Sustainable Development Goals Progress Report

2025-26



A sustainable future is a collective responsibility.

MAJ GEN MUHAMMAD KHALIL DAR, HI(M) (RETD)
VICE CHANCELLOR,
LAHORE GARRISON UNIVERSITY

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MESSAGE FROM THE VICE CHANCELLOR

At Lahore Garrison University, our vision is to build an inclusive university that nurtures skilled professionals and responsible citizens. We believe that education is not only about gaining knowledge and skills, but about using them to improve lives and contribute to society.

Our commitment to the Sustainable Development Goals reflects this vision. Through our work in health and well-being, quality education, equality, inclusion, sustainable communities and partnerships, we seek to create opportunities for our students and make a meaningful contribution beyond the university.

During 2025–26, LGU documented 4,083 participant engagements and 19 partnerships across these priorities. Behind these numbers are the people, ideas and collective efforts that continue to shape our journey.

This report captures that journey and the progress we have made, while strengthening our focus on measuring the change our efforts create.

We remain committed to nurturing professionals who are skilled in their fields, responsible towards society, and prepared to contribute to a more inclusive and sustainable future.

Maj Gen Muhammad Khalil Dar, HI(M) (Retd)
Vice Chancellor,
Lahore Garrison University

The Sustainable Development Goals are a shared commitment to a better future for all.

MAJ GEN MUHAMMAD KHALIL DAR, HI(M) (RETD)
VICE CHANCELLOR,
LAHORE GARRISON UNIVERSITY

EXECUTIVE SUMMARY

From Commitment to Action

During 2025–26, Lahore Garrison University translated its commitment to the Sustainable Development Goals into practical action across health, education, inclusion, gender equality, sustainable communities, and partnerships.

This report presents one year of institutional progress through documented activities, partnerships, figures, and measurable outputs. Behind these numbers are efforts to expand opportunities, strengthen learning, support healthier communities, promote inclusion, and build a more responsible and sustainable university.

LGU's SDG journey reflects a simple principle: progress is meaningful when it reaches people, creates opportunities, and strengthens the communities we serve.

LGU SDG Year at a Glance

SDG3 Good Health and Well-Being

2,015

health and well- being engagements

SDG4 Quality Education

820

computers in the teaching estate

SDG5 Gender Equality

08

national podium finishes by women

SDG10 Reduced Inequalities

50

villages represented on campus

SDG11 Sustainable Communities

62.8%

Grid Electricity Consumption

ABOUT THIS REPORT

The report focuses on six SDGs aligned with LGU's core functions and campus operations: health and well-being (Goal 3), quality education (Goal 4), gender equality (Goal 5), reduced inequalities (Goal 10), and sustainable cities and communities (Goal 11). Each section presents key activities, verified figures and the impact supported by available evidence.

It documents what LGU did during 2025–26, what changed, and what remains to be measured.

Reporting Principles

Output

What was delivered

Camps held, students trained, panels installed, batches completed.

Reach

Who was reached

Attendances and participation, drawn from registers and departmental records.

Result

What measurably changed

Utility consumption, referrals made, funding secured, blood collected.

Gap

What is not yet measured

Stated plainly rather than estimated, with a named owner for the next cycle.

Evidence base and limitations

The report draws on institutional records, including utility and departmental records, screening and event registers, and centre records. Participation figures reflect recorded attendances rather than unique individuals, while health screening results indicate areas for awareness and follow-up rather than clinical diagnoses. Reported resource-use changes represent observed period-on-period movements and are not presented as direct causal savings.

LGU'S PRIORITY SDGS

LGU's vision is to be an inclusive university that nurtures skilled professionals and responsible citizens. Its six priority SDGs provide a focused framework for translating this vision into action through education, research, student development, campus practices, community engagement, and partnerships.



SDG 3 | Good Health and Well-Being

LGU promotes healthier communities through thalassemia screening and blood donation, nutrition screening, counselling, and health-related initiatives.



SDG 4 | Quality Education

LGU strengthens quality education through technology-enabled learning, practical education, research support, and student innovation and entrepreneurship.



SDG 5 | Gender Equality

LGU supports women's participation, skills development, confidence, and equal opportunities through initiatives in sports, self-defence, education, and community engagement.



SDG 10 | Reduced Inequalities

LGU promotes inclusion and community engagement, connecting university initiatives and students with communities across 50 villages through Gaon Connect.



SDG 11 | Sustainable Cities and Communities

LGU advances sustainable campus practices through responsible resource use, reductions in electricity and water consumption, and initiatives that support safer and more sustainable communities.



SDG 17 | Partnerships for the Goals

LGU extends the reach of its educational mission through national and international partnerships, institutional MoUs, and student exchange and knowledge-sharing opportunities.

OUR SDG APPROACH

LGU's contribution to the SDGs is guided by a five-part approach that connects learning with action and partnerships with measurable outcomes. Through education, engagement, empowerment, collaboration and institutional action, the University works to extend the SDGs beyond the classroom and into campus life and the wider community.

1 **EDUCATE**

Integrating SDGs into teaching, research and student learning.

2 **ENGAGE**

Connecting students, faculty and communities through outreach and awareness.

3 **EMPOWER**

Creating opportunities for health, education, gender equality, skills and participation.

4 **PARTNER**

Working with industry, universities, government and communities.

5 **IMPACT**

Creating measurable institutional and community outcomes.

GLOBAL BENCHMARKING (2024–26)

LGU's engagement with international sustainability and university ranking frameworks has expanded over the reporting period. UI GreenMetric and THE Impact Rankings provide external benchmarks for the University's sustainability-related work, while participation in THE World and Asia University Rankings reflects growing engagement with international higher-education reporting.

01 | UI Green Metric

LGU's UI GreenMetric performance shows a three-year increase in its overall score, from 2,765 in 2024 to 3,445 in 2025 and 3,565 in 2026. This represents an overall increase of 800 points, or 28.9%, across the period.

Participation in the ranking also expanded, from 1,476 universities in 2024 to 2,016 in 2026. LGU's global position was 1,348/1,476 in 2024, 1,414/1,745 in 2025 and 1,590/2,016 in 2026.

2,765 → 3,445 → 3,565

+800 POINTS

Overall Score

28.9% GROWTH

2024 · 2025 · 2026

1,476 → 2,016

Participating Universities

Global Participation Expanded | **+540 UNIVERSITIES**

02 | THE Impact Rankings

LGU's overall position moved from the 1501+ band in 2025 to 1001–1500 in 2026. In 2026, submissions for Gender Equality (SDG 5) and Sustainable Cities and Communities (SDG 11) were placed in the 601–800 band.

