



SUSTAINABLE DEVELOPMENT GOALS · UNIVERSITY COMMITMENT

SDG 17: Partnership for the Goals

SUSTAINABLE DEVELOPMENT GOAL

17

17

PARTNERSHIP FOR
THE GOALS

Partnership for the Goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Contents

Executive summary	1
About SDG 17 and this report.....	3
How this report is organised	4
Approach and methodology	4
17.1 Introduction	6
17.2 Relationships to support the goals	7
17.2.1 Involvement in government and NGO policy	7
17.2.2 Cross-sectoral dialogue on the SDGs	15
17.2.3 International collaboration on SDG data and research	24
17.2.4 International collaboration and research for the SDGs	28
17.2.5 Collaboration with NGOs	32
17.2.6 Partnerships across the SDG portfolio	36
17.3 Publication of SDG reports	38
17.4 Education for the SDGs.....	40
17.4.1 A commitment to meaningful SDG education	40
17.4.2 Dedicated sustainability courses	44
17.4.3 Outreach education for the community	45
17.4.4 Measuring students' sustainability literacy	49
17.4.5 Education and research for sustainability: a quantified evidence base	51
Research contributions (Scopus-indexed publications)	52
Strategic analysis: strengths, constraints and opportunities	54
Strategic priorities and roadmap, 2025–2030.....	55
Conclusion	56
References and sources	56
Appendix A — Research community under the Shatt Al-Arab University affiliation.....	57

Executive summary

This report sets out what Shatt Al-Arab University has done for Sustainable Development Goal 17, Partnership for the Goals, during the 2024–2025 academic year, and how that work fits a longer plan. It was prepared as evidence for the Times Higher Education Impact Rankings 2026, in which SDG 17 is the one goal every participating university must submit and, on its own, accounts for about a fifth of the total score. Two readers are kept in mind throughout. One is the ranking’s assessors, who need claims they can trace and check. The other is the university’s own leadership, for whom partnership has become the main lever of institutional growth.

For an institution of this size, the record is a full one. Through the year the university fed expertise into local government and the professional bodies, and ran a steady programme of cross-sectoral seminars, many of them held with the Basra Health Directorate through its Women’s Affairs Division. It co-authored sustainability research with partners abroad. It also turned goodwill into standing arrangements: humanitarian-NGO partnerships, and a Poor Family Fund that reduced or waived tuition for thirty-six students at a cost of more than 53.7 million Iraqi dinars. Teaching carried the goals too, through final-year graduation projects and dedicated energy and computing courses, while the campus opened to the public with free professional and children’s courses. Students’ grasp of sustainability was measured directly. On the research side, the university’s Scopus record, mapped to the goals by Elsevier, holds 179 documents, seven of them tagged to SDG 17.

Taken together, these activities describe a young private university that has made partnership its way of punching above its weight in the region. Its advantage is local. It sits close to Basra’s energy economy, to the health and legal professions, and to a civil society that needs capable institutional partners. Its limitation is scale, and formality: much of what happens rests on individual initiative and informal cooperation rather than on signed, renewable agreements, and the research mapped specifically to SDG 17 is still thin. Those are the gaps a forward strategy has to close.

The report closes with a strategic analysis and a roadmap running to 2030. Its main proposals are plain enough: turn recurring collaborations into signed memoranda of understanding, grow both the volume and the international reach of SDG-mapped research, shore up the data systems behind institutional decisions

and ranking submissions, and make the literacy survey an annual fixture. Done consistently, these would move the university from energetic but informal engagement toward partnership that lasts and is backed by evidence.

About SDG 17 and this report

Sustainable Development Goal 17, Partnership for the Goals, calls on the world to “strengthen the means of implementation and revitalize the global partnership for sustainable development.” Of the seventeen goals it is the one that holds the others together: the 2030 Agenda gets delivered only if governments, universities, business, civil society and international partners put their finance, technology, knowledge and people into a common effort. The goal comes in 19 targets and 25 indicators, grouped under five headings: finance, technology, capacity-building, trade, and a set of systemic issues covering policy coherence, multi-stakeholder partnerships, and data and accountability.

For a university, talk of trade balances and official development assistance matters less than the idea underneath the goal: that lasting progress is made with others, not alone. This report shows how Shatt Al-Arab University puts that idea to work in Basra, convening dialogue on the goals, opening its expertise to the community, working with partners at home and abroad, and reporting openly on what it does. The nineteen official targets of SDG 17 are summarised below.

Thematic area	Targets (short form)
Finance	17.1 Strengthen domestic resource mobilisation for tax and revenue collection. 17.2 Implement all official development assistance commitments. 17.3 Mobilise additional financial resources for developing countries. 17.4 Assist developing countries in attaining long-term debt sustainability. 17.5 Adopt investment-promotion regimes for least developed countries.
Technology	17.6 Enhance North–South, South–South and triangular cooperation on science, technology and innovation. 17.7 Promote the transfer of environmentally sound technologies to developing countries. 17.8 Fully operationalise the technology bank and capacity-building mechanism for least developed countries.
Capacity-building	17.9 Enhance international support for effective, targeted capacity-building in developing countries to support national SDG plans.
Trade	17.10 Promote a universal, rules-based and equitable multilateral trading system under the WTO. 17.11 Significantly increase the exports of developing countries. 17.12 Realise timely duty-free, quota-free market access for least developed countries.
Systemic issues	17.13–17.15 Policy and institutional coherence: enhance global macroeconomic stability, strengthen policy coherence for sustainable development, and respect each country’s policy space and leadership. 17.16–17.17 Multi-stakeholder partnerships: enhance the Global Partnership and encourage effective public, public–private and civil-society partnerships. 17.18–17.19 Data, monitoring and accountability:

Thematic area	Targets (short form)
	increase the availability of high-quality disaggregated data and develop measures of progress beyond GDP.

The 19 targets of SDG 17, grouped by thematic area. Source: United Nations, The 17 Goals (sdgs.un.org).

How this report is organised

In the Times Higher Education Impact Rankings, SDG 17 occupies a special place: it is the one goal that every participating university must submit, and an institution's overall score is built by combining its SDG 17 result with its three strongest of the remaining sixteen goals — so SDG 17 alone accounts for roughly a fifth of the total. The ranking assesses SDG 17 through four lines of evidence, and this report is organised to follow them, as set out below.

Section of this report	Corresponding SDG 17 evidence line
17.2 Relationships to support the goals	Input into government and NGO policy, cross-sectoral dialogue, and international collaboration on SDG data and research.
17.3 Publication of SDG reports	Publication of evidence on the university's performance against all seventeen goals.
17.4 Education for the SDGs	A commitment to meaningful SDG education, dedicated courses, outreach to the wider community, and measuring students' sustainability literacy.
Research contributions	Scholarly output mapped to SDG 17 in the Elsevier/Scopus SDG dataset, the source used for the ranking's research metric.

Throughout, the emphasis is on concrete activity — named events, dates and partners — rather than statements of intent, so that every claim can be traced to evidence.

Approach and methodology

The report follows the four lines of evidence by which the Times Higher Education Impact Rankings assess SDG 17: relationships that support the goals, publication of SDG reports, education for the goals, and research mapped to them. Within each, it answers the indicator questions the ranking sets. Working to that framework lets one document do two jobs at once, serving as a ranking submission and, at the same time, as an internal review that feeds back into planning.

The evidence comes from institutional records for the 2024–2025 academic year. Every activity is reported with enough detail to check it: the event, its date, the

academic or administrative lead, and the partner involved, supported where possible by the photographs and documents the university keeps on file. Research figures are drawn from the university's Scopus profile and the Elsevier SDG mapping, the same source the ranking uses for its research metric, while financial and participation numbers come from institutional records.

Two caveats belong alongside the findings. The data are, for the most part, self-reported: they reflect the work the university chose to document, not an exhaustive audit of everything it does. And the sustainability-literacy survey in Section 17.4.4 drew ninety responses, so it is better treated as a reading of student awareness than as a statistically representative measure. The roadmap takes up both points, giving priority to stronger data systems and to a repeated survey on a larger sample.

17.1 Introduction

Partnership is the thread that runs through every Sustainable Development Goal. Goal 17 recognises a simple truth: no university, government or charity can deliver the 2030 Agenda on its own. Progress depends on institutions that are willing to convene people, pool what they know, and put their expertise at the service of the communities around them.

How Shatt Al-Arab University delivers SDG 17

A four-step approach



Figure 1. A four-step delivery approach.

SDG 17 framework at Shatt Al-Arab University



Figure 2. Institutional framework and reporting.

This report sets out how Shatt Al-Arab University puts that principle to work in Basra and beyond. It is organised around the indicators that frame Goal 17: the relationships the university builds with government, civil society and partners abroad; the way it publishes evidence of its work across all seventeen goals; and the education it offers students and the wider public on sustainability. Throughout, the emphasis is on concrete activity — named events, dates and partners — rather than statements of intent.

As a young private university in southern Iraq, Shatt Al-Arab University occupies a particular place in its region. Basra is a city shaped by the energy industry, by

environmental pressures on its water and air, and by a population eager for opportunity; the university sits at the meeting point of these forces. Rather than treating sustainability as a separate programme, the institution has chosen to weave it into the way it teaches, recruits and serves — and partnership is the means by which a modest institution can extend its reach far beyond what its own resources would allow. Working with ministries, professional unions, hospitals, schools, charities and universities abroad, it is able to contribute to outcomes that no single body could deliver alone.

