

Shatt Al-Arab University



SDG

5

Gender Equality



THE IMPACT RANKING

5.1. Introduction

Education for Sustainable Development Five (ESD5) plays a key role in advancing gender equality by ensuring that individuals of all genders have equal rights, opportunities, and access to resources. It aims to end discrimination and violence against women and girls while empowering them to actively participate in every aspect of society. This involves the implementation of gender-sensitive policies and laws and the elimination of harmful practices. Since gender equality is a fundamental human right, promoting it is essential for the overall well-being of society, contributing to poverty reduction, improved health, education, and protection for both girls and boys. Within the education sector, ESD fosters gender equality by providing all learners with equitable access to high-quality education and creating inclusive learning environments that embrace diverse perspectives and talents. Additionally, ESD seeks to equip women and girls with the knowledge and skills necessary to combat gender-based inequalities and social injustices, while actively working to prevent unlawful discrimination, harassment, and other prohibited actions.

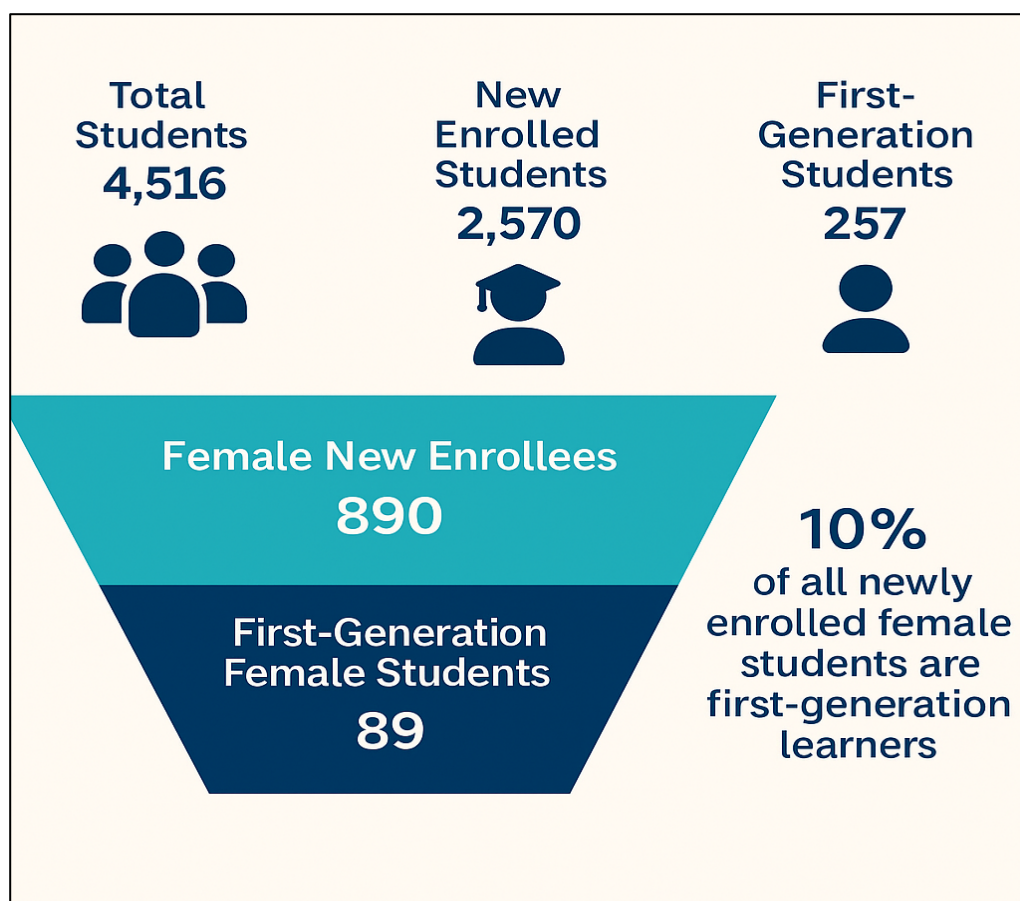
In Shatt Al-Arab University, the institution strengthens its commitment to fostering a fair, supportive, and empowering academic environment for all. In addition, the university demonstrates a strong and comprehensive commitment to gender equality through its continuous evaluation of gender-specific data, proactive policies, and extensive initiatives. By fostering an inclusive and supportive academic environment, the institution ensures equal opportunities for all students. It has also established various governing bodies, policies, and initiatives aimed at eliminating discrimination, harassment, and cultivating a culture of gender sensitivity. As it continues to progress, the university sets a valuable example for higher education institutions striving to promote gender equity and empowerment. Worth mentioning, our university actively monitors women's application rates, acceptance, and enrollment figures as part of its commitment to fostering a diverse and inclusive academic environment. The university's commitment to gender equality extends beyond admissions to encompass various aspects of campus life. Recognizing that an inclusive academic environment requires comprehensive support, the university ensures the provision of safety, security, and counseling facilities for both male and female students and staff. Moreover, the Women's Affairs Division at Shatt Al-Arab University has played a significant role in promoting the core principles outlined in ESDG5

through the organization of awareness seminars and campaigns. These initiatives, conducted in collaboration with internal and external university faculties, have focused on key issues such as safeguarding women from violence, discrimination, and harassment. Additionally, the Division has made dedicated efforts to enhance women's understanding of medical and psychological well-being, as well as their legal and political rights, empowering them to become active and effective individuals across academic, professional, domestic, and social spheres.

5.2 Proportion of First Generation Female Students

<i>Category</i>	<i>Number</i>
Total Number of Students	4,516
Number of Students Starting a Degree	2,570
First-Generation Students Starting a Degree	257
Women Starting a Degree	890
First-Generation Women Starting a Degree	89

In the academic year 2024–2025, a total of 2,570 students began their degree studies at Shatt Al-Arab University, of whom 890 were female. Among these, 89 were first-generation university students, representing exactly 10% of all newly enrolled female students. This notable figure demonstrates the university's commitment to educational equity, actively supporting women from families with no prior access to higher education, and reflects the impact of its inclusive admissions and outreach initiatives.



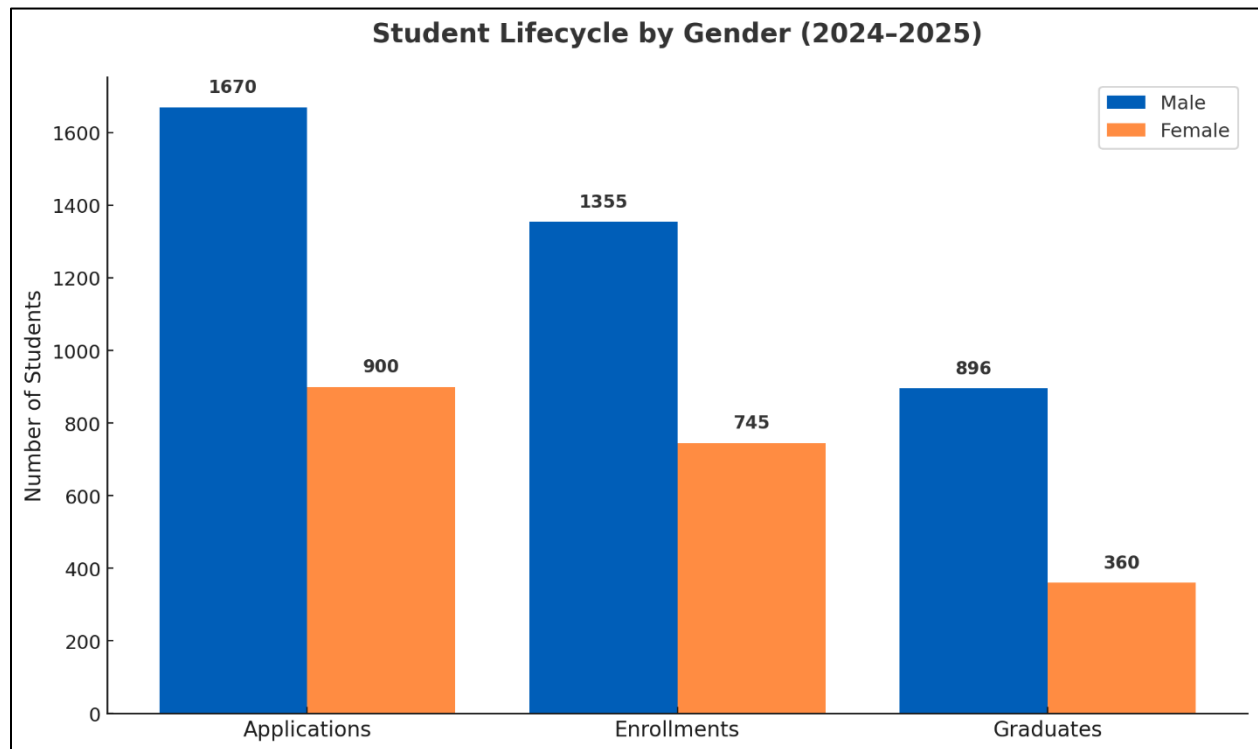
5.3 Student Access Measures

5.3.1 - Does your university as a body systematically measure/track women's application rate and acceptance or entry rate?

Certainly, our university usually systematically tracks women's application, acceptance, and enrollment rates. Our university actively monitors women's application rates, acceptance, and enrollment figures as part of its commitment to fostering a diverse and inclusive academic environment. For instance, based on the admissions data for the 2024-2025 academic year:

- Total applications received: 2,570
- Male applications: 1,670
- Female applications: 900 (35% of total applications)
- Total students enrolled: 2,100

- Male enrolled: 1,355
- Female enrolled: 745 (35.5% of total enrollment)

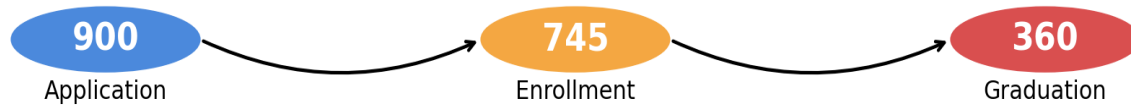


The data from the 2024–2025 academic cycle at Shatt Al-Arab University reveals important gender dynamics across the student lifecycle. Of the 2,570 total applicants, 900 were female, representing **35%** of all applications. Impressively, **82.8%** of these female applicants successfully enrolled (745 students), indicating a strong female application to enrollment conversion rate.

The university’s ability to retain and support female students is further evidenced by the **48.3%** graduation rate among enrolled women (360 graduates). This performance highlights the institution’s effectiveness in ensuring not only access but also academic success for women, especially in a regional context where gender disparities in education remain a concern.

Gender-Based Comparison of Student Progression (2024–2025)

<i>Metric</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Notes</i>
Applicants	900	1,670	2,570	All applicants in 2024–2025
Application Rate	35%	65%	100%	900 / 2,570 vs. 1,670 / 2,570
Enrollments	745	1,355	2,100	Accepted students by gender
Enrollment Rate	82.8%	81.1%	—	Female: 745 / 900 Male: 1,355 / 1,670
Graduates	360	896	1,256	Graduated students
Graduation Rate	48.3%	66.1%	—	Female: 360 / 745 Male: 896 / 1,355



Progression of Female Students at Shatt Al-Arab University (2024–2025): 900 applicants → 745 enrolled → 360 graduates.