03 | THE World and Asia Rankings

In 2026, LGU entered the THE World University Rankings and THE Asia University Rankings as a Reporter. This represents a step in the University's participation in international higher-education data reporting and provides greater visibility of its institutional data within these global frameworks.

UI GreenMetric

77 / 1,348 → 89 / 1,414

THE Impact Rankings

1,501+ → 1,001–1,500

From sustainability measurement to global benchmarking, international ranking frameworks provide LGU with external reference points for tracking and communicating institutional progress.

Sustainable Development Goal 3

3 Good Health and Well-Being

Ensure healthy lives and promote well-being for all at all ages.

Health is central to learning, participation and quality of life. At LGU, our approach extends beyond responding to illness to promoting awareness, prevention, early identification and access to support. This includes reaching people where they are, recognising potential health concerns and connecting them with appropriate guidance and care.

Our SDG 3 journey brings together community health and nutrition screening, thalassemia awareness and screening, voluntary blood donation, and psychological well-being and counselling. Together, these efforts reflect LGU's commitment to building a culture of care, prevention and shared responsibility for well-being across the University and the wider community.

222

Community screening attendance

Two free nutrition and health camps

1,350

Students screened for thalasemmia

Three activities with two partners

202

Units of blood collected

180 student donors equivalent to 101 litres

213

Counselling sessions delivered

96 clients at the Garrison Counselling Center

01 | Reaching Communities
Community Health & Nutrition

Good health begins with access to information, early screening and practical support. A distinctive aspect of LGU's community engagement is its outreach to rural communities located within approximately 20 km of the University, including Jaman and Thether. Several of these communities lie close to the India border and, due to their strategic location, have more limited access to public services and facilities.

Recognising this context, LGU extended preventive health outreach beyond the campus to bring basic health awareness and practical support closer to these communities. The initiative focused on promoting awareness of nutrition, physical activity and preventive health, while encouraging early attention and appropriate follow-up where needed.

Health & Nutrition Screening: What the Data Show

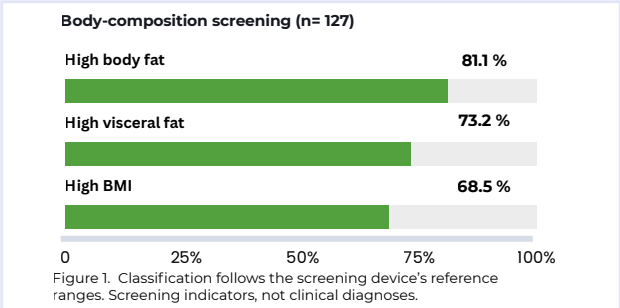


Figure 1. Classification follows the screening device's reference ranges. Screening indicators, not clinical diagnoses.

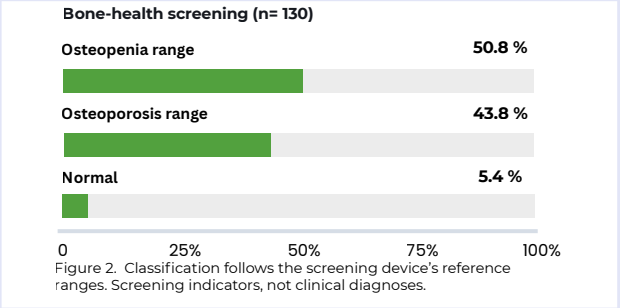


Figure 2. Classification follows the screening device's reference ranges. Screening indicators, not clinical diagnoses.

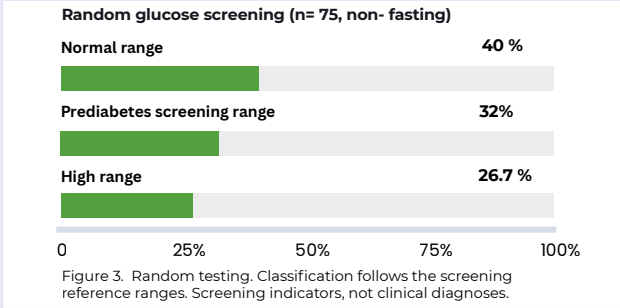


Figure 3. Random testing. Classification follows the screening reference ranges. Screening indicators, not clinical diagnoses.

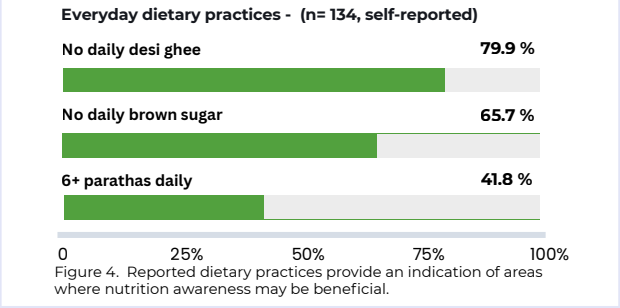


Figure 4. Reported dietary practices provide an indication of areas where nutrition awareness may be beneficial.

Together, the screening results highlight areas where greater awareness of nutrition, physical activity and preventive health may be beneficial.

From Screening to Action

The screening camps combined basic health and nutrition screening with practical guidance on healthier nutrition, physical activity and follow-up. By bringing screening closer to communities, LGU promoted health awareness, prevention and early attention to potential concerns.

Outreach

Two free camps recorded 222 participant attendances across LGU, a Federal Government School, and three surrounding communities. Screening: Assessments covered body composition (127), bone health (130), glucose (75), and dietary practices (134). Identification: The findings highlighted areas where greater health awareness, preventive action, and follow-up may be beneficial. Support: Participants received practical guidance on diet, physical activity, and appropriate follow-up.







Free Nutrition Screening Camps in Surrounding Communities: Health Assessment, Nutrition Screening and Community Engagement

IMPACT
The camps gave the University a documented picture of health and nutrition concerns in the communities around it, and gave 222 attendances free screening and practical guidance they would not otherwise have received.

02 | Turning Awareness into Action Thalassemia Screening & Blood Donation

Awareness becomes more meaningful when it leads to informed action. LGU funded the screening costs for three thalassemia screening and awareness activities with Fatima Jinnah Medical University and Kashif Iqbal Thalassemia Care Center, reaching 1,350 eighth-semester students. The activities promoted understanding of carrier status and informed health and family-planning decisions.

The initiative extended to direct community support through a Noor Thalassemia Foundation blood donation camp, where 180 students donated 202 blood units, contributing approximately 101 litres for patients requiring regular transfusions.

