



SUSTAINABLE DEVELOPMENT GOALS · UNIVERSITY COMMITMENT

SDG 1: No Poverty

SUSTAINABLE DEVELOPMENT GOAL

1

No Poverty

1



NO POVERTY

End poverty in all its forms everywhere
— advancing equity, opportunity and
resilience across our community.

Contents

*Sustainable Development Goal 1, No Poverty · Evidence Submission,
Times Higher Education Impact Rankings 2026.*

Executive Summary	3
Strategic Context and Institutional Commitment	4
1.2 Proportion of students receiving financial aid to attend university because of poverty	7
1.2.1 Low-income students receiving financial aid (FA):	7
1.2.2 Students at Shatt Al-Arab University who received a free or semi-free scholarship	8
1.3 University anti-poverty programs	9
1.3.1 Bottom financial quintile admission target	9
1.3.2 Bottom financial quintile student success	14
1.3.3 Low-income student support	28
1.3.4 Bottom financial quintile student support	51
1.3.5 Low or lower-middle income countries student support	59
1.4 Community anti-poverty programmes	60
1.4.1 Local start-up assistance	60
1.4.2 Local start-up financial assistance	62
1.4.3 Programmes for services access	65
1.4.4 Policy addressing poverty.	81
Cross-cutting Contributions to SDG 1 from the Wider Sustainability Programme	88
Summary: initiatives mapped to the SDG 1 targets	92
Research contributions (Scopus-indexed publications)	92
Strategic Analysis and Impact	94
Challenges and Strategic Priorities	94
Conclusion	95

Executive Summary

This report sets out the strategic response of Shatt Al-Arab University to Sustainable Development Goal 1 (No Poverty) and presents the evidence underpinning its submission to the Times Higher Education Impact Rankings 2026. Poverty in southern Iraq remains shaped by decades of conflict, economic volatility and uneven access to services. For a young private university in Basra, the eradication of poverty is therefore not a distant international target but a defining feature of the community it serves. The report explains how the university translates that reality into institutional policy, measurable action and long-term strategy.

The evidence assembled here describes a coherent programme rather than a collection of isolated gestures. Between 2022 and 2025 the university extended free and semi-free scholarships to 874 students, introduced fee reductions of twenty per cent or more for students of limited income, and built a network of food, housing, transport, legal and psychological support around those most at risk of leaving their studies. Beyond its own gates, the university has funded community start-ups, delivered entrepreneurship and skills programmes, widened children's access to technology, and contributed to local policy on welfare, health and legal aid.

Read strategically, these activities map onto all seven targets of SDG 1, from the relief of extreme poverty (target 1.1) through social protection (target 1.3) to the pro-poor policy frameworks envisaged in target 1.b. They are governed through formal instruments — decisions of the University Council, numbered university and administrative orders, and correspondence with the Ministry of Higher Education and Scientific Research — which lend the work accountability and continuity. This report argues that the university's contribution to SDG 1 is genuine, governed and

scalable, and it closes with a forward strategy intended to deepen impact and strengthen measurement over the coming cycle.

Strategic Context and Institutional Commitment

The poverty challenge in Basra and southern Iraq

Basra Governorate occupies a paradoxical place in Iraq's economy: it generates a substantial share of national oil revenue, yet many of its communities live with fragile household incomes, limited access to services and persistent economic insecurity. Years of conflict, displacement and infrastructural strain have left numerous families — among them the families of martyrs, orphans and people with disabilities — exposed to several dimensions of poverty at once. In this setting higher education is both a casualty of poverty, as financial pressure forces capable students to abandon their studies, and one of its most effective remedies, since a completed degree materially raises a household's prospects. It is against this backdrop that Shatt Al-Arab University frames its commitment to SDG 1.

Alignment with the institutional mission

The university's engagement with No Poverty flows directly from its mission to widen access to higher education and to serve the social and economic development of its region. Rather than treating poverty alleviation as a discretionary act of charity, the university embeds it in admissions policy, fee structures, student-support services and community outreach. This reflects a conviction that an institution rooted in Basra carries a responsibility to the communities around it, and that the long-term health of the university and the prosperity of its region are inseparable.

Strategic objectives

The university's work on SDG 1 is organised around six strategic objectives:

1. **Access** — to remove financial barriers to entry for students from low- and lower-middle-income households, including women, students with disabilities and the families of martyrs.
2. **Retention and completion** — to ensure that students admitted on hardship grounds are supported through to graduation, combining financial aid with wrap-around services.
3. **Economic empowerment** — to equip students and community members with the skills, training and seed capital needed to raise their incomes and build resilience.
4. **Community partnership** — to extend the university's resources beyond its campus through start-up support, public courses and collaboration with local organisations.
5. **Policy and advocacy** — to contribute to the design and delivery of anti-poverty, welfare and legal-aid policy at local and national level.
6. **Measurement and accountability** — to govern these efforts through formal institutional instruments and to strengthen the evidence base over time.

Governance and accountability

The credibility of the university's anti-poverty work rests on the formal mechanisms through which it is authorised and recorded. Scholarships, fee waivers and exemptions are enacted through decisions of the University Council and through numbered university and administrative orders signed by the university president, several of which are reproduced as evidence in the sections that follow. Eligibility is verified against official documentation, and the wider programme is aligned with the directives of

the Ministry of Higher Education and Scientific Research. This governance gives the work three qualities essential to a strategic programme: it is auditable, it is repeatable from year to year, and it can be scaled as resources allow.

Alignment with national and global frameworks

The university's objectives are deliberately aligned with frameworks beyond its own. At the global level they correspond to the seven targets of SDG 1 and feed the engagement and research metrics used by the Times Higher Education Impact Rankings. At the national level they support Iraq's commitments to widening educational participation and protecting vulnerable groups. This alignment allows the university both to benchmark its progress against external standards and to position its local action as a contribution to shared international goals. The sections that follow present the detailed evidence, organised under the Impact Rankings metrics for SDG 1, and the report closes with a strategic analysis of what that evidence shows and where the work should go next.

1.2 Proportion of students receiving financial aid to attend university because of poverty

1.2.1 Low-income students receiving financial aid (FA):

How Shatt Al-Arab University delivers SDG 1

A four-step approach

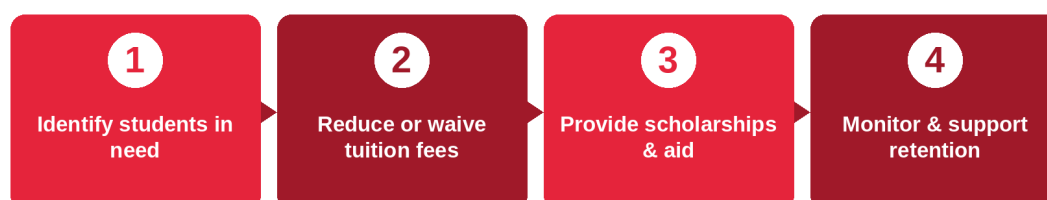


Figure 1. A four-step delivery approach.

SDG 1 framework at Shatt Al-Arab University

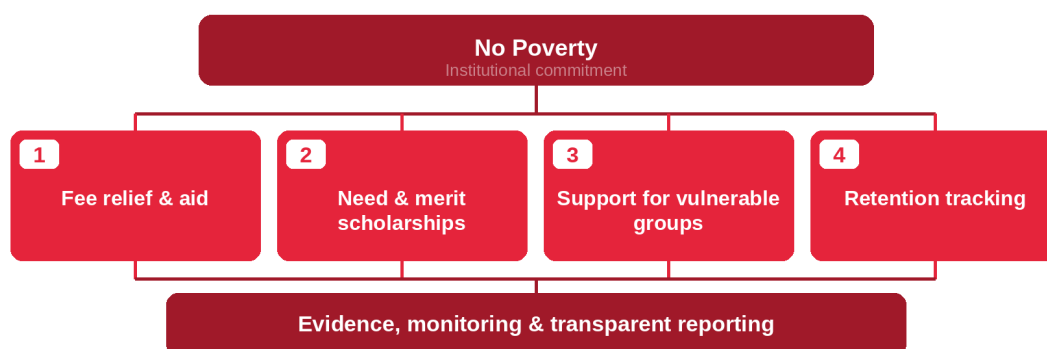


Figure 2. Institutional framework and reporting.