In line with SDG5 and the university’s commitment to women’s empowerment, the College of civil engineering at Shatt Al-Arab University officially launched the **“She Leads” Academic Mentorship Initiative** in February 2024. The program was designed to support first-year female students, especially those from first-generation or marginalized backgrounds through structured peer-to-peer mentorship.

The initiative paired **120 new female students** with **35 senior female mentors** across different departments. Monthly mentoring sessions were conducted in the university’s seminar halls, covering topics such as academic planning, dealing with impostor syndrome, balancing studies and home responsibilities, and career exploration in male-dominated fields.

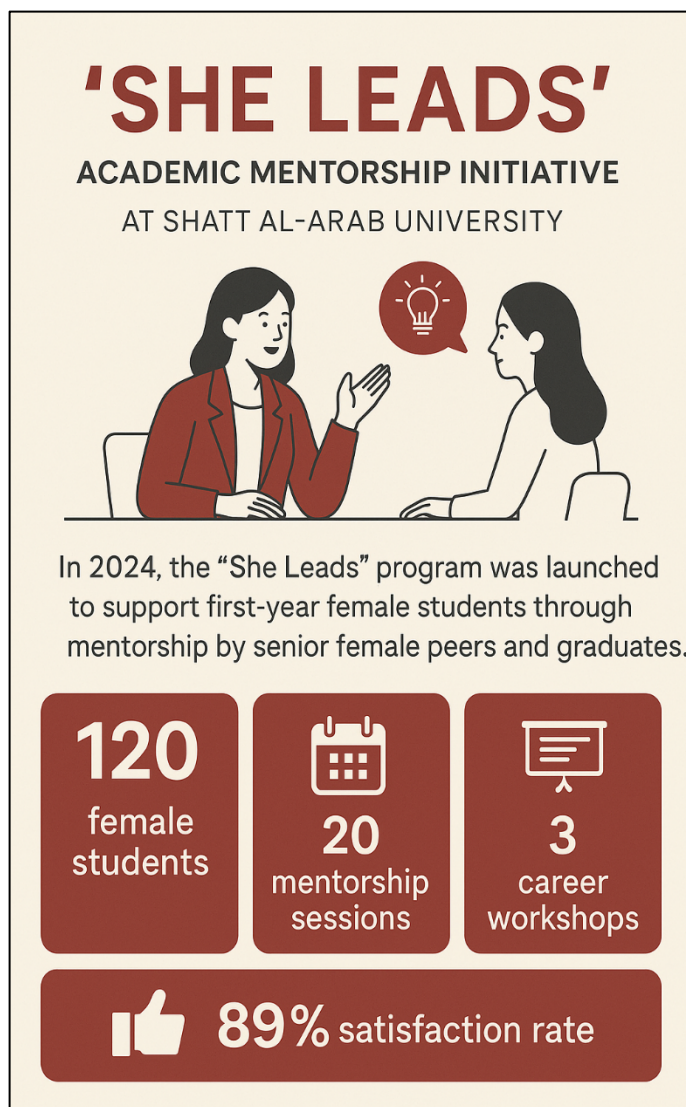
In addition, the program hosted **three workshops** led by female faculty and alumni titled:

- “*My Journey in Academia*”
- “*From Graduate to Leader*”
- “*Women in STEM and Business*”

Feedback collected via internal surveys showed:

- **89%** of mentees felt more academically confident.
- **76%** of mentors reported enhanced leadership and communication skills.
- Over **92%** of participants requested program continuation into the next academic year.

The program received positive attention on the university’s social media pages and is now being considered for institutional expansion and integration into the university’s official student support framework.



5.3.2 - Does your university as a body have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance/entry, and participation at the university?

Shatt Al-Arab University is committed to ensuring equitable access to higher education for all students, regardless of gender, socioeconomic background, or geographic location. A comprehensive **Gender-Inclusive Admissions Policy** has been formally adopted since 2022 to promote fair participation, especially for female applicants from rural and underserved communities.

The policy includes the following pillars:

- ✚ **Equity-focused admissions review**, in which committee members are trained on gender sensitivity and bias prevention.
- ✚ **Priority consideration** for first-generation female students and those from economically disadvantaged regions.
- ✚ **Reserved seats and tuition waivers** for qualified female candidates who meet equity-based criteria.
- ✚ **Annual audits** to evaluate the gender balance of accepted cohorts and adjust outreach strategies accordingly.

In 2023, the university recorded a **17% increase** in female enrollment from rural districts as a direct outcome of these access policies.



To build a learning atmosphere that supports gender equality and empowers women, Shatt Al-Arab university has implemented a range of structured policies and practices. These measures are designed to safeguard students' well-being, uphold fairness, and encourage equitable treatment across all aspects of campus life. Furthermore, the university's gender inclusion policy outlines clear objectives, including:

- **Creating an Inclusive Environment:** Ensuring that all students, regardless of gender, have access to equal resources, opportunities, and support services.
- **Equal Access to Participation and Decision-Making:** Encouraging female students and staff to take active roles in leadership, governance, and academic initiatives.
- **Raising Awareness and Shifting Perspectives:** Educating faculty, staff, and students about evolving workplace dynamics and gender equity to foster a progressive campus culture.

Beyond admissions and academic tracking, the university prioritizes gender equality across campus life. Efforts include:

- **Safety and Security Measures:** Comprehensive security protocols, safe campus spaces, and anti-harassment policies safeguard both male and female students and staff.
- **Counseling and Mental Health Support:** Professional psychological and advisory services ensure students have access to resources that support their well-being.
- **Inclusive Leadership and Workplace Practices:** The university actively promotes gender equity in faculty appointments, research opportunities, and career development.

Through these initiatives, the institution strengthens its commitment to fostering a fair, supportive, and empowering academic environment for all. In summary, the university demonstrates a strong and comprehensive commitment to gender equality through its continuous evaluation of gender-specific data, proactive policies, and extensive initiatives. By fostering an inclusive and supportive academic environment, the institution ensures equal opportunities for all students. As it continues to progress, the university sets a valuable example for higher education institutions striving to promote gender equity and empowerment.

5.3.3 Does your university as a body provide women's access schemes (e.g. mentoring, scholarships, or other provisions)?

- **Scholarships**

Shatt Al-Arab University is dedicated to fostering educational opportunities for female students from economically low-income backgrounds. To support this initiative, we offer a range of scholarships annually, designed to alleviate financial barriers and enable women to pursue higher education without undue hardship. These scholarships serve as a crucial mechanism for empowerment, equipping recipients with the resources necessary to achieve academic excellence and personal development.



The selection process for these scholarships is conducted with careful consideration, following a structured and equitable set of criteria to ensure that financial assistance reaches those most in need. A primary determinant is the applicant's financial status, prioritizing students from low-income families who require support to continue their studies. Additionally, academic performance is assessed to identify candidates who demonstrate exceptional dedication to their education.



Through these scholarships, the university strives to enhance accessibility to higher education and cultivate an environment where female students can thrive academically and personally. The program not only facilitates their intellectual growth but also encourages them to contribute meaningfully to society. By removing financial obstacles, the university reinforces its commitment to gender equality and social advancement, enabling women to realize their full potential and make a lasting impact within their communities.

- **Mentorship:**

Mentorship serves as a fundamental pillar in fostering success, equipping students with the essential guidance, support, and motivation needed to maximize their potential. Recognizing its transformative impact, our institution has embedded mentorship within its educational framework, ensuring that students, regardless of their academic status or personal circumstances, receive dedicated support from both senior professors and younger educators.



Our mentorship approach is comprehensive and tailored to meet the diverse needs of each student. Faculty members take proactive measures to engage with students who struggle with attendance or irregular participation, acknowledging that various challenges may hinder their academic performance. Rather than merely addressing attendance concerns, mentors delve deeper to identify and resolve underlying issues, offering a personalized strategy to support these students. Through ongoing discussions, mentors assist students in developing effective learning techniques suited to their individual situations—whether balancing work and studies, navigating personal obstacles, or bridging gaps in course comprehension. The overarching aim is to reignite students' enthusiasm for learning, instilling confidence while ensuring their academic progression remains steady.



Additionally, the mentorship program prioritizes essential skill-building in areas such as time management, effective study habits, and critical thinking—cornerstones of academic excellence and personal development. Mentors encourage students to set realistic, measurable goals while maintaining consistent progress evaluations, ensuring they overcome obstacles with structured guidance. Beyond academic support, mentorship fosters emotional resilience and personal empowerment, creating a nurturing environment where students feel valued and motivated. Establishing trust and open communication between mentors and mentees reinforces a culture of growth, enabling students to take ownership of their educational journey. The collaboration between experienced professors and passionate young educators guarantees that every student is provided the necessary tools to thrive, paving the way for sustained success in both academic and professional spheres.

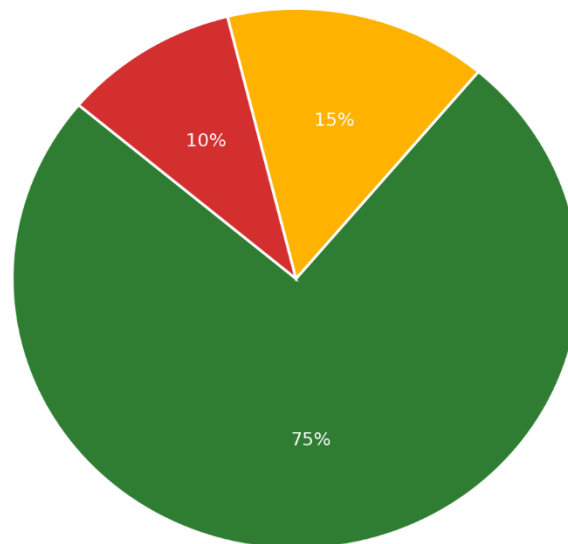
5.3.4 - Does your university as a body encourage applications by women in subjects where they are underrepresented?

5.3.4.1 STEM Shadowing Program (2024)

In 2024, Shatt Al-Arab University introduced the “STEM Shadowing Program,” a pioneering initiative aimed at demystifying STEM fields for young women. Through this program, senior female students in computer science, engineering, and medicine mentored high school girls by allowing them to shadow university classes, labs, and projects for one full week.

The initiative was designed to bridge the knowledge gap and inspire confidence by offering real-world exposure. Over 150 high school girls participated in the program, reporting a 75% increase in their willingness to pursue STEM majors. The university plans to expand this program into an annual event in collaboration with Basra’s Directorate of Education.

Impact of STEM Shadowing Program - 2024 Survey Results



The chart illustrates the impact of the 2024 STEM Shadowing Program. Out of 150 participants, 75% reported being encouraged to apply for STEM majors after experiencing university life firsthand. Meanwhile, 15% remained undecided, and 10% expressed no interest. These results underscore the program's success in fostering motivation and reducing hesitation among high school girls, highlighting its potential as a long-term strategy to close the gender gap in STEM education.