1,350

Students screened and briefed

semester 8 cohorts, three activities

180

Student blood donors

13.3% of the cohort reached by awareness

202

Units collected

101 units per donor

101 L

Volume donated

For patients dependent on regular transfusion



Thalassaemia Screening & Awareness Camp at LGU

IMPACT

The initiative connected awareness with action. Identified carriers received counselling on their genetic status and the importance of informed decisions regarding future marriage and family planning.

03 | Supporting Well-being
Supporting Mental Health

SDG 3 promotes health and well-being across the life course, including mental health and access to appropriate support. At LGU, this commitment extends beyond physical health to creating pathways for psychological care and early support.

Recognising the value of accessible mental health services, LGU provides structured counselling through the Garrison Counselling Centre for students, faculty, staff and their families. Between Fall 2024 and Spring 2026, the Centre supported 96 clients through 213 counselling sessions.

Support covered emotional and mental well-being, academic and career concerns, family and relationship issues, behavioural and adjustment difficulties, and personal development. Where required, clients were referred to appropriate medical or psychiatric services, helping connect individuals with further care.

Counselling Centre caseload, Fall 2024 – Spring 2026

96	213	61	35
Clients served	**Sessions delivered**	**Female clients**	**Male clients**
	2.2 Average sessions per client	63.5% of the caseload	36.5 % of the caseload

IMPACT

The Centre expanded access to psychological support through 213 counselling sessions for 96 clients and 167 wellness camp attendances. Documented referrals from the outreach camps also connected students requiring further support with individual care.

LGU's SDG 3 Impact Pathway

LGU's approach to health and well-being begins with prevention and awareness, moves through early identification and support, and extends to community engagement. Together, these efforts aim to help people recognise health concerns earlier, access appropriate support, and make more informed choices for healthier lives.

PREVENTION & AWARENESS

Health screening · Thalassemia awareness · Nutrition education · Wellness activities

IDENTIFICATION

Health indicators · Psychological assessment · Early identification of potential concerns

SUPPORT

Health guidance · Counselling · Follow-up · Referral · Blood donation

STUDENT & COMMUNITY WELL-BEING

Greater health awareness · Access to support · Voluntary community contribution · Preventive health practices

SDG 3 CONTRIBUTION

Advancing health and well-being through preventive health, accessible support, awareness and community engagement.

Sustainable Development Goal 4

4 Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Quality education is at the heart of Lahore Garrison University's mission. During 2025–26, LGU strengthened learning through academic quality assurance, programme accreditation, faculty development, technology-enabled education, industry engagement, international exposure, and opportunities for innovation and entrepreneurship.

These efforts combined quality systems, capable faculty, modern learning infrastructure, practical exposure, and pathways to innovation. With 820 installed computers, specialised laboratories, industry and international partnerships, and student-focused innovation opportunities, LGU worked to make education more relevant, practical, and responsive to the changing needs of students and society.

100+

Faculty in flagship FDP

Reimagining Gen Z Classrooms, September 2025

820

Installed computers

TAcross CS, SE and IT, including 2 high-performance GPU systems

81.62%

HEC-QAA evaluation score

FY2023–24

PKR 800,000

Student seed funding

First Seed Fund Committee, 4 May 2026

01 | Quality Assurance and Academic Standards

Accreditation and programme review remained key mechanisms for strengthening academic quality at Lahore Garrison University. During 2025–26, the Department of Management Sciences secured NBEAC Category X accreditation, while multiple Computer Science, Software Engineering and Information Technology cohorts maintained NCEAC accreditation. Three new programmes, BS Data Science, BS Artificial Intelligence, and BS Cyber Security, completed their NCEAC Zero Visit on 24 July 2024, with planned intakes of 50 students per programme from Fall 2025.

Quality assurance activity also included PREE standards workshops, self-assessment and graduate programme reviews, curriculum review with external experts, and accreditation-related academic review. An accreditation visit for BS Human Nutrition & Dietetics was completed during the year; the decision was pending at the time of reporting and is therefore reported as a completed review rather than an accreditation outcome.






Strengthening academic quality through HEC PREE standards, Academic Council deliberations and RIPE standards review at LGU.

IMPACT

Together, these activities strengthened the systems through which LGU monitors academic standards, reviews programmes, incorporates external input, and prepares programmes for accreditation and continuous improvement.

Progress at a Glance

Accreditation and Quality Assurance Activities, 2025–26

Activity	Body / Unit	Period	Status
Category X Accreditation	NBEAC · Management Sciences	2025–26	**Awarded**
Cohort Accreditation, CS, SE & IT	NCEAC	Multiple cohorts	**Accredited**
Zero Visit, BS Data Science, AI & Cyber Security	NCEAC	45497.00	**Completed**
Institutional Evaluation Score	HEC-QAA	FY2023–24	**81.62%**
GPR PREE Standards Workshop	Deans and Chairs	2025–26	**Delivered**
Self-Assessment / Graduate Programme Review	Quality Enhancement Cell	2025–26	**Completed**
Curriculum Review with External Experts	Criminology and other programmes	2025–26	**Completed**
Accreditation Visit, BS Human Nutrition & Dietetics	AHPC	2025–26	**Decision awaited**

02 | Faculty Development

Strengthening faculty capacity was an important part of LGU's approach to quality education. The Reimagining Gen Z Classrooms programme on 2 September 2025 engaged more than 100 faculty members, representing the largest verified single faculty-development turnout during the reporting period.

Further professional development addressed outcome-based education, generative AI, HEC's Undergraduate Education Policy, batch advising, academic processes, and international academic engagement. Faculty development also included a joint programme with the Lahore Garrison Academy for Teacher Education, a session with the University of Melbourne, and the Dean's Conference on the Computational Mathematics and AI curriculum.

Industry engagement was integrated into the development programme through contributions from Muhammad Azim of Jolta Group and Faisal Irshad across the FDP series. Combined attendance across the previously uncounted FDP and industry-engagement sessions was approximately 250.







LGU faculty research presented in South Korea and Australia, alongside international academic engagement on climate research and innovative, AI-enabled pedagogy.

IMPACT
LGU's faculty development initiatives strengthened teaching practices, digital capabilities and engagement with emerging technologies, supporting continuous professional growth and more contemporary learning environments.

03 | Technology-Enabled Learning

LGU strengthened technology-enabled learning through specialised facilities, digital training and industry collaboration. Key facilities included the LinguaMath Lab, Digital Forensics Laboratory, and NetSol-funded AI & Computation Laboratory.

