Women University of Azad Jammu & Kashmir, Bagh
2012

Times Higher Education
Sustainability
Impact Ratings

Annual SDG Report 2025





Office of Research Innovation and Commercialization
Women University of Azad Jammu and Kashmir Bagh

ANNUAL SDG REPORT 2025

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Introduction

Women University of Azad Jammu and Kashmir Bagh advances sustainable development through women's education, research, innovation and community engagement.

This report presents the University's 2025 contributions across seven Sustainable Development Goals, connecting academic work with institutional practice and community needs.

OUR 2025 REPORTING FOCUS



Education

Expanding access and practical learning.

Research

Building knowledge and sharing expertise.

Community

Connecting university resources with local needs.

Our aim is to strengthen sustainability across university life and contribute to lasting social and environmental progress.

Vision and Mission

Our Vision

To be a leading university that provides an excellent teaching and learning environment, promotes critical thinking and entrepreneurship, and develops skilled women graduates who act as agents of change in society.

Our Mission

01 **Academic Excellence**

Provide women with academic opportunities that develop qualified and skilled graduates equipped to meet contemporary challenges.

02 **Research and Sustainable Solutions**

Empower women graduates to apply knowledge, research and technology to sustainable solutions for economic and environmental challenges.

03 **Community Development**

Strengthen social and problem-solving skills to support harmonious development in local communities and the wider region.

ANNUAL SDG REPORT 2025

Our SDG Reporting Journey
2022–2025

WUAJK has progressively expanded the scope of its SDG reporting.

2022	**4 SDGs**	Reporting across four goals
2023	**5 SDGs**	Scope expanded to five goals
2024	**6 SDGs**	Scope expanded to six goals
2025	**7 SDGs**	Data submitted for seven goals

NEW IN 2025



SDG 3: Good Health and Well-being
Added to the six goals reported in 2024.

2025 REPORTING PORTFOLIO



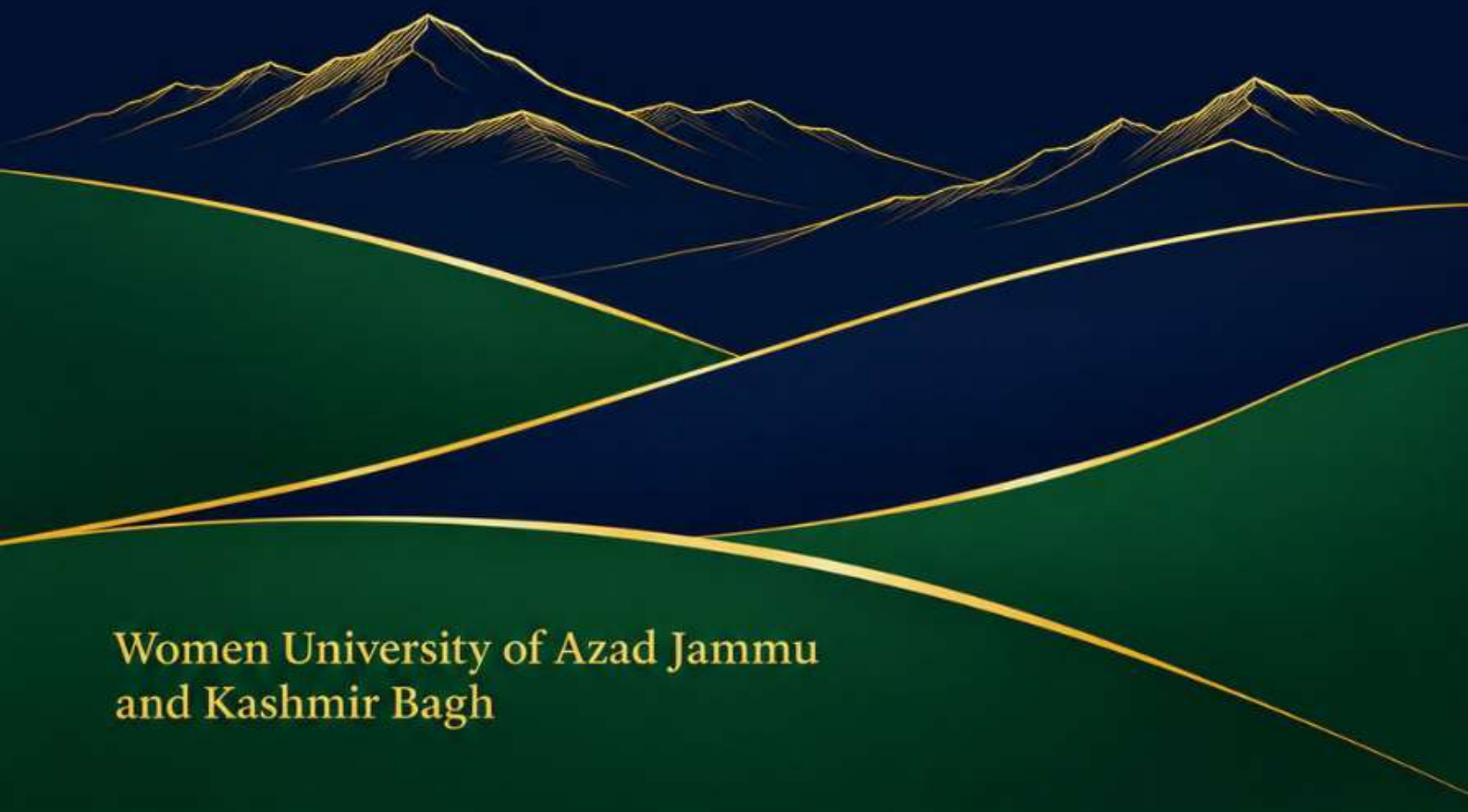
Long-term commitment: advancing all 17 SDGs.

ANNUAL SDG REPORT 2025

SUSTAINABLE DEVELOPMENT GOAL 1

No Poverty

End poverty in all its forms everywhere



Women University of Azad Jammu and Kashmir Bagh

NO POVERTY / 01

Reducing financial barriers through education

Women University of Azad Jammu and Kashmir Bagh contributes to SDG 1 by widening access to higher education, supporting students facing financial hardship and connecting learning with livelihood opportunities. Its 2025 activities bring together scholarships, welfare services, digital skills and community partnerships.



Participants in the university's 2025 skill-development programme.

An institutional framework for inclusion

The Anti-Poverty Policy sets out commitments to financial assistance, equal access, mentorship, entrepreneurship training and community outreach. It identifies students from low-income households as a priority and links educational opportunity with improved career prospects.

Support on campus and beyond

The university's approach combines assistance with education and living costs, access to healthcare and digital facilities, and engagement with welfare organizations. This report presents the documented support under connected themes, from admission and student progression to skills and community services.

NO POVERTY / 02

Inclusive admission and scholarship support

Reaching financially vulnerable students

The university encourages participation by students from remote, rural and underserved areas of Azad Jammu and Kashmir. Its Anti-Poverty Policy targets access for students from households in the lowest 20% income group, alongside broader support for economically disadvantaged applicants.

Outreach and awareness activities encourage higher education participation, while a reduced fee structure for refugee students helps address financial barriers faced by an underrepresented group.

Scholarships and financial assistance

During 2025, the university facilitated need-based assistance, Punjab Educational Endowment Fund support and Honhaar scholarships. These programmes support eligible students through combinations of financial need and academic merit, according to the requirements of each scheme.

Students receive guidance in applying for available assistance. Need-based applications, income documents and committee recommendations are used to identify financial vulnerability and inform targeted support.

Connecting entry with continued participation

Financial assistance works alongside subsidized services and academic support. Together, these mechanisms address costs that can affect a student's ability to enter higher education and continue studying after admission.

NO POVERTY / 03

Supporting academic progression

Financial and academic support

The university combines need-based financial assistance with academic mentoring, counselling and targeted student support. The purpose is to help students facing financial hardship continue their studies and work towards their academic goals.

Reported student-success status in 2025

The university's low-income student-support record reports the following status for a group of 171 students:

Reported status	Students	Percentage
Successful	169	98.83%
Dropped	2	1.17%
Total	**171**	**100.00%**

Source: University low-income student-success record, 2025. Categories reproduce the reported status.

A coordinated welfare approach

Scholarship support, lower-cost living arrangements and academic guidance address different pressures on students. This combination makes financial support part of a broader approach to student participation and progression.

NO POVERTY / 04

Making student living more affordable

Food and accommodation

Hostel messes and cafeterias provide meals at subsidized rates. University hostel accommodation is also offered at charges reported as lower than private hostel alternatives in the region. These services help students manage recurring living expenses alongside their educational costs.

Food quality, hygiene and meal arrangements are reviewed through the relevant university offices and committees. Affordable food provision connects financial support with attention to student health and daily wellbeing.

Transport within the district

Subsidized transport serves students living in different parts of the district. The service provides an affordable commuting option for students from surrounding communities, including those for whom daily travel represents a financial burden.

Support beyond tuition

Food, housing and travel can affect access to education even when tuition assistance is available. By providing these services alongside scholarships, the university addresses several components of the cost of attending higher education.

These arrangements form part of the wider student-welfare framework described in the Anti-Poverty Policy and the university's low-income student-support activities.

NO POVERTY / 05

Healthcare access and preventive support

Free medical services

The university facilitates free health check-ups and medical camps for students and the surrounding community. Services include consultations, basic screening and professional advice, bringing preventive healthcare into the university's welfare activities.



Free medical check-up activities involving university and community participants.



University representatives and community participants at the medical outreach activity.

NO POVERTY / 06

Preventive health and community participation

Health partnerships and awareness

Collaboration with District Headquarters Hospital Bagh and other health organizations supports health awareness and blood donation activities. A blood donation camp held on 18 December 2025 connected voluntary university participation with community healthcare needs.

School outreach and mental health activities addressed stress, emotional wellbeing and awareness. Breast cancer education also promoted understanding of early detection, screening and timely access to care.



University participants and healthcare personnel at a campus blood donation camp.

NO POVERTY / 07

Digital access and skills for earning opportunities

Computer laboratories beyond class hours

Female students have free access to computer laboratories beyond regular working hours through arrangements with Computer Science and Information Technology. This access supports digital learning, online training, freelancing activities and exploration of remote work opportunities.



Students using computer facilities for digital learning and skills development.

Providing access to computers and internet facilities helps address technology-related barriers for students who may have limited resources at home. It offers a setting for practising digital skills alongside their studies.

Freelancing and enterprise learning

Seminars introduced students and community participants to freelancing platforms, digital competencies and remote work practices. Entrepreneurship-related learning also addressed business planning, marketing, financial management and innovation.

The activities emphasized skills that can support flexible and home-based work, connecting educational access with preparation for income-generating opportunities.

NO POVERTY / 08

Skills training and local enterprise support

Practical preparation for work

Skill-development activities during 2025 included a medical billing workshop titled “Learn and Earn” in May. The workshop formed part of the university’s wider engagement with digital skills and work-related learning.



Participants during the medical billing workshop, part of the university’s 2025 skills programme.

NO POVERTY / 09

Guidance and financial links for local enterprise

Guidance for emerging entrepreneurs

The university supports local enterprise development through mentorship, training, awareness and access to resources. These activities focus particularly on women and community members seeking to develop small-scale income-generating ventures.



A computer-based training session supporting digital skills and enterprise learning.

Links to financial support

Cooperation with Alkhidmat Foundation includes awareness, guidance and connections to seed funding, Islamic microfinance and small-business support mechanisms. The university's facilitating role connects aspiring entrepreneurs with external assistance and relevant opportunities.

This approach combines practical knowledge with access to partner support, linking entrepreneurship education to local livelihood needs.

NO POVERTY / 10

Disability-inclusive livelihood support

Collaboration with Al-Jaza Welfare Organization

The university's engagement with Al-Jaza Welfare Organization supports livelihood and vocational initiatives for persons with disabilities. The reported assistance includes sewing machines, tailoring training and support for small-scale activities such as handicraft production.



Participants practising tailoring through the Al-Jaza welfare partnership.

