

**Salahaddin University–Erbil**  
**University Ranking Board**



# **Summary Report of SDG Activities and Milestones**

Prepared by:

**Qais Nawzad Omer**

Member, University Ranking Board

Editor

**Noura Kka**

SUE Ranking Coordinator

**Academic Year 2024–2025**



## Contents

<b>Foreword</b> .....	3
<b>Introduction</b> .....	4
SDG 1 – No Poverty .....	6
SDG 2 – Zero Hunger .....	7
SDG 3 – Good Health and Well Being.....	9
SDG 4 – Quality Education.....	12
SDG 5 – Gender Equality .....	15
SDG 6 – Clean Water and Sanitation .....	18
SDG 7 – Affordable and Clean Energy .....	20
SDG 8 – Decent Work and Economic Growth .....	22
SDG 9 – Industry, Innovation and Infrastructure.....	24
SDG 10 – Reduced Inequalities .....	26
SDG 11 – Sustainable Cities and Communities.....	28
SDG 12 – Responsible Consumption and Production .....	31
SDG 13 – Climate Action .....	33
SDG 14 – Life Below Water .....	36
SDG 15 – Life on Land.....	38
SDG 16 – Peace, Justice and Strong Institutions .....	40
SDG 17 – Partnerships for the Goals .....	42



# Foreword

In an era defined by complexity and interdependence, higher education institutions must serve not only as centers of learning but as catalysts for sustainable transformation. Salahaddin University–Erbil (SUE), a leading public university in the Kurdistan Region of Iraq, embraces this role with purpose and vision. This Summary Report of SDG Activities and Milestones reflect our university’s strategic alignment with the United Nations Sustainable Development Goals (SDGs), showcasing how academic excellence can be mobilized to address global challenges and empower local communities.

Throughout the academic year 2024–2025, SUE implemented over one hundred SDG-aligned initiatives across its colleges, research centers, and outreach platforms. These activities span poverty reduction, food security, gender equality, climate action, and institutional integrity—demonstrating a holistic, interdisciplinary approach to sustainability. Our commitment is not limited to policy or curriculum; it is embedded in the lived experiences of our students, faculty, and partners.

This report offers a comprehensive overview of our progress, highlighting how legal education, scientific research, pedagogical reform, and community engagement converge to advance the SDGs. It also reflects our belief that universities must lead by example—fostering inclusive environments, promoting ethical awareness, and building resilient systems that serve both present and future generations.

We extend our sincere appreciation to all contributors whose dedication and creativity have shaped this vibrant portfolio. Their work affirms SUE’s position as a regional leader in sustainability-driven education and a trusted partner in global development efforts.

As we share this report with our international colleagues and collaborators, we reaffirm our institutional promise: to educate with integrity, innovate with purpose, and collaborate across borders to build a more just, equitable, and sustainable world.

A handwritten signature in black ink, appearing to read 'Noura' followed by a stylized flourish.

Noura Masseh Ellya Kka  
Ranking Coordinator  
Salahaddin University–Erbil



# Introduction

Salahaddin University–Erbil (SUE), as one of the oldest, largest, and most influential public universities in the Kurdistan Region of Iraq, stands at the forefront of advancing sustainable development through education, research, innovation, and community engagement. In alignment with the United Nations Agenda, the university has integrated the Sustainable Development Goals (SDGs) into its academic mission, operational practices, institutional policies, and outreach activities becoming a model for sustainability driven higher education in the region.

For the academic year 2024–2025, SUE demonstrated exceptional commitment to the SDGs through more than a hundred activities carried out across its colleges, departments, and research centers. These diverse initiatives reflect the university’s belief that sustainability is not a single project, but a continuous, multidisciplinary effort that requires leadership, collaboration, and long-term vision.

Across the humanities, social sciences, life sciences, engineering, education, law, and physical education, SUE colleges and students have worked collectively to address critical regional and global challenges—from poverty alleviation and food security to gender equality, climate action, responsible resource management, and the creation of resilient and inclusive communities. The university’s approach combines academic excellence with practical application, ensuring that students are not only taught sustainable principles but are also engaged in real world projects that strengthen their communities and equip them with the skills needed for the future.

Through seminars, symposiums, conferences, workshops, training programs, scientific studies, policy dialogues, and international collaborations, the university has fostered a rich environment of knowledge exchange and innovation. These efforts support economic growth, promote environmental stewardship, enhance social justice, and contribute to the development of strong institutions. They also reinforce the university’s mission to prepare graduates who are capable, ethical, responsible, and motivated to contribute to sustainable development across all sectors of society.



SUE’s SDG achievements highlight a deep institutional culture of responsibility, resilience, and leadership. From enhancing quality education and supporting vulnerable communities, to advancing scientific research and protecting natural ecosystems, the university continues to play a vital role in shaping a sustainable future for the Kurdistan Region and beyond. As SUE expands its partnerships with local, national, and international organizations, it reaffirms its commitment to driving positive change, empowering youth, and championing the global agenda for sustainable development.

This comprehensive SDG report showcases the university’s progress, dedication, and vision—reflecting not only the accomplishments of the past year but also SUE’s ongoing promise to build a more prosperous, equitable, and sustainable society for generations to come.