Students and faculty engaged in AI, cybersecurity, digital forensics, professional certification and IEEE technical training. LGU maintained 820 computers, including two high-performance GPU systems, supporting teaching, research and final-year projects.

Computer Science further strengthened its academic structure through a higher admission merit threshold, a three-semester final-year project cycle, and multidisciplinary student collaboration.

820

Total installed computers

Plus 2 high-performance GPU systems

452

Computer Science

55.1 % of the total

223

Software Engineering

27.2 % of the total

145

Information Technology

17.7 % of the total

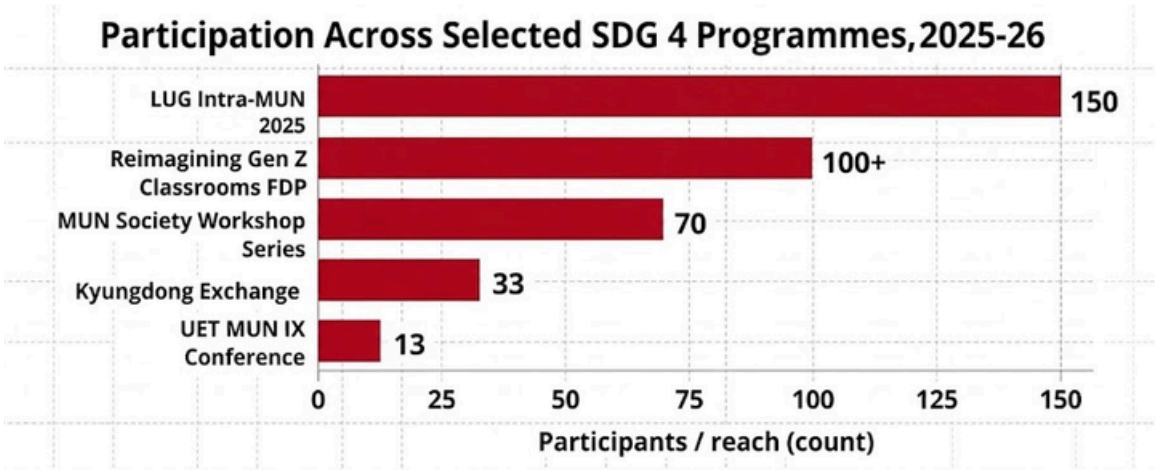
IMPACT

Together, these investments strengthened the technology-enabled learning environment by expanding access to specialised facilities, contemporary digital skills, advanced computing, and multidisciplinary project-based learning.

04 | Student Learning, Leadership and International Exposure

LGU extended learning beyond the classroom through MUN, workshops, reading and discourse activities, international exchange, and academic engagement. Intra-MUN 2025 engaged approximately 150 students, with around 70 participating in MUN workshops, while a 13-member delegation represented LGU at UET MUN IX. International exposure included a 33-student Kyungdong University exchange, the LGU–UTAR Faculty Exchange Programme and academic engagement with the University of Melbourne.

The Book Club and Discourse Circle promoted reading and intellectual engagement, with students recognised through the Best Readers' Competition 2025–26. Other activities included TEDxLGU 2026, Pen to Podium, conferences and academic discussions.



IMPACT

MUN participation provided a structured setting for students to develop and practise soft skills, including public speaking, negotiation, teamwork, leadership, diplomacy and critical thinking. Other co-curricular activities complemented formal learning by creating opportunities for communication, research and intellectual engagement. LGU's inclusive MUN approach prioritised new participants, while institutional support enabled students to engage in external academic and competitive opportunities.

05 | Innovation, Incubation and Entrepreneurship

LGU's Business Incubation Centre, IBTIDA, provides a pathway for students to move from academic projects towards prototypes, products, ventures, and market engagement. During 2025–26, the documented record shows progression across several stages of this pathway.

More than 80 students participated in entrepreneurship activities, while 7+ final-year projects received support. The wider incubation ecosystem included 22 active student startups, with 12 receiving incubation or mentoring support. Among these ventures, 12 generated sales or revenue, while 10 products were commercialised or launched.

The programme also recorded 6 startups or teams receiving investment or funding, 3 employment opportunities created, and 2 intellectual-property outcomes. The First Seed Fund Committee, established during the reporting period, secured PKR 800,000+ in seed funding to support student innovation.

IBTIDA Student Innovation, Incubation and Entrepreneurship Outcomes

Indicator	Result	Time Basis
Active student startups	22	Current
Students trained in entrepreneurship activities	80+	2026
Startups/teams incubated or mentored	12	2026
FYPs/products commercialized or launched	10	Cumulative
Startups/products generating sales or revenue	12	Cumulative
Startups receiving investment/funding	6	2026

IMPACT

IBTIDA demonstrates how university learning can progress beyond the classroom into innovation, entrepreneurship, product development, and early market engagement. The documented outcomes provide evidence of students moving from projects and ideas towards ventures, commercial activity, funding, and employment opportunities.

06 | Experiential Learning and Industry Engagement

LGU connected classroom learning with professional practice through industry visits, internships, practical training, skills showcases, and student project activities. Documented activities during 2025–26 included visits to Haier Pakistan and the Pakistan Industrial Technical Assistance Centre, the DFRSC–Punjab Police internship programme, practical criminology and digital forensics training, Nutrition students' skills showcases, and Media Studies final-year project screenings.

Industry engagement was further strengthened through the role of Salim Ghauri, Chief Executive of NetSol Technologies and Professor of Practice. Under this collaboration, LGU established a high-end computing laboratory for advanced learning and project development. Students are selected through a competency-based test and receive industry-oriented training in advanced computing, professional skills, project development, and entrepreneurship. The facility currently supports 25 students per semester, with capacity expected to expand as the programme develops.

25

Students per semester

Advanced computing and industry-oriented training



NetSol-sponsored Applied AI & Data Lab, strengthening technology-enabled learning and applied innovation at LGU.

IMPACT

IBTIDA demonstrates how university learning can progress beyond the classroom into innovation, entrepreneurship, product development, and early market engagement. The documented outcomes provide evidence of students moving from projects and ideas towards ventures, commercial activity, funding, and employment opportunities.

LGU’s SDG 4 Impact Pathway

LGU’s contribution to SDG 4 follows a connected pathway from quality assurance and faculty capacity to learning infrastructure, practical learning, student development, and innovation. The pathway illustrates how institutional investments and educational activities translate into opportunities for students to develop relevant academic, professional, and entrepreneurial capabilities.