NO POVERTY / 11

Practical support for inclusive livelihoods

Practical resources and community participation

Financial, technical and educational assistance is directed towards opportunities for independent work and participation in economic life. Mr. Asif Sudozai, a university employee engaged with the organization, facilitates and monitors these activities.



Community members and organizers involved in disability-inclusive welfare support through Al-Jaza Welfare Organization.

The partnership places disability inclusion within the university's broader livelihood-support activities, combining training with resources relevant to small-scale enterprise.

NO POVERTY / 12

Educational opportunity across borders

Support for eligible international students

The Anti-Poverty Policy includes provisions for students from low- and lower-middle-income countries. These provisions are intended to reduce financial barriers and widen access to the university's educational resources.

Support provision	Policy entitlement
Reserved place	One seat in each academic department for eligible international students
Admission fee	100% waiver
Tuition fee	50% concession
Hostel accommodation	50% concession

Source: WUAJK Anti-Poverty Policy and international student-support provisions.

An inclusive policy framework

These concessions sit alongside domestic scholarships and student-welfare arrangements. They express the university's commitment to educational opportunity across financial backgrounds and nationalities, subject to the eligibility requirements of the relevant admission and support arrangements.

NO POVERTY / 13

Community services and welfare partnerships

Safe drinking water

A seminar held on 14 April 2025 addressed safe drinking water, waterborne diseases and hygiene. A campus filtration plant installed with partner NGO support provides community members with free access to filtered drinking water.

Sharing health and hygiene knowledge

Water, sanitation and hygiene outreach connected university expertise with school and community participants. These activities complemented medical camps and awareness sessions by making preventive knowledge available beyond the campus.



Dr. Sadia Nazer delivering a water, sanitation and hygiene awareness session to school students.

NO POVERTY / 14

Working with community welfare networks

Voluntary engagement in community welfare

Faculty members contribute voluntarily to Alkhidmat Foundation and Aghosh, including discussions and planning concerning education, healthcare and the welfare of disadvantaged communities and orphaned children. These contributions connect university expertise with established welfare networks.



University participants and children taking part in a community wellbeing activity.

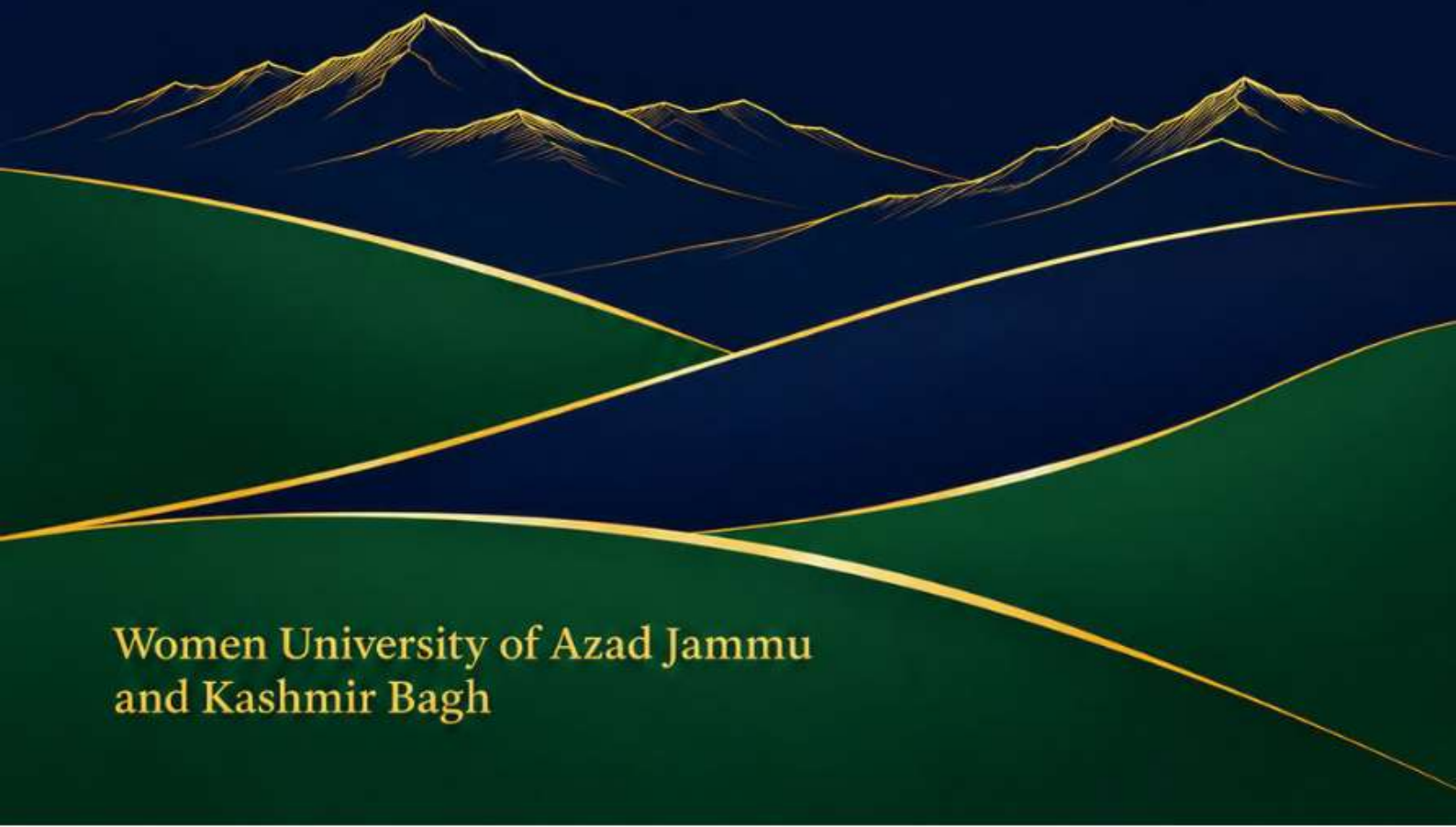
Financial assistance, accessible services, skills development and community partnerships form the university's connected contribution to SDG 1. The emphasis is on reducing barriers to education and extending practical support to people facing economic disadvantage.

ANNUAL SDG REPORT 2025

SUSTAINABLE DEVELOPMENT GOAL 2

Zero Hunger

End hunger, achieve food security and improved nutrition and promote sustainable agriculture



Women University of Azad Jammu and Kashmir Bagh

ZERO HUNGER / 01

Food security through campus support and learning

Women University of Azad Jammu and Kashmir Bagh contributes to SDG 2 through affordable campus meals, student support, responsible food management and practical education in sustainable agriculture. During 2025, these activities connected the nutritional needs of the university community with learning about food production and resource conservation.



Produce documented through student home-growing activities.

An integrated approach to food security

The Campus Food Security and Hunger Prevention Policy provides a framework for affordable, safe and hygienic food for students and staff. The Campus Food Waste Management Policy complements this approach by addressing purchasing, preparation, serving, consumption and the recovery of edible surplus.

From dining services to food production

The university's contribution extends beyond food services. Seed distribution, kitchen gardening, seminars and practical demonstrations bring students and community participants into contact with sustainable agriculture, soil conservation and responsible use of water and organic resources.

ZERO HUNGER / 02

Affordable food and support for students and staff

Access through cafeterias and hostel messes

University cafeterias and hostel mess facilities provide students with meals at subsidized and reasonable rates. Displayed price lists support transparency and help students plan their daily food expenditure. Faculty and non-teaching staff also have access to campus meals, snacks and refreshments at reasonable prices.

Financial support for essential expenses

During 2025, need-based scholarships, fee concessions and financial assistance supported students from economically disadvantaged backgrounds. These mechanisms help students manage education and essential living expenses, including accommodation and food.

The Campus Food Security and Hunger Prevention Policy links financial support with affordable dining facilities, food safety and nutrition awareness. This brings food access into the university's wider student-welfare arrangements.

Oversight and student participation

The Hostel Warden, Cafeteria Committee, Directorate of Student Affairs and university administration oversee relevant food-service arrangements. Student feedback on taste, quality, quantity, menu variety and cleanliness informs the review of meals and services.

Periodic assessment of prices, meal provision and preparation practices supports access to food while keeping attention on the quality and hygiene of campus dining.

ZERO HUNGER / 03

Healthy choices and safe food services

Meal variety and plant-based options

The regular cafeteria and hostel menus include vegetarian and plant-based choices alongside other meals. Vegetables and staple foods provide options for different dietary preferences, while menu review considers nutritional value, variety and affordability.

The 2025 food-quality assessment described meals as generally satisfactory in taste and quality. It recorded basic sources of carbohydrates, protein and dietary fibre, including green vegetables in the regular menu.

Food quality and hygiene monitoring

Assessments covered kitchen cleanliness, food storage, preparation, serving arrangements and dining areas. The review process included inspection of facilities, observation of food handling, discussion with kitchen staff and feedback from hostel residents.

The assessment also identified seasonal fruits and a wider variety of fresh vegetables as priorities for improving dietary diversity. These recommendations formed part of the review of food services and menu planning.

Responsible dietary habits

Awareness activities encourage healthy eating, appropriate portions and the avoidance of unnecessary leftovers. These messages connect nutrition with responsible consumption, helping students and staff consider both food quality and the careful use of food resources.

ZERO HUNGER / 04

Preventing waste through better meal planning

Preparing food according to demand

Hostel and cafeteria management estimate meal requirements using student attendance and expected demand. In hostels, requirements are confirmed in advance through communication channels, including WhatsApp groups, before preparation begins. This helps align the quantity cooked with the number of meals required.

Monitoring preparation and consumption

Manual records, staff observations and periodic assessments are used to review food preparation and waste. These records support the identification of waste patterns and adjustments to meal planning and portioning.

Posters, banners and digital messages encourage students and staff to take appropriate portions and avoid unnecessary leftovers. The approach combines operational planning with participation by diners, kitchen staff and hostel administration.

Recovering edible surplus

Surplus food that remains in good, consumable condition is collected for distribution to people in need in nearby communities and markets. This practice connects food conservation with community support.

Policy framework

The Campus Food Waste Management Policy covers cafeterias, hostel messes, canteens and event catering. It sets out priorities for source reduction, sustainable sourcing, food recovery, organic-waste management, awareness and regular measurement.

ZERO HUNGER / 05

Food preparation and waste in 2025

The university's monthly monitoring record reports 27,550 kg of food prepared and 826 kg of food waste during 2025. The annual waste proportion was approximately 3.0% of food prepared.

Month	Prepared (kg)	Waste (kg)	Waste (%)
January	2,400	70	2.9
February	2,200	66	3.0
March	2,400	74	3.1
April	2,300	69	3.0
May	2,500	75	3.0
June	2,100	62	3.0
July	2,000	58	2.9
August	2,300	70	3.0
September	2,400	72	3.0
October	2,450	75	3.1
November	2,300	69	3.0
December	2,200	66	3.0
Total	**27,550**	**826**	**3.0**

Source: University food preparation and waste monitoring record, 2025. Percentages are rounded to one decimal place.

Using records to guide food management

The monthly record provides a basis for reviewing preparation quantities and waste together. Demand confirmation, portion awareness and routine assessment remain central to the university's food-waste prevention approach.

ZERO HUNGER / 06

Local sourcing and responsible purchasing

Supporting suppliers in District Bagh

Hostel food supplies are procured through recognized suppliers within District Bagh. The university reports that supplier selection considers quality, hygiene and reliability, linking campus food provision with the local supply network.

Fresh food and sustainable choices

Fresh and locally sourced food is prioritized wherever possible. This approach supports local producers and reduces dependence on long-distance supply chains, while connecting procurement decisions with meal quality and responsible resource use.

The Campus Food Waste Management Policy reinforces these priorities through sustainable menu planning, locally sourced items and purchasing practices intended to prevent avoidable waste. Preparation according to expected demand complements responsible procurement.

