

2024

**EXTERNAL SDG-AUDIT REPORT OF GREEN  
INTERNATIONAL UNIVERSITY, LAHORE**

EXTERNAL LEAD AUDITOR  
ZAIBUNNISA

## **REPORT**

**SDG 1 – No Poverty | SDG 2 – Zero Hunger | SDG 3 – Good Health and Well-being | SDG 4 – Quality Education | SDG 5 – Gender Equality | SDG 12 – Responsible Consumption & Production | SDG 13 – Climate Action | SDG 17 – Partnerships for the Goals**

**Audit Type:** Compliance & Performance Audit

**Auditor:** Zaibunnisa – Lead Auditor (External)

**Audit Date:** Dec 20, 2024

### **1. Audit Objectives**

1. To evaluate Green International University's compliance with THE Impact Ranking criteria for SDGs 1, 2, 3, 4, 5, 12, 13 & 17.
2. To verify evidence accuracy, reliability, accessibility, and alignment with THE methodology.
3. To assess the effectiveness of university programs, policies, community engagement, and sustainability practices.
4. To identify improvement areas and provide actionable recommendations.

### **2. Scope of Audit**

- The Office of Sustainability
- Registrar Office
- Controller of Examinations
- Quality Enhancement Cell
- The Office of Research, Innovation and Commercialization (ORIC)
- The Office of International Linkages (OIL)
- The Office of Academics
- Faculty Support Services
- Student Support Services
- Research Publications & SDG-Based Studies
- Financial Aid Office (Scholarships)
- Serenity Support Center
- Community Development & Outreach Initiatives

- Medical Center
- Student Wellbeing Center
- Administration Department
- Infrastructure/Technologies
- Campus Facilities (Water, Sanitation, Energy & Sustainability)
- Gender Equity Programs
- Climate Action & Resource Management Practices
- Policy Documents, MOUs, SDG-Evidence Portals
- THE Methodology-based Evidence
- SDGs Webpage of the University, etc.

### **3. Methodology**

- Review of policies, SDG-evidence, research publications, MOUs
- Interviews with SDG focal persons, department heads, and community partners
- Site visits (classrooms, labs, health center, green areas, offices/departments under scope)
- Verification of all evidences as per THE metrics
- Data accuracy checks, cross-reference with institutional records
- Gap identification & benchmarking with SDG best practices
- Assessment of quality management processes, including document control, evidence standardization, and continuous improvement

### **4. Summary of Audit Findings**

Green International University is using THE Impact Rankings methodology as a base document to drive sustainability & SDGs implementation at the University and demonstrates a strong institutional commitment to SDGs and THE methodology, with a rapidly improving evidence submission process. However, a few evidence areas require better structuring, formatting, reporting, and third-party validation.

#### **Overall Status:**

- Fully compliant with THE Impact Rankings methodology
- Minor gaps identified in documentation

## **5. Detailed Assessment by SDG**

### **SDG 1 – No Poverty**

#### **Strengths**

- Provide fully-funded scholarships for low-income and marginalized students - Access to education for disadvantaged groups, financial support programs.
- Transparent and equitable financial processes, ensuring inclusion.
- Outreach and engagement initiatives addressing socio-economic inequalities.
- Skills development and economic empowerment initiatives.
- Free meal programs ensuring student and staff well-being.
- Support for student and staff basic needs to eliminate poverty-related barriers to learning.
- Comprehensive free support for low-income students (e.g., nurture card, food, housing, transportation, legal services and education) to enable successful completion of studies.
- All criteria under THE SDG 01 are fully met.

#### **Recommendations**

- Financial aid processes are needed to be verified by external auditor.
- Expand and update community engagement programs for greater impact.
- Monitor & report student outcomes.

### **SDG 2 – Zero Hunger**

#### **Strengths**

- Provides free meals to underprivileged students, ensuring no student goes hungry.
- Regular sessions on food waste reduction and healthy eating conducted on campus.
- Nutritious, healthy and sustainable food provided to the university community at affordable rate with free meals for low-income students and other eligible members.
- All criteria under THE SDG 02 are fully met, including easy food access, nutrition programs, and sustainability practices.
- Comprehensive tracking of food donations, meal subsidies, and waste management logs is maintained.
- All THE SDG 02 rubric criteria are fully met.

#### **Recommendations**

- Continue expanding the Student Food Assistance Program and awareness campaigns.

- Maintain meticulous documentation of all food-related initiatives to showcase ongoing commitment to Zero Hunger.