5.3.4.2 STEM Her Way (2023)

In 2023, Shatt Al-Arab University launched the “STEM Her Way” campaign, an institutional effort focused on empowering female students to pursue science and engineering degrees. The campaign included science fairs, guest lectures by successful female alumni, and hands-on lab experiences for high school girls. Over 320 participants joined the initiative, and survey data revealed that 71% expressed increased interest in STEM fields.

Our university has initiatives to encourage women to apply for subjects where they are underrepresented, such as STEM fields (science, technology, engineering, and mathematics). This support often comes in the form of scholarships, mentorship programs, outreach efforts, and partnerships with organizations that advocate for gender inclusivity. What's more, our university is firmly dedicated to promoting gender equality and ensuring that women have equitable opportunities to excel academically across all disciplines. Acknowledging the underrepresentation of women in certain fields, particularly in STEM-related areas, we have established a comprehensive set of initiatives designed to encourage female applicants to these programs. Through targeted outreach, we actively engage with prospective female students from high schools by offering workshops, mentorship programs, and informational sessions that emphasize the advantages of pursuing careers in these domains.



Furthermore, we collaborate with other universities, community organizations, governmental institutions, and NGOs in regional and national efforts aimed at dismantling barriers and inspiring women to explore fields where they have historically been underrepresented. These initiatives, alongside our university's participation in national advocacy campaigns for women's education, reflect our commitment to fostering a more inclusive academic environment.



Additionally, we are expanding academic opportunities by establishing new departments in medicine, engineering, technology, and sciences to accommodate

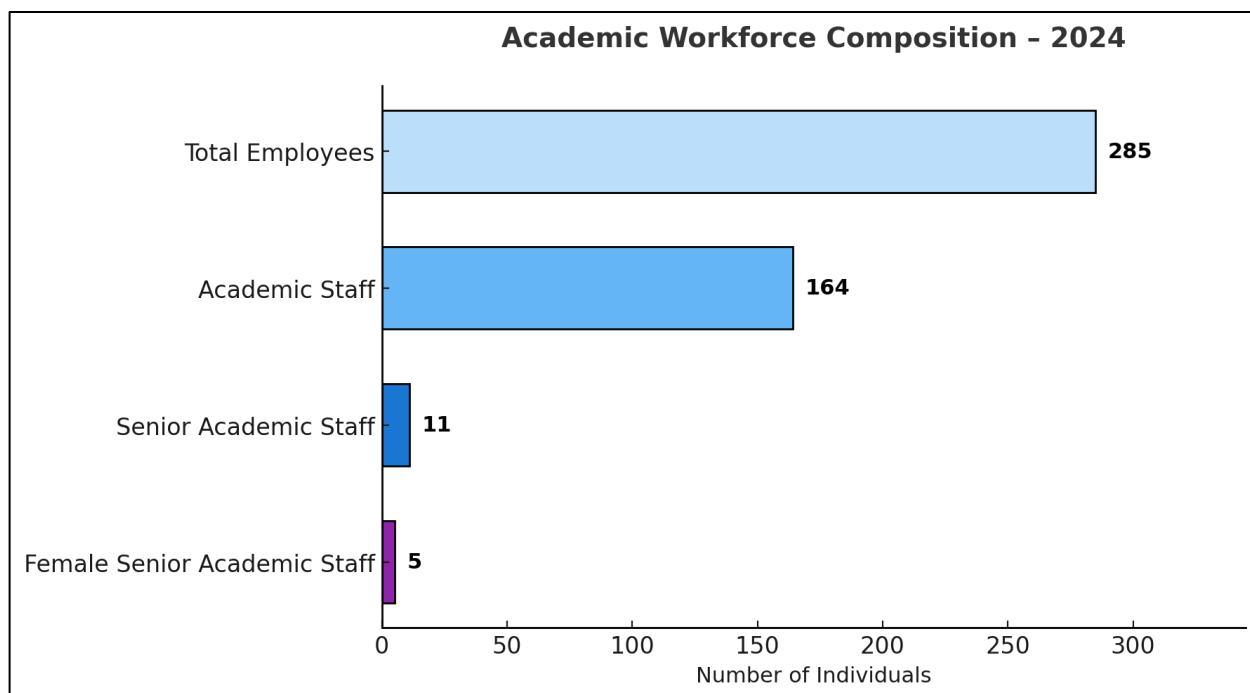
individuals who may have previously faced obstacles in securing admission due to academic standings or other constraints. This initiative aims to provide hope and encouragement to underrepresented groups, particularly women, empowering them to pursue their aspirations and achieve academic and professional success.



5.4 Proportion of Senior Female Academics

At Shatt Al-Arab University, out of a total workforce of 285 employees, there are 164 academic staff members. Among these, 11 hold senior academic positions, of which 5 are women. This equates to a representation rate of approximately 45.5% for senior female academics, a figure that is significantly above regional norms for higher education institutions in Iraq.

This proportion reflects the university's evolving commitment to gender equity within leadership structures and highlights a growing culture of empowerment for women in academic governance. The presence of women in nearly half of all senior academic roles suggests not only equitable promotion practices but also a pipeline of qualified female academics who are being actively mentored and supported toward leadership positions.



However, while this figure is promising, it also underscores the need for continuous investment in programs that foster women's leadership development across departments. The university recognizes that senior academic roles are often the product of years of experience, scholarly contribution, and institutional service—all of which require a conducive and inclusive environment that supports women's progression at every stage of their academic careers.

As part of its ongoing efforts to strengthen this representation, the university has initiated the “Women in Leadership Track”, a structured career advancement framework designed to equip mid-level female faculty with the strategic, pedagogical, and administrative skills necessary for senior roles. The program includes leadership workshops, one-on-one mentorship with senior faculty, and performance-based fellowships. Early indicators from internal assessments suggest a positive response, with more than 60% of female participants reporting increased confidence in pursuing leadership positions.

These efforts form part of a broader institutional strategy to not only promote gender balance but also to ensure that academic leadership benefits from diverse perspectives. By embedding equity into promotion systems and offering structured

professional development, Shatt Al-Arab University is taking measurable steps toward building a more inclusive academic environment for future generations.

5.5 Proportion of Female Academics

In 2024, Shatt Al-Arab University launched a pioneering outreach initiative titled “Future Women in STEM & Beyond”, aiming to bridge the gender gap in underrepresented academic fields. The program targeted female high school students in Basra through on-campus lab visits, orientation workshops, and academic advising. These activities provided young women with practical exposure to STEM disciplines, inspiring confidence and long-term interest in science and technology careers. The initiative is part of the university’s strategic effort to raise female enrollment in STEM fields and foster gender-balanced academic participation.

Data Overview:

In the same academic year, the university celebrated the graduation of **685 students**, of which **180 were female**, representing **26.3%** of the graduating class. The breakdown by subject area is as follows:



STEM: 114 graduates (32 females – **28.1%**)



Medicine: 0 graduates



Arts, Humanities & Social Sciences: 571 graduates (148 females – **25.9%**)

<i>Field of Study</i>	<i>Total Graduates</i>	<i>Female Graduates</i>	<i>Female %</i>
STEM	114	32	28.1%
Medicine	0	0	0.0%
Arts, Humanities & Social Sci.	571	148	25.9%
Total	685	180	26.3%

5.6 Women's progress measures

5.6.1 - Does your university as a body have a policy of non-discrimination against women?

The university's policy on non-discrimination aims to ensure the exercise of human rights without discrimination on the basis of race, sex, color, religion, language or political opinions. More particularly, the university has also a policy on on-Discrimination against women that can be seen in the following:

1.Commitment to Gender Equality: Our university is dedicated to fostering an academic environment that upholds the principles of equity, inclusion, and non-discrimination. We recognize the invaluable contributions of women in all fields of study and affirm our commitment to eliminating barriers that hinder their full participation in academia.

2.Equal Access to Education and Employment: We ensure that admissions processes, faculty recruitment, and administrative appointments are conducted with fairness, transparency, and without bias. All individuals, regardless of gender, are provided with equitable opportunities for academic and professional advancement.

3. Proactive Outreach and Support Recognizing: The underrepresentation of women in certain disciplines, particularly in STEM, we actively engage in outreach initiatives to encourage female students to pursue studies in these fields. Our programs include mentorship, career counseling, specialized workshops, and financial support aimed at facilitating academic success.

4. Prevention of Discrimination and Harassment: A zero-tolerance policy is enforced against all forms of gender-based discrimination, harassment, and misconduct within the university. Confidential reporting channels, strict disciplinary procedures, and institutional support mechanisms are in place to address grievances promptly and effectively.

5. Institutional Partnerships and Advocacy: We collaborate with government agencies, academic institutions, NGOs, and community organizations to advance policies that support women's education and professional growth. Through participation in national and international advocacy campaigns, we strive to contribute to broader efforts promoting gender equality.

6. Continuous Evaluation and Improvement: To uphold the effectiveness of our policies, we conduct regular assessments and reviews of gender representation in admissions, faculty appointments, and academic programs. Based on data-driven insights, we implement necessary adjustments to ensure ongoing progress toward a more inclusive university environment.