Food access across the supply process

Purchasing, storage, preparation and serving are connected parts of campus food management. Quality and hygiene reviews, price transparency and monitoring of meal requirements help align food provision with the needs of students and staff.

Together, local sourcing and careful planning connect the university's daily dining services with the wider goals of food security, responsible consumption and community participation.

ZERO HUNGER / 07

Kitchen gardening and household food production

Learning through cultivation

The Departments of Botany and Environmental Sciences organized seed distribution that encouraged students to grow organic vegetables in their homes and fields. Students shared photographs of cultivated plots and produce, documenting practical participation in household food production.



Okra grown and photographed by students following seed distribution.



Vegetables documented through student home-growing activities.

ZERO HUNGER / 08

Kitchen gardening in practice

Connecting food knowledge with daily practice

Kitchen gardening activities introduced the university community to home food production and environmentally responsible growing practices. They provided a practical setting for applying knowledge of cultivation, biodiversity and the use of local resources.



Kitchen gardening initiative organized by the university's Green Youth Movement Club.

By connecting learning with growing, the activities made sustainable food production a tangible part of student engagement beyond the classroom.

ZERO HUNGER / 09

Sustainable agriculture and community learning

Food security knowledge

Dr. Sami Ullah from Botany conducted a seminar on “Sustainable Agriculture and Food Security”. The session addressed soil conservation, organic fertilizers, efficient water management, biodiversity and climate-resilient farming practices.



Students presenting agricultural models during the sustainable agriculture and food security learning activity.

Community-oriented learning encouraged participants to consider farming approaches that conserve resources and limit environmental degradation. The emphasis on climate-smart agriculture linked food production with resilience to changing environmental conditions.

ZERO HUNGER / 10

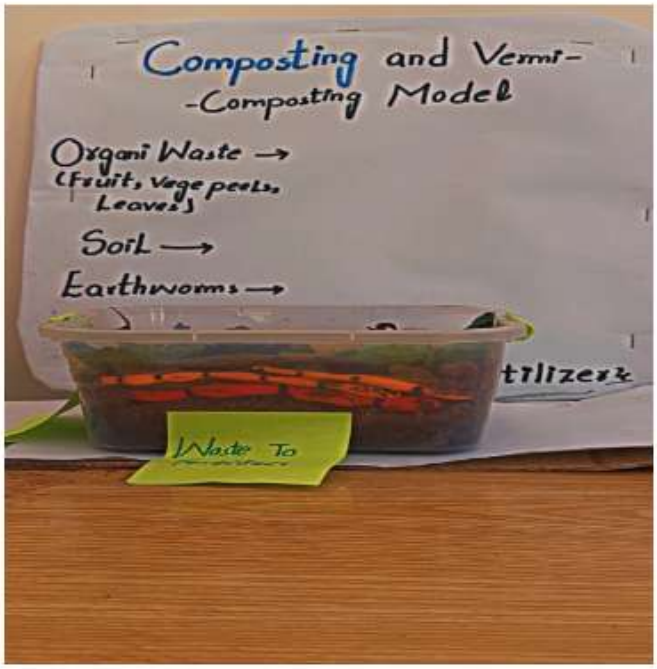
Understanding agricultural resource cycles

Organic resources and practical demonstrations

Model presentations illustrated sustainable agricultural processes, including composting and the use of organic material. These demonstrations connected food-security education with the management of soil and biological resources.



A student model illustrating resource use in agricultural production.



Composting and vermicomposting model showing the use of organic material.

ZERO HUNGER / 11

Academic expertise for local food producers

Guidance and practical access

Botany, Biotechnology, Environmental Sciences and Zoology contribute academic expertise and research resources relevant to local farming. The university's farmer-support activities include technical guidance, demonstrations and access to laboratory-related assistance.

Mushroom cultivation

The reported support includes awareness and training on mushroom cultivation, covering spawn production, substrate preparation, environmental conditions, harvesting and storage. Practical guidance emphasizes low-cost approaches suited to the region.

Laboratory support includes spawn quality testing, substrate analysis and related research assistance. Guidance on small-scale cultivation also connects agricultural knowledge with household nutrition and livelihood opportunities.



Participants taking part in a practical outdoor agricultural activity documented in the university's farmer-support materials.

Linking campus and community food systems

Affordable meals, food quality monitoring, waste prevention, local purchasing and agricultural education form a connected contribution to SDG 2. These activities bring student welfare and responsible food management together with practical learning for the wider community.

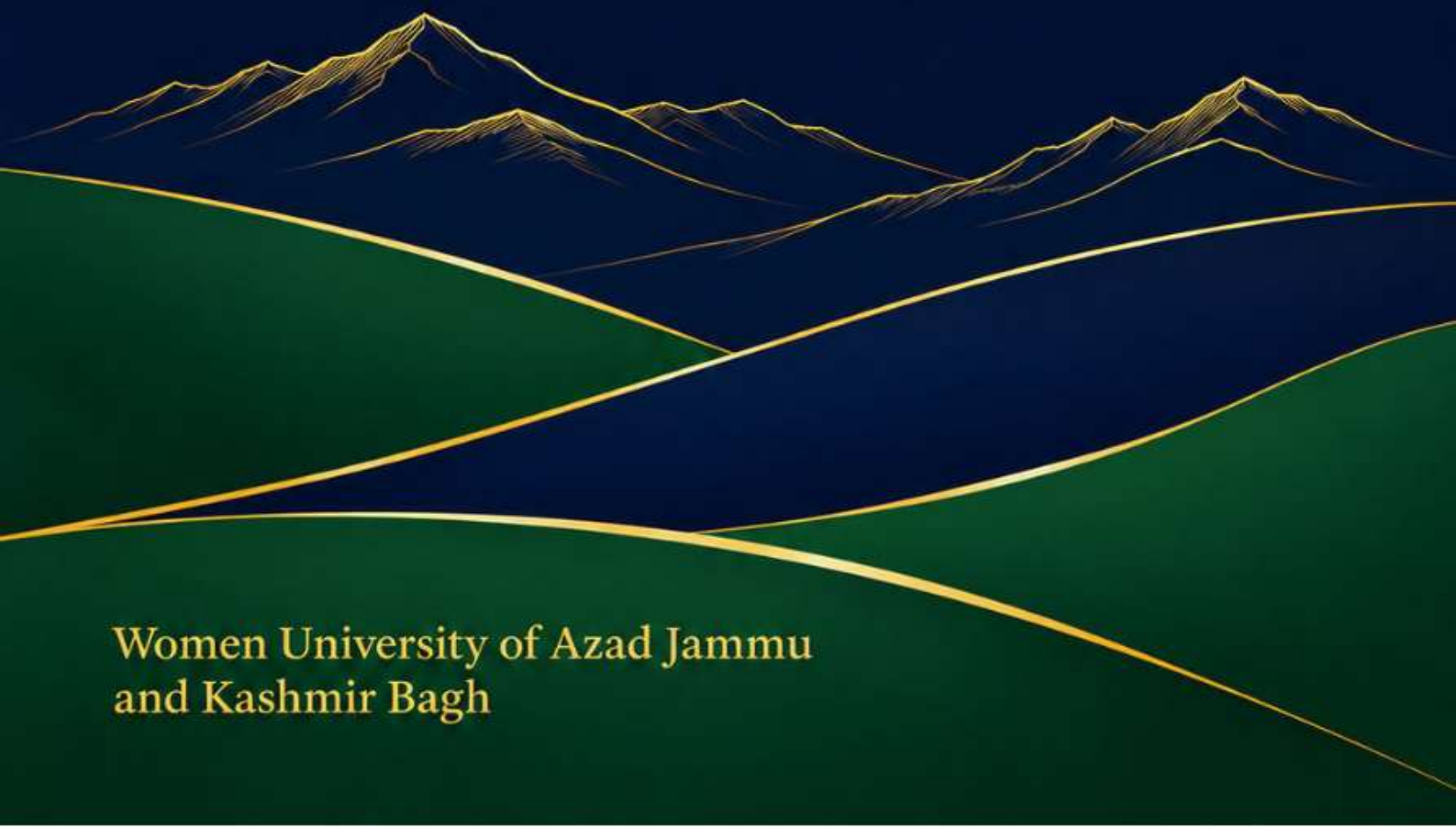
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SUSTAINABLE DEVELOPMENT GOAL 3

Good Health and Well-being

3

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



Women University of Azad Jammu and Kashmir Bagh

HEALTH EDUCATION / ANNUAL REPORT 2025

Preparing graduates for health professions

Women University of Azad Jammu and Kashmir Bagh (WUAJK) supports good health and well-being through health education, community healthcare outreach, counselling, physical activity and institutional partnerships.

The Department of Examinations recorded 57 health-profession graduates out of 649 total graduates in 2025, representing 8.78% of all graduates.

Health professions programme	Graduates
Diagnostic Radiology and Imaging Technology	20
Emergency Medical Technology	19
Clinical Laboratory Sciences	18
Total health-profession graduates	57

Overall totals comprised 561 BS/Bachelor's graduates and 88 MPhil/MS graduates. The proportion in health professions is 57 ÷ 649 × 100 = 8.78%.

Source: Department of Examinations, university graduate statement for 2025.

01 HEALTHCARE PARTNERSHIPS

Clinical training and healthcare digitalization

Collaboration with public healthcare institutions

WUAJK's agreement with the Health Department, Government of Azad Jammu and Kashmir, provides a framework for clinical training at District Headquarters (DHQ) Hospital Bagh. The partnership connects academic learning in allied health disciplines with supervised practical experience in a hospital setting.

The agreement covers training through lectures, tutorials, hospital ward visits, medical supplies, inpatient and outpatient clinics, clinical rotations and related hospital services. Training schedules are coordinated by the University and hospital.

HEALTHCARE DIGITALIZATION

University expertise for hospital systems

Hospital Management System

On 10 December 2025, the Department of Computer Sciences and Information Technology met the Medical Superintendent and technical and administrative staff of DHQ Hospital Bagh to discuss a Hospital Management System being developed by the University's IT team.

The discussion addressed requirements, workflows and operational needs. The proposed system aims to digitize patient records and streamline hospital administration, bringing university technical expertise into cooperation with a public-sector healthcare institution.



University and DHQ Hospital Bagh representatives at the healthcare digitalization meeting, 10 December 2025.

02 COMMUNITY HEALTHCARE

Free medical camp for the local community

WUAJK organized a free medical camp with the University Health Unit to facilitate access to basic healthcare services for members of the local community.

The camp provided an opportunity to seek medical advice and encouraged preventive healthcare and timely consultation. It formed part of the University's community service and health outreach activities.



Medical consultations and community participation at the university's free medical camp.

Connecting the University with community needs

The initiative brought university health support into a community setting, linking access to basic services with awareness of personal health and appropriate medical guidance.

03 DISEASE PREVENTION

Dengue awareness and preventive practices

The Department of Zoology organized a Dengue Awareness Seminar with Dr. Umar Ayaz Aslam Sheikh as guest speaker. The session addressed dengue transmission, symptoms, preventive measures, early diagnosis and timely medical care.



Dr. Umar Ayaz Aslam Sheikh addressing participants at the Dengue Awareness Seminar.

Practical prevention messages

The seminar emphasized eliminating stagnant water, keeping surroundings clean and adopting protection against mosquito bites. Participants were encouraged to share preventive information with their families and local communities, extending health education beyond the classroom.

04 VOLUNTARY BLOOD DONATION

Community participation in blood donation

In 2025, WUAJK organized a blood donation camp in collaboration with DHQ Hospital Bagh and Jehad for Zero Thalassemia (JZT). Students, faculty members and administrative staff participated in the initiative.

The camp promoted voluntary blood donation to support patients requiring transfusions, including people living with thalassemia and other medical conditions.



University participants and healthcare personnel at the blood donation camp organized with DHQ Hospital Bagh and JZT.

Health awareness and social responsibility

The activity connected campus participation with the needs of patients and healthcare providers, encouraging awareness of voluntary blood donation and collective responsibility for community health.

