



**SCHOOL OF EDUCATION  
(English Language Unit)**

**INTEGRATING UN SDGS IN  
ENGLISH LANGUAGE LEARNING:  
YOUTH IN ACTION FOR A  
SUSTAINABLE FUTURE**

**STUDENT PROJECT DISPLAYS 2025**

**40 PROJECTS  
200 STUDENT CONTRIBUTORS**



# Integrating UN SDGs in English Language Learning: Youth in Action for Sustainable Future

## SCIT STUDENTS' SDG PROJECTS

On December 30, 2025, the School of Education, Beaconhouse National University, hosted a dynamic Student Project Display by the English Language Unit (ELU), showcasing student-led initiatives aligned with the United Nations Sustainable Development Goals (SDGs). Led by **Naureen Zaman** (Assistant Professor) and contributed by **Arumah David** (Lecturer) and **Mehtab Alvi** (Visiting Faculty), students translated classroom learning into meaningful community engagement through research-driven, service-oriented projects.

The event was graced by Chief Guest **Dr. Aman-Ullah**, Senior Advisor for Punjab SDGs at UNDP, and Guest of Honour **Mr. Sarim Mehmood**, Founder & CEO, Fruit of Sustainability (SMC-Private) Limited who provided thorough feedback to students on their projects. They commended the display for its strong academic foundation and the effective application of SDG-focused research within policy- and practice-based sustainability contexts.



Projects ranged from providing sewing machines and clean water access to digital literacy workshops, recycling initiatives, mental health support apps, poverty alleviation campaigns, and awareness programs addressing harassment, inequality, and climate change.

By embedding SDG-focused projects within the Expository Writing curriculum, the English Language Unit enabled students to develop advanced analytical, research, and academic communication skills under sustained faculty mentorship. The display stands as a testament not only to youth-led action but also to ELU's commitment to interdisciplinary, socially responsive pedagogy.



# Reimagining Earth: Student Visions for Sustainable Development

## RHSA STUDENTS' SDG PROJECTS

Ms. **Arumah David**, Lecturer at the ELU, School of Education, BNU, led an inspiring student-led project display titled Reimagining Earth: Student Visions for Sustainable Development on June 3, 2025. The event featured the final research work of second-semester students from the Expository Writing course, primarily from the Razia Hassan School of Architecture.



Rooted in the UN Sustainable Development Goals (SDGs), students conducted surveys, interviews, and real-world collaborations with communities and organizations. Twelve bold, interdisciplinary projects explored diverse themes: mental health in gaming, fast fashion and consumerism, ragging as psychological trauma, and sustainable art using recycled materials.

Others reimagined education through integrated teaching methods, promoted eco-consciousness in children, empowered slum communities through skill-building, partnered with HRCP and helplines to address invisible mental wounds, and revealed subtle religious discrimination. From preserving Lahore's heritage to advocating for intersex and transgender rights, and confronting domestic violence and bullying.



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# SDG 1

## NO POVERTY

The goal emphasizes social protection systems, inclusive economic growth, and equal access to resources such as land, technology, and financial services. By reducing vulnerability to economic, social, and environmental shocks, SDG 1 seeks to improve living conditions and promote dignity and resilience among vulnerable populations.

SDG 1 aims to end poverty in all its forms and dimensions across the world. It recognizes poverty as more than just a lack of income, encompassing limited access to basic services, education, healthcare, and economic opportunities.

# SDG 01

## End Poverty

Muhammad Ans Munir, Muhammad Subhan, Ghulam Muhy Uddin, Huraira Adnan

In Pakistan, poverty is still a significant problem, especially for middle-class communities where young people lack access to chances for earning money and digital skills. Initiatives that provide young people with useful, technology-based skills to enhance their economic prospects are desperately needed, in line with Sustainable Development Goal 1 (End Poverty).

### Aim and Objectives

The project's goal was to give intermediate and matric students the necessary digital skills to improve their abilities and prepare them for the contemporary digital environment.

- Provide practical digital skills to help students start their own startups.
- Increase awareness of online working or business opportunities.
- Empower students to turn digital skills into business ventures.



### EXPO PROJECT STATS AND POSTERS

#### POSTER QR



#### E-POSTER QR



#### SURVEY DATA QR



#### STATS GRAPH QR



### Initiative

The initiative was carried out at Ghazali Premier College and Shakar Ganj Evergreen School, where students were trained in web development using AI, web and game design, and online resources like Fiverr and LinkedIn. A survey with 10 multiple-choice questions was used to gather data before and after the workshop. Microsoft Excel was used to evaluate the replies and produce statistical findings and visual aids.

### Outcomes

- Improved digital awareness and practical skills
- Increased interest in online work and startups
- Enhanced research, analytical, and academic writing skills.

## No Poverty - Women Economic Empowerment

Muhammad Ibrahim, Muhammad Furqan, Muhammad Musa Malik, Hassan Ali Shahid, Nofil Mirza

Poverty remains a persistent challenge in Pakistan, disproportionately affecting women due to limited access to education, formal employment, assets, and market networks. In many semi-urban and rural communities, skilled women remain economically invisible despite possessing income-generating abilities. This project, aligned with Sustainable Development Goal 1, addresses structural barriers that undervalue women's work and contribute to sustained household vulnerability.



### Aim and Objectives

- Reduce income poverty among skilled women
- Identify and engage women artisans
- Analyze market demand for hand-embroidered products
- Co-produce competitive, saleable items
- Establish transparent profit-sharing and joint decision-making mechanisms



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### Initiatives

Data were collected through field visits and semi-structured interviews in Sangla Hill (near Faisalabad), followed by analysis of needs and demand. Community service included skills strengthening, design refinement, and market linkage support. Deserving women skilled in hand embroidery produced hand-embroidered khussas and customized embroidered sneakers. Women were included as business partners, not beneficiaries.

### Outcomes

- Supported economic and social empowerment
- Promoted traditional craftsmanship through modern fashion
- Enabled sustainable income generation
- Enhanced research skills through real-world application
- Strengthened critical analysis and structured academic writing using SDG frameworks

# SDG 01

## Ending Extreme Poverty

Rayan Ali Khan, Asaad Siddiqui, Asad Ali

Pakistan, like many other developing countries, is facing an extreme poverty crisis. Poverty in Pakistan affects access to basic necessities such as food, education, healthcare, and clothing. While the intensity of poverty varies across different cities, the need to eradicate it remains urgent. Sustainable Development Goal 1 (SDG-1), introduced by the United Nations in 2015, aims to end poverty in all its forms. Most initiatives addressing SDG-1 in Pakistan primarily focus on food aid or financial assistance, leaving other essential needs, such as clothing, relatively overlooked. This gap highlighted the need for a project that addresses poverty through an alternative but equally important dimension.

### Aim and Objectives

The purpose of this project was to raise awareness about SDG-1 and encourage community participation by addressing clothing insecurity among underprivileged individuals. The project aimed to sensitize people to the fact that poverty is multidimensional and can be addressed through collective action.

- To raise awareness about Sustainable Development Goal 1 (No Poverty).
- To encourage active participation from the university community in poverty alleviation efforts.
- To collect clothing for underprivileged individuals through a campus-based clothes drive.
- To collaborate with an NGO to ensure effective and ethical distribution of donated clothing.
- To establish the initiative as a recurring community service activity.



### Initiatives

Field visits and interviews were conducted in Sangla Hill to assess skills and market demand. Women artisans produced hand-embroidered khussas and customized sneakers and were engaged as business partners rather than beneficiaries, ensuring dignity and sustainability.

### Outcomes

- Sustainable income generation for women artisans
- Enhanced economic and social empowerment
- Preservation of traditional craftsmanship
- Strengthened research and academic writing skills through SDG-based analysis

# SDG 01

## No Poverty

Aayat Hafeez, Maleeka, Salamhan, Rayyan, Shayan, Areena

Poverty remains a persistent challenge in Pakistan, with millions lacking access to basic necessities, directly undermining SDG 1 (No Poverty). Vulnerable communities, including orphaned and marginalized children, face heightened risks during winter due to inadequate clothing, unstable living conditions, and limited educational opportunities. This situation highlights the urgent need for community-driven initiatives that address both immediate needs and long-term poverty alleviation.

### Aim and Objectives

- Reduce the impact of poverty through targeted community service
- Combine material support, educational sponsorship, and awareness-building
- Provide immediate relief while promoting sustainable, long-term support
- Improve living conditions and educational security for beneficiaries
- Strengthen analytical writing skills through Expository Writing
- Develop evidence-based narratives from fieldwork and social research



### Initiatives

In collaboration with *SOS Children's Village*, we organized a fundraising campaign that raised PKR 100,000–150,000. The funds were used to distribute winter clothing, contribute to the renovation expenses of the village, and sponsor one child's education for an entire year. Additionally, we produced a documentary in nearby slum areas to document lived experiences of poverty and raise public awareness.



### Outcomes

- Improved living conditions and educational security for beneficiaries
- Strengthened ability to present social issues analytically
- Transformed fieldwork into evidence-based narratives
- Enhanced communication of poverty-related challenges with academic clarity and social responsibility.

# SDG 01

## No Poverty

Muhammad Malik, Muhammad Uzair, Mujtaba Sadeed, Asjad Hudair

This project was carried out under Sustainable Development Goal 1 (No Poverty) as part of the Expository Writing course. The purpose of the project was to support a needy individual by enabling income generation rather than providing temporary assistance.

### Aim and Objectives

- To reduce poverty by establishing a micro support business for unemployed individuals.
- To enable sustainable livelihoods through small-scale income-generating activities.
- To provide unemployed individuals with micro support and basic business training.
- To help participants start and sustain their own small businesses.



### Initiatives

Funds were raised in collaboration with Hamza Waseem Foundation (Sahiwal) and was used to provide essential stock items, including socks, undergarments, winter caps, men's tops, gloves, and other clothing products selected based on local demand.