The sections that follow trace that work in detail. They show a university that convenes dialogue on the goals, opens its halls and expertise to the community, supports students who would otherwise struggle to attend, and measures how well its own students understand the agenda they are being prepared to advance. Taken together, they describe an institution for which partnership is not an add-on but a settled habit of working.

17.2 Relationships to support the goals

The university maintains working relationships with government bodies, professional unions, non-governmental organisations and other universities, both inside Iraq and internationally. These ties run across policy dialogue, joint training, community service and collaborative research, and are set out below against each indicator in this section.

17.2.1 Involvement in government and NGO policy

Does your university have direct involvement in, or input into, national or regional government, or non-governmental organisations, in developing policy related to the SDGs?

The university contributes to local policy and public life through a steady stream of partnerships with government directorates, professional bodies and NGOs. In November 2024 it ran an awareness programme on regular and irregular migration, led by Mrs Zainab Haider Hammadi, to inform students and staff about a question that sits at the heart of regional policy. Its halls hosted the qualifying course for the Iraqi Bar Association under Dr Jassim Khuraibat Khalaf, who heads both the Basra branch of the Iraqi Jurists Union and the Law Department at the university.

Other links reach into finance, health and the private sector. Staff and students from the Accounting Department visited the Basra Governorate Treasury Directorate in October 2024; the Medical Technical Institute and the Department

of Medical Equipment Engineering Technology, through Dr Ali Ghanem Katea, signed a cooperation agreement aimed at improving the quality of local health care; and students took part in skills workshops hosted by Asiacell in February 2025. The university also worked with the NGO Larsa on a public-awareness campaign for the “My City” application.

At a strategic level, the university hosted the Basra government’s annual meeting on sustainable development, bringing together experts in renewable energy and public policy to review progress on the SDGs across the province. It contributes to the governorate’s environmental agenda as well: working with the local afforestation and green-belt committee, its students carried out voluntary tree-planting across several districts as part of the “more beautiful Basra” initiative.

What these activities have in common is that the university is not a bystander to local policy but a contributor to it. Hosting the provincial sustainable-development meeting placed its academics in the same room as the officials who set Basra’s priorities, and allowed it to share a perspective grounded in teaching and research. Lending its halls to the Bar Association, sending accounting students into the Treasury Directorate, and signing a service agreement with the Medical Technical Institute all point in the same direction: an institution that makes its facilities, its people and its expertise available where they can inform decisions and improve public services. These are the everyday foundations on which a university’s influence on SDG policy is built.

Engagement with government, professional bodies and NGOs on SDG-related policy.





Ministry of Higher Education
& Research Scientific
University Southern Technical
Medical Technical Institute-Basra

NO. :
Date:

٢٠٠٥/٨/٧
التاريخ: ٢٠٠٥/٨/٧

إلى / كلية شط العرب الجامعة / قسم هندسة تقنيات الأجهزة الطبية

م/ تعاون

تحية طيبة :-
انطلاقاً من مبدأ التعاون بين المؤسسات العلمية نعرض عليكم التعاون العلمي بين معھننا وبين
قسم هندسة تقنيات الأجهزة الطبية في كليتكم بواسطة ممثلنا الدكتور (علي غانم كاظم) ضمن
برنامج العمل في المجلس الاستشاري الصناعي لمعهدنا لفتح مجالات التعاون المشترك ضمن تصميم
وتطوير وصيانة الأجهزة الطبية التي تستخدم في المجال الطبي تحقيقاً لهدف خدمة المجتمع في مجال
تحسين جودة الرعاية الصحية الأولية ومعالجة المرضى .

مع التقدير

السيد / د. محمد حسين لطيف
رئيس قسم الأجهزة الطبية

٢٠٠٥/٨/٧
٢٠٠٥/٨/٧

أ. د. فراس جميل جبار
م. م. العميد وكالة
٢٠٢٥/٢/٢٢

الجامعة التقنية الجنوبية
المعهد التقني الطبي - البصرة
المصادرة

نسخة منه في:

شعبة الموارد البشرية / المصادرة / مع الأوراق
٢٠٢٥/٢/٢٢

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الطريق: العراق - البصرة طريق الزبير - مقابل المدينة الرياضية

Asiacell
Strategic for Development

العدد: AB 326/25
التاريخ: 03/03/2025

إلى / السادة جامعة شط العرب المحترمون

م/ورشة تدريبية

تهديكم شركة اسياسيل أطيب تحياتها....
تود شركتنا ان تعرب عن استعدادها لفتح قنوات التعاون والدعم مع جامعتكم الموقرة من خلال اقامة
ورشة تدريبية بالمواضيع ذات العلاقة وفق التوقيت والتنظيم والاتفاق المسبق لطيفتنا الاعزاء كجزء
من مساهمة شركتنا في دعم المجتمع العراقي وتطوير بذرة المستقبل، ولقد اسعدنا استضافة طيفتنا
الاعزاء من جامعتكم الموقرة في يوم الثلاثاء 2025/2/25 بورشة مصغرة لاستعراض اهم المهارات
المطلوبة في قطاع الاتصالات.

مع خالص الشكر والتقدير....

اسياسيل
شركة اسياسيل لا تقبل مسؤولية
علي عباس خليف
مدير المنطقة الجنوبية

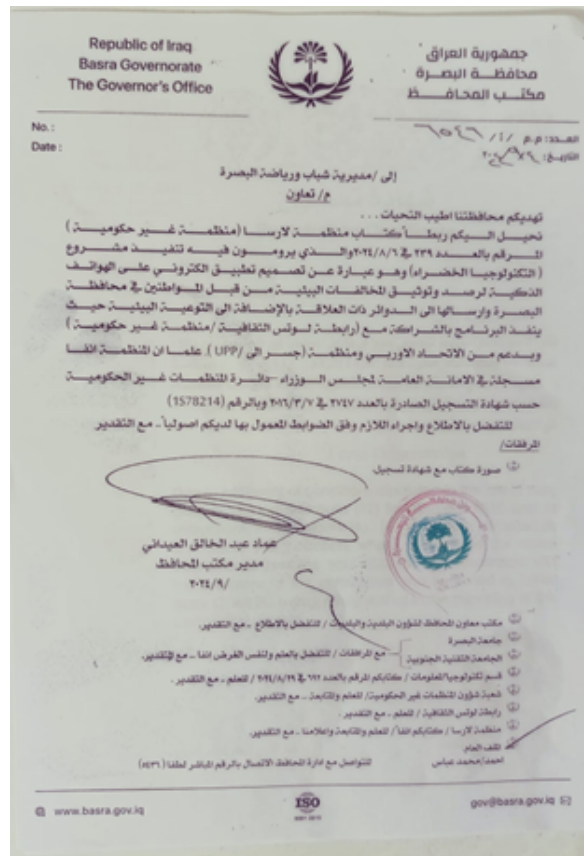
السيد / د. محمد حسين لطيف
رئيس قسم الأجهزة الطبية

٢٠٢٥/٢/٢٢

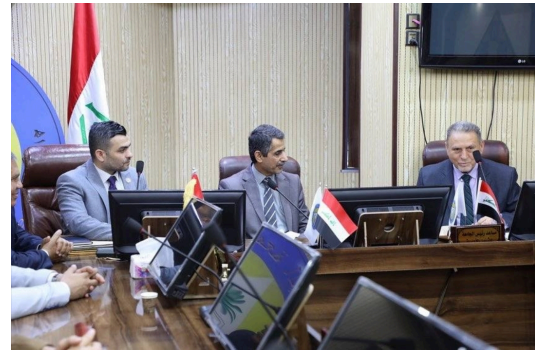
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المصادرة

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17.2.2 Cross-sectoral dialogue on the SDGs

Does your university initiate and participate in cross-sectoral dialogue about the SDGs — conferences, workshops and events that bring stakeholders together?

Shatt Al-Arab University both convenes and joins events that put different sectors in the same room. It took part in the Scientific Production Exhibition in computing and information technology at the Southern Technical University in April 2025, and ran an internal workshop on institutional performance evaluation, led by the head of the Quality Assurance Division, Mr Kamel Mahdi Al-Badr, in December 2024. Over three days that same month it joined Al-Firdaws Association for a workshop on institutional evaluation.

A particularly active strand of this dialogue is led by the Women's Affairs Division, often in partnership with the Basra Health Directorate and the university's own colleges. Its 2024 programme included a seminar on the early detection of breast cancer (October, with Dr Wafaa Abdul Kareem Ali), a session on women's development and self-efficacy (November, with the Department of Computer Engineering Technologies), and a seminar on the legal protection of working women under Iraqi Labour Law No. 37 of 2015 (November, with the Department of Law).

The same division addressed substance abuse through a seminar titled "Drugs and False Happiness" in December 2024, again with the Basra Health Directorate, and organised a field visit to the addiction treatment centre at Al-Fayhaa Hospital. Students met the centre's staff and people in recovery, and came away with a clear message about prevention, early intervention and the value of rehabilitation. Across these events, the University President, deans and faculty took part alongside students, which is what gives the dialogue its cross-sectoral character.