05 MENTAL HEALTH OUTREACH

World Mental Health Day at Aghosh

On 10 October 2025, the Department of Psychology collaborated with Aghosh Alkhidmat Bagh to observe World Mental Health Day. Students and faculty engaged children in activities centred on psychological well-being.

Art and expression workshops, role-plays on kindness and friendship, and positive psychology exercises focused on emotional awareness, empathy, resilience and positive relationships.



Children participating in an art and expression activity during the World Mental Health Day outreach, 10 October 2025.

MENTAL HEALTH OUTREACH

Shared activities at Aghosh



University participants and children at the World Mental Health Day outreach, Aghosh Alkhidmat Bagh, 10 October 2025.



Children and university participants engaging in group activities during the Aghosh wellbeing programme.

The programme extended mental health education beyond campus and encouraged a supportive environment in which children could express their emotions.

06 COUNSELLING AND WELL-BEING

Mental health education for students and staff

Cambridge School System outreach

On 27 February 2025, the Department of Allied Health Sciences and the Department of Psychology organized a mental health and counselling session for students of Cambridge School System, Bagh.

The session addressed stress management, emotional well-being, healthy coping strategies and recognition of mental health concerns. It encouraged students to seek appropriate support when needed.



School students and university representatives at the Cambridge School System mental health outreach, 27 February 2025.

07 STAFF WELL-BEING

Stress management and a supportive workplace

The Department of Psychology also held a stress-management session for faculty, staff and students. The University's staff well-being activities address workplace stress, emotional intelligence and healthy coping strategies as part of a supportive working environment.



Faculty, staff and students attending a stress-management session organized by the Department of Psychology.

08 WOMEN'S HEALTH

Confidential health guidance for students

Female students can access sexual and reproductive health counselling through Dr. Sadaf Tariq, Medical Officer at the University Health Unit.

Guidance covers reproductive health, menstrual hygiene, personal hygiene and related concerns. Students can seek medical advice in a supportive environment that respects privacy and confidentiality.



A medical consultation at the University Health Unit, which provides students with access to health guidance.

Informed health decisions

Access to the Medical Officer provides a route to professional guidance, supports personal health awareness and encourages timely consultation about health concerns.

09 BREAST HEALTH AWARENESS

Learning about early detection

During October 2025, WUAJK observed Breast Cancer Awareness Month through an awareness walk and seminar for students and the university community.

The activities addressed risk factors, early warning signs, screening, early detection and timely medical consultation. They encouraged open discussion and informed decisions about women's health.



University participants in the breast cancer awareness walk during October 2025.

BREAST HEALTH EDUCATION

Seminar on awareness and early detection



A speaker discussing breast health and early detection during the October 2025 awareness seminar.



Students and university participants attending the breast cancer awareness seminar.

10 PHYSICAL ACTIVITY

Sharing sports resources with local learners

WUAJK shares sports facilities with nearby educational institutions and community users, subject to university arrangements and facility availability. The community resources policy provides access to sports spaces for females not enrolled at the University, subject to institutional requirements and the need to avoid disruption to university activities.

In February 2025, the University provided sports equipment and access to its facilities for students of the College of Education, Bagh. The initiative created opportunities for sport and recreation while supporting institutional cooperation.



Sports equipment handover and student sporting activities linked to shared university facilities.

Participation in sport offers opportunities for physical fitness, teamwork, discipline and social interaction, linking shared resources with student well-being.

11 HEALTHY CAMPUS

Smoke-free environment and substance awareness

WUAJK has implemented a Smoke-Free Environment Policy covering students, faculty, staff and visitors across indoor and outdoor university premises.

Policy provisions

Smoking is prohibited in classrooms, auditoriums, residential halls, laboratories, libraries, offices, corridors, cafeterias and other university spaces. The policy provides for no-smoking notices at building entrances and prohibits the use, sharing or sale of tobacco-related products on campus.

Tobacco advertising and marketing are prohibited, and tobacco-producing companies cannot sponsor university events, job fairs or other gatherings.

Contribution to good health and well-being

Across 2025, the University combined health-profession education, community medical outreach, disease prevention, blood donation, mental health education, women's health support and physical activity with institutional policies and healthcare partnerships.

HEALTHY CAMPUS ACTIVITIES

Anti-drug awareness and no-smoking walk

In February 2025, the Directorate of Student Affairs organized an Anti-Drug Awareness and No-Smoking Walk. The activity addressed the physical, psychological and social consequences of tobacco consumption and drug abuse, encouraging healthy lifestyles and responsible decisions.



No-smoking awareness material supporting the university's smoke-free environment policy.



University participants in the anti-drug awareness and no-smoking walk, February 2025.

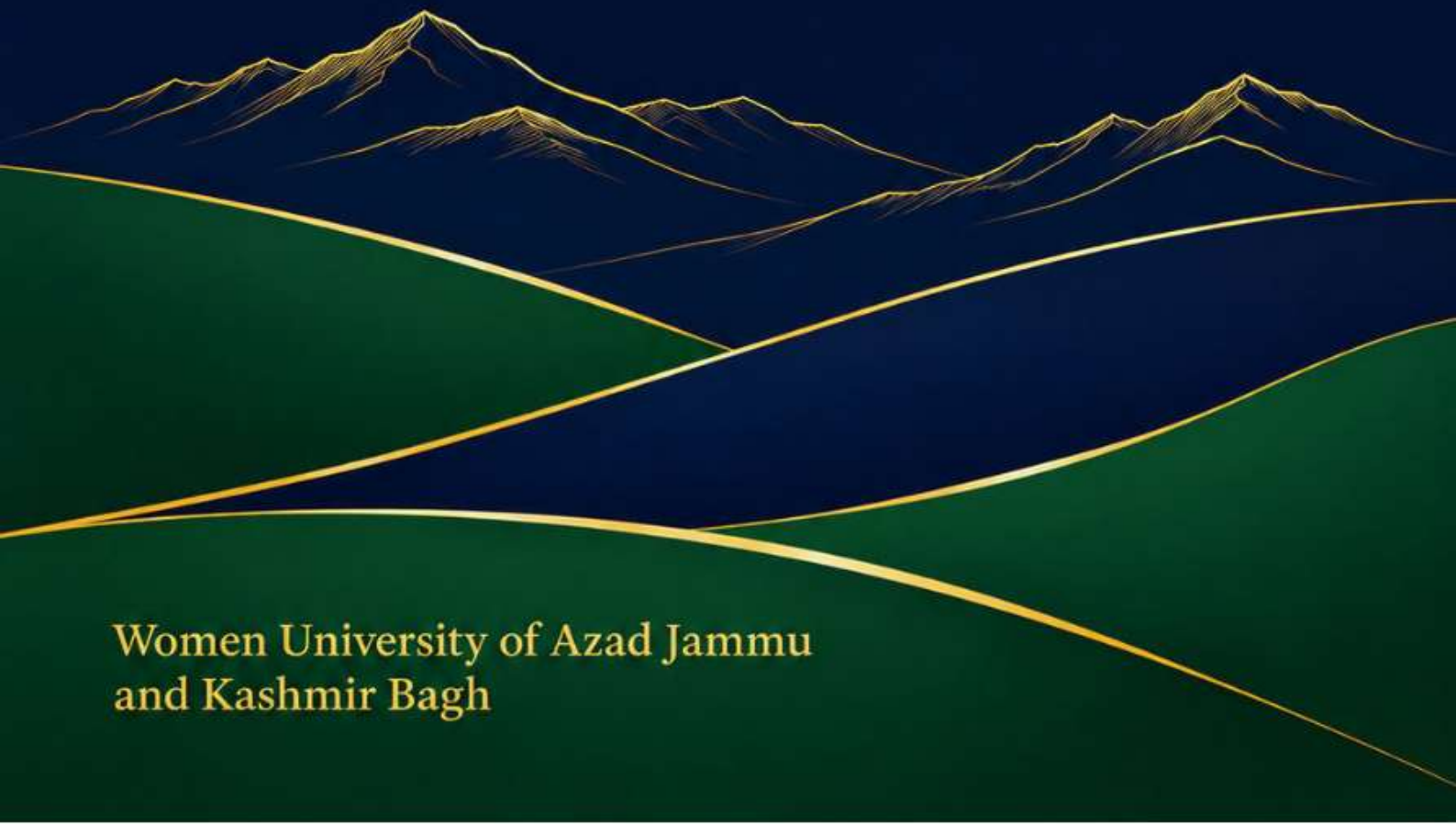
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SUSTAINABLE DEVELOPMENT GOAL 4

Quality Education

4

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



Women University of Azad Jammu and Kashmir Bagh

QUALITY EDUCATION / ANNUAL REPORT 2025

Learning within and beyond the University

Women University of Azad Jammu and Kashmir Bagh (WUAJK) supports quality education through academic programmes, public learning opportunities, practical training and engagement with local institutions. During 2025, this work connected university resources with the educational needs of students, schoolchildren and the wider community.

Activities included digital skills training, leadership development, inclusive education, health and environmental awareness, sewing and tailoring, and home gardening. In 2025, 30% of students at WUAJK were first-generation university students, representing individuals who were the first in their immediate families to pursue higher education.

Access to learning resources

The University's community resources policy covers access to the library, computer laboratories and sports spaces. Access for people not enrolled at the University is provided for females, subject to institutional requirements, reasonable time and place restrictions, and the need to avoid disruption to teaching, research and other university activities.

Equity and participation

The University's Equity Policy promotes equal opportunity and fair treatment regardless of gender, age, disability, race or ethnicity, religion or belief, and socioeconomic background. It applies to stakeholders within and outside the University and provides a framework for a supportive learning environment.

These commitments are reflected in the learning activities and community partnerships presented in this chapter.

01 SHARED EDUCATIONAL RESOURCES

Opening facilities to community learners

Digital access beyond degree programmes

The Department of Computer Sciences and Information Technology facilitates free access to its computer laboratory for educational and learning purposes, subject to availability and institutional rules. This includes local community members, particularly students and participants associated with the Software Technology Park.

Access is coordinated and supervised through the department, providing opportunities to use computing facilities, improve digital literacy and develop IT-related skills.

SHARED SPORTS RESOURCES

Sport and recreation through institutional cooperation

Sports facilities and equipment

In February 2025, WUAJK provided sports equipment and access to university sports facilities for students of the College of Education, Bagh. The initiative extended opportunities for physical activity and recreation while supporting cooperation and resource sharing between educational institutions.



Sports equipment handover and student sporting activities involving university facilities and partner institutions.

02 DIGITAL SKILLS

Hands-on mobile app development

The Department of Computer Sciences and Information Technology organized a five-day mobile app development workshop in collaboration with the Pakistan Software Export Board (PSEB) and the Special Communications Organization (SCO).

The workshop combined hands-on exercises with project-based activities, giving students practical, industry-oriented training in mobile application development.



Participants practising mobile application development during the five-day workshop with PSEB and SCO.

Technical learning and career preparation

The training focused on digital competencies and practical technical skills relevant to employment, freelancing and entrepreneurship. It connected classroom learning with the application of knowledge through guided tasks and projects.

03 YOUTH DEVELOPMENT

Leadership learning with local schools

The Department of Education, through its Youth Club, organized Leadership Lab - Leading Self Before Leading Others, facilitated by Ms. Tahzeeb Mahreen, Lecturer in the Department of Education.

University students and learners from local schools took part in an interactive activity focused on self-awareness, self-discipline, emotional intelligence and personal leadership. It provided structured learning beyond participants' regular classroom experiences.



University students and local school learners participating in Leadership Lab: Leading Self Before Leading Others.

Learning to lead oneself

The activity encouraged young learners to consider how their attitudes, emotions and choices shape their interactions with others. The participation of local schools extended the University's educational engagement to the surrounding community.

04 INCLUSIVE EDUCATION

Engagement with special education institutions

International Week of the Deaf

On 27 September 2025, the Department of Education marked International Week of the Deaf with Ali Empowerment Discovery Center of Special Education, Bagh. Ms. Samina Rafique, Lecturer in the Department of Education, organized the activity, bringing together university representatives and children from the centre.