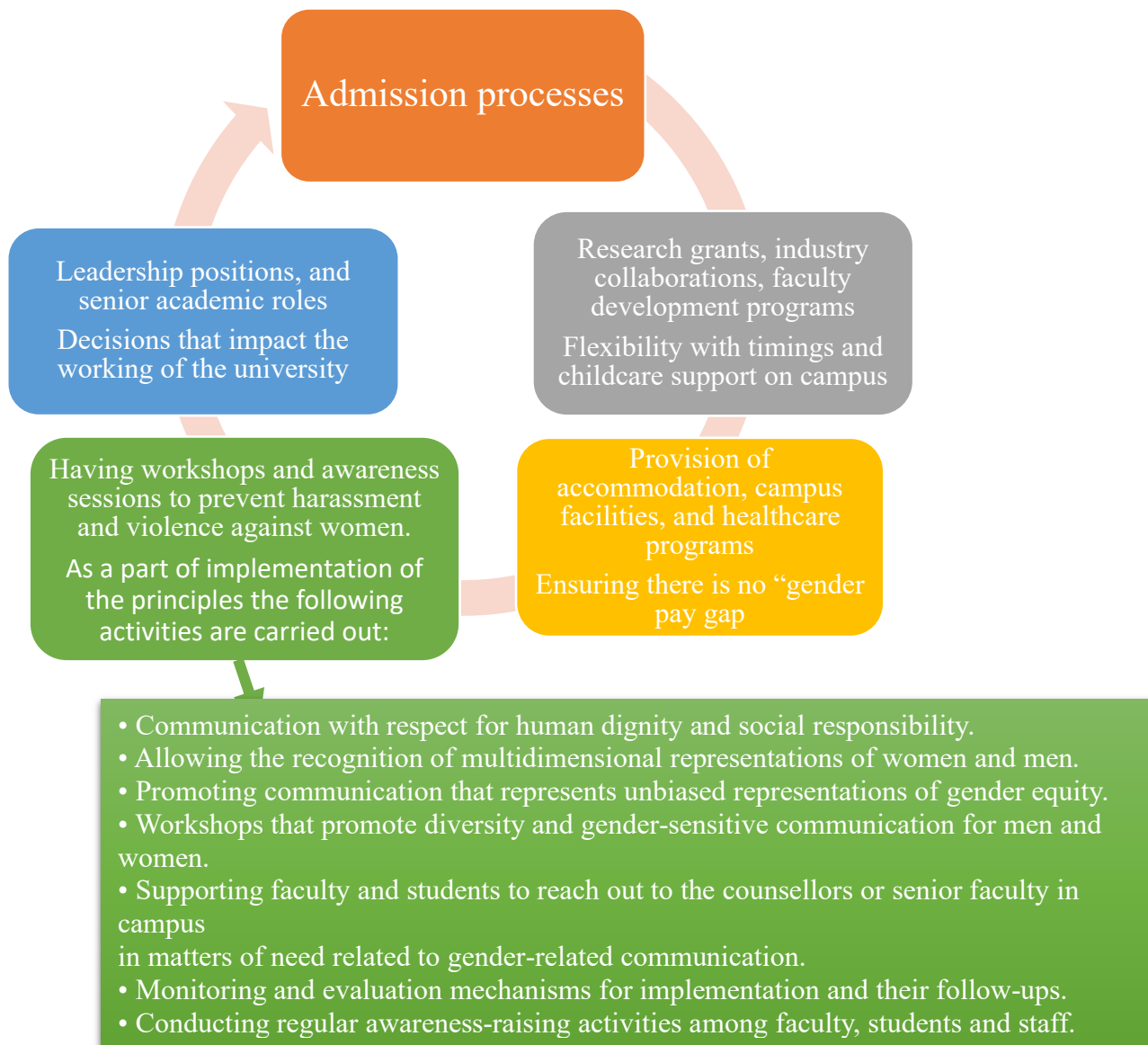
7. Expanding Academic Opportunities: In our commitment to accessibility, we have introduced new departments in medicine, technology, and sciences to provide further educational pathways for underrepresented individuals, particularly women. This initiative is designed to create new opportunities for those who face barriers to admission due to academic standing or other constraints, empowering them to pursue their aspirations without limitation.



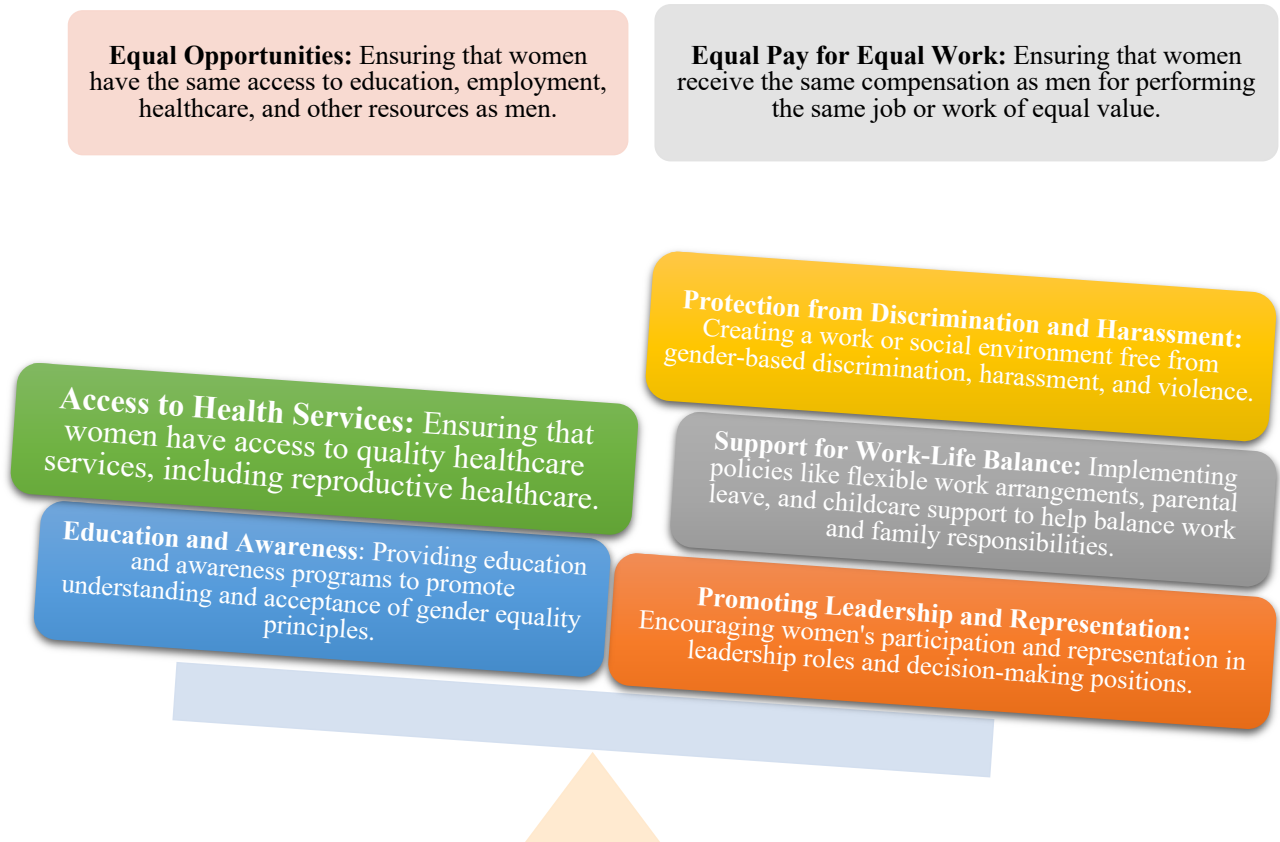
Non-Discrimination Principles:

We are committed to providing equal rights, opportunities, and resources to all.

Hence, Fair treatment and non-discrimination based on gender is applicable in:



Key components of a policy of non-discrimination against women may include:



Activities:

With the university's support and encouragement, a diverse range of activities have been successfully implemented during the 2024-2025 academic year. These initiatives are designed to enhance the awareness of both students and staff regarding various topics that, in one way or another, align with the principles of ESD5. The following activities exemplify these efforts:

The First Activity

Developmental Training Program for Heads of Artistic and Cultural Activities Units: Enhancing Creative Skills and Promoting Cultural Awareness among University Students.

As part of the continuous efforts of the Ministry of Higher Education and Scientific Research / Supervision and Scientific Evaluation Authority to foster the development of university students' personalities, a developmental training program was held for the Heads of Artistic and Cultural Activities Units. The program was hosted by the University of Basra in Basra Governorate, from October 20 to 24, 2024, with broad participation from activities representatives of public and private universities and colleges across various Iraqi provinces.

The program aimed to qualify and enhance the capacities of the Heads of Artistic and Cultural Activities, thereby contributing to the creation of a university environment rich in creativity and reinforcing the role of universities as institutions dedicated to cultivating enlightened and cultured individuals, in addition to their academic mission. The training program addressed several key themes, most notably:

- ✦ Developing skills in the field of visual arts (painting, calligraphy, design, sculpture).
- ✦ Strengthening capacities in organizing cultural events (poetry evenings, university theater, cultural debates, art exhibitions).
- ✦ Innovating mechanisms to engage students in the cultural and artistic scene through festivals and competitions within and beyond universities.
- ✦ Activating extracurricular activities as a means to discover and nurture student talents.
- ✦ Promoting cultural and national identity through the arts, while linking them to educational values and the academic mission.

This program represents an important step toward building a generation of students with artistic awareness and cultural appreciation, capable of expressing their ideas and identity through creative tools that contribute to spreading values of beauty, dialogue, and tolerance within the



The Second Activity

Iraqi Universities Chess Championship (Male Students - Female Students - People of Determination)

**Fostering intellectual creativity and
enhancing the spirit of athletic competition
among students.**

As part of the student activities program (sports, scouting, arts), and under the sponsorship of the Ministry of Higher Education and Scientific Research / Scientific Supervision and Evaluation Authority, the Iraqi Universities Chess Championship (Male Students – Female Students – People of Determination) was held at the University of Technology / Baghdad, from October 20 to 24, 2024, with broad participation from both public and private universities and colleges from all over Iraq.

A day before the championship began, a coordination meeting was held for the technical committees and participating delegations. During this meeting, the organizational procedures and rules of the competition were discussed to ensure fairness and professionalism in the matches.

This championship emphasized the importance of chess as a mental sport that develops thinking skills, enhances focus, and strengthens mental discipline among students. It also contributes to supporting students with disabilities and their effective integration into university life. Our university actively participated in this championship, represented by an outstanding student team that demonstrated a high level of commitment and fair sportsmanship. Our university achieved an honorable accomplishment by securing the seventh place among the participating universities.



The Third Activity

The Women's Affairs Division at Shatt Al-Arab University organized an awareness seminar titled **"Early Detection and Prevention of Breast Cancer"** on Thursday, October 24, 2024, in collaboration with the Basra Health Department. The seminar was presented by **Dr. Wafaa Abdul Kareem Ali**.

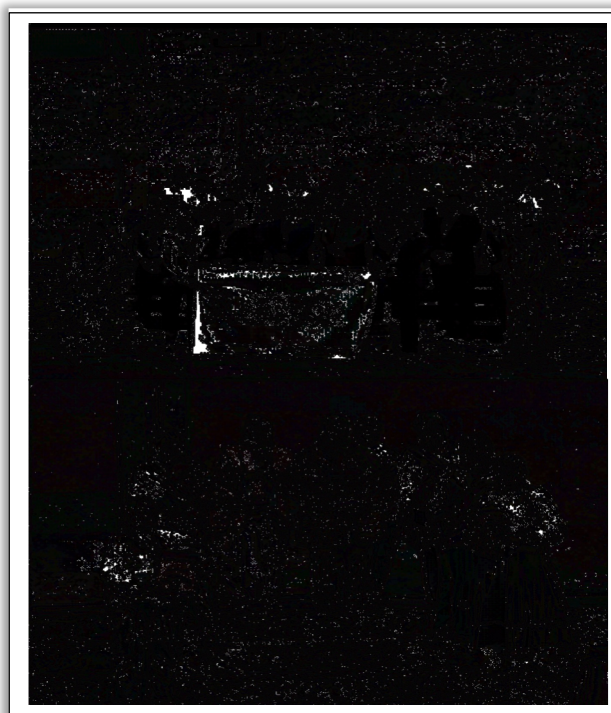
The seminar aimed to provide an anatomical overview of breast cancer tumors, exploring their causes, incidence, forms, and types. It concluded with key recommendations emphasizing the importance of early detection, particularly after the age of forty, as well as the necessity of monthly self-examinations to prevent the progression of certain tumors. Additionally, informative brochures were distributed to raise awareness on this crucial topic.



➤ **The Fourth Activity: A Seminar Entitled**”.

