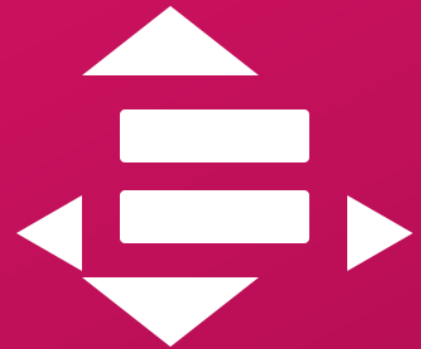




SUSTAINABLE DEVELOPMENT GOAL

Annual Evidence Report · 2024-2025

10



Reduced Inequalities

Promoting equity, inclusion, and opportunity for all

Reducing inequalities through equal opportunity, financial inclusion, accessibility, and inclusive community service.



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10.1 Introduction

How does Shatt Al-Arab University reduce inequality and widen opportunity across study, work, and community life?

How Shatt Al-Arab University delivers SDG 10

A four-step approach



Figure 1. A four-step delivery approach.

SDG 10 framework at Shatt Al-Arab University

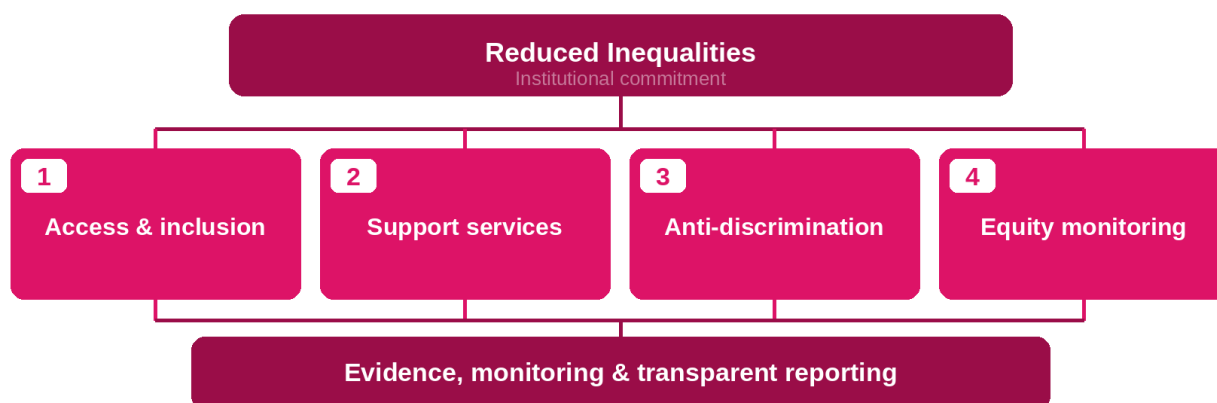


Figure 2. Institutional framework and reporting.

Sustainable Development Goal 10 calls on societies to reduce inequality within and among countries — to ensure that opportunity is not determined by gender, income, ability, belief, or background. For a university, this goal is more than an aspiration; it is a measure of how fairly it opens its doors, distributes its resources, and shapes the futures of the people it serves.

For Shatt Al-Arab University, reducing inequality sits at the heart of both its academic mission and its sense of social responsibility. The university regards higher education as the most powerful lever a community has for narrowing social and economic gaps and for building a knowledge-based society that welcomes diversity and includes

everyone without exception. The 2024–2025 academic year marked a notable step forward in turning that conviction into practice.

Throughout the year, the university worked to translate the principles of equity into concrete measures: an accessible learning environment for students with disabilities, expanded financial support for the most vulnerable families, gender balance in study and employment, and a campus culture that actively resists discrimination. This report gathers the evidence behind that work, following the framework of the Times Higher Education (THE) Impact Rankings, and sets out the key indicators and milestones that demonstrate the university's commitment to an equitable educational future for all.



10.2 University commitment and declared policies

The university administration — together with its colleges, departments, and staff — is committed to treating every member of its community fairly, respectfully, and without discrimination. No individual may gain unfair advantage over another through manipulation, the withholding or misuse of confidential information, the distortion of facts, or any comparable practice. Equality is not treated as a slogan but as an operating standard that governs admission, employment, participation in activities, and representation at conferences and events.

These commitments are expressed in a set of declared policies that guide the university's work toward SDG 10:

1. Equality among all student groups, across every academic and research field, regardless of gender, race, colour, sect, religion, or political affiliation.
2. Merit-based admission, with places in the university and its departments allocated strictly on the basis of the applicant's grade average. The university applies the official admission criteria set by the Ministry of Higher Education and Scientific Research, ensuring zero discrimination on any prohibited ground.
3. Active inclusion of students with disabilities, by encouraging their enrolment and working to provide fully integrated, accessible educational opportunities.