### Outcomes

- Provided sellable items to help the individual earn income and support his family
- Promoted self-reliance, dignity, and sustainable poverty reduction
- Maintained ongoing support with monthly follow-ups for future sustainability

## No Poverty - Empower To Earn

Kashif Hussain, Rafaqat Ali Jutt

Poverty remains a major challenge in many rural and underdeveloped communities, where individuals often possess practical skills but lack the financial resources and guidance needed to convert them into sustainable livelihoods. Limited access to interest-free capital and business mentorship prevents many from starting or expanding small enterprises. Empower to Earn, aligned with Sustainable Development Goal 1 (No Poverty), was designed to bridge this gap by supporting skilled yet financially disadvantaged individuals in achieving economic self-reliance.

### Aim and Objectives

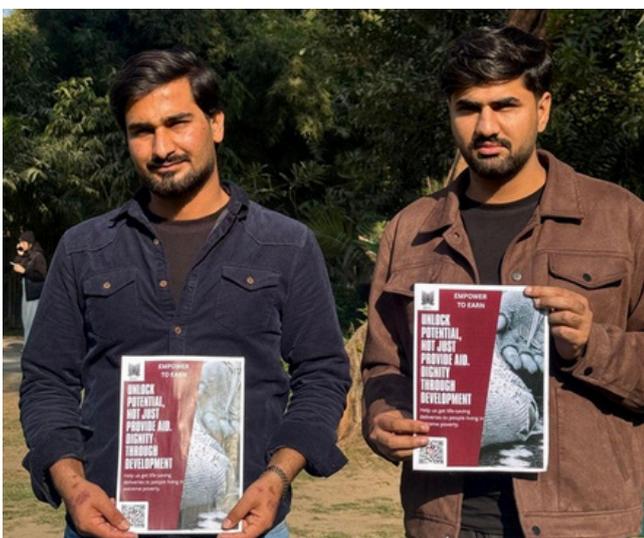
- Reduce poverty by empowering individuals through self-employment and sustainable income generation
- Provide small, interest-free financial assistance to support income-generating activities
- Offer basic business training and mentorship to build entrepreneurial skills
- Encourage entrepreneurship among skilled and motivated individuals.

### Initiatives

To achieve these goals, the project identified skilled individuals from underserved communities who lacked access to financial support. Interest-free financial assistance was provided to help participants start or improve small businesses. In addition, basic training sessions and mentorship were conducted to build entrepreneurial skills, improve financial management, and guide participants in making informed business decisions.

### Outcomes

- Enabled participants to start or strengthen small-scale businesses
- Improved income stability and living standards for beneficiaries
- Built confidence, business skills, and self-reliance
- Contributed to poverty reduction through sustainable livelihood opportunities
- Fostered long-term economic empowerment within the community



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# SDG 02

## ZERO HUNGER

SDG 2 focuses on ending hunger and ensuring that all people, especially children and vulnerable groups, have access to sufficient, safe, and nutritious food throughout the year.

The goal promotes sustainable agriculture, improved nutrition, and support for small-scale farmers. It also addresses food production efficiency, climate-resilient farming practices, and equitable food distribution to build long-term food security and reduce malnutrition globally.

# SDG 02

## Zero Hunger

Najaf hussain, Taha khan, Syed Muhammad Murtaza Alam

Hunger is a serious problem in Pakistan, especially for daily wage workers and low-income families. Rising inflation, unemployment, and high food prices have made it difficult for many people to afford even one proper meal a day. SDG 2: Zero Hunger focuses on ending hunger and ensuring food security, which created the need for our project at the local community level.



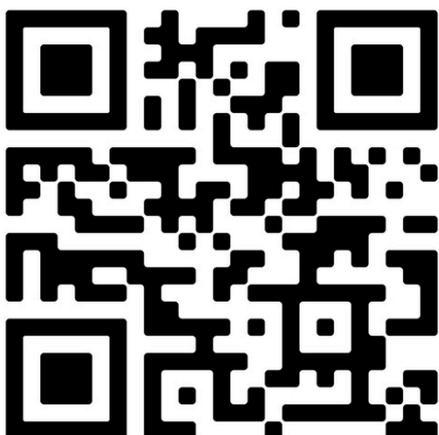
### Aim and Objectives

- Provide immediate food assistance to people in need
- Support daily wage workers facing food insecurity
- Promote equality by ensuring fair access to food
- Raise awareness about hunger and food insecurity
- Support individuals struggling to meet daily food needs.



### Initiatives

Data was collected through observation of local communities and by identifying food-insecure groups, with planning and coordination carried out collaboratively as a team. The project organized food drives and Dastarkhwan drives in Ashiyana and Kamahan, distributing nearly 100 food boxes and feeding over 100 people at each event.



### Outcomes

- Helped reduce hunger temporarily in the community
- Improved teamwork and collaboration skills
- Enhanced social awareness among participants
- Strengthened expository writing by connecting academic learning with real-life experience

# SDG 02

## End Hunger

Mujtaba Alam, M.Adan Basharat, Talha Khan

Pakistan faces persistent challenges related to food insecurity, making the achievement of Sustainable Development Goal 2 (Zero Hunger) a national priority. Rising inflation, poverty, and limited access to nutritious food have increased hunger among low-income and vulnerable communities. Many families are unable to meet their daily dietary requirements, highlighting the need for organized community-based efforts to address food shortages and promote food security. This project was designed to support SDG 2 by providing immediate food assistance through structured community service initiatives.

### Aim and Objectives

- Support SDG 2 (Zero Hunger) by reducing food insecurity at the community level
- Organize ration and food drives for needy families
- Collaborate with a non-governmental organization for effective distribution
- Generate funds through a GoFund link to support the initiative
- Document the project through expository writing to enhance academic and analytical skills

### Initiatives

Information was collected through coordination with NGO Imdaad, observation during food and ration distribution, and feedback from beneficiaries. This data helped assess the effectiveness and reach of the project. The project was conducted in collaboration with NGO Imdaad, which facilitated the identification of deserving families and ensured transparent distribution. Community services included ration drives, food drives, and financial assistance supported through online fundraising.

### Outcomes

- Successfully provided essential food supplies to several families
- Contributed to short-term hunger relief and improved food access
- Enhanced formal writing skills through expository writing integration
- Strengthened research and critical thinking abilities
- Enabled structured analysis of real-world challenges related to food insecurity.



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# SDG 03

## GOOD HEALTH AND WELL-BEING

SDG 3 aims to ensure healthy lives and promote physical and mental well-being for people of all ages. It addresses both communicable and non-communicable diseases, as well as maternal, child, and adolescent health.

The goal focuses on strengthening healthcare systems, improving access to quality medical services, and promoting disease prevention and health education. By encouraging early detection, universal healthcare coverage, and healthier lifestyles, SDG 3 contributes to longer, healthier lives and stronger communities.

# SDG 03 & 16

Good Health and Well-Being | Peace, Justice, and Strong Institutions

## Unseen Scars: Addressing Mental Health and Human Rights in Rural Pakistan Through Digital Access

Shahmir Rehman, Ghulam Murshad, Umer Lashari, Rabia Rahim

Chronic violence, social instability, and weak access to institutions in rural Pakistan have increased mental health challenges and legal vulnerability, particularly in underserved areas. Stigma, low awareness, and confidentiality concerns further limit access to support. Aligned with SDGs 3 and 16, this project addressed these challenges through a discreet, low-cost digital solution providing private access to mental health and legal support services.

### Aim and Objectives

- Improve access to mental health and legal support in rural Pakistan
- Provide discreet digital access to mental health helplines
- Enable access to legal aid services in areas with limited justice mechanisms
- Reduce stigma associated with mental health and rights-seeking
- Engage community stakeholders in the design and implementation process



### Initiatives

Field consultations were conducted in rural communities across Punjab and Khyber Pakhtunkhwa with residents, educators, health professionals, and religious leaders to understand local needs and concerns. Based on these consultations, encrypted QR codes were discreetly painted on public walls to link users to a mobile-optimized platform providing access to a 24/7 mental health helpline and a legal aid helpline. The platform was designed with minimal text and visual guidance to accommodate low literacy levels, prioritizing anonymity, confidentiality, and ease of use.

### Outcomes

- Increased outreach to mental health and legal support services from targeted rural areas
- Greater openness within communities to discuss emotional well-being and rights
- Increased utilization of services by women seeking mental health and legal assistance
- Requests from community leaders to replicate the intervention in additional locations
- Improved trust in digital tools as safe and confidential pathways to support

## Good Health and Well-Being Mental Health in Gaming

Hijab Fatima, Abdullah Riaz, Rija Mehmood, Areeba Mughal, Riwa Butt, Hafsa

The rapid growth of the gaming industry has raised concerns about its psychological impact, including anxiety, sleep disruption, and emotional dependence linked to excessive use. Despite being viewed as entertainment, awareness of these mental health risks remains limited. Aligned with SDG 3, this project explored gaming's potential for both harm and emotional grounding, highlighting the need for mindful use and emotionally sustainable game design.



### Aim and Objectives

The aim of this project was to examine the mental health impact of gaming on users and developers and promote emotional well-being.

- Assess awareness of gaming's psychological effects among students and developers
- Examine the relationship between gaming habits, emotional regulation, and mental health
- Explore ethical tensions between commercial game design and mental health responsibility
- Introduce mindfulness-based approaches to promote healthier gaming behaviors
- Encourage digital literacy and emotionally sustainable gaming practices.

### Initiatives

The project engaged approximately 100 students and 12 game developers through surveys, interviews, and interactive displays conducted over five weeks. Primary research included online surveys distributed across diverse gaming communities, interviews with teenage gamers and developers, and expert consultation with a clinical psychologist. Secondary research supported field findings. An interactive display exposed participants to emotionally challenging gameplay, followed by guided mindfulness techniques. Awareness efforts included the publication of an online article, the creation of a calming Spotify playlist, and discussions on mindful gaming practices.