Several features of this programme are worth drawing out. First, it is sustained rather than occasional: the seminars run on a regular calendar across the academic year, which allows the university to build relationships with partner bodies such as the Health Directorate and to follow a topic over time. Second, it is deliberately practical — each event closes with recommendations and, where relevant, printed material that participants can act on, so the dialogue produces guidance rather than ending in the room. Third, it reaches across boundaries by design, pairing the university's colleges with health authorities, professional associations and civil-society partners so that medical, legal and social perspectives meet around the same question. It is this combination of regularity, usefulness and breadth that turns a series of seminars into genuine cross-sectoral engagement on the goals.

وزارة التعليم العالي والبحث العلمي
الجامعة التقنية الجنوبية
الكلية التقنية /المرابرة/ البصرة
الشعبة العلمية
العدد: ٨ / ١٠٤
التاريخ: ٢٠٢٥/٤

(وعمرة غير مشروعة) - (ركض في المشي)
الى/جامعة شط العرب الاهلية
م / دعوة
تحية طيبة...
يسر كلياتنا دعوتكم للمشاركة في (معرض النتائج العلمية) في مجال
الحاسوب وتكنولوجيا المعلومات والذي سيقام في كلياتنا / قسم ادارة تقنيات المعلومات
يوم الثلاثاء الموافق ٢٠٢٥/٤/٨ الساعة ١٠:٠٠ صباحاً، بهدف عرض الابتكارات
والمشاريع العلمية وتعزيز التواصل الأكاديمي، نأمل مشاركتكم الفاعلة عبر تقديم
مساهماتكم العلمية من مشاريع بحثية، تطبيقات علمية، او عروض توضيحية.
... مع التقدير والاحترام.

أ.م.د جابر حسين علي
المعيد ووكالة

جامعة شط العرب
السوادية
٢٠٢٥/٤/٨

نسفة على/
- شعبة البحوث العلمية /مطلة البرنامج الحكومي ... مع الأوفيات
- المصادرة
٢٠٢٥/٤/٨

Republic of Iraq
Basra Governorate
Governor Deputy Office

جمهورية العراق
محافظة البصرة
مكتب النائب الاداري

No.:
Date:

العدد: ٩٤٧ / ١ - ن
تاريخ: ٢٠٢٥ / ٥ / ٢٥

الى / رئاسة كلية شط العرب الجامعة الاهلية

م/ دعوة اجتماع تنسيقي

تحية طيبة...

استنادا الى كتاب مستشارية الامن القومي / اللجنة الوطنية لمتابعة تنفيذ استراتيجية مكافحة التطرف العنيف المؤدى الى الارهاب ذي العدد ٢١٤٨ من ٦ / ٥ / ٢٠٢٥ والمتضمن التعاون مع الجامعات الاهلية في محافظة البصرة بموضوع مكافحة التطرف العنيف المؤدى الى الارهاب يسرنا دعوة السيدات والسادة عمداء الكليات الحكومية التابعة لرئاسة جامعة البصرة الى الاجتماع التنسيقي برئاسة الاستاذ ماهر العامري نائب المحافظ الاداري رئيس اللجنة الفرعية لمكافحة التطرف العنيف المؤدى الى الارهاب الذي سيعقد يوم الاثنين الموافق ٢٦ / ٥ / ٢٠٢٥ الساعة التاسعة صباحا في ديوان محافظة البصرة / قاعة المؤتمرات .

مع التقدير.

ماهر إبراهيم عامري

النائب الإداري لمحافظة البصرة

٢٠٢٥ / ٥ / ٢٥

السيد العماد الدكتور
الحضور
سيد الأستاذ المساعد
سيد عمدة الكلية
سيد عمدة الكلية
سيد عمدة الكلية

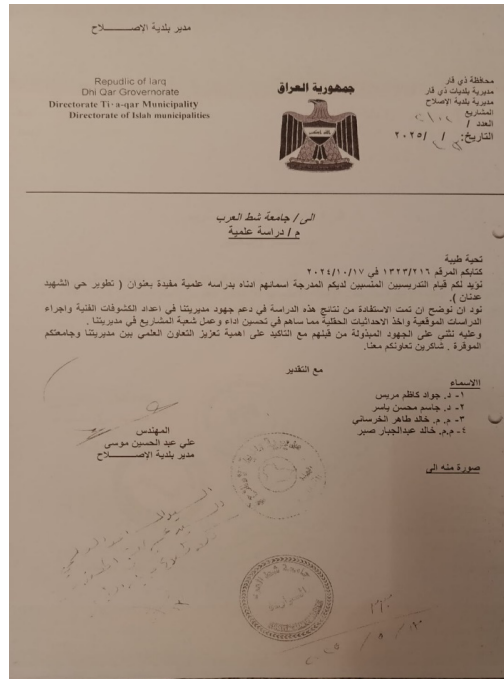
صورة عنده //
سكرتارية اللجنة الفرعية لمكافحة التطرف العنيف المؤدى الى الارهاب / للعلم والمتابعة مع السيدات
الغلاف المرفق

٥/٢٥/٢٥
٢٤٣
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REPUBLIC OF IRAQ
Ministry of Higher Education & Scientific Research
UNIVERSITY OF AL-MAAIRIF

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جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الميرف
مكتب رئيس الجامعة
العدد: ١٧٠٥
التاريخ: ٢٠٢٥ / ٤ / ٥

الى / كلية شط العرب الجامعة

م / دعوة حضور

تهدىكم جامعتنا اطيب التحيات ...
برعاية معالي وزير التعليم العالي والبحث العلمي الموقر
تشرف جامعة العارف بدعوتكم بحضور قمة الذكاء الاصطناعي في العراق
Innovation Iraq Summit 2025 (AI)
والمؤتمر الدولي الثالث لاتجاهات التكنولوجيا الناشئة في إنترنت الأشياء والحوسبة
3rd. International Conference on Emerging Technology Trends in
Internet of Things and Computing (IIOTC 2025)
والذي سيقام داخل اروقعة الجامعة يوم الأربعاء ١٥ / ٤ / ٢٠٢٥ الساعة ١٠ صباحاً.
القمة سيكون يوم الأربعاء ١٦ / ٤ / ٢٠٢٥ الساعة ١٠ صباحاً.
آملين قبول دعوتنا خدمة للواقع العلمي في عراقنا الحبيب...

المعلم
أ.د. احمد عبد الملك عبد الرحمن
رئيس الجامعة

الصادرة

موقع القمة والمؤتمر

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Scientific Research
Basra University for Oil and Gas
College of Industrial Management
Office of assistant Dean for
administration affairs

جمهورية العراق
وزارة التعليم العالي و البحث العلمي
جامعة البصرة للنفط والغاز
كلية الإدارة الصناعية للنفط والغاز
مكتب معاون العميد للشؤون الادارية
المراسلات الصناعية
العدد: ١٠٥٠
التاريخ: ٢٠٢٥ / ٤ / ١٦

No:
Date:

الى / جامعة شط العرب الاهلية

م / تعاون علمي

تهدىكم كليتنا اطيب التحايا ...
ضمن مبدأ التعاون العلمي المتبادل بين كليتنا وكليتكم نفضلكم
بالموافقة على إمكانية نشر بعض بحوث مؤتمرننا العلمي الدولي الأول
الموسوم (التطورات في صناعة النفط والغاز وانعكاسها في التنمية
المستدامة في العراق) في مجلتكم العلمية المحكمة.

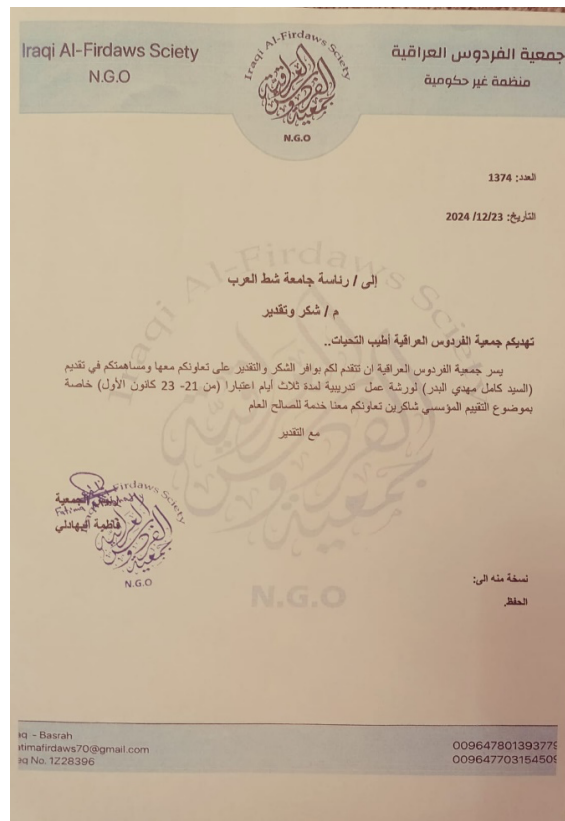
شاكرين تعاونكم ... مع التقدير.