Throughout the academic year, Shatt Al-Arab University stands behind students who need financial help, whether they study part-time or full-time. In 2026/2027 a number of students had their tuition fees reduced after their financial circumstances were reviewed. Each reduction was formalised through administrative and university orders signed by the university president, with the backing of the University Council and the Ministry of Higher Education and Scientific Research.

Specifically:

- Based on University Council decisions dated 23/04/2025 and administrative order No. 136 on 28/04/2025, tuition fees were reduced for students at Shatt Al-Arab University by providing a free scholarship which covers full tuition and accommodation, while a semi-free scholarship covers only half of the tuition fees.
- Additionally, based on ministerial correspondence and university order No. 426 on 26/04/2025, further reductions of 20% were granted to a group of students classified as having limited income.

Taken together, these measures show how the university helps students of limited means stay in education when money is tight. The table that follows breaks down, by academic year and study level, how many students received tuition reductions on hardship grounds between 2024 and 2027:

Stage	2026-2027
First Stage	4537
Second Stage	2743
Third Stage	2491
Fourth Stage	804
Total	10575

1.2.2 Students at Shatt Al-Arab University who received a free or semi-free scholarship.

Stage	2023–2024	2024–2025	2025–2026	2026-2027
First Stage	22	243	245	820
Second Stage	10	35	226	333
Third Stage	2	12	28	174
Fourth Stage	—	2	49	103
Total	34	292	548	1430

1.3 University anti-poverty programs

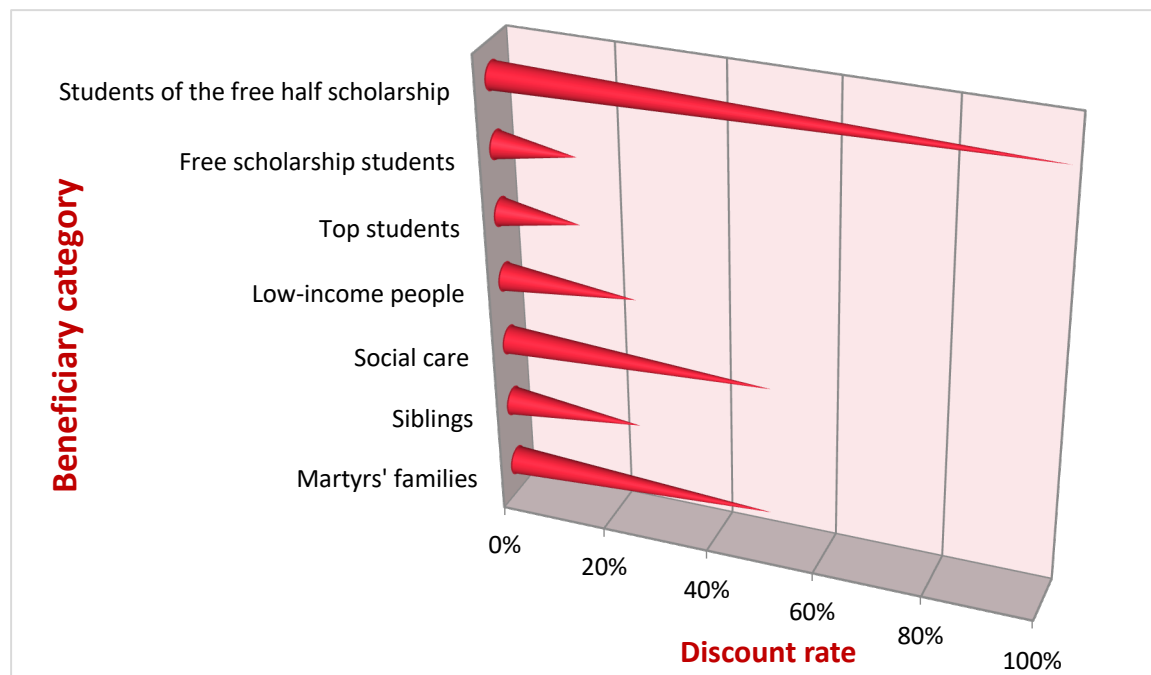
1.3.1 Bottom financial quintile admission target

Does your university as a body have targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country?

Yes, the university works actively to reach and retain students from low-income backgrounds, working through several channels: merit scholarships, direct financial aid, and practical help in the form of meals, computers and employment grants. The aim is simple: to make sure that students from low- or lower-middle-income families, women, and students with disabilities can both enter higher education and finish their degrees.

Newcomers are supported through orientation programmes that ease the move into university life, and students working on academic or scientific projects can apply for full funding to carry their work forward. Decisions on admission and scholarships weigh academic merit together with a careful look at each applicant's finances, with eligibility confirmed against official records such as salary statements and proof of income.

The university pays special attention to deserving groups. The families of martyrs receive dedicated scholarships, children of faculty members are granted discounts, siblings studying together qualify for reductions under the administrative rules, and orphans benefit from special grants and fee discounts.



Republic of Iraq
Shatt Al-Arab University College / Basrah

بِسْمِ اللَّهِ
جمهورية العراق
كلية شط العرب الجامعة / البصرة

No.: 09
Date: 12/10/2021

العدد: ٢٠٢ / /
التاريخ:

Administrative order

Based on the powers entrusted to us, it is decided as follows:

1- Implementation of the instructions for college students and affiliates who are covered by the Martyrs Foundation Law No. (2) of 2016 and what was mentioned in the letter of the Iraqi Parliament Council / Committee of Martyrs, Victims and Political Prisoners No. (1 / Sh / 36) on 23/12/2018.

2- Admitting the college students from low-income families according to the instructions approved by the College Council regarding providing financial support and reducing tuition fees, each according to his condition in accordance with the controls, and throughout the study period

This order is effective from the date of issue

T.m.mansoor
Prof. Dr. Taher Mohsen Mansoor
The Dean

conv to:

- Dean office
- Quality assurance unit
- Outgoing Files

الصادرة
البصرة

الكلية معترف بها من قبل وزارة التعليم العالي والبحث العلمي بموجب كتابها المرقم م ف / ٥١٨ / ٢٠٢١/١٠/١٢ وحسب قرار مجلس قيادة الثورة للمحل رقم ٨١٢ لسنة ١٩٦٢.
Republic of Iraq - Basrah - Near Al Andalus Post office
Web site : www.sa-uc.edu.iq
E-mail: info@sa-uc.edu.iq, quality-assurance@sa-uc.edu.iq
الصوتيات: جمهورية العراق - البصرة - قرب ابريد الاندلس
Mobil: 00964 781 152 9720



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة شط العرب
الجامعة الشامية

العدد: ٤٢ / ٨٢٦
التاريخ: ٢٠٢٦ / ١ / ٨

أمر جامعي
م/ اعطاء من الأجور الدراسية

استناداً إلى الصلاحيات المخولة لنا وإشارة إلى كتاب وزارة النقل / الشركة العامة لمواني العراق / قسم التخطيط والمتابعة / لجنة الدراسات العليا والاولية ذي العدد ٢٦٦٦٦/١/١٣/١ بتاريخ ٢٠٢٥/١١/١٨ المرفق طياً، وبناء على ما ورد في ملحق عقد اجراء الجامعة مع الشركة العامة لمواني العراق المرققة (٧)، تقرر اعطاء الطلبة المدرجة اسمائهم اثناء في جامعتنا من كسل الأجور الدراسية للعام الدراسي ٢٠٢٦/٢٠٢٥ وحسب القائمة المرفقة التي تبدأ بالتسلسل (١- محمد جعفر عبد الوارث عبد الرزاق) وتنتهي بالتسلسل (٩- محمد جعفر صبيح).

المرفقات:
- قائمة بأسماء الطلبة.