### Outcomes

- Participants demonstrated increased awareness of the mental health risks associated with excessive and escapist gaming
- Findings indicated that gaming-related harm is linked to patterns of use rather than gaming itself
- Developers acknowledged ethical tensions between engagement-driven design and mental health responsibility
- Mindfulness techniques supported improved emotional awareness and self-regulation among participants
- Slower-paced and reflective games were identified as supporting emotional grounding and calmness

# SDG 03

## Good Health and Well-Being StressLess App

Istafa Huraima, Ahmed Ibrahim Sarfraz, Vania Amir, Umair Javed

University students often experience high levels of academic and personal stress, which can negatively affect their mental health and academic performance. Many students delay seeking help due to stigma, lack of awareness, or financial barriers. Digital mental health tools provide a confidential and accessible way to support student well-being and promote early intervention. The StressLess App supports Sustainable Development Goal (SDG) 3 by promoting good health and mental well-being.

### Aim and Objectives

The StressLess App provides a free and confidential digital platform that helps

- Improve university students' mental well-being through early identification of stress
- Provide a free and confidential digital support platform
- Reduce stress levels among students
- Encourage early help-seeking behavior
- Reduce stigma related to mental health
- Improve access to appropriate mental health resources and support services



### Initiatives

Students complete a short online assessment form. Based on their responses, the system automatically sends personalized guidance emails and refers students to relevant mental health centers. Follow-up communication ensures continued support.



### Outcomes

- Reduced academic pressure among participating students
- Early identification of mental health concerns
- Increased awareness and utilization of support services
- Improved access to mental health care without financial barriers

## Good Health and Well-Being

Syed Raybaal Ishtiaq Bukhari, Usman Ahmed, Muhammad Sami, Sohaib Leghari

In Pakistan, Dengue is an endemic crisis fueled by an "Infodemic" of misinformation, directly threatening SDG 3. There was a critical need to address why educated citizens fail at prevention habits and why vulnerable youth lack basic medical safety knowledge.

### Aims and Objectives

- To implement a "Diagnosis-to-Cure" methodology for community health.
- Identify specific knowledge gaps via dual-phase surveys (n=121 Online, n=50 Field).
- Create tailored learning materials to correct critical errors like the "Dirty Water" myth.
- Shift community mindset from passive awareness to active prevention.
- To bridge the gap between environmental risk data and actionable household safety through targeted education.



### Initiatives

- Data Collection: Quantitative analysis of online surveys and qualitative pre/post-assessments.
- Community Service: On-ground educational workshop.
- Vernacular Design: Developed bilingual "Myth-Buster" brochures using visual aids (Red Cross/Green Tick) for low-literacy accessibility.
- School Intervention: Executed an interactive training session at a local Government School, training 50 students as "force multipliers."

### Outcomes

- Results: Post-intervention, student awareness of the fatal Disprin risk skyrocketed from 14% to 98%, and 100% pledged to adopt weekly cleaning.
- Integration Benefit: Expository Writing equipped us to translate complex statistics into clear, persuasive vernacular messages, transforming our research into a practical tool that effectively vaccinated 50 households against life-threatening errors.

# SDG 03

## Good Health and Well-Being

Abdur Rahman Rana, Hassan Miran, Uzair Iftikhar, Qamar Hussain

As part of the university's Sustainable Development Goal 3 (Good Health and Well-Being) initiative, a hypertension and diabetes awareness and screening camp was organized in a nearby rural area to address the lack of health awareness and limited access to preventive healthcare services.

### Aims and Objectives

- Educate community members about hypertension and diabetes
- Promote early detection of these health conditions
- Encourage preventive healthcare practices
- Increase awareness of causes, symptoms, and long-term risks
- Identify individuals at risk through basic health screening.



### Initiatives

Awareness sessions were conducted using simple language and visual posters to explain hypertension and diabetes. In collaboration with a local clinic, a medical screening camp was organized where professional medical staff checked participants' blood pressure and blood glucose levels.

### Outcomes

- Significantly increased health awareness among community members
- Revealed that many participants were unaware of their health conditions
- Identified several individuals at risk for hypertension or diabetes
- Highlighted the importance of regular medical check-ups
- Emphasized early intervention, especially in rural communities.

# SDG 03

## Good Health and Well-Being

Daniyal Khan, Mustafa Ali, Saad Bhatti, Sameer Aziz, Muhammad Aarsal

In Pakistan, youth increasingly face physical inactivity, stress, and mental health challenges due to academic pressure and limited awareness of healthy lifestyles. SDG 3 emphasizes promoting mental and physical well-being through preventive care, active living, and community-based health initiatives.



### Aim and Objectives

- To raise awareness about mental and physical well-being among university youth.
- To promote an active lifestyle by encouraging regular physical movement on campus.
- To engage students in physical activities that improve fitness, mood, and overall well-being.
- To establish an inclusive on-campus community that supports sustained physical and mental wellness.

### Initiatives

A bake sale was organized to raise funds for the Hope Uplift Foundation in Lahore, while students were also registered for a marathon with a nominal fee to promote fitness and contribute to the fundraising efforts.



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### Outcomes

- Students demonstrated uplifted spirits and positive energy during the run.
- Participants reported feeling more active and motivated.
- The initiative led to the formation of an ongoing campus community focused on physical wellness.

# SDG 03

## Good Health and Well-Being: Khair Hub

Saad Riaz, Shameer Nadeem, Ibrahim Zahid, Momin Mustafa Rasheed

Charitable giving is widespread in Pakistan; however, limited transparency reduces its effectiveness in addressing poverty, hunger, and partnerships for development. Donors often lack visibility regarding fund utilization, leading to mistrust and inefficient resource allocation. Traditional donation methods offer little accountability, leaving donors disconnected from outcomes and vulnerable groups—such as orphans, patients, and the elderly—at risk due to inconsistent and uncertain funding. Khair Hub was developed to address these challenges through a transparent, technology-enabled donation platform aligned with SDG 3



### Aim and Objectives

The main aim is to strengthen partnerships between donors and welfare organizations through transparent, technology-enabled resource allocation. Key objectives are to:

- Strengthen partnerships between donors and welfare organizations
- Enable end-to-end donation traceability and transparency
- Develop an accessible platform for browsing NGOs and donation items
- Create secure administrative workflows for validation and management
- Establish scalable infrastructure for nationwide implementation

### Initiatives

Digital landscape research was conducted to analyze Pakistan’s charitable sector and payment systems. The platform facilitated partnerships with Edhi Foundation, Shaukat Khanum Memorial Trust, and Chhipa Welfare Association, offering real-time tracking, multiple payment options, and automated organizational management. Features included full-stack website deployment, secure admin dashboard, mobile-responsive interface, and database with three NGOs, five centers, and twelve items.



### Outcomes

- Establishment of Pakistan’s first functional donation transparency platform
- Improved accountability and donor trust
- Enhanced digital communication for welfare organizations
- Effective linkage between donors and verified charitable needs

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# SDG 04

## QUALITY EDUCATION

SDG 4 seeks to ensure inclusive, equitable, and quality education for all, recognizing education as a fundamental human right and a key driver of sustainable development.

The goal emphasizes equal access to education, improved learning outcomes, and the development of relevant skills for employment and life. It also promotes lifelong learning opportunities, teacher training, and the use of innovative learning methods to reduce educational inequalities.

### Reimagining Education: Where Art, Science, and Movement Meet

Alizah Arshad, Taha Rehan, Musab Khan, Dina Farooq, Jihad Yasir

Reimagining education through art, science, and movement can foster deeper, lifelong learning. In Pakistan, where rote memorization dominates, students often struggle with critical thinking and retention. Aligned with SDG 4, this project compared hands-on, experiential learning with traditional methods by teaching third-grade students about Plant Parts and Their Functions, assessing engagement, understanding, and retention.



#### Aim and Objectives

- Compare experiential and traditional memorization-based teaching methods
- Assess student engagement, comprehension, and knowledge retention
- Examine the impact of learner-centered instruction on critical thinking
- Evaluate sustained conceptual understanding versus superficial recall



#### Initiatives

The project was conducted in collaboration with Noor Grammar School and involved two sections of third-grade students. One section was taught using a traditional memorization-based approach, while the other was instructed through experiential learning. Both groups were taught the same topic—Plant Parts and Their Functions—within an identical time frame of one hour and fifteen minutes. Data were collected through classroom observations, identical student assessments, and structured reflections from educators and observational researchers to evaluate engagement, comprehension, and retention.

#### Outcomes

- Experiential learning produced higher student engagement and classroom participation than memorization-based instruction.
- Hands-on instruction resulted in stronger conceptual understanding of plant parts and their functions.
- Students in experiential settings demonstrated increased questioning and critical thinking.
- Knowledge retention was sustained under experiential learning, while memorization led mainly to superficial recall.

# SDG 04

## Taleem for Tomorrow

Mehkaan Khan, Eisha Adnan, Misha Jehangir, Mehak Saba, Abdullah Raza, Muhammad Baider Bakht, Neha Nadeem

In Pakistan, progress toward SDG 4: Quality Education is constrained by unequal access to digital resources and practical employability skills, particularly among underprivileged youth. Although vocational institutions provide technical education, many students remain digitally underprepared for the modern job market, highlighting the need for inclusive digital literacy initiatives.

### Aim and Objectives

- Bridge the gap between education and employment by teaching digital skills
- Identify students' skill gaps
- Design and deliver a structured digital literacy curriculum
- Conduct hands-on workshops
- Evaluate learning outcomes



### Initiative

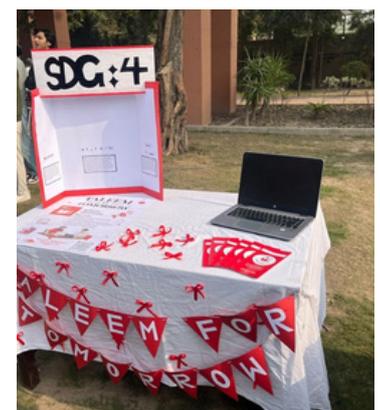
Over 15+ hours were dedicated to curriculum design and 15+ hours to on-site implementation. Data was collected through needs assessment, student feedback, observation, and evaluation of completed assignments. Community service was provided through three digital literacy workshops conducted at Punjab Vocational Training Institute (PVTI), Shadman, housed at the Kakezai Welfare Complex, focusing on CV writing, professional email communication, LinkedIn networking, digital portfolio development, and freelancing basics.