# SDG 1 – No Poverty



SUE supports Sustainable Development Goal 1 (No Poverty) by implementing programmed that address the economic challenges faced by students and promote social protection within the academic community. During the academic year 2024–2025, the university advanced this goal by delivering educational activities focused on poverty awareness, legal frameworks for social welfare, and direct student assistance. A key initiative was carried out in the College of Law, where a comprehensive symposium on low-income student support was organized through the Social Committee. The symposium examined the legal and institutional responsibilities of universities in mitigating poverty, discussed practical strategies for supporting financially vulnerable students, and explored national and community level approaches to reducing economic hardships.

Within this symposium, a series of structured seminars further analyzed the intersections of law, social justice, and poverty reduction, highlighting how legal education can contribute to equitable social development. The activity also included a coordinated aid collection campaign for disadvantaged students, demonstrating the university’s commitment to community driven action and student welfare. By combining legal education, social outreach, and direct support mechanisms, SUE strengthened its institutional response to poverty and reaffirmed its role as a supportive and inclusive environment for all learners. Through these targeted actions, the university contributes to reducing inequalities in access to higher education and promotes a culture of solidarity, empowerment, and shared responsibility.

**Keywords:** SUE, SDG 1, No Poverty, Student Support, Social Justice



## SDG 2 – Zero Hunger



SUE demonstrates its commitment to Sustainable Development Goal 2 (Zero Hunger) by linking education, research, and community engagement to address food insecurity and promote sustainable food systems. Throughout the academic year 2024–2025, the university advanced this goal by implementing seminars, workshops, and scientific initiatives that explored the relationship between economic stability, employability, agricultural sustainability, and nutritional wellbeing. At the [College of Education](#), a workshop on the role of language proficiency in accessing job opportunities highlighted how improved language skills can enhance employability and financial security, thereby reducing vulnerability to hunger among students and young adults. The workshop also addressed the challenges faced by foreign workers and students in the Kurdistan Region who, without adequate language skills, often face barriers to employment, education, and social inclusion—factors that increase their risk of food insecurity.

Further contributing to SDG 2, the [College of Law](#) integrated hunger and food waste reduction into its “Low Income Student Support” programme. This initiative consisted of six academic seminars and a student presentation that examined hunger from Islamic, legal, and economic perspectives. Topics included national food security challenges, responsible food consumption, food waste management, and the importance of protecting natural resources. Through legal analysis and community dialogue, the activity strengthened awareness of hunger related issues and promoted more responsible resource use within the university environment.

Sustainable food production research conducted by the university’s [Research Center](#) provided an additional scientific foundation for SDG 2. Research projects focused on improving productivity in local livestock, particularly the Kurdish sheep breed; protecting biodiversity in animal production; exploring aquaponics as an innovative model for integrated fish and plant growth; and enhancing milk and meat production while preventing the extinction of local species.



These studies support long term regional food security by improving agricultural practices, supporting livestock health, and introducing alternative, sustainable production methods.

Through the combined efforts of its educational activities, legal awareness programmes, and scientific research, Salahaddin University–Erbil contributes meaningfully to hunger reduction, sustainable food production, and improved economic resilience across the wider community.

**Keywords:** SUE, SDG 2, Zero Hunger, Food Security, Sustainable Agriculture



## SDG 3 – Good Health and Well Being



SUE demonstrates a strong and multidimensional commitment to Sustainable Development Goal 3 (Good Health and Well Being) by integrating health awareness, disease prevention, mental health support, sports development, and scientific research across a wide range of academic units. Throughout the academic year 2024–2025, the university advanced this goal through a diverse portfolio of seminars, workshops, symposia, and research activities that collectively promote physical, mental, and community health.

At the [College of Arts](#), health focused activities addressed both preventive education and mental wellbeing. Training sessions on health and safety introduced students to practical risk assessment skills, emergency response procedures, and sustainable approaches to personal and communal safety. Additional seminars on mental health and suicide prevention explored how universities can collaborate with the health sector to provide support services and improve access to mental health care. These activities underscored the importance of integrating emotional resilience, psychological awareness, and health literacy into students’ academic and personal lives.

The [College of Basic Education](#) contributed to SDG 3 by examining the relationship between sanitation and public health in a symposium titled “From Sanitation to Health Equity.” This event explored how hygiene practices, sanitary infrastructure, and environmental cleanliness directly impact disease prevention and community wellbeing. Another seminar delivered by the Department of Psychology addressed “Psychological Disorders Among Students,” focusing on early detection, stress management techniques, and the role of counseling in preventing harmful behaviors. These initiatives highlight the college’s commitment to promoting holistic health awareness within the school environment.

At the [College of Education](#), multiple seminars, symposia, and training courses emphasized mental health at work, emotional regulation, safe working environments, and the importance of



mature personality traits in managing stress. A specialized “Health and Safety Course” provided detailed instruction on accident prevention, legal compliance with safety standards, and emergency response skills including first aid and fire safety. These activities equipped students, teachers, and administrative staff with essential competencies to maintain wellbeing in both academic and future professional settings.