الأستاذ الدكتور
سامي عبيد محمد التميمي
العميد
٢٠٢٥ / ٤ / ١٦

كلية الإدارة الصناعية
للنفط والغاز
العدد: ١٠٥٠
التاريخ: ٠٥ APR 2025
شعبة الموارد البشرية

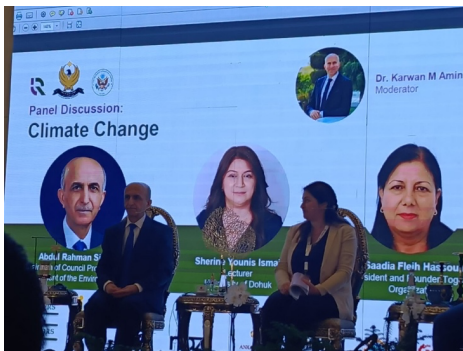
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17.2.3 International collaboration on SDG data and research

Does your university participate in international collaboration on gathering or monitoring data for the SDGs?

The university's admissions and research practices are built on equal treatment regardless of gender, race, colour, sect, religion or political affiliation; places are

allocated on the basis of graduation results under the rules of the Ministry of Higher Education and Scientific Research. Within that framework the university actively encourages the admission of students with physical disabilities. In 2024 a student with a physical disability was admitted to the Department of Business Administration (one of roughly 300 admissions that year, about 0.3 per cent), following an earlier such admission to Computer Science in 2021 (one of 121, about 0.8 per cent); employees with disabilities are supported with dedicated parking, adapted office equipment and other services. This inclusive intake sits within a wider record set out in the university's reports on the other goals: women made up 890 of the 2,570 students who began their studies in 2024–2025 and hold roughly 45.5 per cent of senior academic posts, first-generation students account for about 23 per cent of enrolment, and dedicated financial support — full scholarships for 20 students and fee reductions of 25 to 75 per cent for a further 85 — keeps places open to those from low-income households.

On the research side, the university encourages its academics to publish on the goals — in areas such as good health, affordable and clean energy, and industry, innovation and infrastructure — in collaboration with international institutions. These co-authored studies gather and analyse data and draw conclusions that feed back into the global evidence base, and a representative set is listed in the research section at the end of this report.

Taken together, the admissions practice and the research record describe a deliberately outward-facing institution. The decision to admit and support students with disabilities, small though the numbers are at this stage, signals an intent to widen participation rather than simply meet a quota, and the supporting services for staff with disabilities extend that intent to the workforce. The international co-authorship of its sustainability research matters for a second reason particular to Goal 17: it links a Basra institution into wider networks of data and expertise, ensuring that the evidence it produces is gathered, reviewed and monitored to international standards rather than in isolation. Over time, deepening these collaborations is the most reliable route to improving both the quality and the reach of the university's contribution to the goals.

Inclusive admissions and internationally co-authored sustainability research.

Number of students who completed research projects				Number of students	Department
Females		Males			
ratio	Number	ratio	Number		
%29	27	%71	117	164	Law
%52	48	%48	44	92	Business Administration
%37	36	%63	60	96	Computer Science
%27	49	%73	130	179	Accounting
%54	72	%46	61	133	English Language
				non	Computer Engineering

Number	Workplace	Gender
1	accounts	Male
1	accounts	Female

Modeling and optimizing performance of bifacial PV systems with DC power optimizers

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^c Medical Instrumentation Engineering Techniques, Shatt Al-Arab University College, Basra, Iraq

Received 30 July 2024, Revised 8 June 2025, Accepted 21 June 2025, Available online 21 June 2025, Version of Record 24 June 2025.

Predicting batteries second-life state-of-health with first-life data and on-board voltage measurements using support vector regression

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Mohammad A. Abbas ^d , Ahmad H. Sabry ^e 

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778

Unmanned aerial vehicle: a review and future directions

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1182

Bluetooth low energy for internet of things: review, challenges, and open issues

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Limits of reactive power compensation of a doubly fed induction generator based wind turbine system

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Iraqi Journal for Electrical and Electronic Engineering
Original Article



The Analysis of Sub-Synchronous Resonance in a Wind Farm for a Doubly-Fed Induction Generator Using Modern Analytical Method

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17.2.4 International collaboration and research for the SDGs

Does your university, through international collaboration and research, work to address the SDGs?

On International Education Day 2025, students from the Department of Medical Instrumentation Engineering Technology launched a volunteer drive for under-resourced schools, supplying stationery and encouraging children to stay in education. The university sees this kind of work as part of a wider partnership philosophy: lasting change comes from combining the efforts of partners who share the same values, co-creating goals through open and flexible collaboration rather than acting alone.

Working in this way, the university and its colleges have supported development across the community in several areas:

- Education and lifelong learning
- Health and hygiene
- Integrated community-development projects
- Environmental protection and sustainability
- Women's empowerment and child protection
- Prisoner rehabilitation and conflict resolution

Community development delivered through partnership.





The thread connecting these areas is a belief that responsibility is shared. The university is candid that government alone cannot end hunger, disease or illiteracy in Basra, and that lasting progress depends on institutions like itself choosing to invest part of their effort in the surrounding community. By co-creating goals with partners who share its values, and by keeping channels of communication open and built on trust, it aims to make its contribution durable rather than one-off — a way of working that turns isolated good deeds into a sustained programme of community development.

That international outlook shows in the university's published research. Its academics co-author with scholars at home and abroad, and the record is public, on Google Scholar, Scopus and ResearchGate under the sa-uc.edu.iq affiliation. Two examples show the range. Dr Hayder Naser Khraibet AL-Behadili, Associate Professor of Data Mining and Artificial Intelligence and the university's Deputy Dean for Academic and Scientific Affairs, works on swarm-intelligence and metaheuristic algorithms with Universiti Utara Malaysia and the University of Catania in Italy, together with Iraqi colleagues at the Universities of Babylon and Basrah; he also edits the university's international, peer-reviewed Iraqi Journal of Intelligent Computing and Informatics, whose board includes members from Malaysia and beyond. Dr Ahmad H. Sabry, in the Medical Instrumentation Engineering department, works on renewable energy, photovoltaic systems and energy management, with around eighty Scopus-

indexed papers, an h-index of 17, and more than 140 co-authors across Malaysia, the United Arab Emirates, Japan and Libya.

The wider research community indexed under the same affiliation — more than a hundred researchers on ResearchGate, working in artificial intelligence, the sciences, polymer chemistry and engineering — adds further depth. Several of the researchers listed in Appendix A appear together, and alongside external scholars, in mutual (co-authored) research. The most fully documented of these collaborations — the study areas, the Shatt Al-Arab co-authors, and the external national and international scholars and institutions involved — are set out below.

Research area	Shatt Al-Arab co-authors (Appendix A)	External co-author(s) — institution	Country
Swarm intelligence and metaheuristics (ant-colony optimisation; plant-propagation algorithm for the travelling-salesman problem)	H. AL-Behadili, H. F. Almazini, J. Alkenani	Ku Ruhana Ku-Mahamud, Muhamad Shahbani — Universiti Utara Malaysia; Salah Mortada — Basra University for Oil and Gas; Hassan F. Al-Mazini — Southern Technical University	Malaysia / Iraq
Nonlinear systems and complex networks	H. AL-Behadili	Mattia Frasca, Luigi Fortuna — Università di Catania	Italy
Feature selection and rule-based classification	H. AL-Behadili	Rafid Sagban — University of Babylon / Al-Ayen University	Iraq (national)
Lightweight biometric and IoMT authentication security	A. K. Mattar, A. A. Alaidany	Prof. Sattar B. Sadkhan — University of Babylon	Iraq (national)
Renewable energy, photovoltaics and energy management	A. H. Sabry	Azah Mohamed — Universiti Kebangsaan Malaysia; S. B. Mohd Noor, M. L. Othman, N. Azis — Universiti Putra Malaysia	Malaysia
Bifacial photovoltaic performance optimisation	A. H. Sabry	Universiti Sains Malaysia; Sabratha University	Malaysia / Libya
Smart grids and power systems	A. H. Sabry	Hussain Shareef — United Arab Emirates University	UAE
Sensors and biomedical instrumentation	A. H. Sabry	Ahmed Almassri — Toyama Prefectural University	Japan

Mutual (co-authored) research linking researchers listed in Appendix A with external national and international scholars (source: public Google Scholar and Scopus records under the sa-uc.edu.iq affiliation; representative, not exhaustive).

Because these co-authorships are recorded on public scholarly databases, they give the university's contribution to Goal 17 evidence that can be independently verified rather than merely asserted — and they are exactly the kind of internationally collaborative, sustainability-relevant output that the ranking's research metric is designed to reward. Deepening this network, sustaining the university's own international journal, and ensuring every output is tagged to the sa-uc.edu.iq affiliation are accordingly priorities in the roadmap set out later in this report.

Beyond these two documented programmes, the university's research community is itself substantial and publicly visible. A search of Google Scholar under the sa-uc.edu.iq affiliation returns more than eighty academics — spanning engineering and energy, computing and artificial intelligence, the physical and biological sciences, business and economics, law and the humanities — collectively cited several thousand times and led by researchers in energy systems, petroleum engineering and data science. The full roster, with each researcher's field and citation count, is given in Appendix A. This breadth of publicly indexed, discipline-spanning research is itself an asset for Goal 17: it is the pool from which cross-border co-authorship and cross-sectoral collaboration are built.

17.2.5 Collaboration with NGOs

Does your university collaborate with NGOs to tackle the SDGs?

The university works with humanitarian NGOs to reach families living below the poverty line, and has established a “Poor Family Fund” that helps low-income students through reduced or waived tuition fees. Because these organisations also work with the Iraqi government and with universities across the country, the partnerships give the university a practical channel for delivering on the goals — connecting its social, cultural and educational work to a wider network of civil-society effort.