QUALITY SYSTEMS

Accreditation · quality assurance · curriculum review · faculty development

LEARNING ENVIRONMENT

820 computers · digital and AI laboratories · research infrastructure · international partnerships

LEARNING ACTIVITIES

FDPs · workshops · certifications · industry visits · internships · exchanges · final-year projects

STUDENT LEARNING AND DEVELOPMENT

Students trained · practical skills developed · projects completed · leadership and international exposure · entrepreneurship opportunities

CONTRIBUTION TO SDG 4

Relevant, quality higher education that supports academic, professional, entrepreneurial, and lifelong learning opportunities.

Sustainable Development Goal 5

5 Gender Equality

Achieve gender equality and empower all women and girls.

The University's contribution to Goal 5 in 2025–26 focused on practical opportunities for women's participation, personal safety, and achievement. Through the Women Empowerment Club, 150 female students received self-defence and personal-safety training, while LGU women achieved eight podium finishes across five sporting disciplines at national-level competitions.

150
Female students trained
Self-defence & personal safety

03
Medals at National Games 2025
Taekwondo · Judo · Weightlifting

03
Sport Climbing podium finishes
1st · 2nd · 3rd place

02
National Shooting Championship medals
Team Silver · Individual Bronze

8 NATIONAL-LEVEL PODIUM FINISHES
Across five sporting disciplines during 2025–26

IMPACT

LGU's contribution to SDG 5 combines practical personal-safety training with opportunities for women to participate, compete, and achieve. During 2025–26, 150 female students received self-defence and personal-safety training, while LGU women achieved eight national-level podium finishes across five sporting disciplines.

01 | Empowerment and Personal Safety

Personal safety is an important dimension of an enabling environment for women. During 2025–26, the Women Empowerment Club organised a self-defence and personal-safety workshop led by professional instructors. 150 female students completed training covering self-defence techniques, situational awareness, and personal safety.

The initiative provided students with practical knowledge and skills that can support greater awareness of personal safety in everyday situations, complementing the University's wider efforts to create a supportive environment for women students

150

Female students trained

Self-defence and personal safety



Women Empowerment Club self-defence and personal-safety training, 2025–26.

IMPACT

The initiative equipped 150 female students with practical self-defence and personal-safety skills. Follow-up data on changes in confidence or behaviour were not collected and are therefore not claimed.

02 | Participation and Achievement in Competitive Sport.

LGU provided women students opportunities to participate in competitive sport and represent the University at national-level events. During 2025–26, LGU women achieved eight podium finishes across five sporting disciplines.

At the 35th National Games 2025, LGU women secured three medals: Silver in Taekwondo, Silver in Judo, and Bronze in Weightlifting. At the Pakistan Open Sport Climbing Competition, LGU women achieved a clean sweep of the podium, securing first, second, and third places. At the National Shooting Championship, LGU women secured team Silver and individual Bronze.

These achievements provided women students with opportunities to compete at national level, develop sporting capabilities, represent the University, and gain recognition for their performance.







LGU women athletes achieving recognition through excellence and competitive performance in sports.

IMPACT

LGU's initiatives created opportunities for women students to participate, compete, and gain recognition at national level. During 2025–26, LGU women achieved eight national-level podium finishes across five sporting disciplines, providing documented evidence of women's participation and competitive achievement.

02 | Participation and Achievement in Competitive Sport.

The table below provides a consolidated record of the competitive results achieved by LGU women during 2025–26.

Table 3. Competitive Results Achieved by LGU Women, 2025–26

Competition	Discipline	Result	Finishes
35th National Games 2025	Taekwondo	Silver	1
35th National Games 2025	Judo	Silver	1
35th National Games 2025	Weightlifting	Bronze	1
Pakistan Open Sport Climbing Competition	Sport Climbing	First Place	1
Pakistan Open Sport Climbing Competition	Sport Climbing	Second Place	1
Pakistan Open Sport Climbing Competition	Sport Climbing	Third Place	1
National Shooting Championship	Shooting	Team Silver	1
National Shooting Championship	Shooting	Individual Bronze	1
Total			**8**

LGU’s SDG 5 Impact Pathway

LGU’s contribution to Goal 5 focused on creating practical opportunities for women’s participation, personal safety, and achievement. The pathway below connects access to training and sporting opportunities with documented participation and competitive recognition.

OPPORTUNITY

Self-defence training · Sporting opportunities · Competitive platforms

PARTICIPATION

150 female students trained · Women representing LGU across five disciplines

ACHIEVEMENT

3 National Games medals · 3 Sport Climbing podium finishes · 2 Shooting medals

RECOGNITION

National-level podium finishes · Institutional representation · Visibility of women's achievement

CONTRIBUTION TO GOAL 5

Expanding opportunities for women students to develop practical safety skills, participate in competitive activities, and achieve recognition.

Sustainable Development Goal 10

10 Reduced Inequalities

Reduce inequality within and among countries through social, economic and political inclusion.

LGU's contribution to Goal 10 in 2025–26 focused on access, participation and inclusion. Gaon Connect brought 250 guests from 50 villages to campus, while Pakistan Minorities Day engaged approximately 400 participants. Outreach also supported access to higher education through rural admissions and need-based scholarships.

250

Gaon Connect guests

Rural Community Outreach

50

Villages represented

Direct University Engagement

~400

Pakistan Minorities Day participants

Campus-wide inclusion event

PKR 2.17M

Scholarship Support

20–100% Coverage

IMPACT

Direct engagement helped build awareness and trust around access to higher education. One documented case involved a Sikh family whose interaction with LGU helped address concerns about the University's environment, followed by the admission of their daughter.

01 | Gaon Connect & Rural Access to Higher Education

Gaon Connect brought 250 guests from 50 villages to LGU for direct interaction with the University and exposure to higher-education opportunities. The initiative helped build awareness and trust among rural families and create pathways to university access.

LGU also supported rural students through 21 need-based scholarships for village girls, with coverage ranging from 20% to 100% and total support of PKR 2.17 million. One documented case involved a Sikh family whose concerns about the University environment were addressed through direct engagement, followed by the admission of their daughter.

For communities where distance, financial constraints and limited exposure to higher education can affect university access, direct engagement can help connect families with opportunities and information that may otherwise remain out of reach.



Village leaders and community representatives engaging with LGU through Gaon Connect.

IMPACT

The initiative connected rural families with higher-education opportunities while helping reduce geographical, financial and informational barriers to access. Scholarships provided direct financial support, while community engagement helped strengthen awareness and confidence in university education.