The College of Law enhanced community health literacy through seminars and workshops addressing major public health concerns. Awareness sessions covered prevention and self-examination of breast cancer, the spread of infectious diseases, the health effects of smoking and electronic cigarettes, and the psychological and social dangers of drug abuse. Additionally, symposia explored topics such as the health effects of fasting in Ramadan, the harmful impacts of electronic smoking devices, and public health responsibilities within legal frameworks. By integrating legal and health perspectives, these activities strengthened public understanding of major health challenges and encouraged prevention-oriented behaviors.

The College of Science contributed extensively to SDG 3 through 28 health related activities. Research and seminars addressed topics such as heavy metal exposure in tap water, cancer risk evaluation, public health collaborations, infectious disease outbreaks, and responsible antibiotic use. These scientific efforts promote evidence-based awareness, improve understanding of environmental and health risks, and support better community health decision making.

The College of Physical Education and Sports Sciences played a crucial role in promoting physical health and active lifestyles through sports events, tournaments, training programs, and professional development workshops. Activities included university wide basketball and handball championships, 400 meter running competitions, international sports medicine courses, workshops on athlete anxiety management, and children’s training programs in football, tennis, and swimming. These initiatives fostered physical fitness, reduced stress, strengthened teamwork, and increased community participation in sports.

Finally, the University Research Center supported SDG 3 through scientific studies examining global health concerns. Research topics included melatonin and human health, antibiotic misuse as a global threat, COVID 19 variation in Iraq, diarrheal diseases, the ACE and ACE2 genes,



and vitamin D's effect on health. These investigations contribute to local and global understanding of disease mechanisms, preventive strategies, and emerging health threats.

Through these comprehensive educational, scientific, and athletic initiatives, SUE continues to promote healthier lifestyles, support mental and emotional wellbeing, strengthen disease prevention, and advance community health. The university's integrated efforts demonstrate a strong institutional commitment to improving public health outcomes and fostering a healthier society.

**Keywords:** Salahaddin University–Erbil, SDG 3, Public Health, Mental Wellbeing, Disease Prevention\*\*



## SDG 4 – Quality Education



SUE demonstrates a comprehensive and institution wide commitment to Sustainable Development Goal 4 (Quality Education) through a rich portfolio of academic, pedagogical, cultural, and research activities aimed at strengthening teaching quality, promoting lifelong learning, modernizing curricula, and expanding inclusive educational opportunities. Across multiple colleges and departments, the university advanced SDG 4 during the academic year 2024–2025 by offering symposiums, seminars, workshops, training courses, cultural programs, and scientific dialogues that collectively enhance both the competence of educators and the learning experiences of students.

A major contribution came from the [College of Arts](#), which supported lifelong learning and modern academic development through activities exploring the transformative role of artificial intelligence in higher education. The conference “Learning at University in the Light of Artificial Intelligence” examined how AI reshapes pedagogy, assessment, academic integrity, and personalized learning. Another programme, “Engineering a Generation,” focused on building wellrounded graduates by enhancing academic preparedness, emotional intelligence, and innovative thinking, particularly for first generation students. Additionally, research presented on long term rainfall analysis served as an important platform for engaging students and the public in applied scientific learning with real regional relevance.

The [College of Basic Education](#) played a central role in advancing educational reform and professional development. Through a series of seminars, workshops, and panel discussions, the college explored topics such as ethics of artificial intelligence in teaching, digital literacy, civic responsibility, national education policies, AI powered language learning, and curriculum comparisons with global models. Particularly notable were training activities on “Modern Teaching Methods and Educational Tools,” which strengthened teacher preparation by enhancing pedagogical knowledge, thinking skills development, and the use of technology in the classroom. Additional workshops on “Research Methods and Academic Writing (APA)” and “Dealing with Learning



Difficulties” helped students and educators improve research skills, academic writing, diagnosis of learning disabilities, intervention planning, and support for special needs learners. Seminars in the Department of Language and Communication strengthened linguistic awareness, communication skills, and reading and writing abilities.

The **College of Basic Education** also integrated environmental education into SDG 4 through seminars and workshops that taught climate awareness, sustainability practices, energy conservation, and environmental behavior. By equipping future teachers with these competencies, the university ensures that sustainability becomes part of school curricula across the region. Student led environmental behavior training further promoted practical, hands on learning in sustainability.

At the **College of Education**, the university delivered a wide range of academic and community focused learning activities that addressed laboratory safety, reading culture, consciousness studies, theoretical intelligence, children’s cognitive development, and scientific literacy. Seminars on APA6/APA7 referencing standards strengthened academic writing quality, while other sessions explored genetic engineering, autism, the use of household cleaners and health impacts, the role of stories in child development, and female student health guidelines. Workshops addressed a variety of language, research, and pedagogical skills, including the integrity of Arabic in official writing, plagiarism prevention, abstract writing techniques, research project development, IELTS preparation, vocabulary acquisition, and multilingual education. These activities greatly expanded students’ and educators’ mastery of academic skills and strengthened research culture within the university.

The **College of Science** significantly advanced SDG 4 with 26 activities aimed at curriculum modernization, lifelong learning, Bologna Process implementation, and professional qualification development. Seminars addressed educational policy, modern teaching methods, and the promotion of scientific culture among students. These activities supported continuous improvement in teaching standards and provided graduates with enhanced competencies to excel in scientific and educational careers.