### **SDG 3 – Good Health & Well-being**

#### **Strengths**

- Availability of on-campus healthcare services, qualified medical personnel, and emergency care facilities.
- Preventive healthcare initiatives, student and staff access to routine health monitoring, and health awareness programs.
- Mental health support, wellbeing programs, and accessibility of psychological services for the student, faculty, and staff population.
- Proactive health education programs, promoting healthy behaviors across the campus community.
- Holistic wellbeing programs addressing the physical, mental, and social health of the University community members.
- Good relations are maintained with medical institutions across the country, and various joint activities have happened in 2024.
- All THE SDG 03 rubric criteria are fully met.

#### **Recommendations**

- Expand preventive health programs and awareness campaigns on emerging health risks.
- Expand digital tools for health monitoring, appointment scheduling, and wellness resources.
- Implement regular feedback and evaluation mechanisms to ensure continuous improvement.

### **SDG 4 – Quality Education**

#### **Strengths**

- Availability of digital learning platforms, free e-resources, and SDG-infused innovative curriculum & teaching methods supporting the achievement of defined student learning outcomes.
- Faculty development programs enhancing teaching quality, curriculum delivery, and learning experience.

- Accessible learning environment, inclusive education practices, and outreach educational programs in the community, holistically fulfilling students' learning needs.
- Engagement in lifelong learning initiatives, community education programs, and skills development beyond formal studies are key parts of the University learning system.

**Gaps / non-conformities**

- Student satisfaction survey raw data is partially incomplete.
- Lifelong learning activity records need periodic updates.
- Inclusive education documentation requires minor updates.

**Recommendations**

- Maintain and publish a catalog of Lifelong Learning Programs (LLP) with participant details.
- Keep logs of disability support services (assistive devices, accommodations).

**SDG 5 – Gender Equality****Strengths**

- Policies and awareness programs ensuring a safe and equitable campus environment.
- Fair recruitment, retention, and career progression practices for all genders.
- Gender-balanced access to academic and leadership opportunities.

**Gaps / non-conformities**

- Gender-disaggregated data in some departments is incomplete.

**Recommendations**

- Publish an annual Gender Equality Report covering participation, scholarships, and leadership roles.
- Standardize data collection across all departments for monitoring progress.

**SDG 12 – Responsible Consumption & Production****Strengths**

- Sustainable waste management practices and infrastructure promoting circular economy principles.
- Campus-wide initiatives encouraging responsible consumption behaviors among students, faculty, and staff.

**Gaps / non-conformities**

- Limited documentation/logs of recycling practices.

**Recommendations**

- Implement a university-wide plastic-free campus campaign and maintain evidence-based logs of recycling activities.
- Record monthly recycling statistics for reporting purposes.

**SDG 13 – Climate Action****Strengths**

- Tree plantation drives and environmental awareness seminars.
- Active initiatives promoting climate mitigation, ecological restoration, and environmental education.
- Research contributions addressing climate change, sustainability, and policy-relevant knowledge generation.

**Gaps / non-conformities**

- Carbon footprint assessment not yet completed.

**Recommendations**

- Conduct an annual carbon audit by a registered third party and publish the results.
- Establish a tech-driven monitoring system for campus emissions initiatives.

**SDG 17 – Partnerships For the Goals****Strengths**

- Strong MoUs and their implementation with national/international universities, industries, government and NGOs, etc.
- Strategic partnerships supporting education, research, and sustainable development initiatives; evidence of collaboration at national and global levels.
- Engagement with external national and international stakeholders, knowledge exchange, and dissemination of SDG best practices.
- Did well on international collaboration on SDGs data collection and measurement, as well as developing SDGs best practices.
- Active collaboration with government bodies and regional organizations for community development.
- All THE SDG 17 rubric criteria are fully met.

## Recommendations

- Introduce a Partnership Impact Measurement Framework (PIMF)
- Upload evidence of all faculty-level joint SDG research

### 5. Overall Recommendations

- For future recommendations, Green International University should quickly move towards working on all 17 SDGs to enhance its sustainability impact on society.
- In addition to THE Impact Ranking methodology, the University is also recommended to start working on implementing ISO 9001:2015 standards, as these 02 methodologies, together, will enhance the University's SDGs contribution.
- To effectively comply with both THE and ISO, the University is suggested to include structured evidence, SOPs, and continuous monitoring to fulfill their requirements fully.
- Corrective Action Plans (CAPs) are enclosed in Annex A and should be systematically implemented & reviewed annually to ensure continuous improvement. Adopting this goal-oriented approach will further strengthen the university's overall SDG performance and secure long-term impact.