أ. طاهر محسن منصور
رئيس الجامعة
٢٠٢٦/١/٨

بإسناد منه:

- مكتب السيد رئيس الجامعة المحترم . مع التقدير.
- السيد مساعد رئيس الجامعة للشؤون العلمية المحترم . مع التقدير.
- السيد مساعد رئيس الجامعة للشؤون الإدارية المحترم . مع التقدير.
- الامانة العامة . مع التقدير.
- الشؤون القانونية . للتفصيل بالملاح . مع التقدير.
- الحسابات / التدقيق / الاجراء الزام لتماما
- المصارف
- م/١٨/٨

الموقع الأول/ البصرة - قرب مول بصرة تيمز سكوير
الموقع الثاني/ البصرة - قرب بريد الاندلس
Basra - Near Basra Times Square Mall
Basra - Near Al Andalus Post Office

Website: www.sua.edu.iq
Email: su@shatt-arab.edu.iq

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة شط العرب
الجامعة الشامية

العدد: ٤٢ / ٨٢٦
التاريخ: ٢٠٢٦ / ١ / ٨

أمر جامعي
م/ تخفيض الأجور الدراسية

استناداً إلى الصلاحيات المخولة لنا، تقرر اعطاء الطلبة المقبولين بقانون أصحاب القدرات المتميزة (قانون ذوي الإعاقة والاحتياجات الخاصة) وحسب ما جاء في الدليل الارشادي لتقديم وضوابط القبول وشؤون الطلبة للسنة الدراسية ٢٠٢٦/٢٠٢٥ الفقرة (٤-٣/١) بنسبة (٥٠٪) من الأجور الدراسية ولمدة (٤) سنوات دراسية للطلبة المدرجة اسمائهم في القائمة المرفقة التي تبدأ بالتسلسل رقم (١- حميدة محمد عبد الرضا حسن) وتنتهي بالتسلسل رقم (٢٤- علي داود سلمان محمد).

المرفقات:
- قائمة بأسماء الطلبة.

أ. طاهر محسن منصور
رئيس الجامعة
٢٠٢٦/١/٨

بإسناد منه:

- مكتب السيد رئيس الجامعة المحترم . مع التقدير.
- السيد مساعد رئيس الجامعة للشؤون العلمية المحترم . مع التقدير.
- السيد مساعد رئيس الجامعة للشؤون الإدارية المحترم . مع التقدير.
- عدايات القبول العلمية . مع التقدير.
- الشؤون القانونية . مع التقدير.
- شؤون الطلبة: لإجراء اللازم لتماما
- الحسابات / التدقيق / الاجراء الزام لتماما
- المصارف
- م/١٨/٨

الموقع الأول/ البصرة - قرب مول بصرة تيمز سكوير
الموقع الثاني/ البصرة - قرب بريد الاندلس
Basra - Near Basra Times Square Mall
Basra - Near Al Andalus Post Office

Website: www.sua.edu.iq
Email: su@shatt-arab.edu.iq

For applicants from low-income households, the whole process runs through online platforms, so that information and services around admission and scholarships are easy to reach. A dedicated team guides these students and stays with them at every stage of the application until it is complete.



1.3.2 Bottom financial quintile student success

Does your university as a body have graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country?

Yes. The university runs a free Applied Workplace Training Programme that places students in industry for two months. The time on site gives them real experience and a stronger footing in the job market once they graduate. Placements are arranged in fields such as:

- Oil sector companies,
- Power plants,
- Ports,
- Private sector enterprises,
- Research infrastructures, and
- Industrial companies.









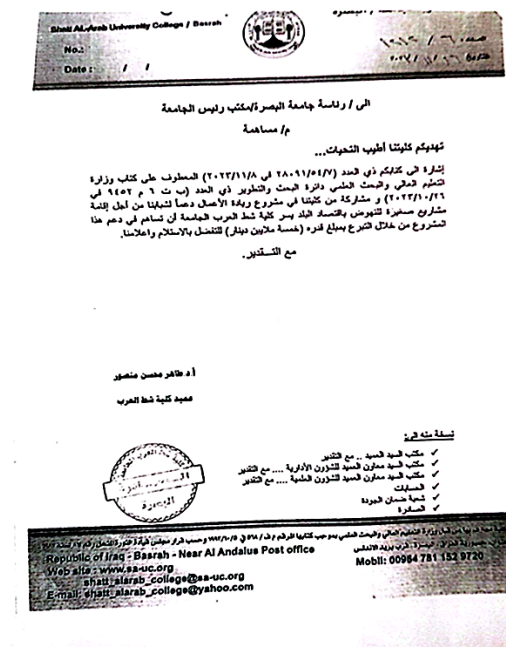




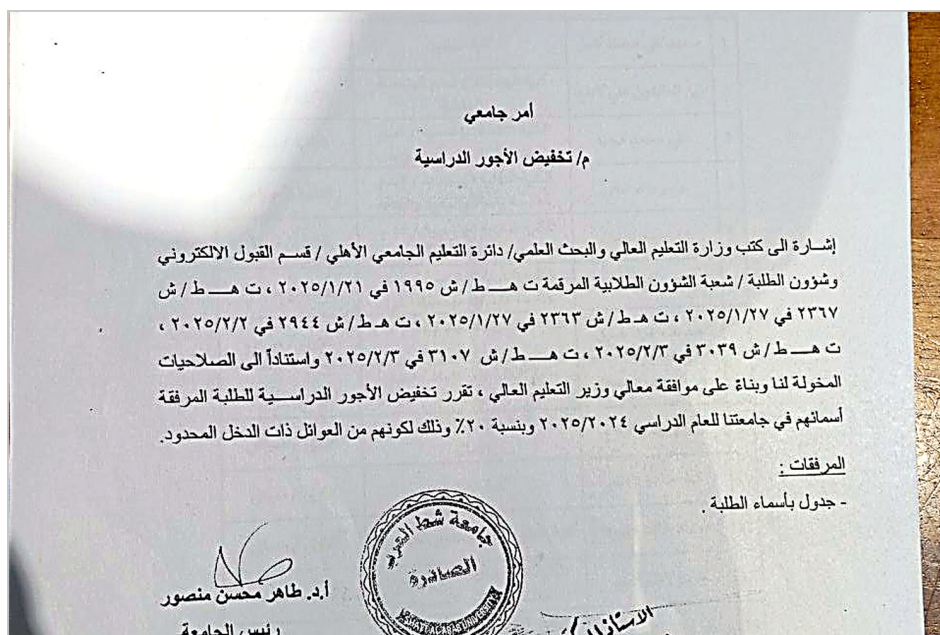
A range of measures targets students in the lowest income bracket. Among them is a fee discount applied in their final graduating year across departments, paired with intensive English classes and free computer-skills training in the university's Continuing Education Unit, all intended to ready students for life after graduation and a smoother entry into the labour market.



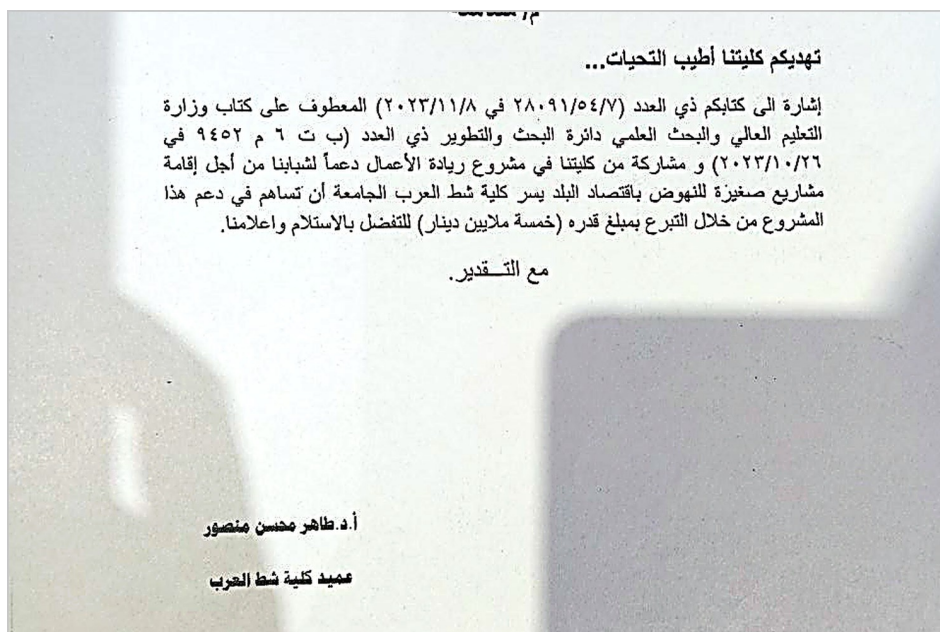




Economic support is handled flexibly and backed by formal decisions, among them University Order No. 126/294 of 2025. Such orders grant full tuition waivers, or discounts of 20% or more, to students from low-income families and others in need. The point is to remove financial obstacles so that students can focus on their studies rather than on how to pay for them.