The Fourth Activity

The Women's Affairs Division at Shatt Al-Arab University organized an awareness campaign during Pink October under the theme **"Early Detection and Prevention of Breast Cancer."** The campaign took place on Thursday, October 24, 2024, in collaboration with the **College of Arts, Department of English Language**. The initiative aimed to raise awareness about the importance of early detection of breast cancer tumors. As part of the campaign, informative brochures were distributed to the Dean, Head of the Department, faculty members, and students. Additionally, a supportive and encouraging stand was held to emphasize the significance of education and awareness on this vital issue.

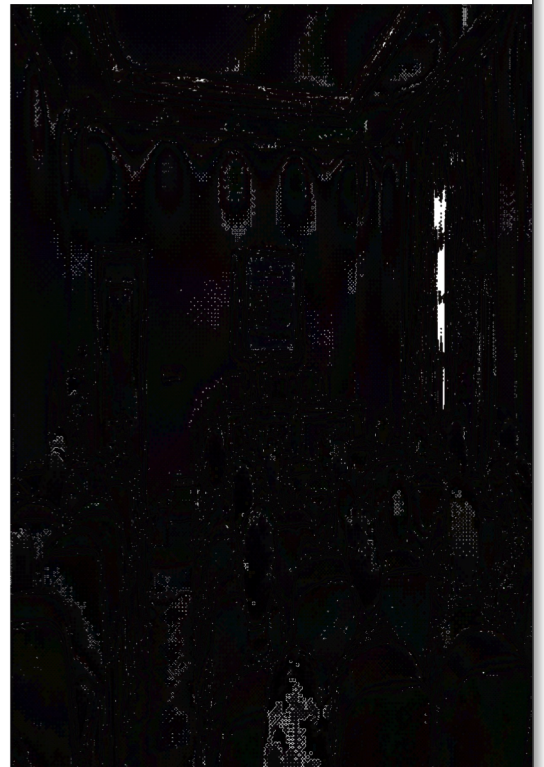


The Fifth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Department of Computer Engineering Technologies, organized a seminar titled "Supporting Women's Development, Enhancing Self-Respect, Self-Efficacy, and Protection" on Thursday, November 7, 2024. The seminar was delivered by Assistant Lecturer Zarka Mohammed Ali.

The seminar aimed to highlight the concept of women's development as a fundamental goal in modern societies. **It also addressed the importance of fostering self-respect and empowering women in various aspects of their personal, economic, social, academic, and educational lives by strengthening their self-confidence and ensuring a supportive and enabling environment.**

The seminar emphasized the necessity of protecting women from violence and exploitation, which requires strong family and societal support to ensure their stability and well-being. The event featured discussions from the University President, faculty members, and students, making it a highly insightful and



The Sixth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Department of Law, organized a seminar titled "Legal Protection for Working Women Under the Iraqi Labor Law and Social Security" on Thursday, November 17, 2024. The seminar was delivered by Assistant Lecturer Zeinab Haider Hashim.

The seminar aimed to **highlight the most important legal provisions related to safeguarding the rights of working women under the Iraqi Labor Law No. 37 of 2015**, particularly Chapter Ten, which includes regulations such as the prohibition of night shifts for women and restrictions on strenuous and demanding jobs. Additionally, **the seminar addressed the Social Security Law, emphasizing key provisions related to women, including the legal retirement age.**

The seminar concluded with **several recommendations, most notably the importance of empowering women in the workforce by ensuring they are employed in roles that suit their capabilities and competencies, and encouraging them to participate actively, given that labor laws and social security provisions guarantee their rights.** The session also featured contributions from the University President, department heads, faculty members, and students, who engaged in discussions to gain deeper insights into labor laws and social security policies, making the seminar highly valuable and informative.



The Seventh Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Basra Health Department, organized an awareness seminar titled "Drugs and False Happiness" on Monday, December 2, 2024. The seminar was presented by Dr. Fatima Mathna Muften and Dr. Youssef Mohammed Al-Hassoun.

The seminar aimed to raise awareness and educate the public on the importance of combating drug abuse, which has become prevalent across society, particularly in schools and universities. It provided a comprehensive definition of drugs, highlighting the most significant pharmaceutical, natural, and synthetic substances that may lead to addiction. Additionally, the discussion addressed the symptoms associated with drug use, along with its severe psychological, physical, and health consequences, as well as its devastating impact on families, communities, economies, and education.

The seminar concluded with key recommendations, stressing the importance of activating the role of universities, healthcare institutions, media outlets, and individuals in collaborative awareness and guidance efforts to combat drug abuse. The event featured valuable contributions from the University President, deans, faculty members, and students, who engaged in meaningful discussions, posed insightful questions, and proposed recommendations that reinforced the seminar's objectives.

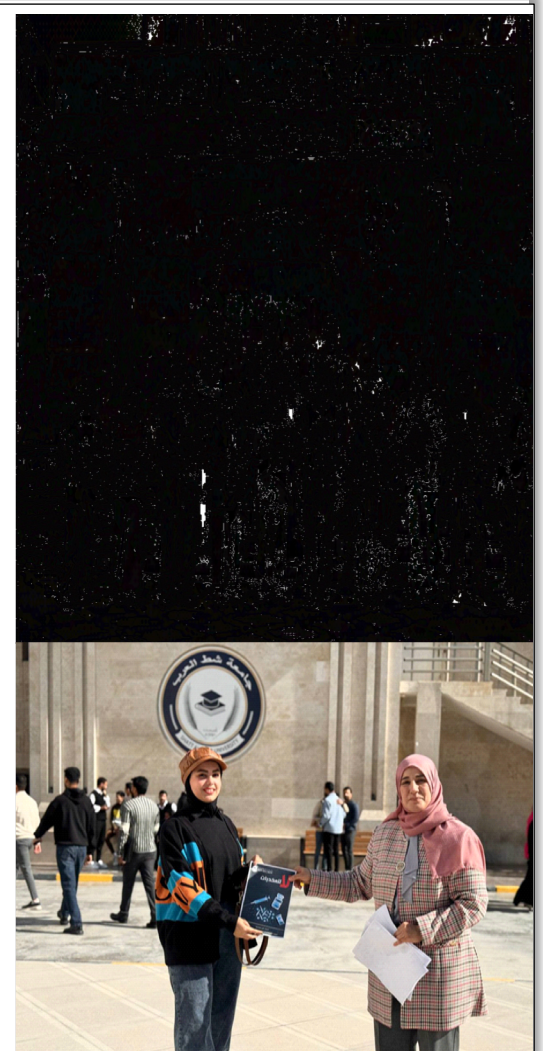


The Eighth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Faculty of Arts, Department of English, organized an awareness campaign titled "Say No to Drugs" on Tuesday, December 3, 2024, at the university's central square.

The campaign aimed to raise awareness and educate individuals on the importance of avoiding all forms of drugs and resisting the path that can lead to severe health, psychological, social, and academic consequences. Awareness brochures were distributed to male and female students to emphasize this message.

Additionally, the campaign was supported by the Dean, his deputies, the Head of the Department, faculty members, and university students, all of whom participated in encouraging and endorsing this initiative.



The Ninth Activity

The Women's Affairs Division Shatt Al-Arab University, in collaboration with **the Faculty of Arts**, organized a field visit to **the Addiction Center at Al-Fayhaa Hospital** on Thursday, December 12, 2024.

The visit aimed to raise students' awareness of the dangers of drug use and its negative impact on their future. As part of the visit, students met with the center's director to discuss the cases received and the methods used in their treatment by medical and psychological staff. Additionally, discussions were held with some addiction victims to understand the reasons that led to substance abuse and the devastating consequences on their psychological, physical, economic, and social well-being.

Key recommendations emphasized the necessity of complete avoidance of this harmful practice, the importance of early treatment, and encouraging victims to seek support from addiction recovery centers to regain their health and reintegrate as productive members of their families and society.



The Tenth Activity

The Women's Affairs Division at Shatt Al-Arab University organized an awareness seminar titled "Domestic Violence and Its Impact on Families and Society" on Monday, December 23, 2024, in collaboration with the Department of Psychological Counseling and Educational Guidance at the College of Education for Humanities, University of Basra. The seminar was presented by Dr. Nada Razzaq Fadel.

The seminar aimed to raise awareness and educate attendees on the importance of understanding all forms of violence—verbal, physical, and psychological—and their negative effects on individuals within the family. Additionally, the discussion addressed the key factors contributing to the spread of this phenomenon, including religious, psychological, economic, and social influences, as well as substance abuse, which often leads to domestic violence against spouses and children, ultimately resulting in divorce, family disintegration, and psychological distress.

The seminar concluded with insightful discussions from the university president, the administrative affairs assistant, deans, and faculty members. Numerous questions and recommendations were presented to support and enhance the seminar's objectives, making it a highly valuable and impactful educational event.



The Eleventh Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Department of Psychological Counseling and Educational Guidance at the College of Education for Humanities, University of Basra organized a seminar on "Harassment" on Monday, February 17, 2025, in the Conference Hall. The lecture was delivered by Assistant Professor Dr. Nada Razzaq Fadel as part of the implementation of the Third National Plan for Women, Peace, and Security—Pillar (Protection and Prevention) for the year 2025, point Five.

The seminar aimed to shed light on this serious and socially impactful phenomenon by presenting its main causes, effects, and psychological and social consequences on victims.

The event concluded with several key recommendations, emphasizing that no individual should be allowed to exceed their boundaries or misuse their authority or influence to harass others. It was also stressed that families should be informed to take necessary legal and deterrent measures if required, in order to safeguard the security and dignity of individuals. Additionally, adequate awareness regarding this critical issue was strongly encouraged.



The Twelfth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the College of Arts, organized a seminar titled “Family Upbringing and the Role of Women in Preparing Generations through Modern Educational Methods and Alignment with Developments” on Wednesday, March 12, 2025, in the Conference Hall. The lecture was delivered by Assistant Professor Dr. Aqil Mohammed Jassim as part of the implementation of the Third National Plan for Women, Peace, and Security—Pillar (Participation and Institutional Reform), Point one.

The seminar aimed to highlight and raise awareness about the vital role of parents, particularly women, in the proper upbringing and education of children and family members. Through this process, children learn values, principles, morals, customs, and traditions that will shape their personalities in the future, including emotional, ethical, religious, and academic aspects, to build a conscious and competent generation capable of thriving in life and society.

The event concluded with several key recommendations, emphasizing the need to explore various methods and utilize modern scientific approaches in upbringing and education. These approaches should be tailored to children's needs while harmonizing with emerging advancements and global progress.



The Thirteenth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the College of Law and College of Engineering, organized a seminar titled “Cyber Extortion” on Wednesday, March 5, 2025, in the Conference Hall. The lecture was delivered by Dr. Zuhair Jassim Kharibit from the College of Law, in collaboration with specialists from National Security Institutions for universities and institutes.

The seminar aimed to shed light on this dangerous phenomenon affecting society, perpetrated by unethical individuals, which leads to severe psychological, economic, and social consequences for victims. In some cases, it may even result in suicide.