The **College of Physical Education** expanded educational quality by organizing workshops, academic promotions, conferences, and training of trainer’s programs that improved professional



qualifications for sports educators. Activities included seminars on accreditation standards, data collection methods, reforming fourth year training, international conferences, graduation research conferences, and participation in educational programs at the Erbil International Book Fair. These efforts ensured that both faculty and students gained advanced instructional and research skills in sports sciences.

The College of Education–Makhmour contributed to SDG 4 through workshops, symposiums, an international conference, and academic panels focused on media literacy, active learning, Bologna Process principles, quality assurance, teaching challenges, critical thinking, and communication skills. The college strengthened lifelong learning by exposing students and staff to global governance models, modern educational theories, and academic media development. These activities broadened the perspectives of students and faculty, empowering them to participate in knowledge creation and educational transformation.

Finally, the university's Research Center strengthened SDG 4 by engaging students and faculty in academic inquiry through research on personality theories, perception, learning processes, teacher identity, and management literature. These topics enhance the theoretical foundation of educational sciences and expand academic dialogue across disciplines.

Through these combined efforts spanning pedagogical development, research enhancement, technological integration, curriculum modernization, teacher training, and community engagement Salahaddin University–Erbil continues to advance high quality, inclusive, and equitable education for all. The university's multi college contributions demonstrate an unwavering commitment to preparing students, educators, and researchers for the demands of a rapidly changing academic and professional landscape.

**Keywords:** SUE, SDG 4, Quality Education, Lifelong Learning, Academic Development



## SDG 5 – Gender Equality



SUE actively advances Sustainable Development Goal 5 (Gender Equality) through educational initiatives, awareness programmes, research discussions, and community-oriented activities that promote equal opportunities, challenge discriminatory norms, and strengthen institutional mechanisms supporting women’s empowerment. Throughout the academic year 2024–2025, the university implemented a wide range of seminars, workshops, festivals, and academic dialogues across multiple colleges, all aimed at creating a more inclusive, equitable, and gender conscious academic environment.

The College of Arts contributed substantially to SDG 5 by examining both contemporary and historical perspectives on gender roles, empowerment, and representation. Seminars such as “Understanding Gender between Realities and Challenges” and “Gender Differences and Their Impact” provided analytical frameworks for understanding how social structures and cultural expectations shape gender experiences within society. Workshops addressing gender-based violence (GBV) expanded this perspective by offering practical tools for recognizing, preventing, and responding to GBV, emphasizing institutional responsibilities and the need for nondiscriminatory university policies. Additional seminars, including “Empowering Women in the Kurdistan Region” and “The Leadership Position of Women in Mesopotamia,” encouraged participants to explore both modern and historical narratives of female leadership, thereby fostering awareness of women’s contributions to society and promoting inspiration rooted in regional heritage.

The College of Education advanced gender equality through literary and pedagogical activities that examined how gender roles and stereotypes are represented and challenged across cultures. Using English literature as an analytical tool, educators demonstrated how stories can promote critical thinking about gender bias, highlight diverse female voices, and encourage students



to question social norms. This approach reinforced inclusive classroom practices and emphasized literature’s power in shaping gender conscious learners.

The College of Physical Education supported SDG 5 through sports-based empowerment initiatives. Activities such as the Erbil Women’s Sports Festival, the Third Erbil Women’s Sports Festival, and mixed gender athletic competitions provided opportunities for women to engage in competitive sports, develop physical confidence, and participate in public athletic events. These activities also fostered community environments that celebrate women’s achievements in sports and challenge gender stereotypes in physical education.

The College of Education–Makhmour expanded the university’s outreach on gender awareness through an activity on “Women’s Empowerment and Rights Awareness.” This programme provided essential information on women’s rights related to education, work, social participation, and political involvement. By equipping female students and community members with knowledge about their rights, the activity strengthened their capacity to advocate for equality and engage more effectively in society.

The College of Law demonstrated the most comprehensive engagement with gender equality by integrating SDG 5 across numerous academic and legal activities. The college organized six specialized workshops addressing topics such as equality in university admissions, representation of women among degree holders and senior academics, progress measures for women in higher education, and student access mechanisms supporting female learners. These sessions were designed to assess institutional policies, promote inclusive practices, and evaluate barriers that women face in academic environments. Furthermore, the college delivered five seminars on non discrimination against women, exploring topics such as Islamic feminism, antiprostitution legislation, cybercrimes targeting women, policy gaps in protecting women, and the intersection of religion and gender rights. Two major symposia addressed female circumcision and women’s progress measures, offering legal, social, and health based analyses aimed at improving advocacy, awareness, and policy reform. Through these extensive legal and academic activities, the College of Law strengthened institutional understanding of gender based discrimination, promoted legal literacy, and encouraged collaborative solutions to gender inequality.



Collectively, these diverse initiatives illustrate SUE’s strong institutional commitment to gender equality. Through educational programming, community engagement, cultural reflection, legal literacy, and athletic empowerment, the university nurtures an environment where women and men can participate equally, challenge harmful stereotypes, and contribute to a more inclusive society. The university’s continuous efforts ensure that gender equality remains central to academic development, social awareness, and institutional policy.