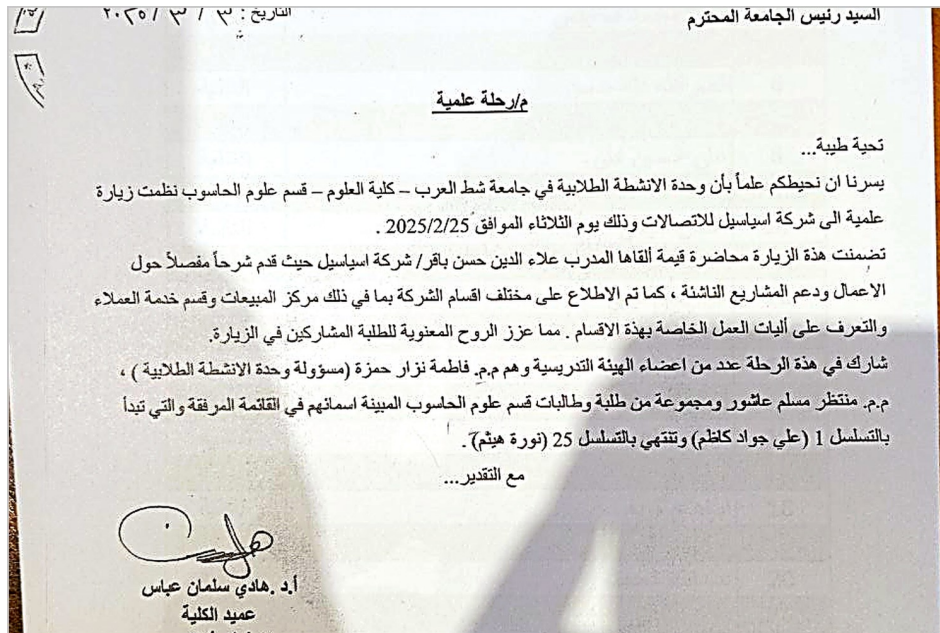


As part of its drive to make students more economically independent, the university contributed funding directly to the 'Entrepreneurship Project,' helping young people set up small ventures that lift their incomes and generate self-employment, with a tangible effect on what their households earn.



To sharpen students' practical skills and nurture new ventures, and as part of building ties with the private sector, the university arranged focused study visits to the headquarters of Asiacell Telecommunications, including one held on 25 February 2025. The visit covered:

- **Delivering valuable lectures** on 'Business Management and Support for Startups, which opened up economic paths for students beyond conventional jobs.
- **Field observations** across the sales, data-centre and customer-service departments, narrowing the distance between classroom learning and day-to-day practice.
- **Introducing students** to how an organisation actually works and to the professional discipline that competitive workplaces demand, leaving them better prepared for a career and better able to compete for the jobs that raise their standard of living.



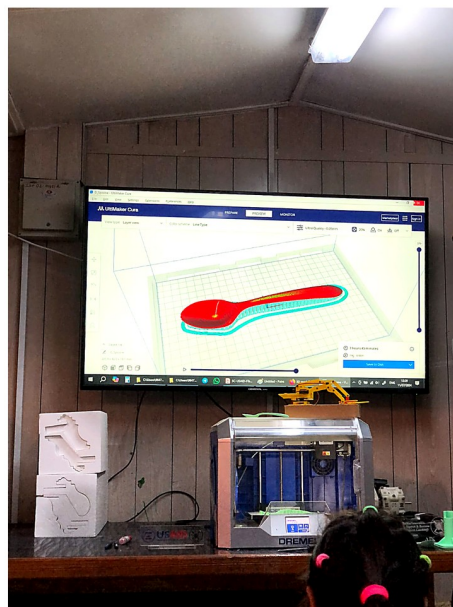


Acting on the same spirit of institutional cooperation, the university arranged applied science field trips with the Department of Scientific Welfare at the Ministry of Youth and Sports. These outings took students, especially those in scientific departments such as Computer Science, into innovation hubs like the 'Robot Factory,' where they met current equipment, technologies and manufacturing methods first-hand and saw theory put into practice.





Field activities and professional seminars run on an annual plan within the colleges. The College of Law and the College of Science, for instance, schedule visits to courts and public bodies, and they host focused seminars on subjects such as 'Skill Development,' 'Legal Essentials in English,' and 'The Importance of Letters of Guarantee.' The goal is to give students a firm base of knowledge and professional habits so that they move into the workforce with confidence after graduating.



1.3.3 Low-income student support

Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university?

Yes. The university backs students from low-income families in several practical ways so that they can do well both in their studies and in their wider lives:

- 1. Food Programs** Through food pantries, meal plans and subsidised meals, the university makes sure students eat well, which in turn supports their health and study.
- 2. Housing Assistance** Affordable rooms and emergency accommodation are made available to students who need a place to stay.
- 3. Transportation Services** Free or discounted travel, shuttle services and arrangements with public transport help students get to and from campus.
- 4. Legal Services** Students who run into legal difficulties can turn to the university for help, which matters most for those who could not otherwise afford a lawyer.
- 5. Free Training Courses:** In keeping with its belief that education and training belong together, the university offers free courses across a range of disciplines. The main ones are listed below:
- 6. Fee Reduction:**

Shatt Al-Arab University issued an order cutting tuition fees by 20% for eligible students in the 2024-2025 academic year. The measure rests on official correspondence from the Ministry of Higher Education and Scientific Research and carries the Minister's approval. It is meant to ease

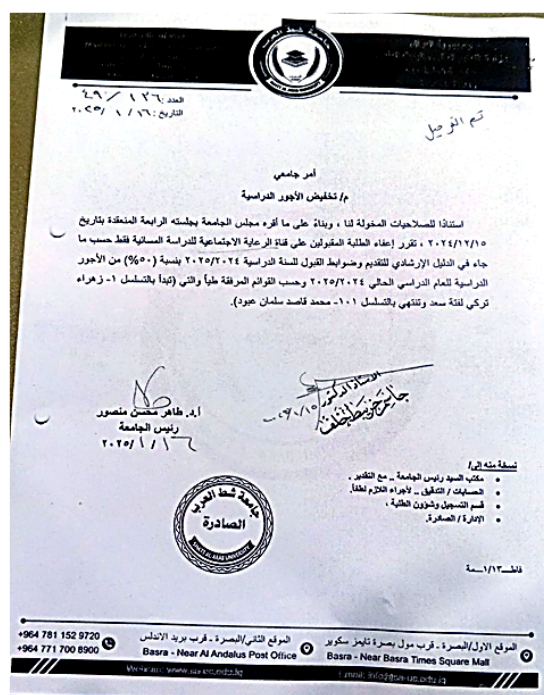
the way for students from low-income families and to keep the learning environment attentive to their social and economic realities.

7. Martyrs' Families:

Students admitted through the Martyrs' Families channel, and covered by the relevant laws and regulations, receive a 50% exemption from tuition fees in recognition of their families' sacrifice. The exemption runs for four academic years, following the admission rules set for 2024-2025.

8. Social Welfare:

Under the authority granted to the university and by decision of the University Council at its fourth session on 15/12/2024, students admitted through the Social Welfare channel for evening study receive a 50% tuition exemption for 2024-2025, in line with the approved admission guidelines.



الجمهورية العراقية
Ministry of Education
الوزارة العراقية للتعليم العالي والبحث العلمي
Ministry of Higher Education and Scientific Research

العدد: ٢٠٢٥/١٢/٢١
التاريخ: ٢٠٢٥/١٢/٢١

أمر جامعي
م/ تخفيض الأجر الدراسية

إشارة إلى كتب وزارة التعليم العالي والبحث العلمي / دائرة التعليم الجامعي الأعلى / قسم القبول الإلكتروني وشؤون الطلبة / شعبة الشؤون الطلابية المرفقة ت هـ ط / ش ١٩٩٥ في ٢٠٢٥/١٢/٢١ ، ت هـ ط / ش ٢٣٢٧ في ٢٠٢٥/١/٢٧ ، ت هـ ط / ش ٢٣٢٣ في ٢٠٢٥/١/٢٧ ، ت هـ ط / ش ٢٩٤٤ في ٢٠٢٥/٢/٢ ، ت هـ ط / ش ٣٠٢٩ في ٢٠٢٥/٢/٣ ، ت هـ ط / ش ٣١٠٧ في ٢٠٢٥/٢/٣ واستناداً إلى الصلاحيات المخولة لنا وبناءً على موافقة معالي وزير التعليم العالي ، نقرر تخفيض الأجر الدراسية للطلبة المرفقة أسمائهم في جامعتنا للعام الدراسي ٢٠٢٥/٢٠٢٤ ونسبة ٢٢٠ وذلك لكونهم من العراقيين ذات الدخل المحدود.