The event concluded with several key recommendations, **emphasizing the importance of safeguarding personal data and images, particularly for young women, and refraining from sharing them with others—even close friends—across various social media platforms to prevent exploitation and extortion by malicious individuals.** Families were urged to take necessary legal and preventive measures, including notifying national security authorities, who have specialized experts in this field. Additionally, raising sufficient awareness about this critical issue was strongly encouraged.



The Fourteenth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the College of Technical Engineering, organized a seminar titled “**Human Development, Decision-Making, and Empowering Women’s Capabilities and Role in Society**” in the Conference Hall at the Second Campus on Monday, April 7, 2025. The seminar introduced by **Assist Lecturer Zahraa Kazem Farhoud** as part of the implementation of the Third National Plan for Women, Peace, and Security—Pillar (Participation and Institutional Reform), Point Three.

The seminar aimed to raise awareness and educate participants on the significance of understanding human development and its role in self-improvement for women, enhancing their capabilities and skills across various intellectual, managerial, leadership, and familial aspects. This empowerment fosters self-confidence, family and professional success, and enables women to utilize their abilities in decision-making and making the best choices both personally and professionally.

The event concluded with several key recommendations, **emphasizing the importance of strengthening women's capabilities through access to education and training opportunities, supporting women both at home and in the workplace**, and encouraging governmental institutions and non-profit organizations to help enhance their professional skills. Additionally, the seminar highlighted the need to assist women in overcoming challenges and obstacles they may face in their families, careers, and society.



The Fifteenth Activity

The Women's Affairs Division at Shatt Al-Arab University, in collaboration with the Quality Department, organized a seminar titled “Medical Waste and Its Impact on Public Health” in the Conference Hall on Thursday, April 24, 2025. The seminar was delivered Mr. Kamil Mahdi Salim Al-Badr as part of the implementation of the Third National Plan for Women, Peace, and Security—Pillar (Protection and Prevention), Point Eight.

The seminar aimed to **highlight the importance of understanding the harmful effects of medical waste on both the environment and public health. These include infectious waste, chemical waste, genetically toxic waste, and pharmaceutical waste.** Additionally, the discussion covered the main sources of medical waste, such as hospitals, healthcare centers, maternity clinics, outpatient clinics, dialysis centers, blood transfusion units, mortuaries, and autopsy centers.

The event concluded with several key recommendations **emphasizing the necessity of properly managing and eliminating medical waste** through incineration, the use of sterilization equipment, and the establishment of strict administrative regulations to prevent its random disposal.



Web link on Non-Discrimination against Women:

- 1- Woman Empowerment Unit.
[Women Empowerment Unit | SAUC](#)
- 2- Students Activities Unit.
[Student Activities Division | SAUC](#)
- 3- A policy of non-discrimination against women at Shatt Arab University (Declaration).
[https://sa-uc.edu.iq/uploads/ck/8125_5.6.1%20\(E1\).pdf](https://sa-uc.edu.iq/uploads/ck/8125_5.6.1%20(E1).pdf)
- 4- Library of Shatt Arab University.
<https://sa-uc.edu.iq/ar/library>
- 5- Shatt Arab University
email.info@sa-uc.edu.iq

5.6.2 - Does your university as a body have a policy of non-discrimination for transgender people?

At this time, **Shatt Al-Arab University does not have, nor currently foresee the adoption of, a dedicated policy concerning non-discrimination for transgender individuals.** This position is shaped by the prevailing cultural, social, and legal context of the region in which the university operates, where the subject of gender identity remains outside the framework of recognized institutional or legal discourse.

The university's broader non-discrimination principles focus on ensuring equity, fairness, and dignity for all individuals **within the values and legal boundaries defined by the Iraqi educational and societal system.** Accordingly, while international models of gender inclusion are acknowledged, the university maintains policies that are aligned with national cultural norms, legal standards, and institutional identity.

In this context, Shatt Al-Arab University's commitment to respectful academic exchange and human dignity remains strong, but it is implemented through

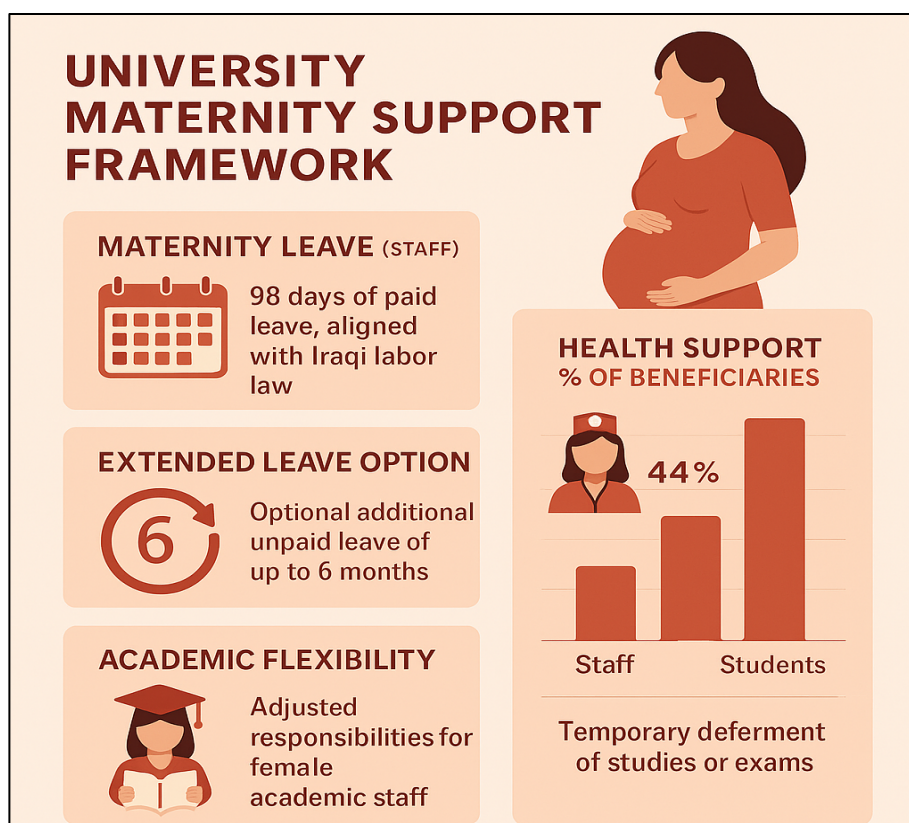
general principles of fairness and professional conduct, not through specialized frameworks that fall outside the institution's current cultural or legal scope.

5.6.3 - Does your university as a body have a maternity policy that support women's participation?

Yes. Shatt Al-Arab University maintains a clear and supportive **maternity policy** designed to protect the rights of female academic and administrative staff, as well as enrolled students, during pregnancy and after childbirth. The policy reflects the university's broader commitment to ensuring that women can fully participate in academic and professional life **without interruption or discrimination** due to maternity.

<i>Area</i>	<i>Provision</i>
Maternity Leave (Staff)	Female staff are entitled to paid maternity leave of up to 98 days , in alignment with Iraqi labor law.
Extended Leave Option	Optional unpaid extension of up to 6 months after formal leave ends.
Academic Flexibility	Adjusted teaching loads or temporary relief from committee work.
Student Considerations	Female students are allowed temporary deferment of study or exams due to maternity needs.
Health Support	Access to medical guidance and partnerships with local clinics for maternal care.

By offering a structured maternity framework, the university ensures that women do not face setbacks in their academic or professional development. This reflects the institution's dedication to **retention of female talent**, supporting both **work-life balance** and **gender equity**. Such policies not only promote the well-being of women but also contribute to a more inclusive and stable academic workforce.



Institutional Framework for Maternity Support at Shatt Al-Arab University

5.6.3 “Motherhood & Academia” Awareness Campaign

In celebration of **International Women’s Day (March 2025)**, **Shatt Al-Arab University**, through a joint collaboration between the **Human Resources Department** and the **College of Nursing**, launched an institutional awareness campaign titled “**Motherhood & Academia**”. The campaign aimed to spotlight the university’s commitment to supporting academic mothers (both staff and students) and to dismantle the stigma that maternity hinders academic or professional advancement.

The campaign took place over a week-long period and included a range of carefully curated activities designed to engage the university community:

- ✚ **Expert Panel Discussion:** The opening event featured senior female faculty members, health experts, and student mothers under the theme “*Balancing Research, Teaching, and Motherhood*”. Speakers discussed institutional

challenges and shared successful strategies for thriving in academia during and after maternity.

- ✚ **Digital Guidebook Launch:** A newly developed *Maternity Rights Handbook* was unveiled and distributed electronically. It included detailed explanations of maternity leave policies, student support options, psychological services, and reintegration programs for returning mothers.
- ✚ **Awareness Poster Campaign:** Designed by students and displayed across campus, posters carried the empowering message: “*Support Her Journey – Maternity is Not a Barrier*”. The campaign generated meaningful conversations and encouraged inclusive attitudes.
- ✚ **Testimonial Video Premiere:** A short video was produced by the university’s media center, featuring real-life stories of female staff and students who successfully resumed their academic paths post-maternity. Their narratives underscored resilience, institutional flexibility, and the value of social support networks.

This campaign functioned not only as a celebration of motherhood but also as a **strategic institutional intervention** to reduce dropout risks, enhance gender equity, and cultivate a culture of academic flexibility. By formally recognizing and supporting the dual roles women play as mothers and scholars, the university reaffirmed its dedication to fostering a nurturing, equitable academic environment.

5.6.4 - Does your university as a body have accessible childcare facilities for students which allow recent mothers to attend university courses?

Shatt Al-Arab University demonstrates its commitment to supporting student mothers through the establishment of a dedicated, child-friendly support area on campus. While not a formal childcare facility, this designated space provides a calm, safe, and accommodating environment where children may remain for short durations while their mothers attend nearby lectures or academic activities.

The space is equipped with basic learning materials, comfortable seating, and hygiene amenities, and is located in close proximity to the main academic buildings to ensure easy access. Supervision is informally coordinated among staff

volunteers and student assistants, allowing mothers to pursue their education without the added burden of constant childcare concerns.

This initiative reflects the university's inclusive educational philosophy and ongoing efforts to foster a supportive academic ecosystem. Plans for enhancement of this facility, guided by student feedback, are currently under review, as the university seeks to expand its family-friendly services.

SHATT AL-ARAB UNIVERSITY

ON-CAMPUS CHILD SUPPORT AREA

ENABLING MOTHERS TO LEARN
WITH CONFIDENCE



-  Conveniently
Located
-  Safe, Calm
Environment
-  Basic Seating
& Learning
Materials
-  Staff & Student
Assistance

SUPPORTING STUDENT MOTHERS
THROUGH ACCESSIBLE
CAMPUS FACILITIES

5.6.5 - Does your university as a body have childcare facilities for staff and faculty?

Shatt Al-Arab University recognizes the critical importance of supporting its female faculty and staff members, particularly working mothers, in maintaining a healthy work-life balance. To that end, the university has designated a flexible on-campus support space that accommodates the short-term presence of children in a safe and organized environment. While not operating as a licensed childcare center, this initiative serves as an effective interim solution for mothers during teaching hours, administrative duties, or university events.

