham Ali	M	<u>S</u>	1st year	DCB	<u>Ahtisham</u>
43.	Jamil Ahmad	M		1st year	DCB	<u>Jamil</u>
44.	Muhammad Sageer	M		1st year	DCB	<u>Sageer</u>
45.	Hussain	M		1st year	DCB	<u>Hussain</u>
46.	Kumail Abbas	M		1st year	DCB	<u>Kumail</u>
47.	Mukram Abbas	M		1st year	DCB	<u>Mukram</u>
48.	Anil Abbas	M		1st year	DCB	<u>Anil</u>
49.	Tahseen Abbas	M		1st year	DCB	<u>Tahseen</u>
50.	Affaq Hussain	M		1st year	DCB	<u>Affaq</u>
51.	Muhammad Abidi	M		1st year	DCB	<u>Muhammad</u>
52.	Amir Abbas	M		1st year	DCB	<u>Amir</u>
53.	Zia-uddin	M		1st year	DCB	<u>Zia</u>
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55.	Fareena Akhtar	F		7th (sem)	KIU	<u>Fareena</u>
56.	Hania Zahra	F		1st (sem)	KIU	<u>Hania</u>
57.	Naima	M		7th	KIU	<u>Naima</u>
58.	Mehak Fatima	F		5th semester	KIU	<u>Mehak</u>
59.	SATJKE KARIM	M		5th semester	KIU	<u>Satjke</u>
60.	Abdul Rehman	M		7th Semester	KIU	<u>Abdul</u>
61.	Sharafat Ali	M		7th Semester	KIU	<u>Sharafat</u>
62.	Muhammad Farooq	M		1st Semester	KIU	<u>Muhammad</u>
63.	Sanveera	F		7th	KIU	

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65.	Nimra Kamal	Female	Education	FJDC Gilgit	
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67.	Sikandar Akoo	male	Economic	7th	
68.	SADAF ALAM	FEMALE	HIGHER EDUCATION DEPARTMENT GB		
69.	Abida Anwar.	Female	Higher Education	GB	
70.	Muhammad Yaqoob	Male	Directorate Higher Education	GB	
71.	Altaz Hussain	m	UNFPA	UNFPA	
72.	Syed Munir Ali	M	Women Dev	GB Govt	
73.	Shabana Kausar	Female	Social Welfare	GB Govt.	
74.	Zulfiqar Ali	Male	IR	KIU	
75.	Farheen Noori	Female	Psychology	KIU	
76.	M. Zeeshan Lone	Male	I.R	KIU	
77.	Akhtar Hussain	M	I.R	KIU	
Name -	78. Sakina	F	I.R	KIU	
Designation -	79. Syed Ahsan	M	I.R	KIU	
	80. Mozaht Ali	M		KIU	
	81. Manwar Abbas M	IR	BS	DG	
	82. Arsham Ahmad Khan	1st yrs	DCB		

Verified by:

Samia Afridi

Senior Program Manager

School of Leadership Foundation

BALOCHISTAN

Balochistan Youth Policy Advocacy Dialogue 2024

Board Room 3, Best Western, Quetta

28th November 2024

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1.	Sania Ishkiaz	Female	03316554207	8 th	UOB	Sania
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4.	Khadija Kakar	Female	03138629460	Refortie	CTV	Khadija
5.	Shehbaz	male	0308747017	Commerce	CTV	Shehbaz
6.	Shahzad	male	03325476002	Drivers	CTV	Shahzad
7.	Falak Sher Tareen	Male	0318-800860	8 th Sem	UOB	Falak
8.	Mir Salim Ali Baloch	male	033622090	10 th	City school	Mir Salim
9.	Nadir Khan	Male	0309388457	8 th	UOB	Nadir
10.	Zafarullah	Male	03007766105	7 th - IR	BUIITEMS	Zafar
11.	Abbas Khan	male	0334209133	7 th IR	Buitem	Abbas
12.	Mah Sultan Mengal	F	03337943081	Social welfare	—	Mah Sultan
13.	Azadullah	M	03218123965	Sports & Youth	—	Azad
14.	Mahbano	F	03482422405	7 th IR	Buitem	Mahbano
15.	Hamza	M	03352458483	3 rd	NUML	Hamza
16.	Kamal Ichan	M	03441650026	4 th	NUML	Kamal