University representatives and children marking International Week of the Deaf, 27 September 2025.

The programme addressed deaf awareness, inclusive education and accessible communication. It encouraged respect, equal learning opportunities and supportive environments for deaf and hard-of-hearing children.

Community inclusion and disability awareness

On 27 October 2025, the Department of Education organized a Community Inclusion and Disability Awareness Walk with Ali Empowerment Discovery Center of Special Education and Dare to Care Institute of Special Children, Bagh. The activity focused on dignity, accessibility, equal opportunities and social inclusion.

05 COMMUNITY LEARNING

Educational engagement at Jamal Foundation

The Department of Psychology arranged a field visit to Jamal Foundation, Muzaffarabad, an institution providing residential care, education and support for orphan children.

University students organized psychological and educational activities designed to support children's self-esteem, emotional regulation, creativity and social interaction.



Children taking part in a structured educational activity during the Department of Psychology's visit to Jamal Foundation.

COMMUNITY LEARNING IN PRACTICE

Learning activities at Jamal Foundation



University participants and children during the Jamal Foundation educational outreach.



University participants during the Jamal Foundation field visit.

06 HEALTH LITERACY

Water sanitation and hygiene education

In October 2025, Dr. Sadia Nazer, Assistant Professor in the Department of Zoology, conducted a Water, Sanitation and Hygiene (WASH) outreach programme at READ Foundation College, Bagh.

The session covered safe drinking water, proper sanitation, personal hygiene and healthy practices for disease prevention. It emphasized handwashing, hygienic habits and maintaining a clean environment.



Water, sanitation and hygiene outreach delivered at READ Foundation College, Bagh, October 2025.

HEALTH LITERACY OUTREACH

Sharing hygiene knowledge with school learners



Dr. Sadia Nazer presenting water, sanitation and hygiene learning at READ Foundation College.



School students attending the WASH awareness session in October 2025.

Students were encouraged to apply these practices in daily life and share their learning with families and communities.

07 ENVIRONMENTAL EDUCATION

Conservation and disaster preparedness

Dr. Rabia Shafique, Lecturer in the Department of Zoology, conducted an awareness programme on Environmental Protection and Disaster Management at READ Foundation College, Bagh.

The programme addressed natural resource conservation, responsible waste management, pollution reduction and the effects of climate change on communities.



Environmental protection and disaster preparedness learning at READ Foundation College.



School participants engaging with environmental and climate-risk awareness.

Understanding local risks

The session discussed preparedness and preventive measures for floods, landslides and other climate-related hazards. Participants were encouraged to adopt environmentally responsible practices and develop a better understanding of disaster risks and safety measures.

08 PUBLIC HEALTH LEARNING

Breast cancer awareness

During October 2025, WUAJK observed Breast Cancer Awareness Month through a public awareness walk and seminar for students and the community.

The activities addressed risk factors, early warning signs, regular screening and the benefits of early detection, encouraging participants to seek timely medical advice.



University participants in the breast cancer awareness walk during October 2025.

PUBLIC HEALTH EDUCATION

Breast health seminar and participation



A speaker discussing breast health and early detection during the awareness seminar.



Students and university participants attending the breast cancer awareness seminar.

09 VOCATIONAL LEARNING

Sewing and tailoring skills for women

In collaboration with Aljiza Welfare Foundation, WUAJK supported practical learning opportunities in sewing and tailoring for community women.

Sewing-related facilities and learning materials provided a basis for hands-on skills development. The initiative aimed to support self-reliance and livelihood opportunities through practical competencies.



Welfare partnership activities, sewing equipment and practical tailoring learning documented in the university's vocational programme.

The activity linked lifelong learning with skills that women could apply in their homes and communities.

10 LEARNING THROUGH PRACTICE

Home gardening and sustainable agriculture

Following seed distribution by the Departments of Botany and Environmental Sciences, students cultivated vegetables at home and in their fields. They applied learning in seed sowing, home gardening, organic vegetable production and sustainable agricultural practices.



Kitchen gardening initiative organized through the university's Green Youth Movement Club.

PRACTICAL FOOD PRODUCTION

Student cultivation and harvested produce



Okra grown and photographed by students following seed distribution.



Vegetables documented through student home-growing activities.



Harvested vegetables shared in student cultivation photographs.



A cultivated plot documented as part of practical home-growing activity.

Students shared photographs of their cultivated plots and produce, connecting university learning with household food production, self-reliance and awareness of sustainable livelihoods.

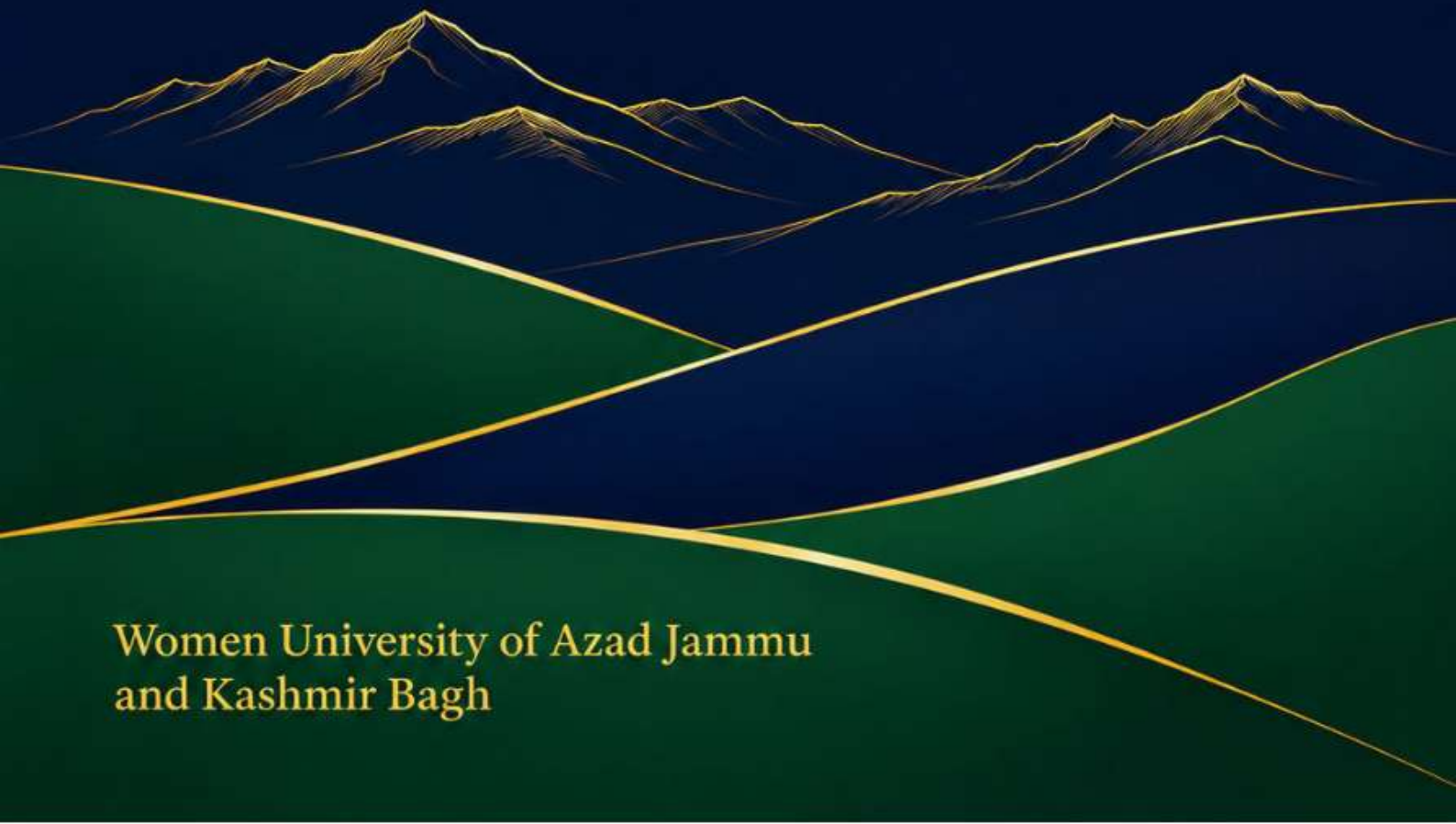
ANNUAL SDG REPORT 2025

SUSTAINABLE DEVELOPMENT GOAL 5

Gender Equality

5

Achieve gender equality and empower all women and girls



Women University of Azad Jammu and Kashmir Bagh

GENDER EQUALITY / 01

Women’s access to higher education

Women University of Azad Jammu and Kashmir Bagh advances SDG 5 through its dedicated role in women’s education. Its work connects access to university study with financial assistance, academic guidance, scientific learning, digital opportunities and support for women’s participation in professional life.

An inclusive admissions mandate

The university’s founding Act establishes it as an institution for women students and provides for access without discrimination on grounds of religion, race, class, colour or creed. This mandate underpins the university’s admissions approach across its academic programmes.

The 2025 access report records that all eligible female applicants who fulfilled the relevant admission criteria were offered admission. The university also tracks women’s applications and acceptance as part of its access measures.

Support across the student journey

Access schemes combine scholarships and fee concessions with mentoring, counselling and career guidance. Departmental activities encourage women to explore scientific, technical and research-oriented fields, while institutional policies address workplace equality, harassment prevention and family responsibilities.

This report brings these areas together as distinct parts of the university’s contribution to gender equality: entry to education, support during study, preparation for professional opportunities and a supportive institutional environment.

GENDER EQUALITY / 02

Financial support, mentoring and academic guidance

Reducing economic barriers

Scholarships, fee concessions and need-based assistance support eligible students facing financial constraints. The supplied records include HEC need-based support and Punjab Educational Endowment Fund assistance, alongside other scholarship arrangements facilitated by the university.

These schemes help students meet educational expenses and support continued participation in higher education. Financial assistance is one component of the university's wider approach to women's access and academic progression.

Guidance during university study

Faculty members provide mentoring and counselling tailored to student needs. Academic guidance, workshops and career sessions help students consider their study choices, develop confidence and prepare for professional responsibilities.

GENDER EQUALITY / 03

Learning through active participation

Learning through participation

Departmental activities offer opportunities to practise communication, teamwork and the application of subject knowledge. Engagement in research, outreach and practical learning complements individual guidance by placing students in settings where they can use their academic skills.



Students presenting practical models as part of departmental learning and subject-based engagement.

GENDER EQUALITY / 04

Encouraging women in science and technology

STEM learning in Physics

Dr. M. Naeem participated in STEM training in the United Kingdom and subsequently shared learning through cascading activities at the university. The initiative encouraged female participation in Physics and other science and technology disciplines.



Participants at the National STEM Learning Centre during the United Kingdom STEM training programme.



Professional exchange during the United Kingdom STEM education programme.

Students were encouraged to explore experimentation, research, nanotechnology, materials science and emerging technologies. These activities connect scientific study with awareness of research and career opportunities.

GENDER EQUALITY / 05

Applying scientific knowledge through outreach

Biological sciences and applied outreach

Zoology-led engagement introduced students to areas including microbiology, biotechnology, wildlife conservation, fisheries, biodiversity and environmental biology. School and college outreach provided a setting for discussing scientific knowledge beyond the university.



School students participating in science-related outreach connecting university expertise with local learning.

Dr. Sadia Nazer's WASH activities linked biological and environmental knowledge with safe drinking water, sanitation, hygiene and public health, providing a practical context for interest in the sciences.

GENDER EQUALITY / 06

Connecting women with the digital economy

Women Software Technology Park

The establishment of the Women Software Technology Park at WUAJK Bagh created a dedicated platform for women's engagement with information technology and software development. The initiative connects university education with digital facilities and industry-oriented opportunities.



Women Software Technology Park facilities and institutional engagement at WUAJK Bagh.

From academic learning to professional opportunity

The park is presented within the university's women's access schemes as a route to digital participation and innovation. It supports a closer connection between students' academic preparation and the technology sector.