المرفقات:
جدول بأسماء الطلبة.

أ.م. طاهر مختار منصور
رئيس الجامعة
٢٠٢٥/١٢/٢١

جامعة شط العرب
الصادرة

نسخة منه إلى:
• مكتب السيد رئيس الجامعة - مع القدير
• السيد مساعد رئيس الجامعة للشؤون العلمية - مع القدير
• السيد مدير الشؤون القانونية - مع القدير
• الشؤون القانونية - مع القدير
• شؤون الطلبة - لإجراء اللازم وفقاً
• المصنفات / لتفليح الإجراء وفقاً
• المصارف

خ.٢٠٢٥

الموقع الأول/ البصرة - قرب مول بصرة تيمز سكوير
Basra - Near Basra Times Square Mall
الموقع الثاني/ البصرة - قرب بريد الاندلس
Basra - Near Al Andalus Post Office
+964 781 152 9720
+964 771 700 8900

الجمهورية العراقية
Ministry of Education
الوزارة العراقية للتعليم العالي والبحث العلمي
Ministry of Higher Education and Scientific Research

العدد: ٢٠٢٥/١٢/٢١
التاريخ: ٢٠٢٥/١٢/٢١

أمر جامعي
م/ تخفيض الأجر الدراسية

استناداً للصلاحيات المخولة لنا ، وبناءً على ما أقره مجلس الجامعة بجلسته الرابعة المنعقدة بتاريخ ٢٠٢٤/١٢/١٥ ، نقرر إعطاء الطلبة المقبولين على فئة ذوي الشهداء المشمولين بقانوني (٥٧) لسنة ٢٠١٥ و (٢) لسنة ٢٠١٦ وتعديله قانون رقم (٢) لسنة ٢٠٢٠ حسب ما جاء في النطق الإرشادي للتقديم وضوابط التثاقف للطلبة الدراسية ٢٠٢٥/٢٠٢٤ بنسبة (٥٠٪) من الأجر الدراسية ولمدة (٤) سنوات دراسية وحسب القوائم المرفقة طياً والتي تبدأ بالتسلسل ١ - على معاهد قادر لمعيني وتنتهي بالتسلسل ٨٨ - محمد ولقي وصفي عبد الرزاق.

أ.م. طاهر مختار منصور
رئيس الجامعة
٢٠٢٥/١٢/٢١

جامعة شط العرب
الصادرة

نسخة منه إلى:
• مكتب السيد رئيس الجامعة - مع القدير
• المصنفات / لتفليح الإجراء وفقاً
• قسم التسجيل وشؤون الطلبة
• الإدارة / المصارف

لغ.١/٢٣

الموقع الأول/ البصرة - قرب مول بصرة تيمز سكوير
Basra - Near Basra Times Square Mall
الموقع الثاني/ البصرة - قرب بريد الاندلس
Basra - Near Al Andalus Post Office
+964 781 152 9720
+964 771 700 8900

5.1. IT and Computer Science

- a) Introduction to Computer Science: a self-paced beginner course that works through the essentials, algorithms together with C, JavaScript, Python and web development.
- b) Machine Learning with Python: a free course, built around tools such as the Weka data-mining toolkit, that moves from linear models through to deep learning.

5.2. Business and Management

- a) Introduction to Data Analysis with Excel: a free course on the core skills of working in Excel and presenting data visually.
- b) Fundamentals of Marketing: a free course covering the basics of marketing, budgeting and advertising.

5.3. Industry

- a) Electrical Power Plants: a free course introducing the core ideas behind power-plant engineering.
- b) Concrete Batching Plants: a free course on the batching plant as an industrial setup that combines cement, water, sand, gravel and additives to produce concrete.
- c) Petrochemical Plants: a free course on how oil and natural gas are turned into petrochemicals, the feedstocks behind everyday materials such as plastics.

5.4. Civil Engineering

- a) Civil Engineering Surveying: a free course spanning both classic surveying methods and current software, with hands-on practice on instruments such as total stations and GPS.

b) Civil Engineering Drawing: a free course covering orthographic and isometric projection, sketching, and the use of CAD packages such as AutoCAD to produce 2D and 3D drawings.

5.5. Health and Medicine

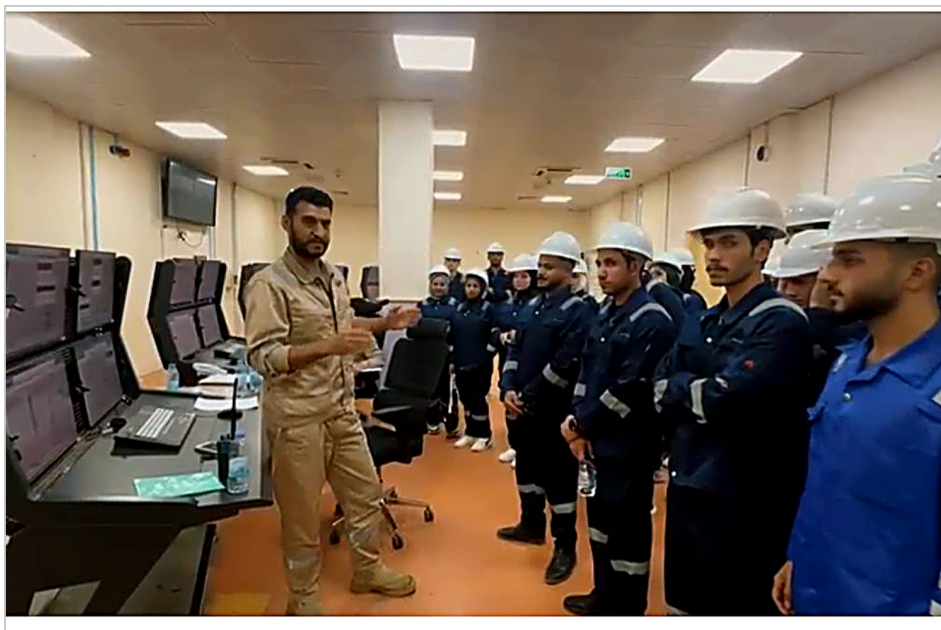
a) Complete Blood Count (CBC/FBC): a free course on the full blood count, which examines red cells, white cells and platelets. The test gauges overall health, screens for conditions such as anaemia and infection, and tracks how treatments are working.

5.6. Law and Legal

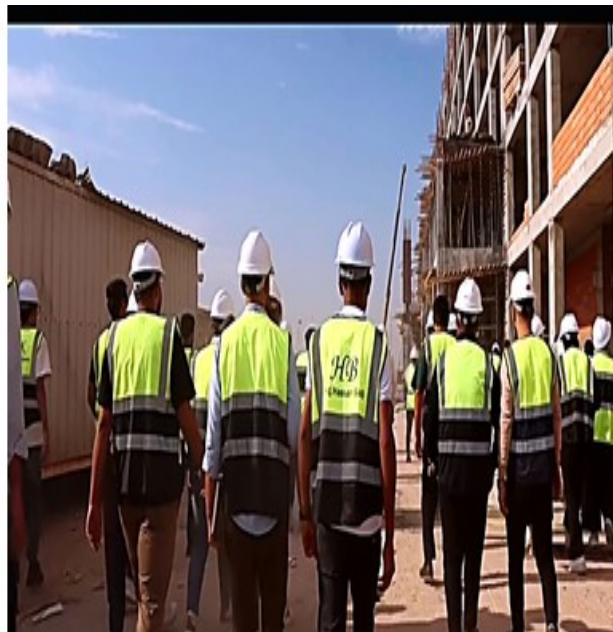
a) Law and Legal Practice: short, practical professional-development courses offered free of charge. Some are general and some specialised, covering corporate law, international regulation, or AI in law, and they supply either the grounding for a legal career or a refresher for those already practising.