The Poor Family Fund deserves particular emphasis, because it shows how an NGO partnership can be turned into a standing institutional commitment. Rather than relying on occasional charity, the university built a mechanism that identifies students in genuine financial need and reduces the cost of their education, so that a family's circumstances do not decide whether a young person can study. Channelling this support through organisations already trusted in the community lends it both reach and credibility, and ties the university's own efforts to a broader movement working toward the same ends. It is a small but telling example of the partnership ethos that runs through this goal.

Humanitarian NGO partnerships and the Poor Family Fund.



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 Eng.	4	2,400,000
Total	36	53,727,500

Poor Family Fund: tuition support by department, 2024–2025.





Republic of Iraq
جمهورية العراق
مكتبة شعبة العرب - Basrah - Near Al Andalus Post office

No.: ٢٢٤/٢٠٢٤
Date: / / ٢٠٢٤

الى / التواتر والمؤسسات الرسمية في محافظة البصرة كافة
والقائمة بوزرات تخصصية للمشاورين القانونيين والحقوقيين

تحية طيبة...

سعيًا من كلية شعبة العرب الجامعة لتطوير كفاءات خريجي كليات وأقسام القانون من المشاورين القانونيين والحقوقيين العاملين في التواتر والمؤسسات الحكومية في محافظة البصرة، يسرّ مكتبنا أن نعلن عن إقامة دورات تخصصية كفاءات مدربين بالتعاون مع مركز التعليم المستمر في جامعة البصرة، وذلك للمشاركة فيها شهادة معتمدة لأغراض الترفيع. بحضور في هذه الدورات محاضرين من الكوادر التدريسية الكفؤة في قسم القانون، علماً بأن أقسامها سيكون خلال فترة الدوام المسائي (من الساعة الثالثة إلى الساعة الخامسة) وتشمل الكلية أجور المشاركين في هذه الدورات.

على الراغبين بالمشاركة مراجعة الكلية لغرض التسجيل مستنسخين معهم كتاب تأييد من التواتر العاملين فيها مع التقدير

مواضيع الدورات:

ت	عنوان الدورة	مدة الدورة
١	قانون الحضانة موطن الدولة والقطاع العام رقم ١٤ لسنة ١٩٩١ المعدل	سنة إيمان من ١/٢٠٢٤ لغاية ٢٠٢٤/٤/٢٥
٢	مراجعة العقود الحكومية وفوائدها	سنة إيمان من ١/٢٧ لغاية ٢٠٢٤/٥/٢١

أ. د. فاضل محمد منصور
عميد الكلية
٢٠٢٤/٢/٢٠

نسخة منه الى:

- ✓ مكتب السيد العميد ... مع التقدير
- ✓ السيد معاون العميد للشؤون العلمية ... مع التقدير
- ✓ قسم القانون لاستكمالهم في ٢٠٢٤/٢/٢١
- ✓ الشؤون القانونية لتتصل بالإطلاع مع التقدير
- ✓ شعبة ضمان الجودة مع الأوقات
- ✓ الحسابات
- ✓ المستارة

الكلية معترف بها من قبل وزارة التعليم العالي والبحث العلمي بموجب كتابها الرقم ج. ٥٢٨ / ٢٠٢٢ في ٢٠٢٢/١٠/١٥. وحسب قرار مجلس قيادة الجامعة رقم ٤٤ لسنة ١٩٩٢
المدون - جمهورية العراق - البصرة - قرب مدينة الاندلس
Web site : www.sa-uc.org
shatt_alarab_college@sa-uc.org
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Mobil: 00964 781 152 9720

17.2.6 Partnerships across the SDG portfolio

Drawing together the partnership evidence reported under the university's other sixteen Sustainable Development Goals.

Because Goal 17 ties the other goals together, much of the university's partnership activity is recorded not here but in its reports on the other sixteen goals. Read across the series, those reports show a dense and varied web of outside relationships: with government bodies and the security services, professional unions, other universities, industry, humanitarian NGOs and international organisations, each built for a particular goal. Bringing the most significant of them together in one place gives a fuller sense of the university's reach than the SDG 17 report could on its own.

Goal	External partner(s)	Collaborative activity
SDG 1 — No Poverty	Al-Himmah Foundation for Development; Iraqi Red Crescent	A direct contribution of 750,000 IQD to help low-income families in Basra establish their own enterprises, and first-aid training delivered to students.
SDG 3 — Good Health	Basra Intelligence Directorate; Al-Taqwa Association for Women and Children; Basra Health Directorate	Joint awareness seminars, including “How We Protect Our Children from Drugs” and a session on autism spectrum disorder.
SDG 4 — Quality Education	Iraqi Council of Representatives & European Foundation for Dialogue and Development; Continuing Education Center, University of	Constitutional and legal workshops, specialised legal courses for graduates, and English-language training for the Directorate's Scientific Care Forum.

Goal	External partner(s)	Collaborative activity
	Basra; Basra Youth Directorate (Ministry of Youth and Sports)	
SDG 5 — Gender Equality	University of Basra; Basra Directorate of Education; College of Nursing	A domestic-violence seminar, a planned annual STEM shadowing programme for schoolgirls, and the “Motherhood & Academia” campaign.
SDG 7 — Clean Energy	South Refineries Company	An industry initiative on energy efficiency, providing expert consultation to optimise energy use in manufacturing.
SDG 8 — Decent Work	Engineers’, Lawyers’, Teachers’ and Accountants’ unions; public- and private-sector employers	Membership and engagement with professional unions, and formal cooperation and skills-development agreements with employers.
SDG 9 — Industry & Innovation	Local institutions and private-sector firms	Partnerships to exchange knowledge and deliver joint projects for sustainable industry and infrastructure.
SDG 10 — Reduced Inequalities	Community Police Directorate, Basra; humanitarian organisations and orphanages	Community-safety awareness, financial-inclusion measures, and volunteer campaigns for vulnerable families.
SDG 14 — Life Below Water	Local and international environmental organisations; community volunteers	Joint marine-protection projects, beach and water-body clean-ups, and a public pollution-reporting application.
SDG 15 — Life on Land	Afforestation and Green Belt Committee, Basra Governorate	Campus and city afforestation campaigns carried out together with students.
SDG 16 — Peace & Justice	Iraqi Institution for Development & Center for International Dialogue; Presidency of the Basra Court of Appeal; national government bodies	The Dialogue Project for Humanitarian Partnerships that Build Peace, legal-research and translation support, and policy advisory notes.

Significant external partnerships evidenced across the university’s SDG 1–16 reports.

Three things stand out. First, the network touches every sector that matters for regional development, from public administration and the professions to industry, civil society and academia, which is exactly the breadth Goal 17 looks for. Second, it reaches past Iraq: the work with the European Foundation for Dialogue and Development and the Center for International Dialogue, and the marine projects with international environmental bodies, show a university already at ease in cross-border partnerships. Third, and this is the strategic point, most of these ties are still informal. Turning the strongest of them into renewable agreements, as the roadmap proposes, would make a wide network a durable one.



Partnership activity documented across the wider SDG portfolio: energy-efficiency work with the South Refineries Company (SDG 7); a child-protection seminar with the Basra Intelligence Directorate (SDG 3); marine-habitat restoration with environmental partners (SDG 14); and a cross-sectoral training event (SDG 4).

17.3 Publication of SDG reports

As part of its commitment to transparency, Shatt Al-Arab University publishes an annual evidence report for each of the seventeen Sustainable Development Goals. Producing the full set — rather than only the goals where the university is strongest — keeps its reporting honest and lets partners see the whole picture of its contribution. The complete series is listed below.

Reporting on every goal is itself a statement of intent. It commits the university to gathering evidence even in areas where it is still building capacity, and it makes that evidence available for others to scrutinise, compare and build on. For partners in government and civil society, the reports offer a single, consistent record of what the institution is doing; for the university itself, the annual cycle of compiling them is a discipline that surfaces gaps and prompts improvement. In this sense the act of publishing is not merely administrative but is part of the partnership work of Goal 17 — an invitation to others to hold the institution to account and to collaborate where interests align.

N0	Goal	Title	Report	The published link of Shatt Al-Arab University about SDGs reports
17.3.1	SDG 1	No Poverty	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/1
17.3.2	SDG 2	Zero Hunger	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/2
17.3.3	SDG 3	Good Health and Well-being	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/3
17.3.4	SDG 4	Quality Education	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/4
17.3.5	SDG 5	Gender Equality	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/5
17.3.6	SDG 6	Clean Water and Sanitation	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/6
17.3.7	SDG 7	Affordable and Clean Energy	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/7
17.3.8	SDG 8	Decent Work and Economic Growth	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/8
17.3.9	SDG 9	Industry, Innovation and Infrastructure	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/9
17.3.10	SDG 10	Reduced Inequalities	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/10
17.3.11	SDG 11	Sustainable Cities and Communities	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/11
17.3.12	SDG 12	Responsible Consumption and Production	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/12
17.3.13	SDG 13	Climate Action	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/13
17.3.14	SDG 14	Life Below Water	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/14
17.3.15	SDG 15	Life on Land	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/15
17.3.16	SDG 16	Peace, Justice and Strong Institutions	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/16

N0	Goal	Title	Report	The published link of Shatt Al-Arab University about SDGs reports
17.3.17	SDG 17	Partnership for the Goals	Annual evidence report 2025–2026	https://sustainability.sa-uc.edu.iq/en/sdg/17

17.4 Education for the SDGs

Education is the university's most direct contribution to the goals. Sustainability runs through the curriculum, the graduation projects students complete in their final year, and a programme of free public courses that opens the campus to the wider community of Basra.