To give effect to these policies, the university — through all of its divisions and faculties — pursued five interlocking priorities during the year: equal opportunity in graduate outcomes; financial inclusion and economic support; inclusion and empowerment of diverse groups; targeted scientific research; and partnership with the surrounding community. The sections that follow report on each in turn.

10.3 Equal opportunities and graduate outcomes

In line with global indicator 10.3 — ensuring equal opportunity and reducing inequalities of outcome.

This priority captures the university's success in achieving gender balance and equal opportunity at the point of graduation, while strengthening the role of student research as a tool for addressing social and developmental challenges. Progress this year is visible along two main tracks.

10.3.1 Numerical growth and gender balance

During 2024–2025 the university maintained balanced and equitable ratios between male and female graduates. That balance reflects the success of policies designed to sustain students' progress and to provide an inclusive learning environment in which everyone can complete their academic journey on equal terms. The university also strengthened the position of women across the institution, reflected in a growing number of female faculty and administrative staff and in dedicated attention to female students' needs — including private lounges, separate restroom facilities, and a dedicated entrance that together support a safe and productive university experience.



Graduating students receiving their certificates at Shatt Al-Arab University.

10.3.2 Empowering women across the university

The Women's Affairs Division is among the most active units on campus, distinguished by strong student engagement. Over the year it ran several awareness and outreach campaigns and hosted fifteen cultural and orientation seminars delivered by a broad range of specialists. These sessions worked to strengthen women's social, political, and economic roles and to build awareness of security and legal realities at both local and global levels.



Students and faculty taking part in a solidarity stand against violence against women, organised by the Women's Affairs Division.

10.3.3 Diversity and inclusivity of graduation research

The university's outcomes were never limited to theoretical qualification. The values of sustainable development were reflected in the breadth of graduation-research topics chosen by students of both genders. This year's projects engaged with vital, cross-cutting issues — economic justice, inclusive digital transformation, human rights, and the design of accessible administrative and technical systems — demonstrating graduates' sharp awareness of their own part in reducing inequality.

Academic transparency requires noting a relative decline in the total number of graduates compared with previous years. This decline does not reflect any drop in efficiency; rather, it follows a deliberate, strategic decision to suspend admissions temporarily in certain departments in response to quality requirements and ministerial directives aimed at restructuring programmes and updating curricula. The intention is to align outcomes with labour-market demand, steering graduates away from saturated fields and toward promising disciplines — an approach that ultimately supports lower unemployment and greater economic justice. The university therefore prioritised quality over quantity this year, which in turn allowed greater emphasis on improving and diversifying the research output of continuing students. In the same spirit, three new academic departments were established during the year.

10.3.4 Graduate statistics by year and gender

The table below sets out the distribution of graduates for the two most recent academic years, broken down by gender.

No.	Academic Year	Total Graduates	Male	Female
1	2023–2024	664	412	232
2	2024–2025	324	261	63

10.3.5 Student research projects by department

The university encourages research that addresses development and the reduction of inequality, with much of this work concentrated in the legal and economic fields. Students in the final stages of study complete both theoretical and applied research; the table below shows completion by department, with the gender breakdown for each.

Department	Students	Males	Male %	Females	Female %
Law	164	117	71%	27	29%
Business Administration	92	44	48%	48	52%
Computer Science	96	60	63%	36	37%
Accounting	179	130	73%	49	27%
English Language	133	61	46%	72	54%

10.4 First-generation and disadvantaged students

In line with global indicator 10.2 — promoting the inclusion of all, irrespective of background.

The university is committed to opening higher education to disadvantaged groups without exception, in keeping with the United Nations' aim of providing learning opportunities for all young people — and especially for those who have historically been left behind. First-generation students, who are the first in their families to enter higher education, are an important measure of how far a university reaches beyond the already-advantaged.

The figures below show the share of first-generation students in a sample of departments. Across the university as a whole, first-generation students account for

roughly 23% of enrolment — clear evidence of an education policy that deliberately serves disadvantaged groups.

Department	First-generation Students	Total Students	Share
Law	10	164	6%
Computer Science	10	109	9%
Computer Engineering	23	221	10%



10.5 Financial inclusion and economic support

In line with global indicators 10.1 and 10.4 — raising the incomes of those least well-off and adopting policies that progressively achieve greater equality.