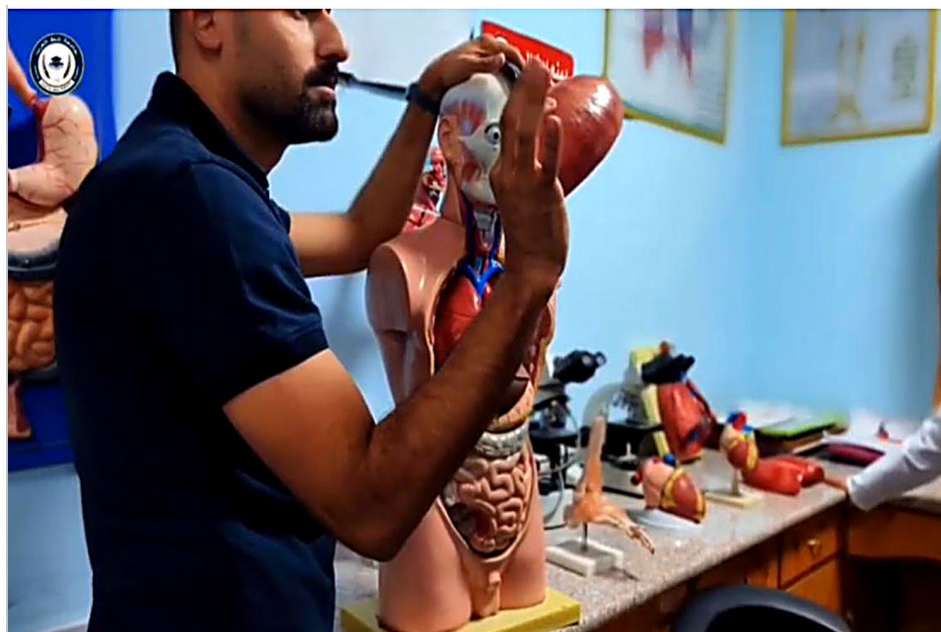
































1.3.4 Bottom financial quintile student support

Does your university as a body have programs or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies?

The university runs a number of initiatives to help students from low-income backgrounds reach their academic and career goals. The main ones are set out below:

1. **Financial Support and Scholarships**Scholarships and financial aid reach students in the lowest income quintile, giving them the means to finish their studies without money standing in the way.
2. **Exhibitions**Each year the university stages exhibitions of student work, from inventions to paintings and handmade crafts. The shows give every student a chance to display what they have made, sell it, and earn from it.
3. **Affordable Housing:**Affordable on-campus housing is offered, with rooms set aside for low-income students so that they have somewhere safe to live.
4. **Mental Health and Counseling:** Aware that hardship reaches beyond the classroom, the university provides counselling and mental-health support for these students.
5. **Entrepreneurship and Skill Development Programs**The university holds competitions and workshops on entrepreneurship, design thinking, business planning and marketing. These are open to everyone, with a special welcome to students from low-income backgrounds who have ideas worth developing, the aim being to grow their skills and their earning potential.
6. **Campus Job Opportunities**Working with several departments, the university opens up paid jobs on campus, in the libraries, in student-support offices and in campus shops, so that students can earn while they study.
7. **Community Engagement and Social Responsibility**The university runs regular awareness campaigns and workshops with

local partners. Students recently took part in first-aid training led by the Iraqi Red Crescent, picking up skills that serve both them and the wider community.

8. **Student-Run Ventures and Creative Exhibitions** Students are encouraged to earn through their talents at showcases such as craft and painting exhibitions, with the proceeds going to support low-income families.
9. **Progress Assessment:** Low-income students' progress is reviewed on a regular basis so that their particular needs and difficulties are spotted early and dealt with.

Taken together, these programmes are meant to put students who face financial pressure on a firmer footing, opening doors to academic success and new skills while doing good in the community around them.













1.3.5 Low or lower-middle income countries student support

Does your university as a body have schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants)?

Institutional support policies and programs include the following:

1- Scholarship Programs for International Students:

International students from a range of regions can apply for full or half scholarships, awarded on set academic and social criteria. Applications go through a dedicated online platform, which keeps the process transparent, even-handed and easy to reach.

2- Seat Allocation Policy at the College Level:

A flexible policy lets each college set aside a number of places for international students, sized to its capacity and academic strengths. The table below lists the seats that can be allocated in each college as the need arises.

Seats Available	College	NO
3	College of Law	1
6	College of Science	2
12	College of Administrative and Economic Sciences	3
6	College of Arts	4
15	College of Engineering Technology	5

6	College of Engineering	6
12	College of Health Technologies	7

Application link: <https://www.sa-uc.edu.iq/index.php/en/study-in-iraq>

1.4 Community anti-poverty programmes

1.4.1 Local start-up assistance.

Yes. The university puts real effort into helping young people in the area, with several initiatives that build their abilities and sharpen their practical and professional skills, among them:

1. Local Business Training:

Tailored courses and workshops are run for local residents, centred on entrepreneurship and on getting small and new businesses off the ground. They give participants the groundwork in planning a project, managing it and keeping it going.

2. Access to University Resources:

The university opens its resources, libraries, academic materials and selected courses, to the community, so that residents can draw on its academic life and build their own knowledge and skills.

3. Health Awareness and Guidance Seminars:

Health-guidance seminars are held to address students' health and well-being, offering practical advice on staying healthy and encouraging people to keep active.

4. Networking Events:

The university also brings local entrepreneurs, students and prospective clients together at networking events, where they can team up, trade ideas and help one another's businesses grow.

5. Youth and Small Projects Seminar:

A seminar titled "Youth and Small Projects" looked at what it takes to start a small business and underlined how creative thinking helps build ventures that last and give young people a future.





1.4.2 Local start-up financial assistance

Does your university as a body provide financial assistance to the local community assisting the start-up of financially and socially sustainable businesses?

Yes. The University of Shatt Al-Arab operates a dedicated Financial Assistance Program that channels direct support to local community start-ups pursuing financially and socially sustainable businesses. Its principal mechanisms include:

- **Microgrants:** providing seed funding to aspiring entrepreneurs. The university allocated a direct cash contribution of (750,000) Iraqi dinars to the Al-Himmah Foundation for Development, which supports needy families in Basra Governorate in establishing their own commercial projects.
- **Promotion of sustainability:** organizing events, such as charity markets, that advance sustainable business practices and

emphasize social and environmental responsibility, while indirectly supporting small projects.

- **Access to university resources:** granting local business owners the use of university libraries and research facilities to run their enterprises more efficiently.
- **Partnerships with local organizations:** collaborating with non-profit and governmental agencies to identify and support promising, sustainable business initiatives.

These efforts have paid off both economically and socially in the local community. The small-grants scheme has recently helped roughly 8-12 people start income-earning projects of their own. For several beneficiary families this has meant a steadier income and a clear improvement in how they live.

Charity markets and awareness workshops run by the university have also done much to spread ideas of sustainability and enterprise locally, drawing an estimated 40-60 participants each year. Early follow-up suggests that a share of the projects backed in this way are still trading well past their start-up phase, a sign that the support is working.

Partnerships with local organisations have widened the reach further, adding training and advice that strengthen beneficiaries' ability to grow and run their

projects more capably. Taken as a whole, the picture shows a university that drives sustainable community development even with limited means, and that makes a strong case for keeping these efforts going and extending them.





1.4.3 Programmes for services access

Does your university as a body organize training or programs to improve access to basic services for all?

1. Yes. Robotics courses run by the university are widening children's access to technical learning. As part of its 2024-2025 annual plan, the Department of Computer Science taught the basics of robotics to primary pupils aged 10-12, drawing on its trained staff. The work sits within the university's wider support for schooling in Basra Governorate, where it helps put advanced learning within reach of younger children.









2. The university stands behind the Students' Sports Club as part of its work on youth development and community life. Backing the club financially, logistically and institutionally lets it compete in local and national tournaments, and reflects the university's wish to round out education with physical activity and teamwork.





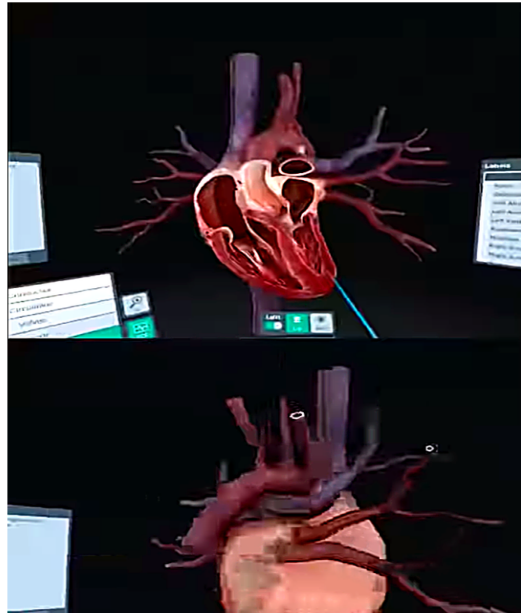
3. The Student Activities Unit in the Department of Computer Science (College of Science), working with the Department of Scientific Care and the Department of Astronomy and Meteorology, arranged a science trip to the Science Camp (Robot Factory). Students saw the range of devices and robots made there and heard an introductory talk on the facility from Dr. Nouris Aref. The group was led by lecturer Fatima Nizar Hamza, head of the unit, with lecturer Muhammad Asaad and a number of computer-science students.