This matters because education is where a university's influence compounds. Every student who leaves with a real understanding of clean energy, responsible production or environmental law carries that understanding into a workplace, a household and a community, multiplying the institution's reach far beyond the campus gates. By embedding the goals in what it teaches — and by extending that teaching to schoolchildren, professionals and the general public — the university treats education not as a backdrop to the SDGs but as one of its most powerful instruments for advancing them.

17.4.1 A commitment to meaningful SDG education

Does your university have a commitment to meaningful education around the SDGs for its students?

In 2025 the Department of Fuel and Energy Engineering Technology held an exhibition of second-year engineering projects, most of which were built around sustainable energy. This reflects a wider pattern: the university channels its commitment to the goals into the graduation projects students complete in their final year, where they propose research-led solutions to real problems facing industry and society. A representative set of recent projects is shown below.

Using graduation projects as the vehicle for SDG education is a deliberate choice. It asks students not merely to learn about sustainability in the abstract but to apply it — to design a hybrid solar–wind system, to purify water with solar power, to recover energy from agricultural waste, or to examine how law and economics can serve long-term environmental goals. The breadth of departments involved, from computer engineering to business and law, shows that the agenda is not confined to a single faculty but runs across the institution. For the students

concerned, these projects are often their first experience of turning a global goal into a concrete, defensible piece of work, and they leave with both the knowledge and the confidence to carry it forward.

No.	Graduation project title	Year	Department
1	Hybrid Solar–Wind Power System	2024–2025	Computer Engineering
2	Solar-Powered Water Purification System	2024–2025	Computer Engineering
3	Biomass Energy from Agricultural Waste	2024–2025	Computer Engineering
4	Solar Energy and Pollution	2023–2024	Computer Engineering
5	Emerging Trends in Solar Water-Heating Technologies	2023–2024	Computer Engineering
6	Personalised Fitness Programme App	2023–2024	Computer Science
7	Economic Sustainability: Principles for Long-Term Success	2023–2024	Business Administration
8	Law and Sustainability: Tackling Global Environmental Challenges	2023–2024	Law
9	Sustainability and Environmental Law	2023–2024	Law





Hybrid Solar-Wind Power System

Ahmed Abdulrahman Hassan

BACHELOR OF SCIENCE
SHATT AL- ARAB UNIVERSITY
2025



Solar-Powered Water Purification System

Mohamed Mustafa Aziz

BACHELOR OF SCIENCE
SHATT AL- ARAB UNIVERSITY
2025



Biomass Energy from Agricultural Waste

Asma Ahmed Basim

BACHELOR OF SCIENCE
SHATT AL- ARAB UNIVERSITY
2025



SOLAR ENERGY AND POLLUTION

ALI NASER ABBASS

**BACHELOR OF SCIENCE
SHATT AL-ARAB UNIVERSITY
2024**



**ECONOMIC SUSTAINABILITY: PRINCIPLES FOR LONG-TERM
SUCCESS**

NOOR HABEEB MAHDI

**BACHELOR OF SCIENCE
SHATT AL-ARAB UNIVERSITY
2024**



PERSONALIZED FITNESS PROGRAM APP

HAYDER M. JASSAIM

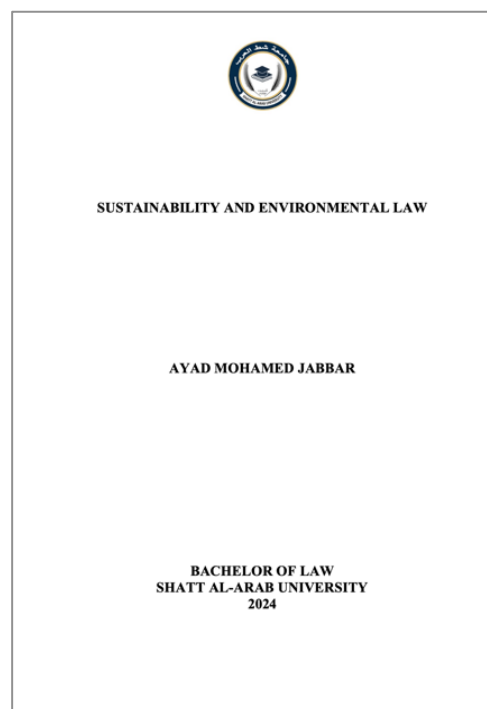
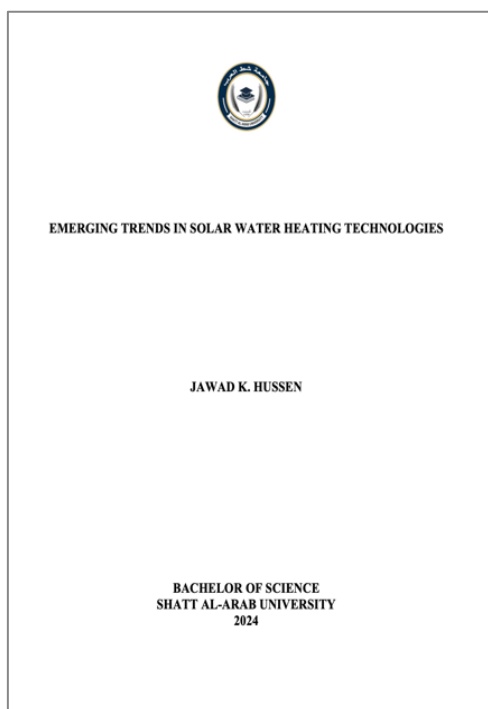
**BACHELOR OF SCIENCE
SHATT AL-ARAB UNIVERSITY
2024**



**LAW AND SUSTAINABILITY: TACKLING GLOBAL
ENVIRONMENTAL CHALLENGES**

AHMED ALI JASSAM

**BACHELOR OF LAW
SHATT AL-ARAB UNIVERSITY
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17.4.2 Dedicated sustainability courses

Does your university have dedicated courses — full degrees or electives — addressing sustainability and the SDGs?

Sustainability is taught directly, not only referenced in passing. The curriculum includes a cluster of energy courses — renewable and non-renewable energy, solar energy, hydropower, energy from biomass and fuel cells — that give students a technical grounding in the science and engineering of clean power. These are complemented by computing courses, including artificial intelligence, software engineering and algorithm design, which students increasingly apply to sustainability problems. The table below lists a representative selection.

The shape of this offering is significant. By treating clean and conventional energy side by side, the courses equip students to understand the system they are entering and to push it toward lower-carbon alternatives rather than simply learning one technology in isolation. The pairing of energy subjects with computing reflects where the field is heading: modern energy systems are managed, optimised and monitored with software and artificial intelligence, and graduates fluent in both are unusually well placed to contribute. For a university in an energy-dependent region like Basra, building this competence into the curriculum is also a contribution to the local economy's own transition.

No.	Course title	Description
1	Renewable and Non-renewable Energy	Defines and classifies energy sources and compares renewable options
2	Solar Energy	Technical and applied study of solar power systems
3	Hydropower Energy	Principles, technologies and applications of generating electricity from water
4	Energy from Biomass	Converting organic material into usable energy forms
5	Fuel Cell	Science, engineering and application of electrochemical fuel cells
6	Artificial Intelligence	Core concepts and applications, including to sustainability problems
7	Software Engineering	Principles of building reliable, maintainable software systems
8	Design of Algorithms and Technical Software	Algorithmic problem-solving and software design

17.4.3 Outreach education for the community

Does your university run dedicated outreach educational activities for the wider community?

Beyond its own students, the university opens its doors to Basra through a programme of free public courses delivered on campus. The aim is to raise interest and skill in science and engineering across the community — from school-age children to working professionals — and to do so in a way that is practical, ethical and socially aware.

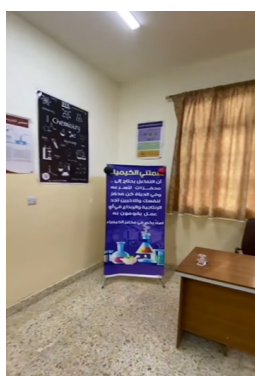
For legal professionals, the university runs specialised courses for legal and jurist consultants working in government departments across the governorate. Recent offerings covered the State and Public Sector Employees Discipline Law No. 14 of 1991 (20–25 April 2025) and the drafting of government contracts (27 April – 2 May 2025). For educators, it provides development courses for English-language teachers in modern teaching methods. For children, the Computer Science department runs introductory courses in robotics (led by Assistant Lecturer Hussein Mazen) and virtual-reality technology (led by Dr Ali K. Mattar, head of the department).

The reach of this outreach is what makes it valuable. By pitching some courses at practising lawyers and civil servants, the university helps raise the quality of public administration in Basra; by training English-language teachers, it improves the schooling that thousands of children receive second-hand; and by introducing primary-age pupils to robotics and virtual reality, it sparks early interest in science and engineering in exactly the group whose choices will shape the region's future workforce. Offering all of this free of charge, on campus, removes the cost barrier

that would otherwise exclude many participants, and turns the university into a genuine community resource rather than a closed institution.