02 | Pakistan Minorities Day and Interfaith Inclusion

LGU marked Pakistan Minorities Day on 11 August 2026 with a campus-wide gathering involving university leadership, faculty, staff, students, the SDG Coordination Team and representatives of diverse faith communities. Approximately 400 participants attended.

Inclusion was also reflected through Christmas and Easter celebrations, Iftar engagements with SOS Children's Villages, Waduha Care Homes and the Ahmad Shehzad Foundation, and a delegation visit to the Lahore Garrison Institute for Special Education.



Pakistan Minorities Day: Bringing diverse faith communities together for dialogue, inclusion and shared understanding at LGU.

IMPACT

These activities created opportunities for interfaith dialogue, community connection and inclusive participation on campus. The broad participation in Pakistan Minorities Day and continued engagement with diverse communities demonstrate LGU's efforts to foster a welcoming environment where people from different faiths and backgrounds can participate and connect.

LGU's SDG 10 Impact Pathway

LGU's contribution to Goal 10 focused on creating opportunities for participation, inclusion and community engagement. The pathway below connects access to education and engagement with efforts to support students and communities from diverse backgrounds.

COMMUNITY OUTREACH

Rural outreach · interfaith observance · community engagement

DIRECT ENGAGEMENT

250 guests from 50 villages · ~400 Minorities Day participants

AWARENESS & CONNECTION

Families engaging directly with the University · opportunities to learn about higher education

ACCESS & PARTICIPATION

Documented rural admission · participation of diverse communities in university activities

CONTRIBUTION TO GOAL 10

Expanding opportunities for access, participation, and inclusion across rural and diverse communities

Sustainable Development Goal 11

11 Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable.

Building a sustainable campus requires changes in infrastructure, resource use, and daily operations, not just individual initiatives. During 2025–26, LGU pursued this transition through renewable energy, efficient appliances, water conservation, fuel reduction, safer mobility, and student-led greening. Utility records reflect the results: net grid electricity consumption fell 62.8% (January–June) and utility-supplied water consumption fell 47.7% (January–August), offering the report's strongest quantitative evidence of improved campus resource efficiency.

62.8%

Lower net grid electricity

January–June 2026 vs. 2025

47.7%

Lower utility-supplied water

January–August 2026 vs. 2024

2,053 L

Fuel avoided

Seven-week Friday closure

5.42 t

Direct CO_2 avoided

Estimated from fuel records



01 | Cleaner and More Efficient Energy

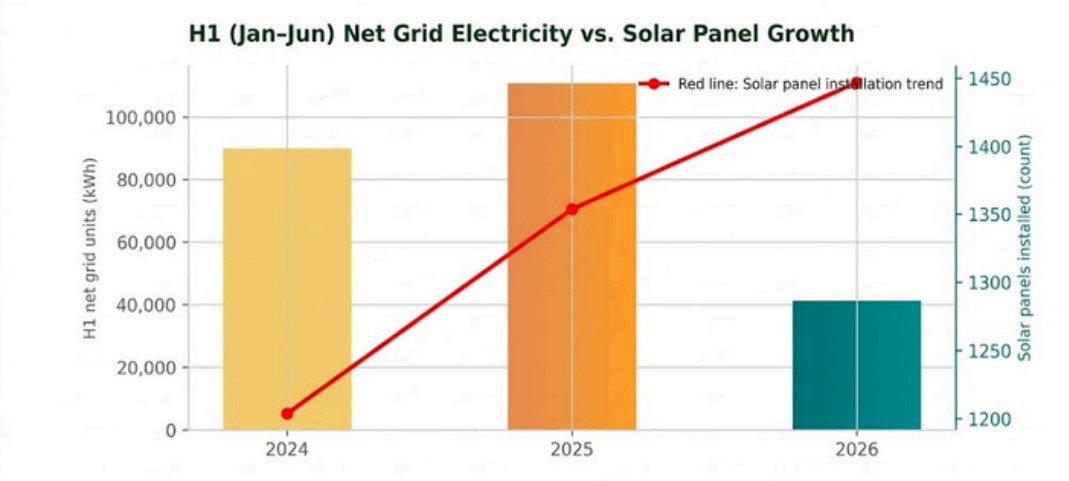
LGU's combined investment in renewable energy and efficient appliances supported campus resource efficiency. Between 2024 and 2026, the solar inventory grew by 20.2%, from 1,204 to 1,447 panels, while efficient-appliance coverage rose from 73% to above 90%. Over the comparable January–June period, net grid electricity consumption fell from 110,880 kWh to 41,280 kWh, a 62.8% reduction, contributing to a 70.0% drop in electricity bills and indicating a reduced reliance on grid electricity.

62.8%
Lower net grid electricity
January–June 2026 vs. 2025

20.2%
Increase in solar panels
1,204 → 1,447 panels

17+ %-point
Increase in efficient-appliance coverage

70.0%
decrease in electricity bill



IMPACT

LGU's investment in renewable energy and efficient appliances improved campus resource efficiency. Solar panels rose 20.2% (1,204 → 1,447), efficient-appliance coverage grew from 73% to above 90%, and net grid electricity use fell 62.8% (January–June), reflecting reduced reliance on grid electricity.

02 | Conserving and Reusing Water

LGU approached water conservation as a progressive campus programme, building capacity through successive interventions. Ablution-water reuse tanks were installed in December 2024, followed by 10 rainwater storage tanks with 10,000 litres of combined capacity in July 2025 and a controlled sprinkler system in January 2026. Twenty water-saving sensor taps are also in service.