4. Through the Department of Computer Science, the university also ran introductory courses for primary pupils aged 10-12 on virtual-reality learning technology, another way it supports schooling across Basra Governorate.





5. The Department of Computer Science put on a wide programme of activities, training and public courses, including open sessions on artificial intelligence, cybersecurity and computing fundamentals. These were delivered by Dr. Ali Kazim Matter, Fatimah Nazar Hamzah, M.Sc., and Muhammed Asaad, M.Sc.





6. As part of its push to raise digital-security awareness, Mr. Ali Al-Aidani led a seminar on cybersecurity that worked through both the ideas and the practice. The session set out to build stronger defences by studying and applying security techniques, with attention to protecting sensitive information, keeping data confidential and intact, and meeting the rising threat of cyberattacks at work and at home. This fits the university's aim of building a culture in which people are alert to digital risk and ready to respond as it changes.



7. The Student Activities Unit in the Department of Computer Science (College of Science) organised a visit to Asiacell Communications. Trainer Alaa Al-Din Hassan Baqir gave a detailed talk on how the business runs and on the support it offers start-ups. Students then walked through several departments, including the Sales Centre and Customer Service, and came away with a clear sense of how the company works day to day, an experience that noticeably lifted their interest and professional awareness. Lecturers Fatima Nizar Hamza and Montadhar Muslim Ashour took part, along with a mixed group of computer-science students.

Psychotherapist Dr. Nidal Badr Sultan led a session on autism spectrum disorder, hosted by the university with the Al-Taqwa Association for Women and Children. He explained what the condition is and how it is diagnosed, why it is described as a spectrum, its history, the behaviours associated with it, and the difficulties it can bring. He set out the main lines of therapy, dietary, behavioural, educational, family-based and pharmacological, and stressed how much early diagnosis and follow-up

improve outcomes, urging parents to act quickly if they notice any of the signs discussed. The dean and teaching staff joined the discussion, and students asked a great many questions. It proved a valuable session.



The Engineering Technical College took part in a lecture titled "Engineering Leadership in the World of Energy: A Shared Responsibility Toward the Future." It examined how engineering leadership can meet the energy sector's challenges and why responsibility for a sustainable future has to be shared. Drawing on the fast pace of change in energy, the talk stressed innovation, teamwork and sound engineering judgement. Delivered by lecturer Maha Munadhil, it broadened students' grasp of where energy and the job market are heading and was attended by a number of staff and a mixed group of students.



Lecturer Ali Alaidany, of the Department of Computer Science (College of Science), supervised a seminar given by student Ali Muthanna under the title "The Dilemma of Artificial Intelligence." The session set out to surface the problems that come with developing AI and what they mean for science and society. It weighed the promise and the risks of AI, the ethical questions it raises, and its likely effect on jobs and decision-making, leaving students more aware of how such technologies should be used responsibly. A number of staff and students took part in the lively discussion that followed.



Artificial Intelligence and Its Impact on the Labour Market. Ms. Fatima Nizar Hamza, of the Department of Computer Science (College of Science), delivered a seminar under this title. She set out how AI can raise productivity and improve workplaces by automating routine tasks and making organisations more efficient, and she dwelt on the need to build students' skill in using AI well, so that they stand a better chance in a competitive labour market. She went on to review the most common applications of AI and the new kinds of jobs that recent advances have created, and made the case that innovation in emerging industries feeds both sustainable development and personal career growth. The session also drew out the upside of AI: firmer decision-making, faster data analysis, and better efficiency and output across many fields. Those attending welcomed the seminar warmly; the lively discussion and sharp questions showed how much it had landed. All told, it was both informative and genuinely useful.

<https://www.facebook.com/share/p/18v4YTxans/>







1.4.4 Policy addressing poverty.

Does your university as a body participate in policy making at local, regional, national and/or global level to implement programs and policies to end poverty in all its dimensions?

Yes. The University of Shatt Al-Arab also helps to shape and deliver anti-poverty measures at the local level, including the following:

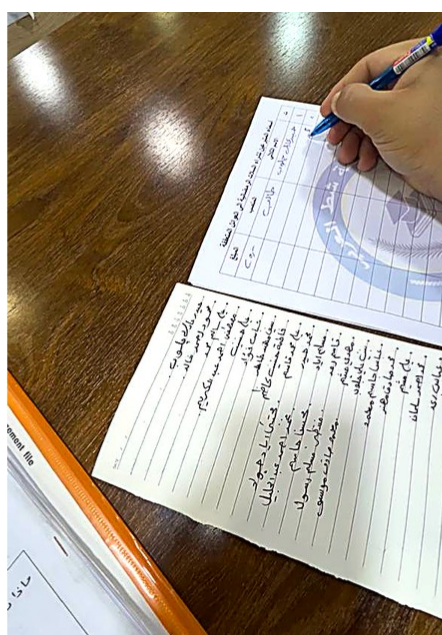
1. Public health and access: the university plays an active part in shaping health policy. Each year its volunteers visit the Children's Hospital to support children with cancer, bringing both gifts and encouragement, and it has resolved to make these visits a standing annual commitment.

2. Social welfare and human rights: by helping to shape and carry out welfare policy, the university makes sure that such measures genuinely answer the needs of marginalised and disadvantaged groups in the community.
3. Legal aid clinics: the university's clinics help people of every background find their way to legal services. Working with the Iraqi Coalition for Fair Compensation (C4JR), the Department of Law helped lay the legal groundwork for compensating Yazidi women survivors in Iraq, a contribution to community safety and peace.
4. Education for all: the university works with local education authorities to bring in as many students of low or limited income as it can.
5. Empowering people on low incomes: the university held a charity marathon in aid of the poor. The race drew runners and spectators from across the country, all caught up in its display of endurance and commitment, and the money raised was shared equally among orphaned students.
6. Food assistance: the university's food-aid work shows a steady commitment to low-income communities. As part of its social role it hands out free meals in different parts of the country, and in 2026 this work grew markedly, with around 500 food baskets distributed during Ramadan through carefully run programmes meant to strengthen solidarity and ease the burden on families in need.
Over the same year it widened the effort further, reaching more people and improving the quality and range of the food provided so that it better matched what households actually need.

The work went beyond handing out food: students and staff joined volunteer drives that reinforced a habit of cooperation and service. Looking ahead, the university intends to build these programmes out through wider community partnerships, so that help reaches as many people as possible.



7. Charitable sports: as part of its community work, the university stages sporting events, tournaments, marathons and friendly matches, in aid of low-income families and patients in need. As well as encouraging fitness and teamwork, these occasions raise money and channel direct help to vulnerable groups. Pairing sport with social responsibility this way nurtures solidarity, compassion and active citizenship among students, staff and the public alike.









Cross-cutting Contributions to SDG 1 from the Wider Sustainability Programme

Poverty is a cross-cutting concern, and several of the university's commitments under other Sustainable Development Goals reinforce its work on No Poverty. The evidence below is drawn from the institution's reports on Zero Hunger, Reduced Inequalities, Gender Equality and Partnerships for the Goals, and is consolidated here to give a fuller picture of how Shatt Al-Arab University reaches students and families living on low incomes. Where the figures below concern tuition support, they provide a more detailed and recent view of the assistance already summarised earlier in this report rather than additional totals.

The Poor Family Fund

The university has turned occasional charity into a standing institutional mechanism through its “Poor Family Fund,” which identifies students in genuine financial need and reduces or waives their tuition so that a family's circumstances do not decide whether a young person can study. The fund is channelled through trusted humanitarian organisations, which lends it both reach and credibility and reaches families living below the poverty line beyond the campus. In the 2024–2025 academic year the fund supported 36 students at a total cost of 53,727,500 Iraqi dinars, distributed across departments as shown below.

Department	Students	Amount (IQD)
Law	10	14,750,000
Computer Science	7	10,275,000
Accounting	8	12,125,000
Business Administration	5	9,140,000
English Language & Literature	2	5,037,500
Computer Technology Engineering	4	2,400,000
Total	36	53,727,500

Poor Family Fund: tuition support by department, 2024–2025. Source: Partnerships for the Goals (SDG 17) report.