**Keywords:** SUE, SDG 5, Gender Equality, Women’s Empowerment, Inclusive Education



## SDG 6 – Clean Water and Sanitation



SUE supports Sustainable Development Goal 6 (Clean Water and Sanitation) through academic research, scientific analysis, community education, and engineering focused innovations that promote sustainable water management, environmental protection, and responsible resource use. During the academic year 2024–2025, the university demonstrated its dedication to improving water quality, enhancing water use efficiency, and raising awareness of sanitation challenges through a collection of seminars, workshops, and research

initiatives spread across several academic units.

Contributions from the humanities and social sciences strengthened regional understanding of water related environmental challenges. At the College of Arts, academic conferences and research discussions examined hydrological patterns and rainfall variability in Erbil and Sulaymaniyah. These works analyzed temporal rainfall trends and drought occurrences across multiple decades, offering valuable insights into climate impacts on water availability, agricultural planning, and resource distribution. Such research helps policymakers and communities better plan for water scarcity and adapt to environmental stressors.

Scientific contributions further advanced SDG 6 at the College of Science, where researchers and faculty organized seminars and workshops focused on water quality, sanitation, pollution control, and sustainable water management. Activities included investigations into the quality of rainwater in polluted areas, assessments of groundwater safety, and discussions on the environmental impacts of human activities on water systems. These scientific efforts support evidence-based policy, enhance public awareness, and contribute to long term water conservation strategies in the region.



The university’s engineering disciplines played a crucial role in tackling water and sanitation challenges with technical solutions. In particular, the Water Resources Engineering specialization within the College of Engineering organized workshops on wastewater treatment, water reuse strategies, pollution control, and water efficient planting. These activities emphasized the importance of circular water use, environmental protection, and integrated resource management in urban and rural settings. Seminars exploring the integration of renewable energy into water systems demonstrated how clean energy solutions can enhance the sustainability and efficiency of water infrastructure. Engineering research projects focusing on smart irrigation improvement, water distribution management, and water quality monitoring systems provided practical and innovative approaches to optimizing water use, reducing waste, and protecting natural resources.

Through scientific research, community focused academic discourse, and engineering innovation, SUE continues to enhance regional capacity for water sustainability. The university’s interdisciplinary engagement ensures that water quality, sanitation awareness, and efficient water management remain central components of academic study, public education, and applied engineering practice. These efforts collectively support healthier communities, more resilient water systems, and a stronger foundation for sustainable development across the Kurdistan Region.

**Keywords:** SUE, SDG 6, Clean Water, Sanitation, Sustainable Water Management



## SDG 7 – Affordable and Clean Energy

### 7 AFFORDABLE AND CLEAN ENERGY



SUE demonstrates a clear commitment to Sustainable Development Goal 7 (Affordable and Clean Energy) by advancing research, academic dialogue, and engineering innovation that promote renewable energy solutions, energy efficiency, and sustainable technological development. During the academic year 2024–2025, the university’s contributions to SDG 7 emerged through scientific research in clean energy technologies, detailed geographical and environmental studies, and engineering projects focused on energy optimization and green infrastructure.

Research and academic inquiry within the [College of Arts](#) provided valuable insights into the spatial and environmental considerations necessary for renewable energy planning. A seminar on “The Role of Geographical Research in Identifying Suitable Locations for Clean Energy Farms” explored how environmental data—such as solar radiation, land characteristics, and regional climate patterns—can guide the development of solar power installations. This activity emphasized the vital role that geographical sciences play in supporting sustainable energy transitions, helping policymakers and communities make informed decisions about the placement and feasibility of clean energy projects. The seminar also extended into policy-oriented discussions that addressed strategies for encouraging low carbon innovation and public adoption of clean energy technologies.

The [College of Science](#) supported SDG 7 through a series of seminars, interviews, and conferences focused on renewable energy research. Fifteen key activities advanced scientific knowledge related to solar energy optimization, sustainable energy policies, and clean technology development. Notable research included investigations into the optimization and characterization of perovskite solar cells—an emerging and highly efficient photovoltaic technology with the potential to significantly increase renewable energy adoption. These activities contributed to a growing culture of clean energy awareness among students and faculty while supporting regional scientific advancement in sustainable technology.

The [College of Engineering](#) played a central role in advancing SDG 7 by integrating renewable energy into curricular, research, and practical engineering applications. In Chemical



Engineering, research projects examined solar panel mathematical modeling, nanofluids in thermal systems, carbon capture technology, biodiesel production, and oily sludge treatment with a focus on resource recovery and emission reduction. These projects reflect an ongoing commitment to reducing carbon footprints and developing alternative energy resources. Architecture Engineering further contributed by embedding energy efficient building design and renewable energy aware urban planning into studio curricula. Students explored passive design strategies, material efficiency, and architectural solutions that reduce energy consumption and promote sustainability in the built environment.

Water Resources Engineering added an additional dimension to SDG 7 by examining the integration of renewable energy into water systems. Seminars and research in this field assessed how solar and other renewable technologies can be used to power pumping stations, water treatment facilities, and irrigation systems, enhancing sustainability across water related infrastructure. Moreover, campus wide sustainability initiatives under the College of Engineering, including transitions toward solar, wind, and hydro sources, the adoption of LED lighting, improved insulation, and support for electric vehicle usage, further strengthened the university’s operational commitment to clean energy adoption.