15.	Lucky Azeem	Female	03232647729	7 th	BUIITEMS	Lucky
16.	Mahadisa Batool	F	03182487213	5 th	BUIITEMS	Mahadisa
17.	Mahbano	F	03482422409	7 th IR	Buitem	Mahbano
18.	Maryam Arif	Female	03368133202	MS 3 rd	UOB	Maryam
19.	Zahida Mehboob	Female	0333-3702801	MS 2 nd	UOB	Zahida
20.	Tayyaba	Female	03318466603	BS 8 th	UOB	Tayyaba
21.	Nozreen Hayat	Female	03337918609	BS 8 th	UOB	Nozreen
22.	Dawood Khan Nasir	male	0317-8474527	BS-ECO-7 th	BUIITEMS	Dawood
23.	Shahzad Khan Barar	male	0318-8002447	BS-IR-7 th	BUIITEMS	Shahzad
24.	Ahsan Ullah Fareen	male	0311-0410858	BS-IR-5 th	BUIITEMS	Ahsan
25.	M. Yaseen	male	03350201093	BS-IR 5 th	BUIITEMS	M. Yaseen
26.	Imran Ullah	Male	03352472199	BS-IR 7 th	Buitem	Imran
27.	MUHAMMAD AHMED	male	03401218179	BBA 8 th	UOB IMS	Muhammad
28.	Farkhad Amir	Male	03133402277	BBA 8 th	UOB IMS	Farkhad
29.	Mehak Abshar	Female	03477033305	3 rd BSCS	Alhamd	Mehak
30.	Yaseen Tareen	Male	03312538965	BSIR 7 th	BUIITEMS	Yaseen
31.	Dr M Hussain	v	03333959307	HoD	Alhamd	Dr M Hussain
	Mahreen Marri	female	03377298340	1 st Psychology	NUML	Mahreen
	Koubar Soomro	female	03158514624	3 rd Psychology	NUML	Koubar

32.	Affan Azam	Male	03362036671	7 th	Buitems	
33.	Fizza Mehak Batool	Female	03169884567	7 th	Buitems	
34.	Gyeda Anisa Abuzar	Female	03339037737	7 th gr	Buitems	
35.	Azaf JAVED	Female	03343697029	7 th gr	Buitems	
36.	Aziz Durrani	Male	0300-3864430	7 th civil	Buitems	
37.	Xqueir Azeem	Male	0337-8290788	7 th civil	BUITEMS	
38.	Haseebulh	Male	0304-8039957	5 th soft	BUITEMS	
39.	M-MUSSAWIR	MALE	0300-3859111	7 th Archi	BUITEMS	
40.	Mamali Rakusani	Female	03189665555	7 th IR	Buitems	
41.	Mizan Khan	male	0316-8059400	7 th Econ	Buitems	
42.	Zakia	Female	0311-222563	8 th	Alhamad	
43.	Nimra Afrab	Female	03391882020	4 th	Alhamad	
44.	Shakil Kekay	male	03319303803	5 th	Alhamad	
45.	IZHAR Adhakzai	male	0327894141	7 th	Alhamad	
46.	Ahmad Sherani	male	03108747793	7 th	Alhamad	
47.	Asim Khan-Panzai	male	0309-8772623	3 rd	Alhamad	
48.	Hamayoon Musa	Male	0313-813848	8 th	UOB	
49.	Fahim Shah	Male	03128002706	8 th	UOB	

48.	Maha Rehan	Female	03423996883	3 rd	Alhamad	
49.	M. Noman	Male	0313-881792	-	Alhamad	
50.	M. Hazi Awan	Male	03141014258	3 rd	Alhamad	
51.	Muzeifan	Male	03337873621	2 nd	Alhamad	
52.	Ali Raza	Male	03378001298	1 st	UOB	
53.	Ruhanzaib Sebiri	Male	03330037484	2 nd	UOB	
54.	Suleman Khan	Male	0345-4068538	7 th	Alhamad	
55.	Fainullah Khan	Male	03117013787	4 th	Alhamad	
56.	Maher Ali	Male	03333483373	5 th	Alhamad	
57.	Basit Raza	Male	03322769907	8 th	Alhamad	
58.	Ali Akbar	Male	03313843274	6 th (social scis)	Alhamad	
59.	Babar Ali	Male	03327986754	8 th IMS	UOB	
60.	M. Naveed Khan	M	03482354363	3 rd (social scis)	BUITEMS	
61.	Aqsa	Female	03363010928	1 st (Psychology)	Numls	
62.	Yusra	Female	03310251925	1 st (Psychology)	Numl	
63.	Emaan Khyal	Female	0333-286	7 th - IR	BUITEMS	

Muhammad
Romana Lia.

female 032835032 3rd. Numl.