The university holds that financial barriers should never stand between a capable mind and a higher education. Acting on that principle, it adopted an integrated package of financial-support and economic-empowerment measures during 2024–2025, designed to ease the burden on families and protect the continuity of students' studies. The package operates along three tracks.

10.5.1 Comprehensive and partial scholarships

The university offered both fully funded scholarships and subsidised partial scholarships. These were directed at high-achieving students — including those ranked

first in their departments — and at the most vulnerable members of society, helping to equalise access to higher education.

10.5.2 Privileges for priority groups

Direct reductions in tuition fees were allocated to clearly defined 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. The measure reinforces the core values of social solidarity and recognises responsibilities the wider community shares.

10.5.3 Flexible payment facilities

To put financial inclusion into practice, the Financial Affairs Division adopted a flexible mechanism that allows tuition to be split into multiple instalments aligned with the differing means of students’ families. The aim is straightforward: no student should have to interrupt their studies because of a short-term financial constraint.

10.5.4 Beneficiaries of financial support

The table below records the number of students covered by the university’s social-solidarity and financial-support measures this year, confirming with concrete data the institution’s role as a driver of equitable community development.

Financial-support category	Male	Female	Total beneficiaries
Full scholarship (complete fee exemption)	10	10	20
Fee reduction (25%–75%)	55	30	85
Flexible instalments	All students	All students	All students



10.6 Inclusion and empowerment

In line with global indicator 10.2 — empowering and promoting the social, economic, and political inclusion of all.

The university places inclusion and empowerment at the front of its strategic priorities, on the conviction that the campus must be an environment capable of accommodating all human potential without exception. During 2024–2025 it pursued concrete measures to include and empower diverse groups, working to overcome both physical and cognitive barriers.

10.6.1 An accessible campus

The university upgraded its physical and digital infrastructure to meet the needs of students and visitors with disabilities. The improvements included smooth, purpose-built ramps, accessible lifts, equipped service facilities, and wheelchairs, alongside tailored academic and examination arrangements that ensure a comfortable and genuinely equal learning experience. Courtyards and open spaces across the campus are fitted with specialised entrances, ramps, and electric lifts, so that wheelchair users can move about freely and independently.



10.6.2 Students with disabilities

The university provides the facilities students with disabilities need to complete their studies and welcomes any assistance that supports them. In recent years a number of such students have been admitted, and some have continued on to postgraduate study. In 2024 one student with a disability was admitted to the Department of Business Administration from a cohort of about 300; previously, in 2021, a student with a

physical disability was admitted to the Department of Computer Science from a cohort of 121. The university continues to widen these opportunities.

10.6.3 An inclusive workforce

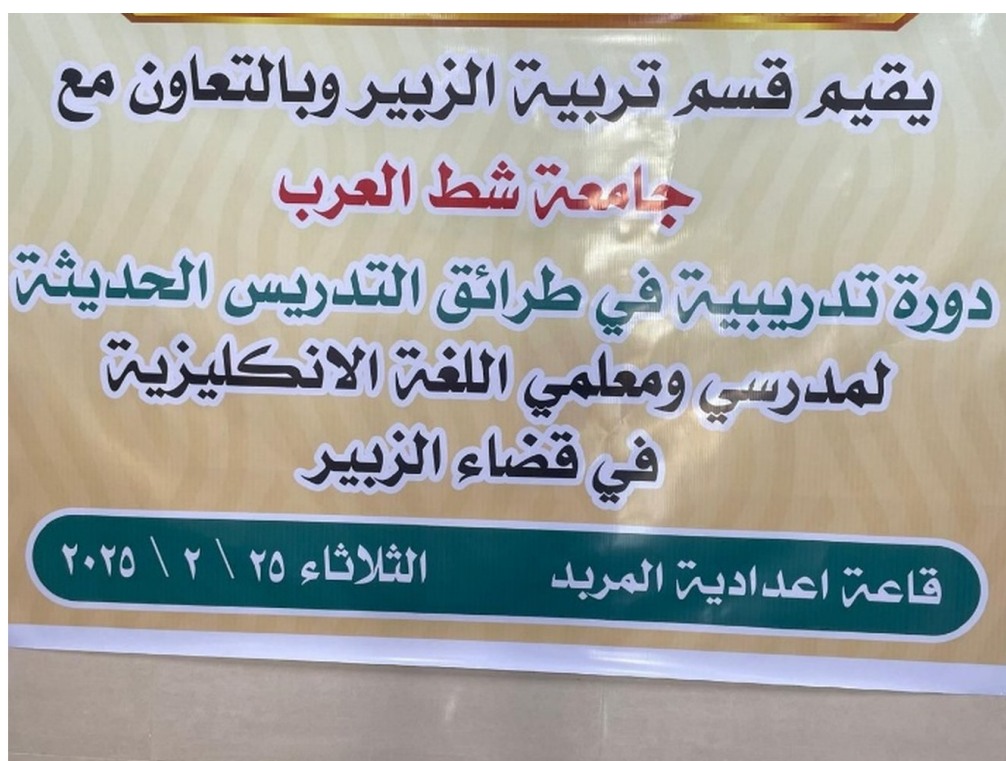
As part of its commitment to social responsibility and a rewarding, inclusive workplace, the university employs national staff members with disabilities, representing both genders. The institution offers them full support and equal opportunities for professional growth based on competence. It also provides practical accommodations — including dedicated parking, adapted office equipment, and other services. The table below records the employees with disabilities currently on the staff.