By placing digital opportunity within a women's university, the initiative broadens the settings in which students can explore technical work and professional development. It complements the university's academic programmes and career guidance activities.

GENDER EQUALITY / 07

Equality, dignity and a safe working environment

Gender Equality Policy

The Gender Equality Policy sets out commitments to non-discrimination, equal opportunity in recruitment and retention, and equal pay for equal work. It also addresses gender-sensitive curricula, facilities and health services, alongside support for women's leadership.

Preventing harassment and discrimination

The Anti-Harassment and Anti-Discrimination Policy covers employment opportunities, benefits, working conditions, promotions and evaluations. It prohibits discrimination on protected grounds and addresses verbal, physical and written forms of harassment.

The policy calls for employees to understand their rights and responsibilities, for complaints to be handled respectfully and confidentially, and for reporting without victimization. The Gender Equality Policy also provides for a grievance mechanism concerning harassment and discrimination.

Institutional responsibility

Members of the university community are encouraged to report suspected policy violations in good faith to the appropriate authorities. The policies provide for review and revision as needed.

Together, these commitments define standards for fair treatment and respectful professional relationships. They place gender equality within the university's employment practices and institutional responsibilities.

GENDER EQUALITY / 08

Supporting parenting alongside study and work

Day-care access for teachers and students

A Directorate of Student Affairs notification dated 21 January 2025 confirms the availability of a day-care facility for teaching faculty and students with young children. The facility supports working mothers and student mothers in managing childcare alongside professional and academic responsibilities.

The provision addresses a practical barrier to participation in higher education and university employment. Its stated purpose is to provide a supportive environment in which women can continue their studies and duties while managing family responsibilities.

Maternity and paternity leave

The university's Maternity and Paternity Leave Policy provides for paid parental leave under its institutional rules. It sets out eligibility and approval arrangements, including maternity leave outside the normal leave account and paternity leave for eligible male employees.

The policy also recognizes day-care support for new mothers during working hours. Leave provisions and childcare facilities therefore address different stages of parenting within the university's family-support framework.

A shared institutional approach

These measures connect women's participation with practical support rather than treating family responsibilities separately from academic and professional life. The day-care notification covers student and teaching mothers within one coordinated provision.

GENDER EQUALITY / 09

Women’s participation in community learning

Applying knowledge beyond the classroom

University outreach enables female students and faculty to contribute to community education. Activities include environmental awareness, water and sanitation learning, and engagement concerning mental wellbeing.



University participants engaging children in an interactive wellbeing activity through community outreach.

GENDER EQUALITY / 10

Wellbeing and public engagement

Learning with children and communities

Mental health activities involved faculty and students in interactive learning with children and school communities. These engagements provided opportunities to communicate, collaborate and apply academic knowledge in community settings.



Faculty, university students and children participating in community wellbeing engagement.

Participation with wider social relevance

Alongside classroom teaching and professional preparation, community activities give women opportunities to contribute their knowledge in public settings. The university's combination of educational access, support schemes, scientific learning, digital opportunity and institutional safeguards forms its contribution to SDG 5.

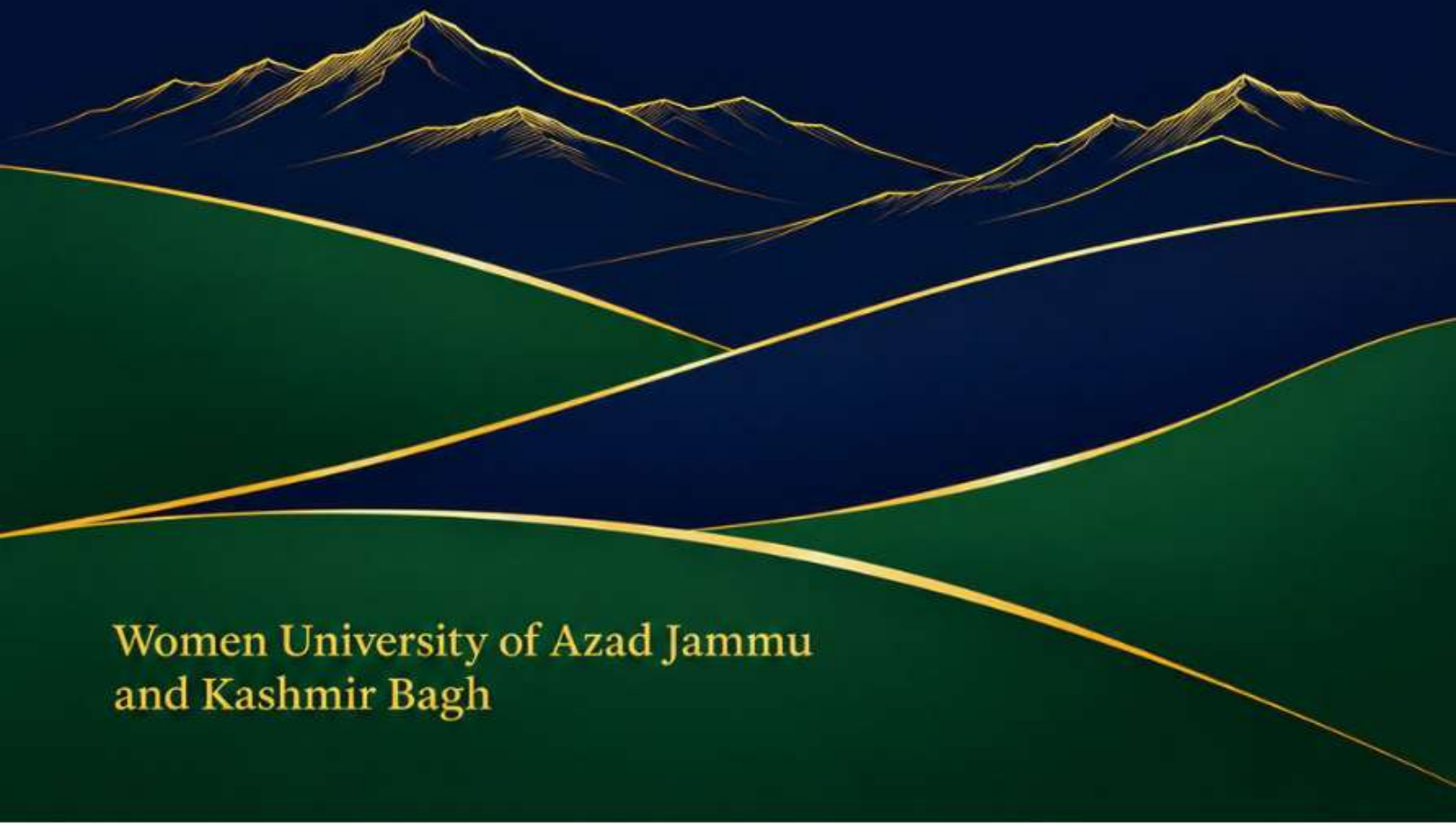
ANNUAL SDG REPORT 2025

SUSTAINABLE DEVELOPMENT GOAL 13

Climate Action

13

Take urgent action to combat climate change and its impacts



Women University of Azad Jammu and Kashmir Bagh

CLIMATE ACTION / 01

Climate action through learning and practice

Women University of Azad Jammu and Kashmir Bagh connects climate action with education, campus management and community participation. During 2025, its work brought together energy-conscious practices, environmental outreach, student-led activities and cooperation with external organizations.



The university's campus within the surrounding landscape.

A practical institutional approach

The university's Climate Change Policy provides a framework for reducing resource use, protecting biodiversity, encouraging sustainable transport and strengthening climate education. Its approach links everyday decisions on campus with learning and awareness in the wider community.

Priorities for 2025

This report brings together the year's work on responsible energy and water use, environmental education, sustainable agriculture, plantation, community cleanliness and youth engagement. It also sets out the university's stated long-term ambition to work towards net-zero carbon emissions by 2035.

CLIMATE ACTION / 02

Policy direction and the 2035 ambition

Climate Change Policy

The Climate Change Policy identifies cleaner, less carbon-intensive development and resilience to extreme weather as institutional priorities. It addresses climate-resilient agriculture, the conservation of water and energy, tree planting, and cooperation with organizations working on related environmental issues.

Its implementation strategy covers waste management education, energy-saving practices, water conservation, shared university transport and community awareness. Sustainability learning, kitchen gardening, cleanliness campaigns and plantation are identified as practical routes for student participation.

Working towards net zero by 2035

WUAJK's stated ambition is to work towards net-zero carbon emissions by 2035. The approach emphasizes gradual improvements in energy efficiency, sustainable transportation, responsible resource use, waste management and campus greening.

The commitment prioritizes achievable, resource-conscious measures suited to the university's institutional context. Annual review, documentation of activities and improved consumption records form part of the stated approach to monitoring progress and expanding sustainability initiatives as resources permit.

Connecting policy with campus activity

The Climate Change Policy is complemented by the Responsible Consumption and Production Policy and the Plastic Waste Policy. Together, they address resource efficiency, water conservation, waste handling and environmental responsibility across the university community.

CLIMATE ACTION / 03

Responsible energy use on campus

Daylight and natural ventilation

During 2025, the university promoted the use of natural daylight in classrooms, laboratories and offices where building design and lighting conditions allowed. Windows and ventilation openings also provided opportunities for natural airflow when weather conditions were suitable.



Campus infrastructure supporting daylight and natural ventilation.

Everyday conservation practices

Students, faculty and staff were encouraged to switch off lights, fans, computers and other electrical equipment when not in use. Energy-saving notices reinforced these practices in academic and administrative spaces.

Responsible operation of UPS and backup power systems supports essential activities. Prioritizing critical equipment, avoiding unnecessary standby loads and maintaining equipment are part of the university's energy-conscious approach.

Efficient use of available resources

Campus greenery, shade and the careful use of existing buildings complement these measures. The university also recognizes electricity-consumption records as a basis for reviewing use and identifying opportunities for improvement.

CLIMATE ACTION / 04

Shared mobility and water conservation

University transport

The university continued to promote its shuttle service during 2025, encouraging students and staff to use shared transport and avoid unnecessary private-vehicle journeys where practical. The service provides an existing platform for more efficient collective travel between university locations.



University shuttle transport supporting shared travel for students and staff.

CLIMATE ACTION / 05

Rainwater and responsible water use

Rainwater and responsible water use

Rainwater harvesting forms part of the university's water-conservation approach. Responsible storage, distribution and use of water also connect with energy conservation because pumping requires electricity.



Rainwater collection, storage and associated water-management infrastructure on campus.

The university's resource policy promotes safe water use, conservation activities and cooperation on water management. These measures connect campus operations with awareness of the wider relationship between water, energy and environmental sustainability.

CLIMATE ACTION / 06

Climate awareness and disaster preparedness

Learning beyond the campus

Dr. Rabia Shafique, Lecturer in Zoology, delivered an environmental protection and disaster management awareness programme at READ Foundation College, Bagh. The session addressed conservation, waste, pollution and the effects of climate change on communities.



Environmental protection and disaster preparedness outreach at READ Foundation College, Bagh.



School students engaging with environmental awareness and local climate-risk learning.

Students were introduced to disaster risks, preventive measures and preparedness for floods, landslides and other climate-related hazards. The activity connected university expertise with school-level learning and awareness of locally relevant environmental risks.

CLIMATE ACTION / 07

Sharing water and hygiene knowledge

Water, sanitation and hygiene education

In October 2025, Dr. Sadia Nazer, Assistant Professor in Zoology, conducted a WASH outreach programme at the same college. The session covered safe drinking water, sanitation, handwashing and personal hygiene, encouraging students to share healthy practices within their families and communities.



Dr. Sadia Nazer delivering a WASH awareness session at READ Foundation College, Bagh, October 2025.

CLIMATE ACTION / 08

Sustainable agriculture through practical learning

From seed distribution to home growing

Following seed distribution by the Departments of Botany and Environmental Sciences, students grew organic vegetables at home and in their fields. Photographs shared by students documented their cultivated plots and produce, linking environmental learning with household food production.