10,000 L

Rainwater storage capacity

Ten tanks commissioned July 2025

5.42 t

Ablution-water reuse tanks

Estimated from fuel records

47.7%

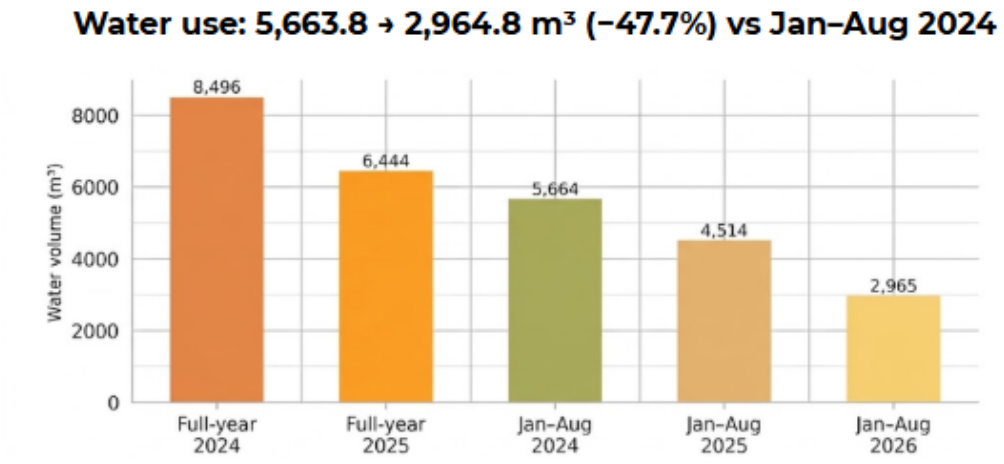
Reduction in DHA-supplied water consumption

Jan–Aug: 2026 vs 2024

Controlled sprinklers

Water-Efficient Irrigation

Efficient green-space irrigation



IMPACT

LGU's successive water-conservation measures strengthened the campus's capacity to reduce dependence on utility-supplied water and improve water management. Utility records show a 47.7% reduction in water consumption during the comparable January–August period.

03 | Reducing Avoidable Fuel Use and Emissions

Sustainability also involves changing how the campus operates. During a seven-week Friday closure from April to May 2026, LGU reduced institutional transport and other fuel-consuming activities on designated days.

The closure period was associated with an estimated 2,053 litres of fuel avoided, equivalent to 5.42 tonnes of direct CO_2 emissions and PKR 803,620 in estimated fuel expenditure not incurred.

2,053 L

Fuel avoided

Diesel and petrol

5.42 t

Direct CO_2 emissions avoided

Estimated from fuel records

PKR 803,620

Estimated fuel expenditure avoided

Seven-week Friday closure

Diesel . 1,758 L | **Petrol 295 L**



IMPACT

The seven-week Friday closure demonstrated how operational decisions can generate measurable resource and environmental benefits. An estimated 2,053 litres of fuel were avoided, corresponding to 5.42 tonnes of direct CO_2 emissions and approximately PKR 803,620 in fuel expenditure during the closure period.

04 | Supporting Safer Mobility

A sustainable community also depends on safe and responsible mobility. Since its establishment with Traffic Police Punjab in November 2023, the LGU Driving Training School has provided structured driving instruction to students, faculty and staff.

By 15 September 2026, the programme had completed 38 batches and recorded 593 trainees during 2026, including 391 women. The programme provides an established platform for developing safer driving practices across the university community.

593

Drivers Trained

2026, through 15 September

391

Women Drivers Trained

2026, through 15 September

38

Training batches

Since November 2023







IMPACT

The Driving Training School provides a sustained platform for developing safer and more responsible driving practices within the university community. By 15 September 2026, the programme had trained 593 drivers during the year, including 391 women, across 38 batches since its establishment.

05 | Expanding Green Space Through Student Action

LGU's sustainability efforts also extended beyond resource efficiency to student-led environmental action. Under the supervision of the SDG Coordination Team, students planted 1,000 trees across Lahore through the "HUM Hain PAKISTAN" campaign.

The planting record demonstrates direct student participation in greening activity. Longer-term tree survival and maintenance were not measured during the reporting period.

1,000

Trees planted

Student-led campaign across Lahore

Student-led

Delivery model

Designed and executed by the student body under SDG Coordination supervision



Student-led environmental action through the "HUM Hain PAKISTAN" tree plantation campaign across Lahore.

IMPACT

The campaign translated environmental awareness into direct student participation in campus and community greening. Students planted 1,000 trees across Lahore, providing a documented contribution to urban greening. Longer-term tree survival and maintenance outcomes were not measured during the reporting period.

LGU’s SDG 11 Impact Pathway

LGU’s contribution to Goal 11 focused on promoting resource efficiency, sustainable campus practices, environmental responsibility, and safer mobility. The pathway below connects practical campus initiatives with documented participation, resource management and community-focused action.

INVESTMENT

Solar panels · efficient appliances · water infrastructure

OPERATIONAL ACTION

Resource conservation · fuel reduction · safer mobility

MEASURABLE CHANGE

62.8% lower grid electricity · 47.7% lower utility water · 2,053 L fuel avoided

CAMPUS SUSTAINABILITY

More efficient resource use · reduced avoidable emissions · safer mobility

CONTRIBUTION TO GOAL 11

Building a more resource-efficient, safer and sustainable university community.

Sustainable Development Goal 10

17 Partnerships for the Goals

Reduce inequality within and among countries through social, economic and political inclusion.

LGU's contribution to Goal 17 focused on building connections across international higher education, industry, health, education and community organisations. During 2025–26, the University documented 19 partnership instruments across six categories, supporting opportunities for academic exchange, professional learning, research, community engagement and social impact.

19

Partnership Instruments

Across six partner categories

05

International Partnerships

Including student and faculty exchange

33

Students in Semester Exchange

Kyungdong University, South Korea

PKR 22,502

Raised for Pink Ribbon Hospital

Breast Cancer Campaign · 2025



01 | International Partnerships & Global Engagement

LGU continued to expand its international academic network through student exchange, institutional partnerships and academic engagement across Asia. Kyungdong University, South Korea supported student exchange, with 33 LGU students participating during the reporting period. A five-year MoU with Universiti Malaysia Perlis (UniMAP), Malaysia, signed in June 2026, established a framework for student and faculty exchange, collaborative research and joint events.

LGU also participated in the IAUP Central Asia Regional Conference 2026 in Almaty, Kazakhstan, joining university leaders and experts from 21 countries, and engaged Almaty Management University on student and faculty exchange, collaborative research, joint conferences and ESG-focused initiatives.







International Academic Engagement: IAUP Central Asia Regional Conference, LGU–UniMAP MoU signing, and academic engagement with Almaty Management University.

IMPACT

These international partnerships expanded student and faculty mobility, academic collaboration, research opportunities and LGU's engagement with the global higher-education community.

02 | Industry Partnerships & Professional Engagement

LGU strengthened its links with industry through partnerships that connect academic learning with professional exposure, student projects and entrepreneurship.

NetSol Technologies supported industry-oriented learning through advanced technology engagement, training and opportunities for students to develop practical skills.

Collaboration with Lahore Chamber of Commerce & Industry (LCCI) created opportunities for industry placements, professional exposure, student projects and entrepreneurship.

LGU also collaborated with Collab P and Tiksom Limited through a Final Year Product Development & Commercialization Programme, connecting student projects with technical mentorship, product development and potential market opportunities.