### Outcomes

- Improved employment readiness through professional CV creation, formal email writing, LinkedIn profile setup, and basic portfolio development
- Enhanced research and analytical thinking skills
- Strengthened ability to articulate real-world social impact academically through expository writing



@TALEEM\_FOR\_TOMORROW



# SDG 04

## Empowering Future of Youth

Fazal Ur Rehman, Abdullah Aamir, Abdul Mueez Malik, Syed Muhammad Babbar Ali, Muhammad Shamikh Abdullah, Muhammad Ahmed

In Pakistan, millions of children remain out of school due to poverty, directly challenging SDG 4 (Quality Education). The lack of basic resources like uniforms and stationery creates insurmountable barriers for marginalized families, necessitating immediate community-level intervention to bridge this gap.



### Aims and Objectives

Our project aimed to remove financial obstacles to education for underprivileged children and foster a supportive learning environment through direct engagement.



### Outcomes

The project successfully equipped vulnerable children with the necessary tools to attend school with dignity, directly addressing resource accessibility. Integrating this project with Expository Writing was highly beneficial; it enabled us to objectively document our methodology, translate practical fieldwork into a

structured academic narrative, and effectively advocate for educational equity through professional reporting.



### Initiatives

We conducted a needs assessment in collaboration with the Al Khidmat Foundation to identify a Child Protection Center requiring urgent support. To fund the initiative, we organized a campus bake sale, analyzing sales data to maximize profits. The service provided involved purchasing and distributing essential school supplies (books, stationery, uniforms) and conducting morale-boosting activities at the center in Lahore.



@FREE\_EDUCATION\_BNU

# SDG 04

## Quality Education

Muhammad Aslam Khalid, Ahmed Abdullah, Abdul Moiz, Abdul Raheem, Hannan Rafique, Abdul muqsit

In Pakistan, the achievement of Sustainable Development Goal 4 (Quality Education) remains a challenge due to limited access to digital skills, career guidance, and entrepreneurial awareness among students. While internet usage is increasing, many learners lack digital literacy and do not know how to use professional platforms like LinkedIn for education, employment, or business development. This gap highlights the need for projects that connect education with practical digital and entrepreneurial skills.

### Aim and Objectives

- Empower students with essential digital and professional skills
- Improve LinkedIn profile creation and online professional presence
- Develop an entrepreneurial mindset among students
- Promote digital literacy through structured learning sessions as a form of community service
- Conduct training sessions at a local educational setting
- Introduce basic entrepreneurial concepts alongside LinkedIn usage training.

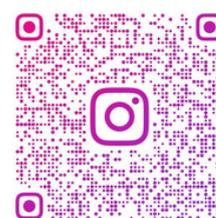


### Initiatives

We conducted structured training sessions in collaboration with a partner NGO, guiding students on creating professional LinkedIn profiles and improving networking skills. We introduced basic entrepreneurial concepts and provided hands-on practice to enhance digital literacy, equipping students with skills for professional growth and career development.

### Outcomes

- Improved participants' digital awareness, confidence, and career readiness
- Strengthened research skills through project integration
- Enhanced analytical thinking abilities
- Applied academic concepts to real-world scenarios.



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# SDG 05

## GENDER EQUALITY

SDG 5 aims to achieve gender equality and empower all women and girls by addressing deep-rooted inequalities in social, economic, and political systems.

The goal focuses on eliminating discrimination, violence, and harmful practices against women and girls, while promoting equal access to education, healthcare, and economic resources. By encouraging women's leadership and participation in decision-making, SDG 5 supports inclusive growth and sustainable development.

# SDG 05

## Gender Equality

Abdullah Sajjad, Momin Taimoor, Aneeqe Shahid, Tayyaba Sharafat

Gender equality means that people of all genders have equal rights, responsibilities, and opportunities. It is a fundamental human right and essential for sustainable development. Despite progress, inequalities persist in education, health, employment, decision-making, and social participation. Sustainable Development Goal 5 (SDG 5) aims to achieve gender equality and empower women and girls, highlighting the need to address discrimination, lack of awareness, and limited access to menstrual health resources to build a more inclusive and fair society.



### Aim and Objective

The main aim of this project was to promote gender equality by educating both boys and girls about gender-related issues, with a special focus on menstrual health, and to reduce stigma and misinformation surrounding it.

- To educate boys and girls about gender equality.
- To spread awareness regarding menstrual health and hygiene.
- To reduce stigma and misconceptions related to menstruation.
- To encourage empathy and supportive behavior among all genders.
- To promote equal participation and respect in society.

### Initiative

We partnered with the Panah organization and local NGOs to assess awareness of gender equality and menstrual health through surveys and interviews. Targeted awareness sessions were organized for students and community members, including discussions on gender equality, menstrual health education, and hygiene practices. Sanitary napkins were distributed, a menstrual pain simulator was tested to foster empathy, and a blog was created to document the project and spread knowledge online, encouraging ongoing dialogue and awareness.



### Outcomes

- Increased knowledge and awareness of gender equality and menstrual health among participants, especially boys
- Fostered empathy and positive attitudes toward gender issues
- Challenged misconceptions through targeted awareness sessions.
- Emphasized menstrual health as a critical component of gender equality
- Demonstrated that education and continuous engagement can drive mindset change and promote a more inclusive society.



# SDG 06

## CLEAN WATER AND SANITATION

SDG 6 aims to ensure the availability and sustainable management of clean water and sanitation for all. Access to safe drinking water and proper sanitation is essential for health, dignity, and sustainable development.

The goal focuses on improving water quality, expanding sanitation facilities, promoting hygiene practices, and protecting water-related ecosystems. By encouraging efficient water use and community participation, SDG 6 helps reduce water scarcity, prevent waterborne diseases, and support environmental sustainability.



# SDG 06

## Access to Clean Water

Muhammad Shahmeer Ali, Haider Akhlaq, Mohsin Salman, Abdullah Irfan, Ehtasham Akhtar, Wassi Haider

Residents of a village near Abdul Hakeem, District Multan, faced significant challenges in accessing clean drinking water, as they had to travel long distances daily. Limited access to safe water not only caused inconvenience but also posed health risks to the community.

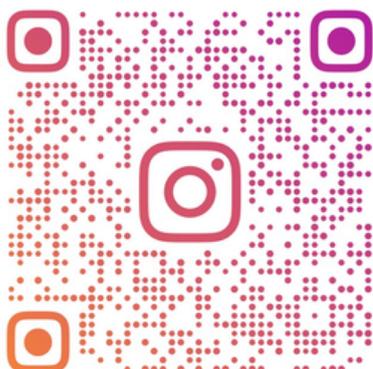
### Aim and Objectives

- Provide villagers with convenient access to safe and clean drinking water by installing a hand pump near their homes
- Reduce the physical burden of fetching water
- Improve overall community health and hygiene.



### Initiatives

To achieve these objectives, the project involved collaboration with the Al Khidmat Foundation to identify a suitable and accessible installation site. A hand pump was installed at the selected location following technical assessments to ensure adequate borehole depth and water safety. Alongside installation, the community was encouraged to take ownership of the facility by fostering awareness around proper use and basic maintenance, ensuring the sustainability of the clean water source for future use.



SDG6\_ACCESSTOCLEANWATER

### Outcomes

- Provided a reliable source of clean water within the village, reducing distance and effort to access it
- Enabled the installation of an additional hand pump with support from Al Khidmat Foundation
- Enhanced water accessibility, promoting better health and well-being in the community

# SDG 06

## Clean Water and Sanitation

Aiman Ijaz, Tayyaba Akhtar, Sunila Yasir, Imman Amir, Ezzah Ali  
Maleeha Fatima

Sustainable Development Goal 6 (SDG 6) emphasizes the importance of ensuring access to clean water and sanitation for all. In Pakistan, many rural communities continue to face water scarcity and limited access to safe drinking water due to inadequate infrastructure and reliance on contaminated sources. This situation contributes to the spread of water-borne diseases and negatively affects health, hygiene, and overall quality of life. Liaquatpur is one such area where residents have long struggled to obtain clean and reliable drinking water, highlighting the need for practical and community based water solutions. Liaquatpur is one such area where residents have long struggled to obtain clean and reliable drinking water, highlighting the need for practical and community-based water solutions.

### Aim and Objectives

The aim of this project is to Support SDG 6 by improving access to safe and clean drinking water in Liaquatpur

- Provide a reliable source of safe drinking water for the local community
- Reduce health risks from contaminated water and water-borne diseases
- Save time and physical effort, particularly for women and children, spent in fetching water.



RIPPLEFORCHANGE

- Promote better hygiene and sanitation practices within the community
- Encourage community participation through collaboration with a local NGO

### Initiatives

We collaborated with the Pakistan Citizen Alliance to install a hand pump in Liaquatpur, providing the community with safe and reliable drinking water. We conducted awareness sessions on hygiene and sanitation, engaged local residents in the maintenance of the water source, and promoted responsible water use to ensure long-term sustainability and improved community well-being.



### Outcomes

- Improved access to clean and safe drinking water for residents of Liaquatpur.
- Reduced dependence on unsafe water sources.
- Better health and hygiene conditions within the community.
- Time savings for households, enabling greater focus on education and daily activities.
- A sustainable, low-cost water solution aligned with SDG 6.

In Pakistan, many children in marginalized communities face unequal access to quality educational resources due to poverty, infrastructure gaps, and limited digital access. Achieving SDG 4 is critical to improving literacy rates, skill development, and inclusive education across the country.



### Aim and Objectives

- To promote equitable access to quality education for students in marginalized communities in line with SDG 4.
- To enhance students' academic, communication, and psychosocial skills to support holistic learning.
- To encourage independent and lifelong learning by providing access to e-library resources and community mini libraries.
- To improve students' communication skills, confidence, and mental well-being through interactive learning and psychology sessions.