Collectively, these wide ranging efforts underscore SUE’s dedication to clean energy education, sustainable engineering, and scientific innovation. Through interdisciplinary collaboration, advanced research, and practical application, the university contributes to a future in which affordable and renewable energy becomes a cornerstone of sustainable development in the Kurdistan Region and beyond.

**Keywords:** SUE, SDG 7, Clean Energy, Renewable Technologies, Energy Efficiency



## SDG 8 – Decent Work and Economic Growth

### 8 DECENT WORK AND ECONOMIC GROWTH



SUE advances Sustainable Development Goal 8 (Decent Work and Economic Growth) through capacity building programmes, professional development activities, career readiness initiatives, and research innovations that support sustainable economic progress and prepare graduates for productive employment. Throughout the academic year 2024–2025, the university strengthened SDG 8 by empowering students with essential labor market skills, promoting ethical employment practices, fostering entrepreneurship, and generating scientific research that supports industrial innovation and local economic development.

One of the most substantial contributions came from the [College of Arts](#), which organized initiatives aimed at improving student readiness for the labor market and building a more responsible economic environment. The “Career Readiness Workshop: Empowering Arts Students for the Labor Market” offered comprehensive guidance on professional ethics, job search strategies, skill development, and entrepreneurial pathways. The programme was particularly supportive of first generation and female students, helping them bridge the gap between academic study and professional engagement. Additionally, the “Engineering a Generation” programme emphasized the importance of ethical employment practices, including the concept of a living wage, and encouraged students to adopt responsible, human centered employment values. By integrating professional, ethical, and emotional skill building, these activities contributed directly to improved employability and the long term economic empowerment of graduates.

Research driven contributions to SDG 8 emerged from the University [Research Center](#), which conducted a study on “Competitive Advantages and Competitive Strategies.” This research deepened students’ and faculty members’ understanding of organizational competitiveness, strategic planning, and market analysis—key components of modern economic growth. By enhancing academic awareness of business competitiveness, the study supported informed economic decision



making and contributed to graduate readiness for roles in management, entrepreneurship, and industry.

The College of Science reinforced SDG 8 by organizing seminars and discussions highlighting how scientific research can support industrial development and local employment opportunities. Faculty emphasized the importance of skilled scientific labor, innovation in research, and environmental sustainability as mechanisms for economic development. These academic dialogues connected scientific fields with regional economic needs and encouraged a workforce capable of supporting scientific industries in the Kurdistan Region.

The College of Engineering further strengthened SDG 8 through research that promotes industrial innovation, infrastructure development, and sustainable economic systems. In Civil Engineering, research on sustainable concrete mix design using recycled aggregates and locally available materials contributed to cost effective and environmentally friendly construction solutions aligned with regional development goals. The department also celebrated international recognition through the “Innovation in Sustainable Infrastructure Award 2024” received at ICCEE in Istanbul, demonstrating the global relevance of the university’s engineering research.

Mechanical Engineering also contributed significantly by exploring sustainable transport systems, industrial process innovation, and communication network design. These research projects addressed critical industrial challenges and advanced technical solutions that support efficient production systems and modern transportation networks. Such innovations play an essential role in strengthening economic resilience and improving regional industrial capabilities.

Through these interlinked initiatives—spanning academic skill building, ethical labor practices, scientific and engineering research, and professional readiness, SUE fosters a dynamic environment that supports decent work, entrepreneurial growth, and sustainable economic development. The university continues to prepare its graduates with the knowledge, skills, and values required to contribute meaningfully to the labor market and to support the economic advancement of the Kurdistan Region.

**Keywords:** SUE, SDG 8, Economic Growth, Decent Work, Workforce Development\*\*



# SDG 9 – Industry, Innovation and Infrastructure

## 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



SUE contributes actively to Sustainable Development Goal 9 (Industry, Innovation and Infrastructure) by fostering scientific research, technological advancement, and academic industry collaboration that strengthen regional innovation capacity and support sustainable infrastructure development. Through conferences, workshops, research initiatives, and skill building programmes delivered during the academic year 2024–2025, the university advanced SDG 9 by equipping students and researchers with the competencies needed to drive industrial progress, promote technological innovation, and support resilient infrastructure systems across the Kurdistan Region.

The College of Arts contributed to SDG 9 by integrating innovation and entrepreneurship into its academic development programmes. The “Career Readiness Workshop” and the “Engineering a Generation” initiative encouraged students to adopt innovative mindsets and consider university spin offs or entrepreneurial ventures as viable career pathways. These programmes connected academic knowledge with practical economic applications and challenged students to envision themselves as active participants in local industry and innovation ecosystems.

Significant contributions came from the College of Science, which organized key conferences, seminars, and scientific dialogues that strengthened research culture and technological advancement. Five major activities focused on the intersection of scientific innovation and industrial infrastructure, including international geological conferences, research-based collaborations, and discussions on scientific technology transfer. These activities provided platforms for scientific exchange, promoted interdisciplinary research, and strengthened the university’s role as a regional hub for innovation. Notably, the 6th international geological conference served as a major event



connecting global experts with local researchers and students, fostering collaboration and enabling the transfer of knowledge critical to sustainable industrial development.