Okra grown and photographed through student home-growing activities.



Vegetables documented by students following seed distribution.

CLIMATE ACTION / 09

Soil, water and sustainable agriculture

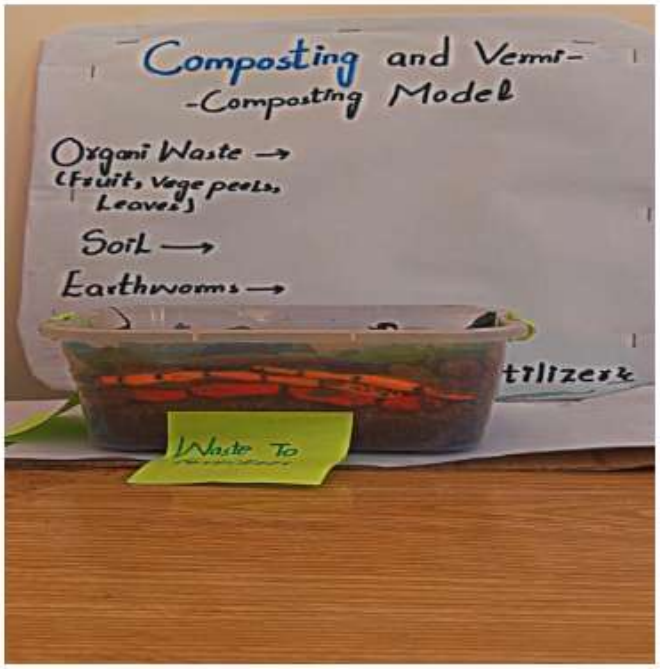
Soil, water and food security

Dr. Sami Ullah from Botany conducted a seminar on “Sustainable Agriculture and Food Security”. The session addressed soil conservation, organic fertilizers, efficient water management, biodiversity and climate-resilient agricultural practices.

Learning activities also included model presentations on sustainable agriculture and the use of organic waste. These activities encouraged students to connect resource management with food production and environmental protection.



A student model demonstrating resource use in agricultural production.



Composting and vermicomposting model illustrating the use of organic waste.

CLIMATE ACTION / 10

Greener surroundings and cleaner communities

Plantation and campus greening

University departments organized plantation activities independently and with Alkhidmat Foundation. Students and faculty participated in planting as part of efforts to improve green surroundings and promote environmental responsibility.



Students taking part in plantation and campus greening.



Faculty and participants planting a tree during a university greening activity.

The university recognizes the value of trees in providing shade, supporting biodiversity and contributing to long-term climate resilience. Plantation also gives students a practical way to engage with conservation alongside their academic work.

CLIMATE ACTION / 11

Student action for cleaner surroundings

Community cleanliness

During 2025, students took part in a cleanliness drive in areas surrounding the university. The activity emphasized responsible waste disposal, civic participation and maintaining a cleaner local environment.



A student collecting litter during the 2025 cleanliness drive in the areas surrounding the university.

CLIMATE ACTION / 12

Youth leadership and climate innovation

Pakistan Youth Leadership Initiative

University participation in the Prime Minister's Youth Programme and Pakistan Youth Leadership Initiative connected environmental learning with youth leadership and community engagement. Training activities addressed climate action, sustainable development and the role of young people in responding to environmental challenges.



University representatives and fellow participants at Pakistan Youth Leadership Initiative training.

CLIMATE ACTION / 13

Student innovation for climate action

First prize at Climate Hackathon 2025

Sheeza Fayyaz, a Botany student, secured first prize in Climate Hackathon 2025. Her achievement reflects student participation in climate-focused innovation and the exploration of practical responses to environmental challenges.



First-prize certificate awarded to Botany student Sheeza Fayyaz at Climate Hackathon 2025.

CLIMATE ACTION / 14

Partnerships for environmental learning

Cooperation with Wildlife and Fisheries

The university's engagement with the Department of Wildlife and Fisheries provides a framework for cooperation in environmental conservation, biodiversity protection and sustainable natural resource management. The memorandum of understanding connects academic interests with public-sector conservation expertise.

The framework supports opportunities for knowledge sharing, research, student training and environmental awareness. These areas are relevant to ecosystem protection and understanding the environmental pressures associated with climate change.

Environmental education networks

An established partnership with Environmental Change Makers, Islamabad, under a memorandum signed in March 2023 provides a foundation for cooperation in environmental education, research and community awareness. This relationship forms part of the university's wider network for sustainability learning.

CLIMATE ACTION / 15

Cooperation for public environmental priorities

Supporting public environmental priorities

Plantation, cleanliness activities and school outreach connect university participation with broader priorities for environmental protection. Institutional policies and official information are also disseminated through the university website.



University and Department of Wildlife and Fisheries representatives at the memorandum of understanding engagement.

CLIMATE ACTION / 16

Resource stewardship and community benefit

Reducing plastic waste

The Plastic Waste Policy prohibits plastic bags on university premises and the burning of plastic waste. It provides for separating waste, reusable and recyclable materials, reusing suitable materials and transferring recyclable plastic to an authorized vendor.

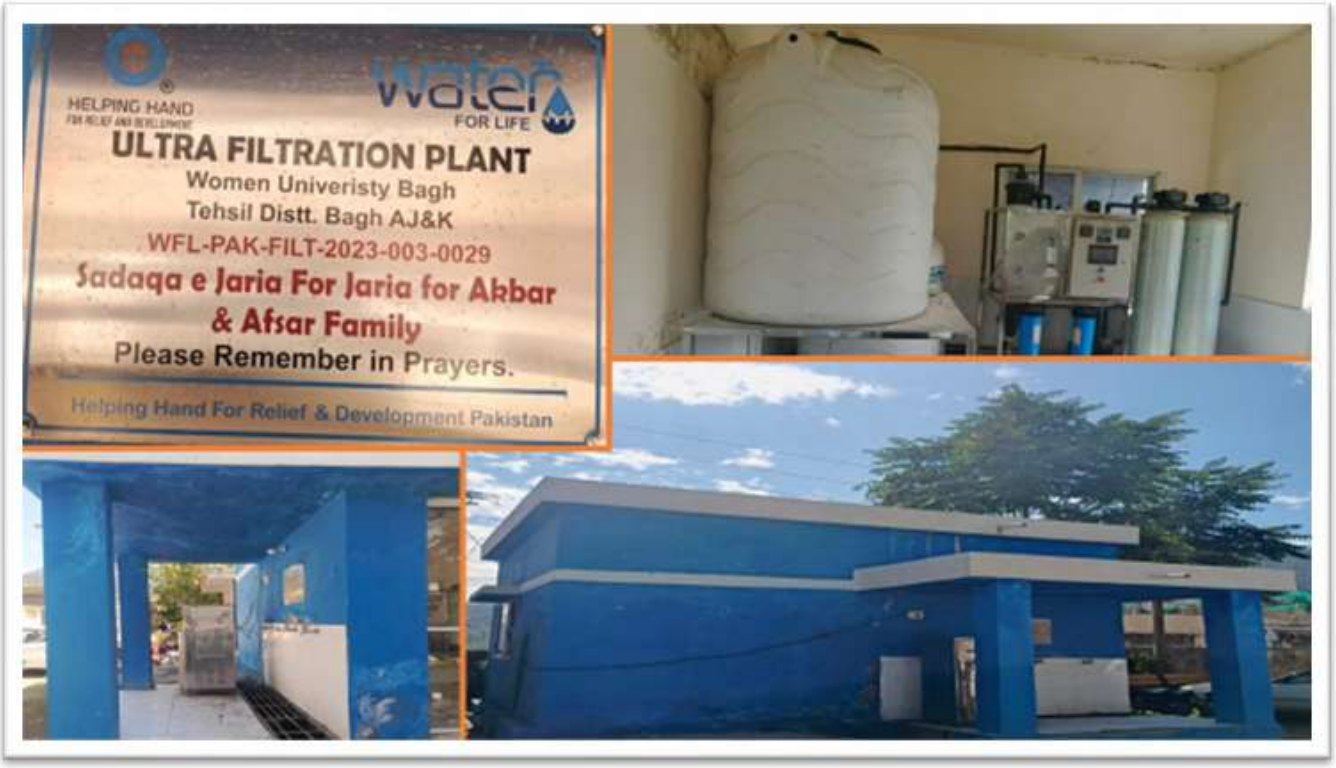
During 2025, awareness and cleanliness activities encouraged responsible disposal and reusable alternatives, including cloth bags and refillable bottles. These practices connect institutional policy with everyday participation by students and staff.

CLIMATE ACTION / 17

Safe water and continuing stewardship

Access to safe drinking water

The ultra-filtration water plant, established in 2023, continued to serve as a community resource. The university reports that access to clean drinking water was extended to more than 300 additional community members in 2025.



The university's ultra-filtration water plant and associated drinking-water facilities.

Continuing institutional responsibility

Climate education, practical conservation and community partnerships form the university's contribution to SDG 13. Its long-term direction combines these activities with progressive improvements in energy use, mobility, waste management and campus greening towards the stated 2035 net-zero ambition.

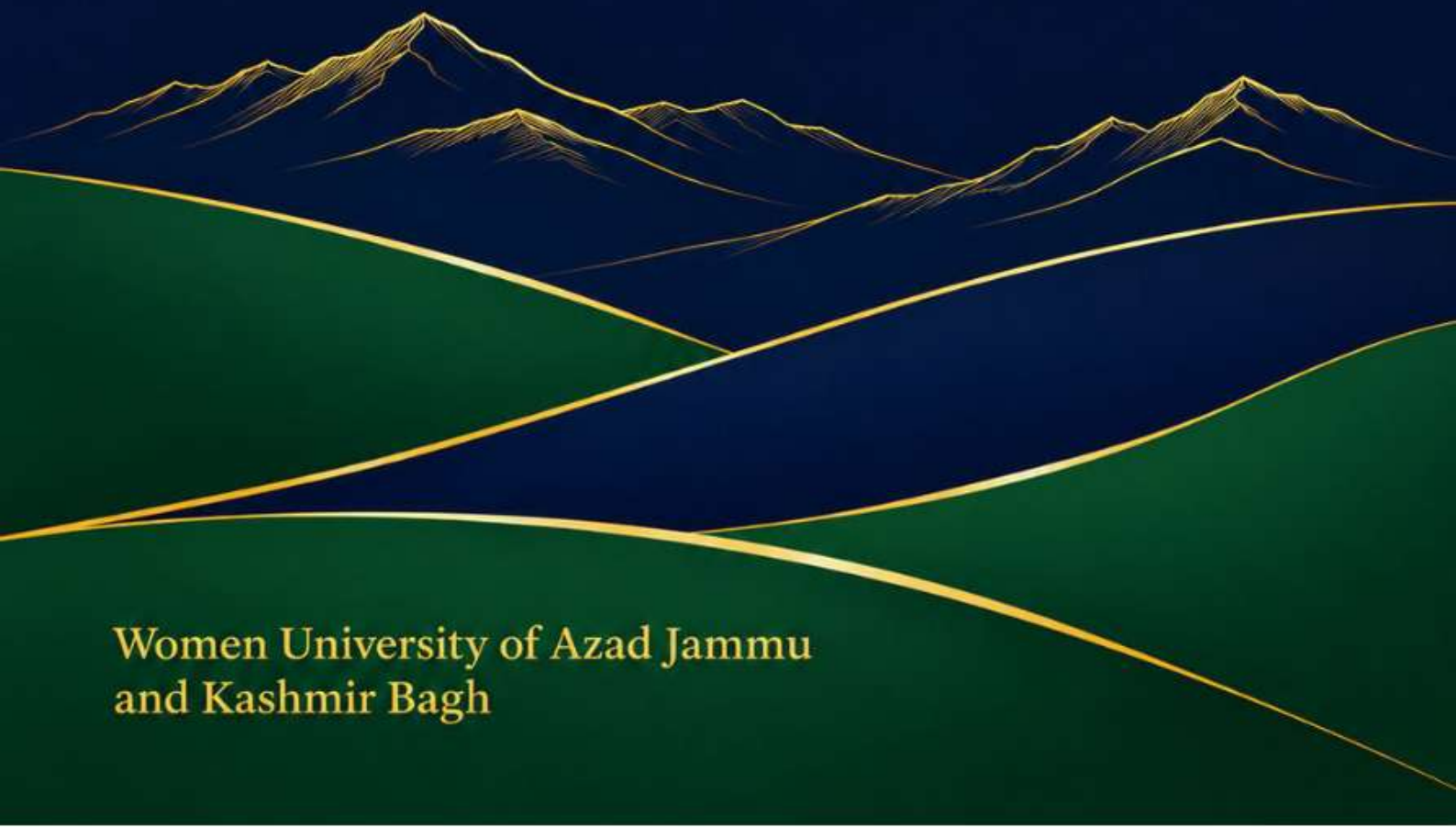
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SUSTAINABLE DEVELOPMENT GOAL 17

Partnerships for the Goals

17

Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



Women University of Azad Jammu and Kashmir Bagh

PARTNERSHIPS FOR THE GOALS / 01

Partnerships that connect learning with action

Women University of Azad Jammu and Kashmir Bagh advances sustainable development through cooperation with public institutions, industry, universities and community organizations. In 2025, these relationships connected women's education with digital skills, environmental learning, research exchange and public outreach.