Gender	Workplace	Number
Male	Accounts	1
Female	Accounts	1

This stands as further evidence that the university does not discriminate between one employee and another on the basis of disability. On the contrary, it actively welcomes the appointment of employees with disabilities so that they may be productive, valued members of the community.

10.6.4 Knowledge empowerment and graduate qualification

Moving beyond classroom instruction, the university established the Career Qualification and Employment Division, which delivers free workshops and training courses to equip students and graduates with the skills today’s labour market demands. This kind of cognitive empowerment is designed to close the skills gap, ease unemployment, and help participants secure fair employment.



10.6.5 A culture of respect and anti-discrimination

The university sponsored numerous seminars, cultural activities, and awareness campaigns dedicated to fostering acceptance and resisting discrimination in all its forms. These initiatives promote citizenship and human-rights values within the university community and help maintain a safe, supportive psychological and social environment for everyone.

10.7 Combating discrimination

In line with global indicator 10.3 — eliminating discriminatory laws, policies, and practices.

10.7.1 Transparent, criteria-based admissions

The university follows the student-admissions policy issued by the Ministry of Higher Education and Scientific Research. Admission is transparent, governed by the criteria approved by the Ministry's admissions department, and conducted entirely through the official electronic portal. There is no discrimination in admission on the basis of race, religion, gender, sect, or ethnicity, and the university accommodates students of different sects, religions, and ethnic backgrounds — male and female alike.

10.7.2 The Women's Empowerment Unit and the Counselling Unit

To combat discrimination and harassment, the university has established two administrative units reporting directly to the dean: the Women's Empowerment Unit

and the Psychological and Educational Counselling Unit. Their shared purpose is to confront discrimination of every kind and to organise events and seminars that build a fair and respectful environment among students. The university also maintains a clear policy for people with disabilities, designed to make daily life on campus easier and more accessible.



10.8 Awareness seminars and educational activities

In line with global indicator 10.6 — reducing inequality through education, dialogue, and awareness.

The university ran an extensive programme of seminars and awareness activities over the year, addressing public health, social cohesion, and the empowerment of women. A representative selection is documented below.

10.8.1 Community policing and combating drugs

Activity type	Seminar
Title	Combating the scourge of drugs through community policing
Place and date	Shatt Al-Arab University — College of Administration and Economics, Complex 2, Hall No. 1; Sunday 20 October 2024
Time	10:30 – 11:30 a.m.
Organiser	Community Police Directorate, Basra Governorate
Speaker	Muntadhar Kazim Ne'ma

Aim	To set out the dangers of drugs and their legal, psychological, health, economic, and social consequences, and to explain the role of community policing in safeguarding society and achieving social peace.
Participants	75 in total (40 male, 35 female)
Evaluation	93% satisfaction



10.8.2 Anti-smoking campaign

Activity type	Panel discussion
Title	Smoking: its harms and how to quit
Place and date	Shatt Al-Arab University — College of Administration and Economics, Complex 1, Conference Hall No. 1; Sunday 8 October 2024
Time	10:30 a.m. – 12:00 p.m.
Organiser	Department of Psychological Counselling and Educational Guidance
Speaker	Asst. Prof. Dr. Aqil Mohammed Al-Hamdi
Aim	To help smoking students change their behaviour in line with the university's values, covering the economic and health effects of smoking and practical ways to quit.
Participants	150 in total
Evaluation	90% satisfaction



10.8.3 Digital transformation and the empowerment of women

Activity type	Seminar
Title	Digital transformation as a gateway to empowering women in Iraqi society
Place and date	Shatt Al-Arab University — College of Administration and Economics, Complex 1, Conference Hall No. 1; 1 November 2024
Organiser	Women’s Empowerment Unit
Speaker	Ms. Zainab Jaafar Al-Hilali
Aim	To show how information and communications technology can expand employment opportunities for women, covering digital financial services and the benefits of modern technology.