No.	Course title	Duration
1	State and Public Sector Employees Discipline Law No. 14 of 1991 (as amended)	Six days, 20–25 April 2025
2	Drafting government contracts and rules for their implementation	Six days, 27 April – 2 May 2025

Free public, professional and children's courses delivered on campus.









17.4.4 Measuring students' sustainability literacy

Does your university measure the sustainability literacy of its students?

The university assesses how well its students understand sustainability and the SDGs, and complements the assessment with awareness campaigns, seminars and workshops. During 2024–2025 it ran a dedicated SDG evaluation questionnaire to gauge sustainability literacy directly.

The questionnaire drew 90 respondents. The first section gathered demographic information; the second used a five-point Likert scale to measure agreement with a series of statements about the goals. The headline composition of the sample is summarised below.

Respondents by gender	Frequency	Percent
Female	30	33.3%
Male	60	66.7%
Total	90	100%

Respondents by college	Frequency	Percent
Technical Engineering and Engineering	40	44.4%
Other colleges	50	55.6%
Total	90	100%

Responses across the Likert items were generally positive, indicating that students recognise the goals and regard sustainability as relevant to their studies, while also pointing to areas where awareness can be deepened — information the university uses to target its seminars and campaigns.

Measuring literacy in this way closes the loop on the university's education work. It moves the institution beyond simply delivering courses and events to asking whether they have actually changed what students know and believe — and it

treats the answer as data to act on rather than a verdict to file away. Because the questionnaire is repeated year on year, it gives the university a way to track whether awareness is rising over time and to direct its limited resources toward the topics and groups where understanding is weakest. That willingness to evaluate its own impact, and to adjust in response, is a fitting note on which to end a report about partnership: it is the habit of an institution that takes the goals seriously enough to check its own progress against them.



17.4.5 Education and research for sustainability: a quantified evidence base

Drawing on the university's Education and Research submission to the UI GreenMetric world ranking.

The university also keeps a separate, quantified evidence base on sustainability education and research, prepared for the UI GreenMetric world ranking and published on its website. Two things about this material bear on Goal 17: it puts numbers to the teaching and research effort, and it records a standing programme of international cooperation. The headline figures are below.

Dimension	Evidence from the education-and-research portfolio
Sustainability curriculum	48 dedicated sustainability courses, each mapped to a specific SDG and embedded across every college — roughly a quarter of the 197 courses offered in 2026.
Research investment	Dedicated sustainability-research funding rising from about US\$34,000 in 2020 to US\$300,000 in 2025, totalling some US\$738,000 over the period.
Community engagement	30 sustainability and cultural events reaching around 1,835 participants, concentrated in the 2024–2025 year.
International cooperation	Five standing modes of cross-border engagement — conferences, joint training, academic networks, co-authorship and virtual platforms (detailed below).
Graduate outcomes	A rising share of graduates entering green jobs — for example, from 14.7% to 27% in computer science between 2021–22 and 2024–25.

Sustainability education and research at a glance (source: UI GreenMetric Education & Research submission).

The international dimension is the most directly relevant to Goal 17. Beyond individual collaborations, the university sustains cooperation with partners abroad through five continuing channels — international conferences, jointly delivered online training, membership of academic networks, co-authored research, and shared virtual platforms — which together turn occasional contact into a durable place within regional and global networks for education and research.

Mode of cooperation	Description	Focus / SDG
International conferences	Faculty and student participation in conferences on environmental protection, renewable energy and sustainable development.	Knowledge exchange — SDG 17
Online workshops & training	Joint virtual workshops and short courses on sustainability, delivered with overseas institutions.	Capacity-building — SDG 4
Academic networks	Membership of regional and international academic networks that share best practice in education for sustainability.	Curriculum quality — SDG 4
Joint research & co-authorship	Collaborative publications with researchers abroad on energy, security and resource-management topics.	Research output — SDG 9

Mode of cooperation	Description	Focus / SDG
Virtual collaboration platforms	Digital platforms for cross-border supervision, seminars and resource-sharing.	Connectivity — SDG 17

Standing modes of international cooperation on sustainability, with their primary focus.

These inputs are beginning to show in outcomes. A steadily rising share of graduates now enter green jobs — in computer science, from 14.7 per cent of the 2021–22 cohort to 27 per cent in 2024–25 — and student-led ventures such as the Green Campus Initiative and the Solar Energy Awareness Programme carry sustainability beyond the curriculum into campus life. Crucially for Goal 17, all of this evidence is public: the courses, publications, funding and events are documented on the university’s website and, in the case of research, in publicly indexed databases, so that the claims made here can be independently verified rather than merely asserted.

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 that the Times Higher Education 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 17 in the Elsevier/Scopus SDG dataset (7 documents):

#	Publication title	Source & year
1	Understanding retailers' intentions to use AI for product waste reduction in grocery supply chains: extending the technology acceptance model <i>Mouloudj, K., Amoriello, T., Almokdad, E., et al.</i>	Sustainability (Switzerland), 2026
2	Evolving trends in energy management systems (EMS) research using scientometric analysis <i>Mohd Noor, M.I., Nik Ali, N.H., Ayu, A.M., et al.</i>	Jurnal Kejuruteraan, 2026
3	The impact of tax avoidance on the cost of capital: evidence from Iraq and Kuwait Stock Exchange <i>Al Sabti, A.A.W.</i>	Journal of Modern Project Management, 2023
4	The impact of electronic invoices adoption and tax regulations' compliance on tax revenues in Iraq: mediating impact of tax collection efficiency <i>Alshawji, E.J., al-Tamimi, S.A., Al Anssari, M.A.A.L.</i>	Int. Journal of Instructional Cases, 2023
5	The effect of applying the principles of tax governance in increasing the efficiency of tax administration and tax compliance <i>Alshawji, E.J., al-Tamimi, S.A., Al Anssari, M.A.A.L., Hanoon, M.F.</i>	Int. Journal of Ebusiness and Egovernment Studies, 2023
6	Accounting treatment of drilling and development expenses between IFRS 6 and the Unified Accounting System (a comparative study) <i>Al-Hilaly, Z.J.S.</i>	Int. Journal of Professional Business Review, 2023
7	Detection mechanisms for peer-to-peer botnets: a comparative study <i>Al-Shareeda, M.A., Manickam, S., Saare, M.A., Karuppayah, S., Alazzawi, M.A.</i>	ICCITM, 2022

Strategic analysis: strengths, constraints and opportunities

The evidence in this report is not only a record of activity; it is also a diagnosis of where the university stands on Goal 17. The matrix below sets out that position, and the discussion after it draws out what the position means for the years ahead.

Strengths • Deep local embeddedness in Basra — close ties to the energy economy, the professions and civil society. • Partnership treated as a settled institutional habit rather than an occasional activity. • A sustained, calendared programme of cross-sectoral seminars with standing partners. • Inclusive admissions and the Poor Family Fund as durable social commitments. • Transparent reporting across all seventeen goals.	Weaknesses • Heavy reliance on informal, individually-driven cooperation. • Few partnerships formalised in signed, renewable agreements. • Modest volume of research mapped specifically to SDG 17. • Self-reported data that is not yet fully systematised. • A small, non-representative literacy-survey sample.
Opportunities • Formalising recurring partnerships into MoUs with shared objectives. • Basra's energy transition as a research and teaching agenda. • International co-authorship networks to widen research reach. • Growing regional demand for community and professional education. • The rankings as an external discipline for data quality.	Threats • Resource constraints typical of a young private institution. • Regional environmental and economic pressures on partners. • Dependence on a few key individuals for continuity. • Competition for partners, visibility and talented staff.

Strategic position of Shatt Al-Arab University on SDG 17.

What stands out in the matrix is that the university's strengths and weaknesses are two sides of the same coin. Its energy and reach come from working informally, quickly, and through people it trusts. That same informality also leaves much of the work undocumented, and exposed if a single colleague moves on. The task, then, is not to do more; the report shows there is already plenty. It is to make what already happens permanent, capturing it in agreements, in data, and in research that outlast any one event or person.

The opportunities that fit the university's mission best are the ones rooted in where it is. As Basra moves away from a purely hydrocarbon economy, it opens a long-term agenda that the university's energy and computing programmes are well placed to serve, and the standing ties to the Health Directorate and the professions give it a base on which formal, funded collaboration can be built. Against the threats of tight resources and a demanding regional setting, the

sensible course is to concentrate on a few partnerships and research themes where the university can genuinely lead, rather than spreading thin what capacity it has.

Strategic priorities and roadmap, 2025–2030

The following priorities translate the preceding analysis into action. Each is linked to the SDG 17 target it most directly serves and to an indicator by which progress can be judged, so that the roadmap is a measurable instrument rather than a statement of aspiration. They are listed in a deliberate order: the first three build the institutional infrastructure — agreements, research and data — on which the remaining, outward-facing priorities depend.