The College of Engineering played a central role in advancing SDG 9 by tackling real world industrial challenges through research and project-based learning. Engineering students and faculty engaged in several innovative research projects addressing sustainable materials, energy efficient systems, industrial communication networks, and environmentally responsible infrastructure. In Civil Engineering, research on sustainable concrete mix design using recycled and locally sourced materials contributed to cost effective and environmentally sound construction practices—key elements of modern resilient infrastructure. Meanwhile, Mechanical Engineering supported SDG 9 through research on sustainable transport systems, industrial process innovations, and communication network design—areas essential to the modernization of regional industries and improvement of production efficiency.

Engineering departments also strengthened connections with global academic networks. Participation in the ICCEE conference in Istanbul, along with international research collaborations and partnerships with public sector and community based organizations, created pathways for sharing best practices, strengthening applied research, and enhancing the university’s contribution to regional infrastructure planning. Through these collaborations, the university positioned itself as an active driver of sustainable industrial growth and modernization.

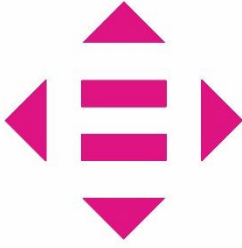
Together, these integrated academic, scientific, and engineering initiatives demonstrate SUE’s strong commitment to supporting innovation, advancing industrial research, and developing sustainable infrastructure. By fostering interdisciplinary collaboration, strengthening research capacity, and preparing graduates for technologically advanced careers, the university continues to play a vital role in shaping a more innovative, resilient, and sustainable future for the Kurdistan Region.

**Keywords:** SUE, SDG 9, Innovation, Sustainable Infrastructure, Industrial Development



## SDG 10 – Reduced Inequalities

### 10 REDUCED INEQUALITIES



SUE advances Sustainable Development Goal 10 (Reduced Inequalities) by promoting inclusive academic practices, strengthening community awareness, supporting equitable access to education, and addressing social, cultural, and legal dimensions of inequality. Throughout the academic year 2024–2025, the university’s colleges and departments organized a wide range of activities that examined inequality from multidisciplinary perspectives, encouraged fair treatment of marginalized groups, and promoted equal opportunities for all students, staff, and community

members.

The College of Arts contributed to SDG 10 by addressing structural and cultural inequalities through academic dialogue. A seminar titled “The Effects of Humanism on Tolerance and Equality” explored how humanist values contribute to reducing social division, resolving conflicts, and promoting just and inclusive societies. By linking philosophical frameworks with real world social challenges, the activity reinforced the importance of ethical reasoning and civic responsibility in addressing inequality. The college’s broader career readiness activities also supported equal access to employment opportunities by targeting first generation and female students who may face additional barriers in the labor market.

At the College of Education, SDG 10 was advanced through a series of seminars that examined inequality from educational, mathematical, psychological, and behavioral viewpoints. These multidisciplinary discussions emphasized the idea that reducing inequality requires input from a wide range of academic fields. Faculty members highlighted how educational strategies, data analysis, storytelling, and social sciences contribute to understanding systemic inequalities and designing interventions that promote fairness, inclusion, and accessibility in both academic and societal contexts. The integration of multiple disciplines into the conversation strengthened students’ understanding of how structural disparities operate across different sectors.



The College of Law made a substantial contribution to SDG 10 through four targeted workshops designed to address discrimination and ensure fair access to university services. These workshops focused on reduced inequalities, disability accommodation policies, antidiscrimination standards and procedures, and equality based admission criteria. Together, they emphasized the importance of institutional responsibilities, legal protections, and policy frameworks that ensure students of all backgrounds—especially those with disabilities or facing systemic barriers—have equitable access to educational opportunities. By addressing inequality within its own institutional environment, the college reinforced the university’s commitment to inclusivity and social justice.

Scientific contributions to SDG 10 emerged from the College of Science through workshops and academic projects that explored health disparities, social inclusion, and equitable access to scientific knowledge. Research discussions, including those related to basic cancer studies in the Kurdistan Region, highlighted how medical research can reveal social inequities in health outcomes and emphasize the importance of accessible healthcare and scientific outreach. These activities demonstrated how scientific research contributes to wider societal understanding of inequality and supports efforts to reduce disparities in health and wellbeing.

The College of Physical Education also supported SDG 10 by creating inclusive environments through sports and community engagement. Activities such as the Sports Seminar at the Erbil International Book Fair promoted equal access to athletic knowledge and emphasized the role of sports in overcoming social barriers, strengthening community cohesion, and encouraging participation from students of different backgrounds.

Through its diverse academic, legal, scientific, and community oriented efforts, SUE continues to foster an inclusive environment that challenges inequality in all its forms. By promoting fairness in university policies, improving awareness of discrimination, conducting socially engaged research, and offering equal opportunities for participation, the university contributes meaningfully to reducing disparities and building a more equitable society.

**Keywords:** SUE, SDG 10, Reduced Inequalities, Inclusion, Social Justice



# SDG 11 – Sustainable Cities and Communities

## 11 SUSTAINABLE CITIES AND COMMUNITIES



SUE contributes significantly to Sustainable Development Goal 11 (Sustainable Cities and Communities) through diverse academic programmes, cultural initiatives, environmental activities, and scientific research that promote community resilience, cultural preservation, sustainable urban development, and environmental responsibility. Throughout the academic year 2024–2025, the university advanced SDG 11 by integrating sustainability into teaching, research, heritage protection, and community outreach—ensuring that cities and communities within the Kurdistan Region grow in a sustainable, culturally rich, and environmentally conscious manner.