Collaborations with LCCI, NetSol Technologies and CIRCLE Women Association

IMPACT

These partnerships helped connect classroom learning with industry practice, creating opportunities for students to develop practical skills, engage with professionals and explore pathways from academic projects to entrepreneurship and product development.

03 | Educational & Community Outreach

LGU partnered with SOS Children's Villages, Waduha Care Homes, the Ahmad Shehzad Foundation and the Lahore Garrison Institute for Special Education (LGISE) to support children, students and learners with special needs through inclusive education, educational assistance and student engagement.

Partnerships with nearby schools also created opportunities to support teachers and students in underserved communities through academic engagement and practical educational resources. Initiatives included the establishment of a science laboratory, classroom furniture for four schools, and improvements to learning environments.

These partnerships enabled LGU to extend its educational expertise, resources and student engagement to beneficiaries beyond the University campus.

04

Schools Supported

Educational Outreach

01

Science Lab Established

School Learning Support

04

Schools Received Furniture

Classroom Support

21

Village Girls Awarded Scholarships

Need-Based Support

IMPACT

These initiatives extended LGU's educational support to schools, children and underserved communities, helping improve access to learning resources and creating opportunities for inclusive educational engagement beyond the University campus.

04 | Health & Well-being Partnerships

LGU placed mental health and well-being among its areas of community and professional engagement. Collaborations with Pakistan Institute of Living and Learning (PILL), Fountain House Lahore, and Willing Ways Pakistan supported mental health promotion, substance-use prevention, psychosocial rehabilitation, clinical training, internships, applied research and professional development.

LGU also partnered with Pink Ribbon to promote breast cancer awareness and women's health through awareness activities, screening guidance, survivor engagement and campus fundraising. The campaign raised PKR 22,502 for Pink Ribbon Hospital.







Health & Well-being Partnerships: Collaborations with Pink Ribbon Pakistan, Willing Ways Pakistan and Ishrat Husain Pakistan Institute of Living and Learning (PILL).

IMPACT

These partnerships strengthened LGU's focus on mental well-being, preventive health and community care, while providing opportunities for professional learning, awareness and social support.

LGU's SDG 17 Impact Pathway

LGU's contribution to Goal 17 focused on building partnerships that extend the University's capacity to share knowledge, develop skills and support communities. The pathway below connects institutional collaboration with documented partnerships, joint initiatives and shared outcomes.

PARTNERSHIPS

International · Academic · Industry · Government · Professional · Community

COLLABORATIVE OPPORTUNITIES

Student exchange · Faculty exchange · Industry expertise · Infrastructure · Community engagement

DOCUMENTED OUTPUTS

12-student exchange · AI & Computation Laboratory · Two-week faculty exchange

KNOWLEDGE, SKILLS AND INSTITUTIONAL CAPACITY

International exposure · Faculty development · Industry-academic engagement · Learning infrastructure

CONTRIBUTION TO SDG 17

Strengthening institutional capacity and expanding opportunities through meaningful partnerships.

MEASUREMENT GAPS AND REPORTING CONSTRAINTS

The 2025–26 cycle shows strong activity, reach and institutional engagement across LGU's priority SDGs. The main gap is measurement depth: activities and participation are well documented, while evidence of outcomes and longer-term change remains limited.

01 · LIMITED OUTCOME MEASUREMENT

Activities and participation are well documented, but evidence of longer-term outcomes remains limited.

02 · LIMITED ATTRIBUTION OF RESOURCE SAVINGS

Overall changes in energy and water use can be measured, but the contribution of individual measures cannot yet be isolated.

03 · INCONSISTENT DATA COLLECTION

Data formats, definitions and reporting practices vary across departments, limiting consistency and comparability.

04 · LIMITED LONGITUDINAL TRACKING

Many indicators are reported annually, but consistent tracking of the same measures over multiple cycles is still developing.

STRENGTHENING SDG MEASUREMENT

The 2025–26 reporting cycle has enhanced the University's foundation for Sustainable Development Goal (SDG) reporting. The next step is to improve consistency in data collection and measurement over time, with plans to strengthen the reporting system in four key areas.

From activities to outcomes

Future reporting will increasingly measure what changed, not only what was delivered. Selected programmes will include simple follow-up measures of relevant outcomes.

More consistent data collection

Common definitions, reporting formats and measurement units will be encouraged across departments. This will improve the consistency of annual returns and make institutional comparisons more meaningful.

Stronger evidence for resource efficiency

Improved monitoring of electricity, water and other resources will help identify the contribution of specific conservation measures to changes in consumption.

Better tracking over time

Where programmes continue across reporting cycles, consistent indicators and definitions will allow LGU to track progress over time.

KEY TAKEAWAYS



ACTION

LGU's SDG journey reflects practical action across health, education, inclusion, sustainability and partnerships.



PEOPLE

Include a brief description, rationale and intended impact. It helps to keep it concise yet concrete!



PROGRESS

The 2025–26 cycle provides a stronger evidence base while highlighting the next step: measuring outcomes and tracking progress over time.

Our journey continues from action to measurable change, with a shared commitment to an inclusive, responsible and sustainable future.

PRIORITY FOR THE NEXT CYCLE

Our SDG journey continues from action to measurable change. In the next cycle, LGU will strengthen how we measure reach, outcomes and progress over time.

01

MEASURE RESOURCE USE

Install interval metering for energy and water systems to track consumption more precisely and identify the contribution of individual resource-saving measures.

02

MEASURE CHANGE

Introduce a short pre- and post-participation measure for selected programmes with substantial participation or significant intended outcomes, where appropriate.

03

ASSIGN DATA OWNERSHIP

Assign a named data owner in each department for every indicator included in the statistical annex, with responsibility for maintaining and submitting the required data.

ACKNOWLEDGEMENTS

This report reflects the collective efforts of the Lahore Garrison University community and its partners.

We sincerely acknowledge the students, faculty, staff, researchers, departments and administrative teams whose contributions, activities and records have made this report possible. We also thank our community, academic, institutional and industry partners whose collaboration has strengthened LGU's contribution to the Sustainable Development Goals.

Our appreciation also goes to those who supported the collection, verification, coordination and documentation of data across the reporting cycle. Their careful work has helped bring together the evidence presented in this report.

Most importantly, we recognise the many individuals whose participation and commitment give meaning to these numbers. Their efforts continue to shape LGU's journey towards a more inclusive, responsible and sustainable university.

Thank you to everyone who is helping turn this commitment into action.

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