### Initiative

SDG 4, particularly unequal access to quality educational resources, limited skill development, and lack of psychosocial support in marginalized communities. The project aimed to promote equitable learning opportunities by encouraging independent learning, improving communication skills, and supporting students' mental well-being. Using university-provided e-library access, students were introduced to academic resources beyond traditional classrooms to foster lifelong learning habits. Initiative: Community service activities were conducted in collaboration with Kafalat Ghar and a local government school, where mini libraries were established to promote reading culture. Interactive communication and psychology sessions were also delivered to help students build confidence, self-expression, and emotional awareness. Data were collected through observations and participant feedback.

### Outcomes

The project resulted in improved academic readiness, increased confidence, and better engagement with learning.



Integrating this initiative into expository writing enhanced critical thinking, organization, and reflective academic writing skills.



# SDG 07

## AFFORDABLE AND CLEAN ENERGY

SDG 7 aims to ensure access to affordable, reliable, sustainable, and modern energy for all. Energy is a key driver of economic development and social well-being, supporting essential services such as healthcare, education, transportation, and communication.

The goal focuses on expanding access to clean energy sources, improving energy efficiency, and increasing the use of renewable energy such as solar, wind, and hydropower. By promoting sustainable energy systems and reducing dependence on fossil fuels, SDG 7 helps lower environmental impact, support climate action, and foster inclusive and sustainable growth.



# SDG 7

## Affordable & Clean Energy

### Promoting Accessible Solar Energy through Affordable Solar Lights

Azfar Khan , Muhammad Abdullah, Mohsin Akram, Fahad Afzal

In Pakistan, progress toward SDG 7 (Affordable and Clean Energy) remains slow, with significant portions of the population lacking reliable electricity, especially in rural and low-income communities. High costs and infrastructure limitations make traditional solar panels inaccessible to many, perpetuating energy poverty and reliance on non-renewable sources.



#### Initiatives

Families living in temporary shelters near Emporium Mall, Lahore, were identified as beneficiaries. Affordable solar lights were purchased and distributed directly to households lacking access to reliable electricity.

#### Aims and Objectives

- Demonstrate that access to solar energy does not require expensive panel systems
- Promote and distribute low-cost solar lights with built-in solar plates to families in need
- Raise awareness about affordable and sustainable clean energy alternatives
- Educate communities on the benefits of clean and renewable energy
- Reduce dependency on costly solar panel installations



#### Outcomes

- Improved household safety and visibility after sunset
- Enhanced study conditions for children
- Increased awareness of affordable clean energy solutions
- Reduced dependence on non-renewable energy sources





# SDG 08

## DECENT WORK AND ECONOMIC GROWTH

SDG 8 promotes sustained, inclusive, and sustainable economic growth, along with productive employment and decent work for all. It recognizes the importance of fair labor practices and economic opportunities in improving living standards.

The goal emphasizes job creation, skills development, safe working conditions, and equal pay for equal work. By supporting entrepreneurship, innovation, and youth employment, SDG 8 contributes to poverty reduction, economic stability, and social progress.



# SDG 08

## Decent Work and Economic Growth

Aysha Zaid, Hajra Muzaffar, Asma Qavi, Tajamul Ameen , Rohaan, Zikias

Sustainable Development Goal 8 focuses on decent work and economic growth. In Pakistan, many people have useful skills but are unable to earn properly because they do not have the basic resources to work. Due to poverty and limited job opportunities, skilled individuals often remain financially dependent on others. This made it clear that there is a need for small initiatives that help people use their skills to earn a living.

### Aims and Objectives

- Support decent work by enabling skilled but underprivileged individuals to earn income independently
- Promote self-employment and entrepreneurial opportunities
- Reduce financial dependency on external aid
- Support economic stability at the household level.



@MICRO.SUPPORT



### Initiatives

For this project, we collected PKR 56,000 and used the money to buy sewing machines. The beneficiaries were identified through trusted references, mainly our housemaids. We also made sure that the people selected were truly deserving, already had tailoring skills, and would use the machines for work instead of selling them.



### Outcomes

As a result, the beneficiaries are now stitching clothes and earning to support themselves and their families. Wearing the clothes made by them also encouraged them and gave them confidence. Our group members (Tajamul and Rohaan wore shalwar kameez stitched by one of the beneficiaries Kaneez Fatima)

Working on this SDG project alongside the expository writing course made the process easier, as it helped us organize our ideas, explain the problem clearly, and present the project in a structured way. The course improved our ability to connect real-life issues with written expression, making the overall project more effective and meaningful.

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# SDG 10

## REDUCED INEQUALITIES

SDG 10 aims to reduce inequalities within and among countries by addressing social, economic, and political exclusion. It focuses on ensuring equal opportunities for all, regardless of background or status.

The goal promotes inclusive policies, social protection, and fair representation for marginalized groups. By reducing income disparities and promoting social inclusion, SDG 10 strengthens social cohesion and supports balanced and sustainable development.

# Gender Identity: The Transgender and Intersex Community in Pakistan

Faiza Jamil, Ayesha Omer, Mustafa Kaleem Butt

In Pakistan, limited understanding of gender identity has led to ongoing stigma and discrimination against transgender and intersex communities, despite legal progress such as third-gender recognition and the Transgender Persons Act (2018). Aligned with SDG 10, this project examined university students' awareness, misconceptions, and attitudes to assess levels of understanding and social acceptance.



## Aim and Objectives

- Examine awareness, perceptions, and misconceptions regarding transgender and intersex communities in Pakistan
- Raise awareness about gender identity and the rights of transgender and intersex individuals
- Identify dominant views and misunderstandings related to gender diversity among students
- Examine levels of social acceptance and respect for gender identity
- Promote informed discussion on gender-related issues within educational settings

## Initiatives

Surveys were distributed to university students across multiple departments to assess knowledge, attitudes, and assumptions regarding gender identity. Semi-structured interviews were conducted with selected respondents to gain deeper qualitative insight into perceptions and experiences. Survey and interview data were analyzed collectively to identify trends in understanding and stigma. In addition, awareness sessions and posters addressing gender identity were displayed across the university campus to encourage dialogue and reflection among students.

## Outcomes

- Most students reported familiarity with gender identity, yet many demonstrated misconceptions about its definition
- A majority of respondents continued to hold binary views of gender
- Despite knowledge gaps, many students expressed support for respecting gender identity
- Participants acknowledged widespread discrimination, bullying, and social exclusion faced by transgender and intersex individuals
- Findings highlighted a significant lack of education and awareness on gender identity issues in Pakistan.

# SDG 10

## Reduced Inequalities

### **Bridging Faiths, Building Inclusivity: Addressing Subtle Religious Inequalities at Beaconhouse National University**

**Abdullah Ismail Khan, Ahmed Ali Khan, Mehrosh Muzzaffar**

Reducing religious and cultural inequalities is central to SDG 10. In Pakistan, religious minorities often face underrepresentation and exclusion. This project explored religious inclusivity at Beaconhouse National University by examining student perceptions, institutional practices, and representation across campus life.



#### **Aim and Objectives**

- To assess religious inclusivity at Beaconhouse National University
- Examine perceptions of inclusion among religious and sectarian minority students
- Assess representation in student-led cultural and religious activities
- Evaluate institutional practices related to events and holiday recognition
- Identify patterns of exclusion linked to unconscious bias or dominant narratives.

#### **Initiatives**

A mixed-methods approach was employed to examine religious inclusivity at BNU.

Anonymous surveys were distributed to 60 students across multiple departments, with 42 responses collected. Observational analysis was conducted at two events organized by the Interfaith Society of Peace (ISOP), focusing on participation, leadership, and narrative diversity. Secondary research reviewed university calendars, student societies, event announcements, and social media platforms to assess institutional recognition of diverse religious identities. Informal student discussions supported contextual understanding, with findings presented in aggregated form to preserve anonymity.

#### **Outcomes**

- A majority of religious minority students reported feeling culturally sidelined in at least one academic or extracurricular context
- Most students who experienced ragging or exclusion did not formally report incidents, reflecting normalization and fear of repercussions
- Awareness and participation in interfaith platforms were limited among minority students
- Institutional recognition primarily reflected majority religious practices, with limited visibility of minority religious identities
- Divergent perceptions of inclusivity were observed between majority and minority student groups.

Inequality remains a persistent challenge within many communities, particularly affecting vulnerable children and low-income groups. Economic disparities, limited access to basic necessities, and the prevalence of child labour highlight the need for collective community action. Aligned with Sustainable Development Goal 10 (Reduced Inequalities), this initiative was designed to assess ground realities through surveys, mobilize ethical community support, and work in collaboration with NGOs, orphanages, and local authorities to promote social responsibility, protect children's rights, and support those most in need.

### Aim and Objectives

- Identify different forms of inequality through surveys and community-based research
- Raise funds using ethical, transparent, and community-driven methods
- Provide direct support to NGOs and orphanages serving vulnerable groups
- Promote social responsibility and inclusive community engagement
- Conduct awareness campaigns highlighting the harms of child labour and the importance of child protection



### Initiatives

Community surveys were conducted to identify economic disparities and gaps in access to basic needs, followed by an analysis of findings to determine priority areas for support and intervention. Ethical, community-based fundraising activities were organized, while partnerships were established with NGOs, orphanages, and local authorities to ensure effective outreach and implementation. To amplify awareness, social media platforms and Meta ads were utilized, and coordination with law enforcement agencies helped reinforce child safety measures and anti-child labour messaging within the community.

### Outcomes

- Fundraising efforts directly supported NGOs and orphanages in need
- Food items and essential supplies were distributed to vulnerable groups
- Social media campaigns significantly boosted public awareness
- Police involvement reinforced child safety and protection messages
- While awareness increased, it did not always translate into immediate action, highlighting the need for sustained engagement

## Reducing inequalities through support & empowerment of orphans

Rafey Elahi, Zeniya Mirza, Raeem Irshad, Shazim, Javed, Nabeeha Rao

ASRA is a community-based project aligned with Sustainable Development Goal 10: Reduced Inequalities, focusing on the condition of orphans in Pakistan. In Pakistan, a large number of orphans face social, educational, and economic inequalities due to poverty, lack of access to quality education, and limited social support systems. These challenges increase their vulnerability and highlight the urgent need for awareness and community involvement, which formed the background and motivation for this project.