64.	Shakila	Female	0319234978	Alhamd		
65.	Abdul wasay Khan	Male	03342880465	Alhamd		
66.	Dawaisa Pongjai	Male	03158397579	Alhamd	3rd	
67.	Samreen Sami Kari	Female	0310824051	NUML	3rd	Resilience.
68.	Misbah Noor	Female	0334279669	NUML	3rd	
69.	Abdul Rahman	Male	0330-3127969	Two Civil	BUTEMS	
70.	Rashid Azam	Male	0333-9804989	Alhamd	3rd	
71.	M. Tayyab	Male	0316-8650375	Alhamd	3rd	
72.	Muhammed Abdulkali	Male	0313-8785855	Alhamd	5th	
73.	Muhammed Raziq	Male	0334-5607415	Alhamd	5th	
74.	Mohammad Sikander	Male	0302-3935729	Alhamd	2nd	
75.	Hafeez	Male	0314125902	Alhamd	5th	
76.	Duamir	Female	03330627631	NUML	2nd	
78.	Atta Ullah Shah	Male	0331-8479436	NUML		
78.	Abida	Female	03312447482	BUTEMS		
Name -						
Designation -						
79.	Syed. M. Hamza	Male	03146335091	BUTEMS		

Verified by:

Samia Afridi

Senior Program Manager
School of Leadership Foundation

AZAD-JAMMU & KASHMIR (AJK)

Azad Jammu & Kashmir Youth Policy Advocacy Dialogue 2024

Pearl Continental Hotel, Muzaffarabad

30th December 2024

	Name	Gender	Contact No	Semester & Department	University	Signature
1.	Muhammad Arslan	Male	03029831800	IR 5 th	AJK University	<i>Arslan</i>
2.	Tauseef Ahmed	Male	0317-5887532	IR 5 th	AJK university	<i>Tauseef</i>
3.	Maryam Shahid	Female	03190859709	IR 7 th	UASK	<i>Maryam</i>
4.	Gul-e-Arzu Kham	Female	03184839240	IR - 7 th	UATK	<i>Gul-e-Arzu</i>
5.	Hamza Shaukat	Male	03426676785	Meds. com	AIOU	<i>Hamza</i>
6.	Adil Azmat	Male	03179204022	C.S	UATK	<i>Adil</i>
7.	Inayat Mustafa	Male	03558162998	A.H.S	UATK	<i>Inayat</i>
8.	ZOHAB AHMAD	Male	0340-6252374	A.H.S 5 th	UASK	<i>Zohab</i>
9.	Amir Bashir	Male	03485854340	P.S	UATK	<i>Amir</i>
10.	Abdullah Imtiaz	M	0312-5624006	P.S	UATK	<i>Abdullah</i>
11.	Musharraf Younas	Male	0340-8267038	P.S	UATK	<i>Musharraf</i>
12.	Tarik Awan	Male	0346-5294084	I.K.S	AJK university	<i>Tarik</i>
13.	Ikram chandhry	Male	0348-5405732	A.H.S 5 th	AJK university	<i>Ikram</i>
14.	Haider Ilyas	Male	0342-7057803	I.R	UATK	<i>Haider</i>

15.	Syeda Zahra Fatima	Female	03100898212	Pol Science 7 th	UATK	<i>Syeda Zahra</i>
16.	Laiba Abid	Female	03700942563	Pol Science 5 th	UATK	<i>Laiba</i>
17.	Mahara-Tul-Ain	Female	0317-907217	IR - 1 st	UATK	<i>Mahara</i>
18.	Yousra Akber	Female	03473442589	pol-Science	UATK	<i>Yousra</i>
19.	JANNAT JAVED	Female	0317-9361602	IR - 7 th	UATK	<i>Jannat</i>
20.	Noor-ul-Ain Sajjad	Female	031808-64358	IR - 7 th	UATK	<i>Noor-ul-Ain</i>
21.	Nida Shams	Female	03148493335	Graduate in English	UATK	<i>Nida</i>
22.	Umm-e-Habiba	Female	03483280028	IR - 7 th	UATK	<i>Umm-e-Habiba</i>
23.	Aqsa Younas	Female	03169239225	IR - 1 st	UATK	<i>Aqsa</i>
24.	Maria shahen	Female	03351638385	IR - 1 st	UATK	<i>Maria</i>
25.	Sania Tariq	Female	03482470660	Dr. of Physiology	UATK	<i>Sania</i>
26.	Manahil Mukhtiar	Female	03196569781	IR 5 th	UATK	<i>Manahil</i>
27.	Syeda Konain Zahra	Female	03179207677	IR 5 th	UATK	<i>Syeda Konain</i>
28.	Amna Irfan	Female	03200520968	Student of Psych	Virtual University of Pakistan	<i>Amna</i>
29.	Saeeda Akbar	Female	03110633777	Education		<i>Saeeda</i>
30.	Momina Irfan	Female	03110633777	Student of Psych	A levels/Greenhall	<i>Momina</i>
31.	Umbra Irfan	Female	03110633777	Matric		<i>Umbra</i>