A shared platform for sustainable development

The university's partnership activities brought external expertise into teaching and opened opportunities for students and faculty to engage beyond the campus. Government and technology partners supported digital development; academic networks enabled professional exchange; and schools and civil society organizations extended learning into the wider community.



University representatives and partners at the Women Software Technology Park, Bagh.

From institutional cooperation to community engagement

This report presents these contributions through the work undertaken with partners: strengthening digital participation, exchanging knowledge, supporting environmental practice and sharing education and health awareness with local communities.

PARTNERSHIPS FOR THE GOALS / 02

Opening pathways in the digital economy

Women Software Technology Park

The First Women Software Technology Park was inaugurated in September 2025 with support from the Government of Pakistan and the Pakistan Software Export Board (PSEB). The initiative provides a platform for women's participation in technology, innovation and industry engagement in Bagh.



Women Software Technology Park facilities in Bagh, inaugurated in September 2025.

PARTNERSHIPS FOR THE GOALS / 03

Developing technology-sector connections

Cooperation with PSEB

The Department of Computer Science and Information Technology engaged with PSEB on the park's infrastructure, facilities and industry connections. Discussions also covered internships, practical workshops and opportunities for information technology graduates, linking the university's academic work with the needs of the technology sector.



University engagement with technology-sector partners on facilities, skills and opportunities.

PARTNERSHIPS FOR THE GOALS / 04

Industry links and practical digital skills

Learning from software professionals

Engagement with Troon Technologies connected final-year students with professionals working in software development. Students explored real-world projects, professional work environments and career opportunities, bringing an industry perspective to their academic preparation.



Students engaging with a Troon Technologies professional on software work and career opportunities.

PARTNERSHIPS FOR THE GOALS / 05

Practical digital skills with industry partners

Mobile application development

A five-day mobile application development workshop, organized with PSEB and the Special Communications Organization (SCO), emphasized hands-on and project-based learning. The collaboration gave students an opportunity to practise technical skills with support from external partners.



Participants during the five-day mobile application development workshop with PSEB and SCO.

PARTNERSHIPS FOR THE GOALS / 06

Institutional cooperation and national dialogue

Digital systems and university management

Vice Chancellor Prof. Dr. Aneela Kamal met Ambassador Dr. Mohammad Nafees Zakaria, Executive Director of COMSATS, at its headquarters in Islamabad during 2025. The meeting reviewed progress on the University Management Information System and agreed to accelerate its development.



University representatives at COMSATS headquarters, Islamabad, during institutional cooperation discussions.

Digital literacy and strategic awareness

At the CISS AJK Vice Chancellors' Conference on 11 November 2025, the Vice Chancellor spoke on "Educating Youth for Digital Age: Tech Literacy & Strategic Awareness". WUAJK and CISS AJK also signed a memorandum of understanding, establishing a framework for institutional cooperation.

These engagements brought university leadership into dialogue with external institutions on digital capacity, education and the changing needs of young people.

PARTNERSHIPS FOR THE GOALS / 07

Connecting universities and policy discussions

Higher education leadership

The Vice Chancellor participated in the 6th Rector's Conference in Islamabad from 3 to 5 December 2025. The conference provided a forum for engagement with university leaders and policymakers on governance, leadership and the future of higher education.



Vice Chancellor Prof. Dr. Aneela Kamal participating in the 6th Rector's Conference, Islamabad, December 2025.

PARTNERSHIPS FOR THE GOALS / 08

Interuniversity exchange in social sciences

Social sciences and interuniversity exchange

On 13 November 2025, the Vice Chancellor attended the 4th International Conference of Social Sciences at Women University Rawalpindi as guest of honour. The engagement supported interuniversity exchange and discussions concerning social reform and policy.



Engagement with national higher education and policy networks.

PARTNERSHIPS FOR THE GOALS / 09

International exchange in teaching and research

STEM education and professional learning

Dr. M. Naeem participated in a British Council and Higher Education Commission STEM training programme in the United Kingdom from 7 to 12 July 2025. The programme explored outcome-based education, project-based learning, the CDIO approach and the Degree Apprenticeship Model.



Professional STEM education exchange during the United Kingdom training programme, 7–12 July 2025.

The training also introduced digital learning tools, including Canvas, Panopto, PebblePad, Padlet and Vevox. These exchanges exposed faculty to approaches that connect teaching, practical learning and professional preparation.

Sustainable management and the green economy

Dr. Munazza Zahra, Assistant Professor in Economics and Management Sciences, delivered an online keynote at the 5th WIMAYA International Conference in Indonesia in 2025. Her contribution addressed the green economy, sustainable management, technology and artificial intelligence in relation to sustainable growth.

PARTNERSHIPS FOR THE GOALS / 10

Environmental cooperation and professional capacity

Youth and climate leadership

Dr. Mubashir, Dr. Sadia Nazer and Mr. Zohaib participated in a three-day youth and climate training programme under the Prime Minister's Youth Programme and Pakistan Youth Leadership Initiative. The programme brought university representatives into a wider network of youth leadership and environmental learning.



University representatives and fellow participants at Pakistan Youth Leadership Initiative training.

PARTNERSHIPS FOR THE GOALS / 11

Cooperation for biodiversity and natural resources

Biodiversity and natural resource management

A memorandum of understanding with the Department of Wildlife and Fisheries provides a framework for cooperation in biodiversity, environmental research, student training and natural resource management. The partnership connects academic interests with the expertise of a public-sector conservation institution.



University and Department of Wildlife and Fisheries representatives at the cooperation engagement.

PARTNERSHIPS FOR THE GOALS / 12

Sharing research and energy knowledge

Plant science and mathematical research

Dr. Sami Ullah Khan, Director QEC and Associate Professor of Botany, delivered a keynote at RAPS 2025, held at the University of Education, Lahore, on 12–13 November 2025. The event offered a platform for sharing plant-science knowledge with the wider academic community.

Aqsa Niaz from Mathematics presented a research poster at the Abdus Salam International Conference on Mathematical Sciences and Emerging Technologies 2025, held at the Abdus Salam School of Mathematical Sciences, Government College University, Lahore.



Academic exchange at the plant-science conference attended by Dr. Sami Ullah Khan.



Aqsa Niaz presenting a mathematics research poster at the Abdus Salam conference.

Energy conservation and sustainable practice

Dr. Bushra Aziz, Lecturer in Physics, participated in a NEECA learning visit at the Sustainable Development Policy Institute, with USEFP and the Pakistan-U.S. Alumni Network. Topics included fan replacement, Energy Conservation Building Codes and geothermal technologies.

PARTNERSHIPS FOR THE GOALS / 13

Partnerships for literacy and SDG education

Each One Teach One

The university's memorandum of understanding with the National Commission for Human Development supports the "Each One Teach One" literacy initiative. The framework connects student and volunteer participation with efforts to extend learning to underserved communities.



University engagement with the National Commission for Human Development supporting literacy cooperation.

Understanding the Global Goals

The Department of Physics organized "The Global Goals" seminar on 17 September 2025. The session introduced the 17 Sustainable Development Goals and their relevance to students and the university community.

Together, literacy cooperation and campus SDG learning connect the university's educational mission with wider development priorities. They provide complementary routes for sharing knowledge: through community partnerships and through awareness within academic departments.

PARTNERSHIPS FOR THE GOALS / 14

Working together for community health

Health outreach and specialist knowledge

A free medical camp held with Aljiza and the University Health Unit connected university participation with community health services. The activity brought health professionals and university representatives together in a local outreach setting.



Free medical consultations and community participation through the university's health partnership.

The Department of Zoology and the Zoological Society also organized a dengue and malaria awareness seminar under the supervision of Dr. Sadia Nazer. Dr. Umar Ayaz Aslam Sheikh, Assistant Professor of Entomology at the University of Poonch Rawalakot, contributed specialist knowledge to the session.

Student and institutional participation

A blood donation camp involving DHQ Hospital and JZT provided another avenue for university–community cooperation during 2025. These activities linked awareness, professional expertise and voluntary participation through local partnerships.

PARTNERSHIPS FOR THE GOALS / 15

Learning with schools and local communities

Water, sanitation and hygiene

In October 2025, Dr. Sadia Nazer from Zoology delivered a WASH session at READ Foundation College, Bagh. The session addressed clean water, sanitation and handwashing, taking practical health and hygiene education beyond the university.



Dr. Sadia Nazer delivering WASH education at READ Foundation College, Bagh, October 2025.



School participants attending the water, sanitation and hygiene awareness session.

PARTNERSHIPS FOR THE GOALS / 16

Environmental education with local schools

Environmental awareness and disaster preparedness

Dr. Rabia Shafique, Lecturer in Zoology, engaged READ Foundation students on environmental conservation, waste, pollution and climate-related hazards, including floods and landslides. The activity connected environmental knowledge with issues relevant to the surrounding region.



Environmental protection and disaster-risk awareness outreach at READ Foundation College, Bagh.

PARTNERSHIPS FOR THE GOALS / 17

Wellbeing through community engagement

World Mental Health Day

On 10 October 2025, university faculty and students contributed to a mental health activity at Aghosh Alkhidmat. Art, empathy and interactive participation were used to engage children in conversations and activities concerning wellbeing.



University participants and children at Aghosh Alkhidmat during World Mental Health Day engagement, 10 October 2025.

PARTNERSHIPS FOR THE GOALS / 18

School partnerships for mental wellbeing

Supporting awareness among school students

On 27 February 2025, Allied Health Sciences and Psychology participated in an outreach activity at Cambridge School. The engagement addressed stress and mental wellbeing through interaction with students.



School students and university representatives at the Cambridge School mental health outreach, 27 February 2025.

PARTNERSHIPS FOR THE GOALS / 19

Practical education for a sustainable environment

Growing food and conserving soil

Botany and Environmental Sciences activities encouraged students to grow vegetables at home using supplied seeds. Student photographs documented the growing activity, connecting classroom learning with household food production.



Okra documented through student home-growing activities.



Vegetables grown and photographed by students following seed distribution.

Dr. Sami Ullah Khan contributed to learning on sustainable agriculture and food security, addressing soil, organic fertilizers, efficient water use, biodiversity and climate-smart approaches. A Botany open session and exhibition held on 24 December 2025 also featured soil conservation and student displays.

PARTNERSHIPS FOR THE GOALS / 20

Community partnerships for greener surroundings

Plantation and cleaner surroundings

The Department of English worked with Hamza Development Foundation on the “Aek Beti, Aek Shajar” plantation activity at the Faculty of Arts and Social Sciences campus. University departments also engaged with Alkhidmat in plantation, alongside community cleanliness activities around the university during 2025.



Student participation in the community cleanliness drive during 2025.



Participants in a university plantation activity involving community partners.

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