Scholarships and fee reductions for priority groups

Alongside the Poor Family Fund, the university offers fully funded and partial scholarships directed both at high-achieving students and at the most vulnerable members of society. Direct reductions in tuition fees are allocated to clearly defined priority groups — the families of martyrs, orphans, low-income households, those who have memorised the Quran, people with disabilities, and beneficiaries of the social-protection network — while flexible payment instalments are open to all students. The most recent cycle is summarised below.

Support measure	Beneficiaries
Full scholarship (complete fee exemption)	20 students
Partial fee reduction (25%–75%)	85 students
Flexible payment instalments	All students

Scholarships and fee reductions for priority groups. Source: Reduced Inequalities (SDG 10) report.

Economic empowerment and entrepreneurship

To help low-income households build their own incomes, the university contributed 5,000,000 Iraqi dinars to a youth-entrepreneurship project that supports young people in launching small businesses and strengthening the local economy. This complements the direct contribution of 750,000 Iraqi dinars to the Al-Himmah Foundation for Development and the microgrants for community start-ups described earlier in this report, extending the university's reach from immediate relief toward durable economic empowerment.

Food support for vulnerable families

Working at the intersection of No Poverty and Zero Hunger, the university runs food-support initiatives that reach families who cannot afford a healthy diet. These include the “A Healthy Meal for Every Child” campaign, the distribution of food baskets and simple school meals, and collaboration with organisations such as UNICEF and local institutions.

The university has also worked with humanitarian NGOs to channel support to families living below the poverty line, extending this assistance well beyond the campus.

Humanitarian partnerships and volunteer campaigns

The university converts social commitment into standing partnerships. Volunteer teams of faculty and students organise charitable campaigns that supply orphanages and underprivileged families with essential living and educational materials, while memoranda of understanding with civil-society organisations coordinate joint initiatives for the economic and social empowerment of vulnerable groups. Through its partnership with the Al-Himmah Foundation for Development and the Iraqi Red Crescent, the university has both funded community enterprises and delivered first-aid training to students, tying its own efforts to a broader network of humanitarian work.

Pro bono legal and financial-rights guidance

Drawing on the expertise of its academics, the university provides free legal and administrative guidance to community members and small start-ups. This guidance raises awareness of legal and economic rights, explains the mechanisms for applying for financial aid, and supports the protection of labour rights — practical help that is most valuable to those who could not otherwise afford professional advice.

Support for women from low-income backgrounds

The university offers annual scholarships for women from low-income families, with particular attention to orphans and widows, and for international women students from low- and lower-middle-income countries. Awarded on a structured basis that weighs financial need alongside academic dedication, these schemes remove financial barriers to higher education for women who might otherwise be unable to enrol.

Summary: initiatives mapped to the SDG 1 targets

The table below draws together the evidence presented in the sections above and aligns it with the seven official targets of Sustainable Development Goal 1. It offers a single, at-a-glance view of how the work of Shatt Al-Arab University answers each dimension of the goal to end poverty in all its forms.

Target	Focus of the target	How Shatt Al-Arab University responds
1.1	Eradicate extreme poverty everywhere	Free meals and food pantries, roughly 500 food baskets distributed during Ramadan 2026, and charity markets that channel direct relief to families in need.
1.2	Halve poverty in all its dimensions, by national definitions	Free and semi-free scholarships for 874 students between 2022 and 2025, 20% fee reductions, and full tuition waivers for students from low-income families.
1.3	Nationally appropriate social protection systems	Dedicated scholarships for martyrs' families, orphans and social-welfare admissions; support for students with disabilities; counselling and mental-health services; and subsidised student housing.
1.4	Equal access to economic resources and basic services	Affordable on-campus housing, transport assistance, legal-aid clinics, open access to university libraries and resources, and free robotics and virtual-reality courses for local schoolchildren.
1.5	Build the resilience of the poor to economic and social shocks	Applied workplace training, entrepreneurship and skills workshops, paid campus employment, and student-run ventures that raise household incomes and economic independence.
1.a	Mobilise resources for poverty-eradication programmes	A direct contribution of 750,000 Iraqi dinars to the Al-Himmah Foundation for Development, microgrants for community start-ups, and charity sports events and marathons in aid of those in need.
1.b	Sound, pro-poor policy frameworks at every level	Participation in local anti-poverty, health and welfare policy, legal groundwork with the Iraqi Coalition for Fair Compensation (C4JR) to compensate Yazidi survivors, and education-for-all partnerships with local authorities.

Target wording is summarised from the United Nations framework for Sustainable Development Goal 1 (No Poverty). Full evidence for each entry is set out in sections 1.2 to 1.4 above.

Research contributions (Scopus-indexed publications)

Shatt Al-Arab University's research is indexed in Scopus and mapped to the UN Sustainable Development Goals by Elsevier - the same data source the THE Impact Rankings use for their research metric. The university currently records 179 documents from 59 authors (Scopus ID 60109790; last updated May 2026). The chart below shows how this output is distributed across the goals.



Figure. Scopus-indexed publications by SDG (data source: Scopus).

Under Elsevier's current SDG mapping, none of this Scopus-indexed output is yet specifically tagged to SDG 1. The base is nonetheless growing and already contains thematically relevant work: in its programmes on the related goals, faculty have published peer-reviewed studies on the tools of economic empowerment and the barriers to equality, and the university actively encourages research on economic growth and its role in reducing unemployment and poverty. The institutional evidence of activity for this goal is set out in the sections above, and strengthening the SDG-1-mapped research record is identified as a strategic priority for the next cycle.

Strategic Analysis and Impact

Taken as a whole, the evidence in this report supports several analytical conclusions. The first is coherence: the university's interventions operate at three reinforcing levels — direct financial relief, the services that allow students to remain in education, and the longer-term building of economic capability — so that a student supported by a scholarship is also reached by counselling, training and employment opportunities. The second is reach beyond the institution: by funding community start-ups, running public courses and partnering with local bodies, the university treats the surrounding population, and not only its enrolled students, as the unit of impact. The third is measurability: figures such as the 874 students supported by free or semi-free scholarships between 2022 and 2025, the steep year-on-year rise in those numbers, and the roughly 500 food baskets distributed during Ramadan 2026 give the programme quantitative substance.

The trajectory of the scholarship data is itself a strategic signal. The growth from 34 supported students in 2022–2023 to 548 in 2024–2025 indicates not a one-off response but an expanding institutional commitment, and one that increasingly reaches students at later stages of study, where the cost of dropping out is highest. Read alongside the community-facing initiatives, this points to a university moving from relief toward prevention — from helping students survive financial shocks toward building the conditions in which such shocks are less likely to end an education.

Challenges and Strategic Priorities

A candid strategic report must also acknowledge its constraints. The university operates with limited means in a region where need is extensive, and several of its community initiatives reach tens rather than hundreds of

beneficiaries each year. The measurement of longer-term outcomes — whether supported students go on to graduate, and whether community ventures survive beyond their start-up phase — remains at an early stage and relies in places on estimates. Research output mapped specifically to SDG 1 is not yet captured in the university's Scopus-indexed record, even as its wider research base grows. These constraints define the priorities for the next cycle:

1. **Deepen measurement** — by tracking graduation and completion rates for students supported on hardship grounds, and by following community start-ups beyond their first year.
2. **Scale the highest-impact programmes** — particularly scholarships and applied workplace training, as resources permit, while widening partnerships to extend their reach.
3. **Strengthen the research contribution** — by encouraging and indexing scholarship on poverty, social protection and economic development in the regional context.
4. **Institutionalise community partnerships** — so that food assistance, microgrants and legal-aid work are sustained through formal agreements rather than annual goodwill.

Conclusion

Shatt Al-Arab University's response to Sustainable Development Goal 1 is the work of an institution that understands poverty as the lived condition of the community it serves rather than a distant policy abstraction. The evidence presented here describes a governed, coherent and expanding programme that reaches from the individual student in financial difficulty to the family starting a small business in Basra. Measured against the seven targets of SDG 1, the university's contribution is substantive and credible;

measured against the scale of need, it is a foundation to build upon. The strategy set out in this report is intended to do exactly that — to deepen impact, sharpen measurement and sustain partnership — so that the university's commitment to ending poverty continues to grow in the cycles ahead.