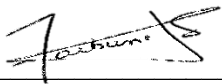
### 6. Conclusion

Green International University demonstrates strong performance against THE Impact Ranking requirements, indicating its dedication to sustainable development and institutional excellence. The university demonstrates strong compliance with numerous SDGs in this regard. The status is as follows: SDG 1 - No Poverty: (Fully Compliant - Excellent Evidence), SDG 2 - Zero Hunger: (Fully Compliant - Excellent Evidence), SDG 3 - Good Health & Wellbeing: (Fully Compliant - Excellent Evidence), SDG 4 - Quality Education: (Strong Compliance - High-Quality Evidence), SDG 5 - Gender Equality: (Good Compliance but Needs Improvement - Partial Gaps Identified), SDG 12 - Responsible Consumption & Production: (Good Compliance but Needs Improvement - Partial Gaps Identified), SDG 13 – Climate Action: (Strong Compliance - High-Quality Evidence), SDG 17- Partnership for Goals: (Fully Compliant - Excellent Evidence) The data presented shows that the institution has successfully implemented policies, processes, and programs linked with the SDGs, particularly in SDGs 1, 2, 3, 4, 13 and 17.

## 7. Auditor Declaration

**Auditor Name:** Zaibunnisa

**Designation:** Lead Auditor (External)

**Signature:** 

**Date:** Dec 20, 2024

## Annex-A

### Corrective Action Plan (CAP)

| Gap   | Required Action   | Corrective        | Responsible Dept.           | Deadline    | Documents / Evidences  |
|---|---|-------------------|-----------------------------|-------------|--|
| <b>Minor gaps in food program documentation</b> | Maintain documentation of food initiatives  | meticulous of all | Sustainability Office       | 06 Months   | Evidence of food access, nutrition programs, and sustainability practices                                  |
| <b>Minor missing preventive health logs</b>     | Record attendance and impact of health campaigns, and maintain mental health service logs | proper            | Medical Center / Counseling | 06 Months   | Access to healthcare, mental health support, and wellbeing programs; evidence-based preventive initiatives |
| <b>Incomplete survey data &amp; LLP records</b> | Upload complete student survey datasets with statistical analysis;                        |                   | QEC Academic Affairs        | / 12 Months | Proper documentation of survey outcomes,   |

|   |  |   |   |                   |              |   |
|---|--|---|---|-------------------|--------------|---|
|   | update<br>Learning<br>catalog  | Lifelong<br>Programs                    |   |                   |              | inclusive<br>education, lifelong<br>learning; faculty<br>development<br>evidence                                |
| <b>Partial gaps in<br/>gender-<br/>disaggregated<br/>data</b> | Collect and<br>complete<br>disaggregated<br>publish annual<br>Equality Report  | upload gender-<br>statistics;<br>Gender | HR<br>Sustainability<br>Office  | / 06<br>Months    |              | Gender equity<br>evidence in access,<br>scholarships,<br>leadership;<br>monitoring<br>mechanisms                |
| <b>Limited<br/>recycling<br/>documentation</b>                | Implement university -<br>wide plastic-free campus<br>campaign; maintain<br>evidence logs; record<br>monthly waste &<br>recycling statistics             |   | Sustainability<br>office  | 09<br>Months      |              | Sustainable<br>consumption<br>practices, circular<br>economy evidence,<br>and resource<br>management<br>metrics |
| <b>Missing<br/>carbon<br/>footprint<br/>assessment</b>        | Conduct annual carbon<br>audit; upload results;<br>establish tech-driven<br>campus emissions<br>monitoring system  |   | Sustainability<br>Office  | 12<br>Months      |              | Evidence of<br>climate mitigation<br>initiatives and<br>reporting   |
| <b>Evidence for<br/>impact<br/>measurement</b>                | Introduce & implement<br>'Partnership Impact<br>Measurement<br>Framework (PIMF)';<br>collect & upload<br>evidence of faculty-level<br>joint SDG research |   | ORIC,<br>Sustainability<br>Office,<br>Office of<br>Institutional<br>Performance | OIL,<br>The<br>of | 12<br>Months | Strategic<br>partnerships,<br>stakeholder<br>engagement,<br>global<br>collaboration,<br>research impact         |