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		Gender	Contact	Semester/Dept	Univ	
32.	M Hashir Mughal	Male	0319-8362713	AHS 1 st	UATK	DU
33.	Sajjad Gillan	M	0363-542660	T.R	UATK	DU
34.	Siraj Nisar	M	0347 3442584	Political	UATK	Shr
35.	Faizan Ashraf	M	0355-6390230	i.R	UATK	Fail
36.	Umair Sajjad Abbasi	M	03445014756	Law		UATK
37.	Muhammad Aslam	M	03557145181	English	UATK	Abd
38.	A. Waheed Khan	M	0300 9717680		SWD, A.H	Shah
39.	Sardar Shomz Khan	M	0344-527490		D.D.S.W	Shr
40.	Malik Saim Awan	M	0310-5193673	Sociology 7 th	UATR	Shr
41.	Usman Hafeez	M	0314-5305980	Sociology	UATK	Usman
42.	Malik Fiaz Ahmed	M	0355-8141999	IR, 7 th	UATJK	Shr
43.	Khawaja Mudassar Jabbar	M	0355-6003533	Botany M.Phil	UATJK	Shr
44.	Ahmed Ikram	M	0311-8995945	Eng	UATK	Shr
45.	Noor-ul-Eman	F	03488263413	IR	UATK	Green
46.	Arooj Sagher	F	03118861348	IR 3 rd	UATK	Shr
47.	Mubashir Turik	M	03556859840	IR-7 th	UATK	(M) #
48.	Muhammad Tahir Ali	Male	03481456391	/	/	Shr
49.	Saad Khurshid	Male	03556484455	IR-7 th	UATK	Shr
50.	M. Sadique Lone	Male	0341886286	Mass Com Final	UATK	Shr
51.	Abbas Shaukat	Male	03445011018	Mass Com	UATK	Shr
52.	Naveed Dax	Male	03040223434	Mass Com	UATK	Shr
53.	Mubashir Binwaleyat	Male	03209930162	Mass Com	UATK	Shr
54.	Safia Latif	Female	0355-6236306	Graduated/IR	Int. Islamic University	Shr
55.	Ayesha Ashfaq Abbasi	Female	03241705047	5 th sem/IR	UATK	Shr
56.	Ahmed Bin Imtiaz	Male	03442849908	9 th Sem/IR	UATK	Ahmed Abbasi
57.	Fatima-Abbasi	Female	0355591109	9 th sem	UATK	Fatima
58.	Durashahwar Nazvi	Female	03243902633	7 th Sem	UATK	Shr
59.	Ariba Qayyum	Female	03474056204	5 th Sem/IR	UATK	Shr
60.	Areesha Nisar	Female	03169648896	7 th Sem/IR	UATK	Areesha
61.	Tahir Hussain	Male	03005724627		P4D	Shr
62.	Sadman Bokhari	Male	0345-6965505	DGPR	Photoman	Shr
63.	MAKSSABIR-	Male	03455308276	DGPR	Cocum	Shr

64.	Fauzia Sely	F	03015339664	Director	Director of Ed. Extension (D.EE)	
65.	SALAHUDDIN SHAH	M	03009857816	CEO	MOON CREATIONS	Signature
66.	Abdul Wahid Khan				SWD/A	
67.	Sardar Sheeraz Khan				D.P.SW	
68.	M. Yaseen Khan	M	08465152189	DD Y&C	SY&C	Signature
69.	Sardar Afzal Ahmad	M	0301974644	SO	S.C.S.	Signature
70.	Liaquat Aziz	M	03005629906	AD SY&C	SY&C	Signature
71.	Abdul Rattar	F	03002153377	Private Secretary	PS Y&C	Signature
72.	Nadeem Taj	M	03455949182	Deputy Director	Information Technology	Signature
73.	Tasleem Ronsal	F	03435437345	Deputy Sec	Sports Youth & Culture	Signature
74.	M. Nazeerullah Khan		03445640900	Dir. Youth & Sports	Youth & Sports Youth & Culture	Signature
75.	Mahmood Anjum	M	03009129672	Chief PAD	P & DD	Signature
76.	Naila	F		CEO	Unneed	
77.	Saba	F		Executive Director		

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Senior Program Manager

School of Leadership Foundation

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Designation -

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Rahila Kazmi

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