### Aim and Objectives

The aim of ASRA was to highlight the inequalities faced by orphans and promote empathy, awareness, and social responsibility among students and the wider community, contributing toward the reduction of social inequality. The objectives included understanding the challenges faced by orphans through observation, informal discussions, and secondary research, spreading awareness about their needs, and supporting their emotional and social well-being through engagement, advocacy, and community service activities at a local orphanage/NGO.



### Initiatives

We conducted awareness and advocacy activities by visiting a local orphanage/NGO, where we engaged with orphans through interactive and supportive activities. We gathered insights through observation and informal discussions, spread awareness to promote empathy and social responsibility, and highlighted the challenges faced by orphans within the wider community.



### Outcomes

The outcomes showed increased awareness among participants and a deeper understanding of social inequality. Integrating the project into expository writing improved research, analytical, and academic writing skills while connecting theoretical knowledge with real-world social issues.



[@PROJECT\\_\\_ASRA](#)

# SDG 10

## Reduced Inequalities

Mehboob Ahmad, Nawfel Hassan, Abdullah Zahoor, Hadiya Farrukh, Areeba Waseem

Pakistan continues to face substantial inequalities in access to education and employment, particularly within marginalized and underprivileged communities. Economic constraints, lack of awareness, and limited institutional support contribute to high school dropout rates and unemployment among skilled individuals. These challenges directly relate to SDG 10: Reduced Inequalities, emphasizing the need for structured, community-focused interventions.

### Aims and Objectives

The purpose of this project was to support SDG 10 by addressing educational and economic disparities:

- To reduce social and economic inequalities by improving access to education and employment opportunities for marginalized groups.
- To raise awareness regarding higher education and skill development.
- To facilitate the re-enrollment of school dropouts.
- To support unemployed yet experienced individuals in resuming income-generating activities.
- To collaborate with NGOs for effective community engagement.



### Initiatives

The purpose of this project is to educate students about plastic pollution and its impact on climate change. It aims to encourage reduction, reuse, and recycling of plastics and to instill responsible environmental habits for a cleaner, sustainable future.

E Poster



Website Link



### Outcomes

Three initiatives—Beacon at Noor, Back to Study, and Back to Work—were implemented in collaboration with RAH-E-UMEED NGO and The Noor Project. The project enhanced educational awareness, enabled school re-enrollment, supported financial independence, and strengthened analytical and expository writing skills.

Sustainable Development Goal 10 (Reduced Inequalities) addresses social and economic disparities that limit equal opportunities. In Pakistan, orphaned children are among the most vulnerable groups, often facing restricted access to quality education, healthcare, emotional stability, and social inclusion. These inequalities can significantly affect their long-term development and integration into society. Our project explored SDG 10 through a real-life study of an institutional care setting.

### Aim and Objectives

- To understand how inequality affects orphaned children and how institutional support can help reduce these disparities.
- Examine the social and educational challenges faced by orphaned boys, observe the role of organized care systems, and relate real-world observations to the principles of SDG 10 through expository writing.



### Initiatives

The project was conducted through a visit to Little Steps Only Boys Orphanage. Data was collected using direct observation, interaction with staff members, and structured note-taking. We focused on daily routines, educational support, healthcare access, and emotional care provided to the children. Discussions with caregivers helped us understand how institutional frameworks work to promote stability, dignity, and inclusion for orphaned boys.

### Outcomes

- Highlighted the role of structured institutional care in reducing inequality through education, healthcare, and emotional support for orphaned children
- Provided practical insight into community-level implementation of SDG 10
- Enhanced ability to organize information logically in expository writing
- Strengthened skills in supporting ideas with real-life evidence
- Developed a deeper, critical understanding of social inequality and inclusive development.



# SDG 11

## SUSTAINABLE CITIES AND COMMUNITIES

SDG 11 aims to make cities and human settlements inclusive, safe, resilient, and sustainable. As urban populations continue to grow, the goal emphasizes the importance of well-planned cities that provide equitable access to housing, transportation, basic services, and public spaces for all residents.

The goal focuses on improving urban infrastructure, reducing environmental impact, and strengthening disaster preparedness and resilience. By promoting sustainable urban planning, affordable housing, efficient public transport, and community participation, SDG 11 enhances quality of life, protects cultural and natural heritage, and supports sustainable urban development.



# SDG 11

## Sustainable Cities and Communities Reviving Skills, Rebuilding Communities

Faiq Rizwan, Ahmed Umar, Abdullah, Khansa Rehman, Irha Amir

Marginalized urban communities in Lahore face limited access to basic services due to rapid urbanization and social exclusion. Aligned with SDG 11, this student-led initiative addressed these challenges through small-scale, community-driven interventions focused on direct engagement, social cohesion, and long-term capacity building.



### Aims and Objectives

- Provide immediate relief through clean drinking water distribution and hygiene education
- Introduce vocational skills to support income-generating opportunities
- Engage children through creative and educational activities
- Strengthen trust and participation between students and community members
- Foster awareness of the social role of architecture beyond physical design



### Initiatives

The project was implemented in two phases within marginalized communities in Lahore. Phase one involved needs assessment through surveys and interviews, followed by clean drinking water distribution and hygiene awareness sessions in a slum located along Multan Road. Phase two focused on educational and skill development activities in a Johar Town slum, including children's art workshops and vocational training in bracelet making, charpai weaving, and embroidery. Community dialogue sessions were conducted to understand residents' challenges and aspirations, and a donation initiative provided tools and materials to support the continuation of handicraft activities.

### Outcomes

- Community members received immediate relief through access to clean drinking water and hygiene education
- Participants acquired vocational skills with potential for home-based income generation
- Children engaged in structured creative activities that supported learning and expression
- Community members expressed willingness to continue skill-based activities independently.

## Sustainable Cities and Communities

### Preserving Cultural Heritage: Reconnecting Lahore with Its Identity

Minahil Mustafa, Minahil Shafiq, Zynah Saqib, Hania Nasir

Rapid urban development in Lahore has led to the neglect and deterioration of cultural heritage, especially in the Walled City and historic areas. Aligned with SDG 11, this project aimed to raise awareness about heritage loss and promote collective responsibility for preservation and restoration.



#### Aim and Objectives

- Raise awareness of cultural heritage loss in Lahore and promote community-led preservation
- Highlight the historical and cultural significance of Lahore's heritage sites
- Examine the impact of urban development on the loss of historic architecture
- Assess perceptions of heritage preservation among residents and youth
- Identify barriers limiting public engagement with heritage spaces
- Encourage shared responsibility for cultural preservation

#### Initiatives

The project employed surveys, field visits, and interviews to assess perceptions of cultural heritage loss.

#### Initiatives

Surveys were conducted across the university to understand youth engagement with heritage spaces and identify reasons for limited visitation. Field visits were carried out in areas near Delhi Gate, where interviews were conducted with shopkeepers and vendors to document observed changes, development impacts, and preservation concerns. Based on the findings, the project conceptualized Adopt a Monument, an initiative encouraging schools and universities to take responsibility for preserving selected heritage sites through community engagement and fundraising activities.

#### Outcomes

- Residents of Old Lahore reported increased concern over heritage loss due to modernization
- Youth demonstrated awareness of cultural heritage but limited engagement because of access and management issues
- Surveys and interviews revealed a perceived imbalance between investment in modern development and heritage preservation
- The Adopt a Monument concept emerged as a community-based approach to preservation
- The project strengthened awareness of collective responsibility for safeguarding Lahore's cultural identity



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# SDG 12

## RESPONSIBLE CONSUMPTION AND PRODUCTION

SDG 12 encourages sustainable consumption and production patterns to reduce environmental degradation and resource waste. It highlights the need for efficient use of natural resources in daily life and industrial processes.

The goal focuses on waste reduction, recycling, sustainable supply chains, and awareness of responsible consumer behavior. By promoting eco-friendly practices, SDG 12 helps protect the environment while supporting long-term economic and social sustainability.



# SDG 12

## Responsible Consumption and Production

### The Art of Sustainability

Syed Zaid, Anoushe Bawany

Overconsumption and waste generation pose significant environmental challenges, with limited discussion around sustainable practices within art and design spaces in Pakistan. The project was conceived to explore the possibility of producing meaningful artistic work without purchasing new materials, using only discarded and found items. Aligned with Sustainable Development Goal 12, the initiative responded to everyday excess and consumerism by examining how sustainability, personal narrative, and visual aesthetics can coexist through mindful creative practices.



#### Aims and Objectives

- Explore the creation of art using only waste and found materials
- Reflect on habits of disposal and overconsumption in creative practices
- Encourage dialogue on sustainability within art and design contexts
- Demonstrate that creativity can be guided by resource limitation rather than material abundance

#### Initiatives

Discarded and natural materials, including cardboard, dried leaves, and charcoal, were collected and used exclusively for artistic production. The team experimented with form, layout, and composition using waste materials to develop a final visual artwork created on cardboard. Interviews were conducted with students from the School of Visual Art and Design (SVAD) to understand existing practices related to sustainable mediums. The completed artwork was presented as an exhibit to prompt reflection and discussion among peers.

#### Outcomes

- A complete artwork was successfully produced using 100% discarded materials
- Reflective dialogue was initiated among peers regarding waste in art and everyday life
- The project demonstrated that sustainability can guide and enhance creative expression rather than limit it.



### Corporations' Effect on Consumerism in the Fashion Industry

Aaliya Amir, Zarish Anjum, Suha Sameer, Laiba Saadat, Mahin Umar

The fashion industry is highly resource-intensive, with fast fashion and corporate practices driving environmental harm and labor exploitation. Aligned with SDG 12, this project examined the influence of corporate strategies on consumer behavior and explored pathways toward ethical production and conscious consumption, particularly among youth.