10.8.4 Women’s empowerment: concept and reality

Activity type	Seminar
Title	Women’s empowerment between the Western concept, the Islamic concept, and Arab reality
Place and date	Shatt Al-Arab University — College of Administration and Economics, Complex 1, Conference Hall No. 1; 29 November 2024
Organiser	Women’s Empowerment Unit, with the Continuing Education Unit
Speaker	Lect. Mona Abdel Abbas Abdel Hassan Al-Fatlawi
Aim	To examine the concept of women’s empowerment from Islamic, Arab, and Western perspectives and to discuss women’s access to leadership positions, with emphasis on securing women’s rights as affirmed by Islam.



10.8.5 International Women's Day

Under the patronage of the university president and the supervision of the Assistant Dean for Academic Affairs, the Women's Empowerment Unit held a ceremony marking International Women's Day on 8 March, as part of a wider series of activities. In his address, the president underlined the importance of the day and of women's role in society — as leaders of educational and economic institutions and as full partners in building and advancing the community alongside men. The ceremony closed with the presentation of certificates of thanks and appreciation to attendees.



10.9 Scientific research and targeted knowledge output

Harnessing research and teaching to confront inequality directly — the academic dimension of SDG 10.

The university aligned its 2024–2025 research output with the themes of social justice, economic empowerment, and anti-discrimination, drawing on the work of both faculty and students. This effort proceeded along three tracks.

Student graduation research: across departments, final-year students increasingly chose topics that serve the Sustainable Development Goals — among them inclusive digital transformation, financial inclusion, and the administrative and legal mechanisms needed to protect vulnerable groups and secure equal opportunity in the workplace.

Faculty knowledge production: members of the teaching staff published peer-reviewed studies in local and international journals analysing the barriers to equality, the tools of economic empowerment, and institutional development built on transparency and equal opportunity — establishing a knowledge base that supports decision-makers in the wider community.

Supporting scientific events: the university sponsored panel discussions and seminars that brought together academics, researchers, and students to consider how

developmental gaps might be narrowed and to strengthen awareness of legal and economic rights.



10.10 Partnership and community service

In line with global indicator 10.2 — extending inclusion beyond the campus into the wider community.

The university's role does not end at the edge of its lecture halls; it extends into the surrounding community of Basra Governorate as an active force for development. During 2024–2025 the university built partnerships and ran field initiatives aimed at narrowing social gaps and supporting the most vulnerable, working along three tracks.

Humanitarian and volunteer campaigns: through volunteer teams of faculty and students, the university organised charitable campaigns supporting orphanages and underprivileged families with essential living and educational supplies, contributing to social solidarity and easing economic marginalisation.

Pro bono legal and administrative guidance: drawing on the expertise of its academics, the university provided free guidance and consultations to community members and small start-ups, raising awareness of legal and economic rights, the mechanisms for applying for financial aid, and the protection of labour rights.

Sustainable institutional partnerships: the university signed memoranda of understanding and cooperation agreements with civil-society organisations and local

institutions working in social welfare and human development, coordinating joint initiatives that integrate vulnerable groups and offer training and qualification toward their economic and social empowerment.



Taken together, the measures set out in this report reaffirm Shatt Al-Arab University's steadfast commitment to eliminating barriers, upholding institutional equity, and shaping an educational future in which opportunity is shared by all.

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).

The following publications are mapped to SDG 10 in the Elsevier/Scopus SDG dataset (3 documents):

#	Publication title	Source & year
1	The relationship and impact between the levels of disclosure of digital transformation indicators and information asymmetry: a field study of Iraqi Stock Exchange-listed banks <i>Al Sabti, A.A.W.</i>	Int. Journal of Instructional Cases, 2024
2	The impact of accounting measurement of financial instruments at fair value on stock price changes for banks: an empirical study on companies listed on the Iraqi Stock Exchange <i>Al Anssari, M.A.A.L.</i>	Int. Journal of Professional Business Review, 2023
3	The right of the contractor in increasing his wage in construction contracts: a guide of Iraqi law for local and foreign contractors <i>Manhal, A.H.</i>	Bild Law Journal, 2022