Located adjacent to administrative offices and faculty halls, the area is equipped with comfortable seating, age-appropriate materials, and essential hygiene supplies. The space is accessible to both academic and non-academic staff and is especially beneficial during high-demand academic periods such as exam weeks, workshops, and committee meetings. University HR also facilitates time-flexible scheduling and remote working alternatives for mothers with young children, in line with the institution's inclusive workplace policies.

Childcare Support Comparison – Students vs Staff/Faculty

<i>Support Feature</i>	<i>Support for Students</i>	<i>Support for Staff & Faculty</i>
Child-friendly campus area	Temporary support space	Dedicated support space
Location accessibility	Near lecture halls	Near admin/faculty buildings
Availability during peak hours	During lecture times	Exam weeks, meetings, workshops
Flexible schedule for mothers	Not applicable	Available upon request
Remote work options	Not applicable	Allowed under HR policy
Supervision arrangement	Student volunteers	Informal staff coordination
Target group	Student mothers	Female staff & faculty

5.6.6 - Does your university as a body have women's mentoring schemes, in which at least 10% of female students participate?

The University often implement mentoring programs within Women's Studies and Student Support Departments to provide guidance, resources, and networking opportunities tailored to the needs of female students. These initiatives aim to foster academic excellence, personal development, and professional growth. Below is an overview of the typical mentoring schemes available:

- **Women's Studies Department:**
 - **Peer Mentoring:** Senior students mentor underclassmen, offering academic guidance, sharing experiences, and facilitating connections within the department.
 - **Faculty Mentoring:** Professors provide academic and career guidance, support research opportunities, and assist with internships in women's studies and related fields.
 - **Workshops and Events:** Programs frequently organize workshops focused on resume writing, career planning, and feminist activism.
 - **Networking Opportunities:** Students can engage with alumnae and professionals in fields such as activism, education, and policy-making.
- **Student Support Department:**
 - **Academic Mentoring:** Support is provided for students facing academic challenges through tutoring sessions and study groups.
 - **Personal Development:** Initiatives focus on leadership development, life skills, and personal growth opportunities.
 - **Counseling and Guidance:** Students have access to mental health support and counseling services to promote overall well-being.

- **Workshops and Skill-Building:** Training sessions address time management, stress relief techniques, and effective study strategies.

For precise details regarding the availability and structure of these mentoring programs, it is advisable to consult the university's official website. Institutions may offer tailored programs designed to meet the specific needs of their student body.

- **"Women's mentoring schemes, in which at least 10% of female students participate."**
- **Women's Mentoring Programs and Support Initiatives for Student Mothers**

At the University, the Deanship of Students' Affairs has established a specialized division dedicated to supporting female students, particularly those balancing academic responsibilities with personal and family commitments. This division provides a range of mentorship programs and assistance services, including:

- **Counseling for Student Mothers:** Offering guidance on effective time management strategies to help students navigate multiple responsibilities simultaneously.
- **Personalized Support for Expectant Students:** Assisting with various campus-related transactions to ensure ease of access to university resources.
- **Academic Assistance:** Facilitating coursework completion by providing tailored support to help female students meet academic deadlines successfully.
- **Medical Health Counseling:** Addressing health and wellness concerns specific to female students through expert advice and resources.
- **Physical Activity Mentoring:** Encouraging student participation in health-promoting activities while providing support to maintain overall well-being.
- **Flexible Academic Assessments:** Collaborating with relevant academic departments to introduce adaptable assessment methods that accommodate

students with special needs.

These initiatives are designed to create an inclusive and supportive educational environment, ensuring that female students receive the necessary resources to excel academically while managing their personal responsibilities.



- **Advancing Gender Equality in Higher Education**

Women's empowerment has been a central pillar of our university's initiatives, reflecting our commitment to fostering inclusivity and academic excellence. We take immense pride in the achievements of our distinguished female faculty, alumni, and students, who continue to excel in various fields.

Statistics indicate that women constitute less than 15% of research and development institutions and only 25% of university faculty in Iraq. This disparity is further reflected in graduation rates, highlighting a systemic issue that demands urgent attention. The gender gap in education is not merely an academic concern—it is a societal challenge rooted in institutional bias, often reinforced by cultural norms. Many families prioritize male education and career advancement over that of their female counterparts, perpetuating inequalities that hinder women's professional growth. Addressing this imbalance is not only a moral imperative but also an economic opportunity, as increased investment in women's education could significantly boost Iraq's GDP.

- **Breaking Barriers and Expanding Opportunities**

Ensuring equal access to education is fundamental to achieving an inclusive academic environment. Encouraging more women to pursue higher education is crucial, particularly given Iraq's substantial gender investment gap. Financial aid programs and scholarship initiatives can play a transformative role in dismantling systemic barriers, empowering women to overcome economic obstacles that impede their academic aspirations.

Beyond financial support, fostering confidence among female students is equally vital. Many young women encounter difficulties in advocating for their education, often facing resistance from family members who undervalue their academic ambitions. Institutional and social challenges further compound this issue, leading to diminished self-assurance and deterring women from pursuing careers in male-dominated fields. Moreover, the lack of female representation in

key disciplines reinforces a cycle of underachievement, as aspiring professionals struggle to find relatable role models who can guide them through complex academic and professional landscapes.

- **Our Commitment to Women's Empowerment**

Recognizing the significance of these challenges, our university remains steadfast in its commitment to promoting gender equality. The designation of 2020 as the Year of Women's Empowerment underscores our dedication to advancing this cause. We have established specialized seminars and workshops to address critical issues affecting women's academic and professional journeys. Through mentorship programs, industry exposure, skill-building workshops, and leadership development sessions led by experts, we equip female students with the tools and motivation necessary to excel in their chosen fields.

By fostering a supportive and inclusive learning environment, we aim to inspire the next generation of women leaders, enabling them to break barriers and contribute meaningfully to society. Our ongoing efforts reflect a broader vision—one where education serves as a catalyst for gender equality, unlocking the full potential of women in academia and beyond.



Academic Guidance and Support for Female Students

Ensuring that female students meet their academic requirements within designated timeframes is a critical aspect of fostering educational equity and success. Various targeted initiatives can be implemented to support their academic progress effectively, including:

- **Time Management Workshops:** Structured sessions designed to equip students with skills in task prioritization, efficient scheduling, and goal setting.
- **Collaborative Study Groups:** Encouraging peer-led study groups to facilitate resource sharing, academic collaboration, and mutual motivation.
- **Mentorship Programs:** Pairing students with experienced mentors who provide academic guidance, share insights, and offer encouragement.
- **Access to Academic Resources:** Ensuring awareness of available support services such as tutoring centers, writing labs, and digital research databases.
- **Flexible Study Options:** Promoting online and hybrid learning models to accommodate students managing work, family, or personal commitments.
- **Regular Academic Check-Ins:** Implementing structured progress assessments to assist students in staying on track and addressing challenges proactively.
- **Mental Health and Well-Being Initiatives:** Highlighting the importance of self-care and psychological support to foster resilience and academic focus.
- **Skill-Building Workshops:** Offering specialized training in research methodologies, academic writing, and effective presentation techniques to enhance confidence and competence.

By implementing these comprehensive support mechanisms, institutions can empower female students to navigate their academic journeys successfully, ensuring equitable access to higher education and fostering long-term professional growth.



- **Comprehensive Medical Health Counseling for Female Students**

Ensuring the health and well-being of female students is a fundamental priority in fostering a supportive and inclusive academic environment. A comprehensive medical health counseling program must address a range of physical, emotional, and psychological challenges, providing students with the necessary resources to maintain their overall well-being.

Key Health Concerns Among Female Students:

- **Mental Health:** Anxiety, depression, and stress are prevalent among female students, often exacerbated by academic pressures and social dynamics.
- **Reproductive Health:** Access to education on menstrual health, contraceptive options, and general reproductive care is essential.
- **Body Image and Eating Disorders:** Social expectations and external pressures can lead to challenges such as anorexia, bulimia, or low self-esteem.
- **Substance Abuse Prevention:** Risk factors related to alcohol and drug misuse must be addressed through proactive support and intervention.
- **Sleep and Wellness Management:** Sleep deprivation, which affects concentration, mood, and overall health, should be tackled through awareness programs.

Counseling Strategies and Support Initiatives

- **Creating a Confidential and Safe Environment:** Establishing a secure space where students feel comfortable discussing health-related concerns without stigma or judgment.
- **Psychoeducation Programs:** Providing structured educational sessions on mental health, reproductive health, and healthy relationships to empower students with knowledge.
- **Stress Management and Coping Techniques:** Teaching mindfulness, meditation, and effective time management skills to enhance emotional resilience.
- **Access to Medical and Psychological Resources:** Facilitating connections to campus-based healthcare services, professional counseling, and peer support.

networks.

- **Promotion of Self-Care Practices:** Encouraging healthy lifestyle habits, including balanced nutrition, regular physical activity, and adequate sleep.
- **Tailored Support for Marginalized Groups:** Addressing the unique challenges faced by specific student demographics through specialized counseling and assistance.
- **Workshops and Awareness Campaigns:** Organizing structured sessions on self-esteem, assertive communication, and consent to foster a positive, informed community.

To sum up, a holistic approach to medical health counseling is essential in supporting female students' overall well-being, ensuring they have access to critical health resources and personalized assistance. By implementing these initiatives, institutions can create a nurturing environment that empowers students to thrive academically and personally while maintaining optimal physical and mental health.





- **Coordination with Academic Departments: Enhancing Assessment Flexibility for Female Students**

The university has an objective to cultivate an inclusive academic environment by implementing flexible assessment procedures that accommodate the unique needs of female students facing special circumstances.

Strategic Action Plan:

1. Identification of Key Departments

- Establish collaboration with relevant entities such as Student Services, Academic Affairs, and Counseling to develop a cohesive support framework.

2. Implementation of Flexible Assessment Methods

Introduce adaptable assessment procedures, including:

- Alternative formats (e.g., oral presentations, take-home exams).
- Extended deadlines to provide additional time for coursework completion.
- Options for remote assessments to support students with mobility or other constraints.

3. Data Collection and Policy Development

- Conduct research to assess the specific challenges faced by female students in special circumstances.
- Utilize collected data to inform institutional policies aimed at fostering equitable academic practices.

4. Faculty Training and Awareness Initiatives

- Organize workshops for faculty and administrative staff on the importance of accommodating diverse student needs.
- Promote understanding of the barriers impacting female students and encourage inclusive pedagogical approaches.

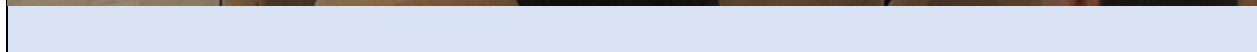
5. Establishment of a Continuous Feedback Mechanism

- Develop a structured system for gathering student feedback to refine and enhance assessment strategies.
- Implement periodic evaluations to ensure ongoing improvements in academic support initiatives.