#### Aims and Objectives

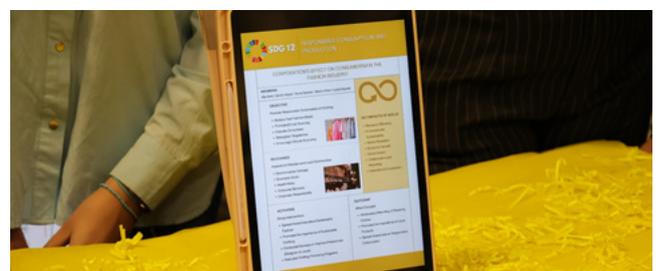
- Examine the influence of corporate practices on fashion consumerism and promote responsible consumption
- Analyze the relationship between fast fashion, corporate marketing strategies, and consumer behavior
- Assess consumer awareness of ethical sourcing and environmental impacts
- Compare perceptions of corporate, designer, and local fashion brands
- Promote alternatives such as thrifting, ethical production, and conscious consumption
- Amplify youth perspectives on sustainable fashion practices

#### Initiatives

The project employed qualitative and quantitative methods, including group discussions, surveys, interviews, awareness talks, and an online thrifting module. Participants aged 18–30 engaged in activities that examined fast fashion practices, ethical sourcing, and local design alternatives. Awareness sessions introduced SDG 12 and highlighted the environmental and social costs of overconsumption, while discussion circles explored brand loyalty, prestige, and attitudes toward second-hand clothing. A thrifting module demonstrated reuse as a viable alternative to corporate fast fashion.

#### Outcomes

- Participants demonstrated increased awareness of the environmental and labor impacts of fast fashion
- Survey results indicated a strong preference for local brands based on affordability, ethics, and cultural relevance
- Designer brands were widely perceived as overpriced and impractical
- Consumers expressed greater preference for quality, durability, and ethical sourcing over brand prestige



# SDG 12

## Responsible Consumption and Production

Ali Shan Javed, Ashar Kamran, Shahmir Ali, M Umair Amin, Ahmad Abrar Majeed, Moez Afzal

In Pakistan, the fashion industry significantly contributes to textile waste, overconsumption, and unethical labor practices, posing a challenge to Sustainable Development Goal 12. Fast fashion trends and limited public awareness have intensified environmental damage, creating a strong need for initiatives that promote ethical and sustainable fashion practices.

### Aims and Objectives

- Examine the sustainability practices of national fashion brands
- Raise awareness about responsible consumption and thrift culture to reduce fashion waste
- Analyze brand practices and evaluate their environmental impact
- Educate consumers on environmentally responsible fashion choices
- Encourage adoption of thrift culture and sustainable consumption behaviors.

### Process

Data was collected through interviews with local fashion brands, online fashion surveys, and awareness seminars. Qualitative analysis was used to evaluate sustainability trends. Community service was provided through awareness sessions conducted in collaboration with local fashion communities and educational platforms in Pakistan.

### Outcomes

- Highlighted growing interest in ethical fashion and raised awareness of thrift culture
- Enhanced research and critical analysis skills through project integration
- Improved formal writing abilities via expository writing
- Reinforced the importance of sustainability-focused discourse.



## Responsible Consumption and Production Promoting Thrifting as a Sustainable Alternative to Fast Fashion

Azeen Isha, Khadija, Urwa Ahmad, Eman Fatima, Aqsa Imran

In Pakistan, the rapid growth of fast fashion has significantly contributed to textile waste, environmental pollution, and unethical consumption patterns. Large volumes of clothing are discarded annually, placing increasing pressure on landfills and natural resources. Despite being a major textile-producing country, awareness of sustainable fashion practices and clothing reuse remains limited. This context highlights the need for initiatives that promote responsible consumption in alignment with Sustainable Development Goal 12 (Responsible Consumption and Production), positioning thrifting as a relevant and impactful solution.

### Aim and Objectives

The project aimed:

- To Reduce textile waste through thrifting and reuse
- Promote sustainable fashion choices
- Encourage re-wearing and mindful consumption
- Support community welfare through donations



### Initiatives

Data was collected through observation of consumption trends and engagement with students. A student-led thrift initiative titled “Thriffs by Her” was launched, focusing on the resale of pre-loved clothing. The funds generated through sales were donated to Al-Khidmat Foundation, supporting community services.

### Outcomes

- Reduced textile waste through resale and donation
- Financial and material support for underprivileged communities
- Increased awareness of responsible consumption practices
- Improved ability to communicate social impact through academic writing



@\_THRIFTSBYHER

# SDG 12

## Recycling: A Path Toward a Sustainable Future

Mehran Ali, M. Talha, Anees Ahmed, M. Danish

Pakistan faces serious challenges in achieving SDG 12 (Responsible Consumption and Production) due to poor waste management systems and low recycling awareness, especially in educational institutions where large amounts of paper and plastic waste are generated daily.

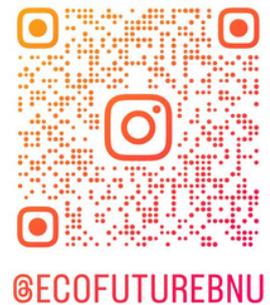
This situation created a clear need for our recycling project, which aimed to promote sustainability through practical, student-led action. The purpose of the project was to raise awareness about recycling and propose realistic solutions within a university environment.



### Aims and Objectives

- Encourage responsible waste practices among students
- Recycle used paper into reusable notebooks and reuse plastic bottles
- Propose the placement of recycling bins on campus
- Spread awareness about waste management through social media
- Collect data through observation, student interaction, and a campus visit to Superior University
- Discuss proposals with faculty and receive guidance on feasibility and financial planning.

Community service was provided by educating students about recycling and sustainability practices during the visit.



### Initiatives

We carried out practical recycling activities by converting used paper into reusable notebooks and reusing plastic bottles. They proposed the installation of recycling bins on campus, conducted a visit to Superior University for observation and guidance, and raised awareness about sustainability through student interaction and social media outreach.

### Outcomes

- Increased awareness of recycling and practical waste management solutions
- Strengthened student engagement in sustainability initiatives
- Collected funds to support the annual fees of two students
- Enhanced research, analytical thinking, and academic communication skills through expository writing
- Reinforced the importance of sustainability in real-world and academic contexts.

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# SDG 13

## CLIMATE ACTION

SDG 13 calls for urgent action to combat climate change and its impacts. Climate change poses significant risks to ecosystems, livelihoods, and human well-being worldwide.

The goal emphasizes climate awareness, disaster preparedness, and the adoption of mitigation and adaptation strategies. By promoting renewable energy, reducing emissions, and building climate resilience, SDG 13 supports a sustainable and secure future.

## Climate Action - Seeds of Change: Inspiring Eco-consciousness in the Next Generation

Fatima Hassan, Amna Ali, Ahmed Ijaz, Abdullah Nadeem, Laiba Noor

Climate change poses urgent risks to ecosystems and future generations, making early climate awareness essential. Despite this urgency, environmental education remains limited in under-resourced schools, particularly during early childhood—a critical period for shaping attitudes and behaviors. Aligned with Sustainable Development Goal 13, this project addressed gaps in early climate education by introducing age-appropriate, play-based learning to children aged 3–7, with a focus on fostering environmental responsibility from an early age.

### Aims and Objectives

- Promote early climate awareness and eco-conscious attitudes among young children
- Introduce climate and environmental concepts through age-appropriate learning tools
- Engage children in interactive activities related to recycling, energy conservation, animal care, and tree importance
- Provide climate education access to children in government and assisted schools serving low-income families.



### Initiatives

An illustrated activity booklet was developed for children aged 3–7, incorporating coloring, crosswords, and planting activities focused on recycling, energy conservation, animal care, and the importance of trees. The booklet was distributed in government and assisted schools serving low-income communities. Interactive sessions accompanied the distribution to contextualize each activity, and children were encouraged to plant seeds provided with the booklet to reinforce messages of growth, stewardship, and environmental responsibility.

### Outcome

- Children demonstrated high enthusiasm and engagement with climate-related learning activities
- Play-based activities supported early understanding of environmental responsibility
- Seed-planting reinforced concepts of care, growth, and stewardship
- The initiative highlighted the effectiveness of age-appropriate interventions in fostering pro-environmental attitudes during early childhood.



### Plastic Pollution: Reuse Today, Recycle Tomorrow

Samia, Ayesha, M. Naveed

Pakistan is highly vulnerable to climate change, and plastic pollution intensifies flooding, environmental degradation, and greenhouse gas emissions. While the government has introduced policies, bans, and initiatives implementation remains limited, and public awareness is low. This project on plastic pollution is needed as this engages students in reducing, reusing, and recycling plastics, teaching them responsible habits, raising climate awareness, and promoting a cleaner, sustainable environment in line with SDG 13.



Every piece counts

## Plastic Pollution

Reuse today, Recycle tomorrow



SDG 13: CLIMATE ACTION

**Action Plan**

- Visited schools to educate students about plastic pollution and climate change
- Conducted interactive awareness sessions on reducing plastic waste
- Organized a coloring activity where students drew and colored environmental themes
- Encouraged creativity to reduce plastic waste



#### Aims and Objectives

- Raise awareness about plastic pollution and its harmful impact on the environment and climate
- Educate communities about reducing, reusing, and recycling plastic
- Promote responsible environmental behavior through interactive learning

#### Initiatives

Visited a school in Samanabad named Government model high school to spread awareness about plastic pollution and had an interactive session with the students. Collected plastic from the students and sent it for recycling. Also, ensured a proper communication between the school and recycling factory-Green Earth Recycling. Made storage baskets for plastic waste collection and distributed goodie bags among the students for their active participation.

#### Outcome

- Increased awareness of plastic pollution and climate change
- Adoption of sustainable habits such as reducing single-use plastics
- Improved recycling participation among students
- Wider dissemination of environmental awareness within families and communities

# SDG 13

## Climate Action

Qossain Awais, Muhammad Haisam

Pakistan ranks among the world's most climate-vulnerable nations despite contributing less than 1% of global emissions. Higher education institutions remain underrepresented in carbon footprint research, despite serving thousands of students. Superior College Pattoki and Aspire College Pattoki, each with over 1,500 students, lacked understanding of their institutional carbon emissions, contradicting SDG 13 objectives and Pakistan's NDC commitment to integrate climate education in all institutions by 2030.