Priority	Strategic action	SDG 17 target	Indicator / milestone	Horizon
Formalise partnerships	Convert recurring collaborations with the Health Directorate, professional unions and NGOs into signed memoranda of understanding with shared objectives.	17.17	Number of active MoUs; share of activities under formal agreement	2025–26
Deepen SDG research	Set co-authorship targets and provide seed funding for internationally collaborative, SDG-mapped research.	17.6, 17.16	SDG-17-mapped Scopus documents; international co-authorship rate	2025–28
Strengthen data and reporting	Build a central SDG evidence repository and standardise the annual report across all seventeen goals.	17.18, 17.19	Completeness of annual evidence; public availability of reports	2025–26
Institutionalise literacy measurement	Repeat the sustainability-literacy survey annually with a larger, representative sample and act on the results.	17.19	Survey sample size; year-on-year change in literacy	Annual from 2025
Scale community education	Expand the free professional and children’s courses and track their reach and outcomes.	17.9	Participants reached; courses delivered each year	2025–30
Widen inclusive participation	Grow the Poor Family Fund and admissions of students with disabilities, with transparent monitoring.	17.17	Students supported; funds disbursed; disabled enrolment	2025–30
Embed the energy transition	Align curricula and graduation projects with Basra’s clean-energy agenda in partnership with industry.	17.7	Clean-energy projects and courses; industry partners engaged	2025–28

Strategic priorities for SDG 17, 2025–2030, with aligned targets and indicators.

Taken together, these priorities chart a transition from informal goodwill to documented, renewable partnership — the very form of engagement that Goal 17 was written to encourage. None requires resources beyond the reach of a committed institution; what they require is consistency, and a willingness to treat partnership as infrastructure to be maintained rather than as a series of events to be staged.

Conclusion

Goal 17 asks something that sounds simple: work with others, and keep working with them. On the evidence here, Shatt Al-Arab University has made that a habit. In one academic year a young private institution convened public dialogue on the goals, lent its halls and its expertise to government and the professions, supported students who might not otherwise have studied, taught sustainability as both a science and a civic duty, and reported openly on all of it.

The work now is to make that engagement last. The strategy above, formalising partnerships, deepening research, strengthening data, and widening participation, is how energetic activity turns into lasting capability. Held to steadily through 2030, it would let the university do more than evidence its part in Goal 17; it would let the university become, in its own region, one of the partnerships the goal has in mind.

References and sources

The framework, definitions and external benchmarks referred to in this report are drawn from the following authoritative sources.

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2. United Nations Department of Economic and Social Affairs. Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development. Available at: sdgs.un.org/goals/goal17.
3. United Nations (2024) The Sustainable Development Goals Report 2024. New York: United Nations.
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5. Times Higher Education. Impact Rankings: Partnerships for the Goals (SDG 17) methodology. Available at: timeshighereducation.com.
6. Elsevier. Sustainable Development Goals — mapping Scopus research to the SDGs. Available at: elsevier.com.
7. Shatt Al-Arab University. Institutional website and public evidence base (sustainability courses, publications, events and reports for the UI GreenMetric ranking). Available at: www.sa-uc.edu.iq.

Appendix A — Research community under the Shatt Al-Arab University affiliation

The table below lists the academics whose Google Scholar profiles are publicly registered under the university's institutional affiliation (verified email at sa-uc.edu.iq), together with each researcher's principal field and the total citations recorded on the platform. It is a public, verifiable snapshot of the university's research capacity, and it demonstrates the breadth — across engineering and energy, computing and artificial intelligence, the physical and biological sciences, business, economics, law and the humanities — from which the partnerships and co-authorships described earlier in this report are drawn. Figures are as displayed on Google Scholar. The university's research coordinator and the author of this report, Dr Hayder Naser Khraibet AL-Behadili, is listed first; the remaining researchers follow in order of citation count, and a dash denotes a profile for which a count was not shown.

Researcher	Field / specialisation	Citations
Hayder Naser Khraibet AL-Behadili	Data mining, artificial intelligence, swarm intelligence	260
Ahmad H. Sabry	Energy systems, smart grid, control and automation	1596
Omar Khaled	Petroleum engineering	1441
Athraa Taher	Environmental engineering	541
Murtadha Yousif Mohammed	Artificial intelligence, UI/UX	454
Abdullah Alsaadoon	Pathological analysis sciences, fungal sciences	414
Hadi Salman Al-Lami	Polymers, composites, industrial chemistry	385
Nada S. Ahmedzeki	Chemical engineering, transport phenomena	377
Kassim Khayry Abbas	Lecturer (general)	144
Kamel Hussain Alwan Al-Sowdani	Flow-injection analysis, microfluidic systems	127
Mohammed Alfattal	Fuel and combustion	125
Hussein Fouad Almazini	Data mining, swarm intelligence, machine learning, intrusion detection	120
Huda Alsayednoor	Wireless communication, AI, network security, IoT, biomedical	93
Jawad Alkenani	Networks	82
Nagham Hussein	English	81
Amer Albdiri	Biochemical engineering, wastewater treatment, thermofluids	80
Amer Dahham	Chemical engineering, energy and environment	77
Emad Hassan Al-Khersan	Geology and geophysics	75
Kasim A. Alsalem	Computer and communication engineering	67
Basim Yaseen	Cryptology, DNA-based cryptanalysis	67

Researcher	Field / specialisation	Citations
Hassan Kareem Abdullah	Heat transfer, air conditioning	61
Mazin Abdulelah Alawan	Intelligent control, electric power systems, system modelling	60
Ali K. Mattar	Biometrics, feature extraction, biometric identification	51
Alaulddin Abdul Wahab Al-Sabti	Financial accounting	44
Noor Abbas Hindi	Fuel and energy, renewable energy	42
Ali A. Alaidany	Computer science	41
Wisam Abdulla Najim Alhalfi	Civil engineering, water and environment	41
Hussein Mazen	Computer science	40
Shaheed Muhammedali	Civil engineering, programming	40
Sabreen Abdulrazaq Abood	Fuel and energy, fluid mechanics, CFD, geothermal energy	38
Abdulnabi Hussain	Mathematics, numerical analysis	36
Nabaa Majid	Information security	32
Ahmed Hasan Khammat	Teaching and education	32
Maha Alghalibi	Data analysis and visualization	26
Ammar Abdulhadi	Information networks	25
Aqeel Alhamedi	Linguistics, text analysis	24
Hashim Lazim	Translation studies, ELT	23
Rafid Al-Hessen	Business administration, production and operations management	23
Ali Almusawi	Petroleum engineering, production and recovery	23
Muna Adnan Idan Al-Lami	Biological sciences	23
Mays Alshabaan	Artificial intelligence	22
Rabab Q. Al-Segar	—	22
Jawad Mahmood Jasim	Mathematics, statistics and optimization	19
Ali Al-shaheen	Artificial intelligence	19
Jawad Mures	—	18
Murtadha Firas Alkinani	General chemistry	16
Zahraa Ahmed Nadeem	Thermal engineering, fluid dynamics, heat transfer	13
Qasim Mohammed Khudair Salman	Civil engineering, water-resources engineering	12
Majid Salman	—	11
Abdulkareem Abdulghani Oudah	Accounting, accounting information systems	10
Feras A. Lefta	Hydraulic and water resources	10
Mustafa Kamel Joudah	Organic chemistry	9
Khalil Ibrahim Alkhalidy	Business administration	9
Hani Fadhil Jumaah Alshaw	Business law, e-commerce	7
Zainab Jaafar Salman	Accounting	6
Maraw Ali Abdulsamad	—	6
Aya Abd Alhuseen Alyousif	Medical-device engineering, encryption	5
Karrar Ali	Information and networks	5
Zahraa Kadhum Farhood	Computer engineering, network security	4
Montadhar Moslem Ashor	Data security	4
Abbas Chiyad	Accounting, control and auditing	2
Fatima T. Hussein	Computer engineering	2
Zahraa Hayder	Economics, fiscal and monetary policy	2
Noor AbdulSalam Abdullah	Physics, solar energy	2

Researcher	Field / specialisation	Citations
Jasim Mohsen	Civil engineering	1
Mustafa Subhi Salman	Data mining, classification, artificial intelligence	1
Fatimah Nazar	Artificial intelligence	1
Aliaa H. Abbas	—	1
Aseel Jasim	Computer science	1
Noor Al-huda Q. Al-mohsen	Petroleum geology	1
Mohammed Abood Tahir	Operational research, business-process management	—
Mohammed Sekhi	Information technology	—
Hind Salim Abood	Business management, production and operations	—
Ali Adnan Abdulaali	Mathematics, differential topology, Riemannian geometry	—
Muna Abdulabbas Alfatlawi	English, critical discourse studies, linguistics	—
Nadhim Hasan	Accounting	—
Anees Albasri	Information technology	—
Salma Abdul Hussein	English literature	—
Noor Abdul	Translation, English	—
Hussein Mohammad Abdulhussein	English language	—
Sajjad Alhaed	Oil economy, monetary policies	—
Amer Jameel	Economics	—
Abdul Hassan Rahim	Business, public finance, operations research	—
Taher Mansoor	Business management	—
Diala Saadalla Alkamouh	Civil engineering	—
Salman Makhzom Haydar	Civil engineering, geotechnical engineering, pile foundations	—
Zainab Abd Madlool	—	—
Hiba Yousif Al-musawi	Assistant lecturer	—
Nada Kadhim	Assistant lecturer	—

Researchers indexed under the Shatt Al-Arab University affiliation (source: Google Scholar author search, “@sa-uc.edu.iq”).