6. Formalization and Periodic Review of Policies

- Work towards institutionalizing flexible assessment policies to promote long-term equity and inclusion.
- Establish a dedicated committee to regularly assess the effectiveness of these measures and recommend adjustments as necessary.

In conclusion, by implementing these strategic initiatives, academic institutions can foster a supportive and equitable learning environment, ensuring that female students facing special circumstances receive the necessary flexibility to excel in their academic pursuits.



- **Counseling and Support for New Mothers**

Supporting new mothers in managing their time and balancing multiple responsibilities is essential in promoting their well-being and overall success. A structured approach to counseling can provide practical strategies for navigating the complexities of motherhood while maintaining academic, professional, and personal commitments.

1. Time Management Strategies

- **Prioritization:** Encourage mothers to identify essential tasks and prioritize them accordingly, reducing stress and enhancing productivity.
- **Goal Setting:** Assist in establishing realistic daily and weekly goals to facilitate steady progress without undue pressure.
- **Routine Development:** Promote structured yet flexible daily routines that provide consistency and support efficient time management.
- **Utilization of Organizational Tools:** Recommend digital planners and task management applications to track responsibilities and deadlines effectively.
- **Task Breakdown:** Encourage breaking larger tasks into smaller, manageable steps to prevent feelings of overwhelm.

2. Managing Responsibilities

- **Delegation and Support Networks:** Emphasize the importance of seeking assistance from partners, family members, and friends to alleviate workload.
- **Self-Care Practices:** Reinforce the significance of personal well-being, including relaxation techniques and scheduled breaks.
- **Mindfulness and Stress Management:** Introduce mindfulness exercises to enhance emotional regulation and maintain focus amidst daily challenges.
- **Distraction Minimization:** Suggest creating a dedicated workspace and implementing strategies to maintain concentration during important tasks.
- **Community Engagement:** Encourage participation in support groups for shared experiences, guidance, and emotional reassurance.

3. Emotional and Psychological Support

- **Validation of Feelings:** Provide a non-judgmental space where new mothers can express their emotions and receive empathetic support.

- **Coping Mechanisms:** Offer structured strategies for managing stress, anxiety, and feelings of self-doubt.
- **Recognition of Achievements:** Encourage mothers to celebrate personal milestones, fostering confidence and motivation.
- **Effective Communication Strategies:** Promote open discussions with family members and loved ones to facilitate mutual understanding and support.

To conclude, a comprehensive support system for new mothers ensures that they can effectively manage their responsibilities while maintaining their emotional and physical well-being. By implementing these strategies, institutions and communities can empower mothers to navigate their roles with confidence and resilience, fostering a balanced and fulfilling life.





5.6.7 - Does your university as a body have measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap? No

5.6.8 - Does your university as a body have a policy that protects those reporting discrimination from educational or employment disadvantage?

1.Shatt Al-Arab University's policy on Protecting Individuals Reporting Discrimination in Educational and Employment Settings

At our university, we are committed to fostering a fair, inclusive, and equitable environment for all students, faculty, and staff. As part of this

commitment, our institution has established clear policies to protect individuals who report discrimination. Whether the discrimination is based on race, gender, sexual orientation, disability, or other factors, our policy ensures that all reports are handled with confidentiality, fairness, and without fear of retaliation.

- **Our Approach to Ensuring Protection**

To safeguard individuals who report discrimination, our university has adopted the following measures:

- **Clear Policy Framework:** Our anti-discrimination policy explicitly defines discrimination, retaliation, and protected reporting. These policies apply to students, faculty, and staff to ensure comprehensive protection for all members of our university community.
- **Confidentiality and Non-Retaliation Guarantee:** We uphold strict confidentiality protocols to protect the identities of those who report incidents of discrimination. Additionally, our non-retaliation policy ensures that no individual faces academic or employment-related disadvantages as a result of filing a complaint.
- **Multiple Reporting Channels:** Our university provides various reporting options, including secure online platforms, anonymous reporting mechanisms, and designated personnel trained to handle complaints discreetly and professionally.
- **Fair and Transparent Investigation Process:** All reports are reviewed through a structured, impartial process that guarantees timely resolution. We ensure that investigations are handled with professionalism, sensitivity, and a commitment to fairness.
- **Legal Compliance and Institutional Accountability** Our university's policies align with applicable legal frameworks, such as Title IX, Title VII, or local anti-discrimination laws, ensuring that our protections meet the highest legal standards.
- **Comprehensive Support Systems:** Individuals who report discrimination have access to university-provided counseling services, legal guidance, and

advocacy programs to ensure their well-being and support throughout the process.

- **Educational Initiatives and Awareness Programs:** Regular training sessions, workshops, and informational campaigns are conducted to educate students, faculty, and staff on their rights, reporting procedures, and the importance of fostering a culture of inclusivity.
- **Continuous Monitoring and Policy Enhancement:** Our university conducts periodic reviews and assessments of existing policies to ensure their effectiveness and relevance. Feedback mechanisms are in place to refine and improve our approach to anti-discrimination protections.

As a result, at Shatt Al-Arab University, ensuring the protection of individuals who report discrimination is a fundamental principle of our commitment to diversity, equity, and inclusion. By enforcing strong policies, encouraging open communication, and providing a supportive environment, we empower our community members to stand against discrimination and contribute to a more just academic and professional setting.

2.Student Grievance Process for Addressing Discrimination

Our university has established a structured, three-tiered grievance process to ensure that reports of discrimination are addressed promptly, fairly, and with the utmost integrity. Students may submit complaints through both online and offline channels, providing accessible options for all individuals. All grievances are reviewed and processed by the **University Complaints Handling Committee**, which is responsible for overseeing investigations and ensuring a fair resolution. The university is fully committed to maintaining confidentiality throughout the process and fostering an inclusive and equitable environment for all members of the academic community.

3.University Policy on Protecting Individuals Reporting Discrimination in Educational and Employment Settings

- **Commitment to Equity and Inclusion**

Shatt Al-Arab University is dedicated to safeguarding the rights of all individuals, regardless of gender, socioeconomic status, creed, language, race, disability, or any other distinguishing factor. We strive to foster an inclusive environment where every member of our academic community is treated with respect, and where harassment or discrimination in any form is strictly prohibited. Recognizing the significance of a secure and supportive environment, the university is committed to addressing all reports of discrimination and harassment with diligence, ensuring that complaints are thoroughly investigated and appropriate actions are taken.

- **Reporting Procedures**

In accordance with relevant regulations, Shatt Al-Arab University has established Anti-Discrimination and Complaints Committees tasked with handling concerns related to violations of gender equality policies, harassment, and discrimination. Each committee is composed of a chairperson and designated members responsible for overseeing complaints and ensuring due process.

Students and staff are encouraged to report grievances through the available channels. Individuals seeking assistance may directly contact any member of the committee, including the chairperson, via phone or email. All complaints must be formally submitted in writing and may be accompanied by supporting documentation to facilitate a comprehensive inquiry.

- **Committee Responsibilities**

The university's **Anti-Discrimination and Complaints Committees** are entrusted with the following responsibilities:

- Conducting impartial inquiries into complaints to ensure a fair and objective resolution process.

- Safeguarding the confidentiality of complaints and protecting the identity of those reporting incidents.
- Providing adequate protections to individuals reporting discrimination, ensuring their safety and well-being.
- Enforcing strict non-retaliation policies to prevent adverse actions against those who disclose potential discrimination.
- **Guidelines for Filing Complaints**
 - Complaints must be made in good faith, based on reasonable grounds, and should reflect a sincere belief in the accuracy of the information presented. Even if a claim is later found to be incorrect, individuals who report incidents responsibly will be protected from punitive repercussions.
 - The committee may request additional details from complainants as necessary. However, complaints submitted without identifiable information or found to contain false identities may not be pursued.
 - Additionally, the university offers assistance to students and staff in filing complaints with law enforcement authorities should they choose to do so.

To sum up, our university remains steadfast in its commitment to protecting individuals who report discrimination, ensuring that all concerns are addressed with fairness, confidentiality, and integrity. Through these policies and procedures, we seek to cultivate an environment where transparency, accountability, and inclusivity thrive, enabling all members of our academic community to learn and work without fear of discrimination.

4. Student Grievance Redressal Cell – University Policy on Protecting Individuals Reporting Discrimination in Educational and Employment Settings

- **Commitment to Fair and Transparent Resolution**

Our university is dedicated to maintaining a strict and transparent grievance redressal mechanism to ensure that students' concerns are addressed efficiently and equitably. In alignment with this commitment, the university has established clear

regulations against sexual harassment and has implemented a **structured three-tier grievance resolution system** to uphold the rights of students. Each level of this system prioritizes student complaints while ensuring a methodical and fair approach to resolving issues.

- **Objectives of the Student Grievance Redressal Committee**

The **Student Grievance Redressal Committees** are established to provide a swift and accountable response to student complaints, ensuring fairness for all parties involved. The key objectives include:

- **Promoting a respectful academic environment** that fosters healthy student interactions and positive student-faculty relationships.
- **Encouraging students to express grievances freely** without fear of discrimination, bias, or victimization.
- **Providing counseling** to discourage students from instigating conflict with faculty or university staff.
- **Handling reports of ragging and harassment**, ensuring that students who experience such incidents receive prompt assistance, in addition to the existing anti-ragging and harassment committee mechanisms.

The university maintains a **zero-tolerance policy** toward ragging in all its forms. Any incidents must be immediately reported to university administration for swift action. Students may register their grievances through both online and offline modes.

- **Three-Tier Grievance Resolution Framework**

Level I – Initial Complaint Resolution

At this stage, grievances are addressed at the departmental level to provide students with a **prompt response and resolution**. Students may submit their complaints in writing to the Dean's Office of their respective school. Complaints are reviewed by the **College Complaints Handling Committee** within five working days. The committee consists of:

- **Dean**
- **Head of the concerned department or a senior faculty member**
- **One female faculty member** nominated by the Dean

If a student is dissatisfied with the decision at Level I, they may escalate the complaint to Level II for further review.

Level II – University Complaints Handling Committee

This level ensures **fair and impartial review**, allowing students to approach a separate committee that examines complaints with a broader institutional perspective. Students may submit a written appeal to the **University Complaints Handling Committee** within seven working days from the date of the Level I decision. The committee consists of:

- **Dean**
- **Two senior faculty members nominated by the Dean**
- **One female faculty member** nominated by the Dean
- **Student Supervisor**

Level III – Final Review by University Leadership

If a student remains dissatisfied with the University Complaints Handling Committee's decision, they may submit a **formal request for review to the Office of the Vice President**. This final review serves as the highest level of grievance redressal, ensuring that decisions are thoroughly examined based on the facts presented. The decision made by the **Dean of the College**, upon approval by the **University President**, is considered final.

To conclude, the university upholds strict confidentiality regarding student complaints, ensuring appropriate discretion in all grievance matters. Through this three-tier grievance redressal system, our university reinforces its commitment to fairness, transparency, and inclusivity. By prioritizing student concerns, providing structured resolution mechanisms, and upholding the highest ethical standards, we ensure that all complaints are handled professionally while protecting the rights of individuals reporting discrimination.