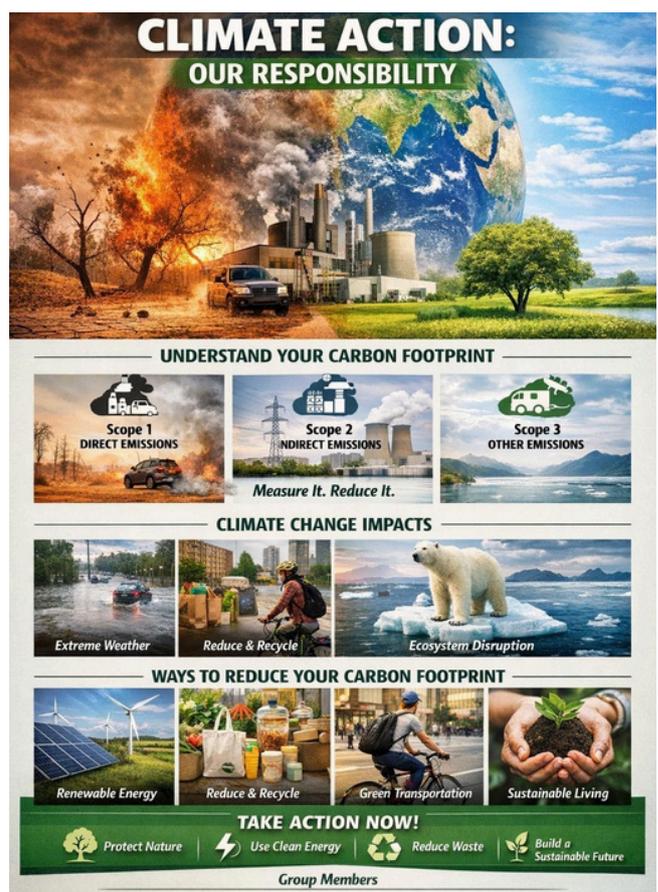
### Aim and Objectives

- Conduct a campus carbon footprint awareness campaign at Superior College Pattoki and Aspire College Pattoki
- Calculate institutional carbon footprints using GHG Protocol methodologies
- Raise awareness among 3,000+ students about emissions reduction strategies
- Identify major sources of campus emissions, including electricity, transport, and waste
- Establish student-led sustainability committees to promote ongoing environmental initiatives

### Initiatives

We conducted a campus carbon footprint awareness campaign at Superior College Pattoki and Aspire College Pattoki, engaging over 3,000 students. We calculated institutional emissions using GHG Protocol methodologies, identified major sources

such as electricity, transport and waste, and formed student-led sustainability committees to drive ongoing initiatives and promote environmentally responsible practices on campus.



### Outcomes

- Successfully calculated the carbon footprints of both colleges, identifying electricity as the dominant emission source (60–65%)
- Conducted awareness sessions to educate students on sustainable practices and carbon reduction strategies
- Used primary research data to transform essays into evidence-based academic work
- Enhanced essay rigor, authenticity, and academic credibility

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# SDG 15

## LIFE ON LAND

SDG 15 aims to protect, restore, and promote the sustainable use of terrestrial ecosystems, including forests, land, and biodiversity. Healthy ecosystems are vital for human survival and environmental balance.

The goal focuses on preventing deforestation, land degradation, and biodiversity loss. By promoting conservation efforts and sustainable land management, SDG 15 helps preserve wildlife habitats and maintain ecosystem services for future generations.

# SDG 15

## Life on Land

Waniya Imran-Sehar Rizwan-Pakeeza Tanveer-Hira Ashraf

Pakistan has only 5% forest cover, far below the recommended 25%. Deforestation, pollution, and urbanization are destroying habitats and biodiversity. Our project addressed SDG 15 (Life on Land) through practical environmental restoration in our local community.

### Aim and Objectives

- To promote sustainable land use and protect local biodiversity.
- Plant native trees, clean up polluted areas, build a vertical farming model, reuse waste tyres as planters, and install birdhouses.



### Initiatives

We partnered with a local environmental organization, SIGHT NGO, to identify a community in need of environmental support. Along with their volunteers, we carried out a tree

plantation and clean-up drive at Bilal Park in PCSIR Society, Lahore, where 25 native trees (amrood and moringa) were planted and waste was removed from the area. We also developed a vertical farming model to demonstrate space-efficient urban farming practices. Old tyres were repurposed into planters to promote recycling. Additionally, birdhouses were distributed to friends and family members to be installed at their homes, extending support for urban bird habitats beyond the project site.



### Outcomes

- Successfully planted 25 trees and removed significant waste from the community
- Demonstrated sustainable practices using a vertical farming model and repurposed tyre planters
- Engaged community residents, who appreciated the improvements and showed interest in continuing the efforts
- Documenting the project through expository writing improved organization, clarity, and logical presentation of environmental issues
- Strengthened writing skills by supporting points with real examples and evidence

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# SDG 16

## PEACE, JUSTICE, AND STRONG INSTITUTIONS

SDG 16 promotes peaceful and inclusive societies by strengthening justice systems, reducing violence, and ensuring accountable and transparent institutions.

The goal emphasizes the rule of law, access to justice, and effective governance at all levels. By encouraging civic participation, protecting human rights, and combating corruption, SDG 16 supports social stability and sustainable development.



# SDG 16

## Peace, Justice & Strong Institutions

### Breaking the Silence: Ragging in Educational Institutions

Hamza Amir, Zara Ali, Muhammad Umair, Saad Moazzam

Ragging, once perceived as a harmless initiation practice, has evolved into a form of institutionalized bullying within educational institutions. This practice undermines student dignity, inflicts psychological harm, and contradicts the principles of peaceful, inclusive, and accountable institutions outlined in Sustainable Development Goal 16. Fear of retaliation, normalization of abuse, and ineffective reporting mechanisms have contributed to widespread silence, allowing ragging to persist as part of campus culture. This project examined the psychological and institutional dimensions of ragging to support the development of safer and more inclusive academic environments.



#### Aim and Objectives

- Address ragging as a form of institutionalized bullying and promote safer, more inclusive educational institutions
- Examine the psychological impact of ragging on students
- Assess student experiences and reporting behaviors related to ragging
- Challenge the normalization of ragging within university culture
- Promote awareness of student dignity, safety, and institutional responsibility
- Support the creation of secure and accessible reporting mechanisms

#### Initiatives

The project employed surveys and anonymous interviews across multiple university campuses to collect firsthand accounts of student experiences with ragging. Quantitative and qualitative data were analyzed to understand prevalence, perpetrators, reporting patterns, and institutional responses. Based on these findings, awareness campaigns were conducted to challenge harmful traditions, open discussions were facilitated to promote empathy over hierarchy, and an anonymous online reporting platform was developed to link students with mental health resources and relevant authorities.

#### Outcomes

- A significant proportion of students reported experiencing ragging within university settings
- The majority of affected students did not report incidents due to fear, normalization, or lack of trust in institutional response
- Ragging was identified as having negative psychological, academic, and social effects on students
- Awareness initiatives helped reframe ragging as a form of bullying rather than a cultural norm.



## Peace, Justice & Strong Institutions

Mahira Ali, M. Sufian Zahid, M. Abdullah Ismail, Kinza Choudhry, Sidrah Naz

In Pakistan, social stigma, the fear of retaliation, and lack of knowledge about legal and institutional mechanisms keep harassment cases largely underreported, even though there are laws and institutions to protect women. As a result, women depend less on the State's support and protection, which, in turn, makes close-knit initiatives between citizens and protective institutions stronger demand. Raise the Voice, the title of a community engagement project, specifically directed to touching the Sustainable Development Goal 16: Peace, Justice, and Strong Institutions. The matter of sexual violence is taken care of in a comprehensive manner through the support of campaigning for awareness, the empowerment of women, and the response of institutions.

experts, universities, and welfare organizations in community-based data collection.



@RAISETHEVOICE.PAK

### Aims and Objectives

- Reduce harassment by increasing women's access to and awareness of institutional support
- Raise awareness among women about their rights and available safety measures
- Document institutional practices related to protection and redress
- Rebuild trust in legal and protection systems through active engagement with police and legal authorities

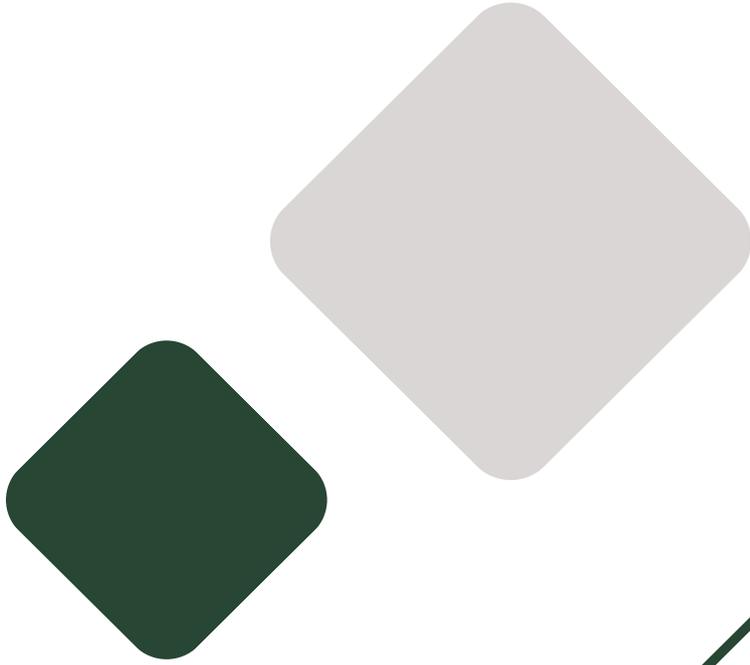
### Initiatives

Data collection was carried out through surveys, institutional interviews, and field visits. The community was served through the connection with Dar-ul-Aman, a government women's shelter in Lahore, by interaction; the service consisted of a donation drive and awareness-raising activities.

### Outcomes

The project demonstrated significant differences in awareness and reporting mechanisms. The project application to expository writing helped to create critical thinking differences.





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