The College of Arts played a foundational role by addressing both cultural and environmental dimensions of sustainable urban life. A seminar on “The Significance of High Values in Ensuring the Sustainable Development of Urban Society” emphasized that sustainable cities require more than infrastructure—they require strong ethics, justice, solidarity, and social cohesion. The college also led a tree planting initiative in which 100 trees were planted across the campus, demonstrating practical climate action and reinforcing the idea that sustainable communities must integrate natural spaces into urban environments. Additionally, a campus wide campaign promoting environmental responsibility encouraged sustainable commuting, waste reduction, and community involvement. These activities, combined with seminars on Kurdish cultural identity and historic events such as the Anfal genocide, highlighted the importance of preserving cultural heritage while building inclusive and resilient urban communities.

The College of Education supported SDG 11 through a symposium focused on the power of literature in promoting cultural diversity, empathy, and social cohesion within urban environments. By exploring how stories and literary texts foster cross cultural understanding, the symposium demonstrated how humanistic education contributes to more tolerant and inclusive



urban societies. Literature was presented not only as a cultural artifact but also as a practical tool for dialogue, empathy, and community building—essential components of sustainable cities.

The **College of Law** contributed to SDG 11 through high level academic engagement with urban governance, cultural identity, and federal legislative structures. A major scientific conference on “Legislative Inequality and Integration in Federal States” examined how legal structures shape community cohesion, federal relationships, and equitable governance. Additional seminars on Kurdish history and national identity deepened community understanding of cultural heritage, highlighting how identity, collective memory, and historical awareness contribute to strong and unified communities. A symposium on “The Kurdish Language: Between Protection and Development” emphasized the importance of language preservation in sustaining cultural continuity and strengthening community bonds within evolving urban environments.

The **Research Center** supported community enrichment and cultural sustainability through seminars such as “The Art of Sculpting (Three Dimensional Sculpture),” which promoted artistic expression and cultural heritage as essential components of sustainable societies. Cultural education particularly in the arts plays a crucial role in nurturing identity, creativity, and social cohesion within growing urban environments.

Scientific and environmental contributions from the **College of Science** further enriched SDG 11 efforts. Through five key events dedicated to environmental awareness, disaster risk management, urban sustainability, and cultural heritage, the college strengthened the university’s role in promoting environmentally responsible communities. Activities explored the preservation of cultural identity, ecological protection, and strategies for addressing urban environmental challenges—helping students and researchers understand how science can be applied to build sustainable cities.

The **College of Engineering** made extensive contributions through practical design, research, and urban planning projects. Architecture Engineering integrated sustainable urban planning, public space design, and environmentally responsible construction into its academic studios, enabling students to apply sustainable principles to real world design challenges. Geomatics Engineering contributed through digital museum creation, 3D photogrammetry for cultural heritage



preservation, and GIS applications supporting urban development. Software Engineering supported SDG 11 by developing AI driven urban planning systems and smart city optimization algorithms—innovative tools that enhance the efficiency, sustainability, and intelligence of modern cities. Partnerships with municipalities allowed engineering departments to work directly with local government on housing, planning, and development initiatives, bridging academia and public sector needs.

The College of Physical Education promoted community wellbeing and social cohesion through sports events that bring together faculty, students, and regional participants. Activities such as rural development training at the scout camp, university wide football tournaments, handball finals, and recognition ceremonies for top athletes strengthened social bonds and encouraged community participation. These activities reinforce the idea that sustainable communities require not only environmental and economic stability but also strong social networks and shared cultural practices.

Across all these initiatives, SUE demonstrates a strong commitment to creating sustainable, inclusive, and culturally vibrant communities. By integrating cultural preservation, environmental stewardship, innovative urban design, and community engagement into its academic mission, the university plays a key role in building resilient and sustainable cities for future generations.

**Keywords:** SUE, SDG 11, Sustainable Cities, Cultural Heritage, Community Resilience



# SDG 12 – Responsible Consumption and Production

## 12 RESPONSIBLE CONSUMPTION AND PRODUCTION



SUE demonstrates a strong and comprehensive commitment to Sustainable Development Goal 12 (Responsible Consumption and Production) by fostering a culture of environmental responsibility, promoting resource efficiency, advancing scientific research on waste management, and integrating sustainability principles into academic activities and community outreach. Throughout the academic year 2024–2025, the university worked to strengthen environmental awareness, reduce waste, and encourage responsible consumption across campus, engaging both students and faculty in initiatives that promote long term ecological sustainability.

The College of Science played a central role in advancing SDG 12, implementing sixteen specialized activities that addressed recycling, waste reduction, sustainable resource management, and environmental protection. Workshops and seminars focused on the environmental impact of improper waste disposal, the benefits of recycling, and the importance of shifting toward sustainable consumption patterns. One of the key themes explored was the recycling process and its importance for preserving natural resources—an essential area of study for a region facing growing environmental pressures. Faculty and students collaborated on research projects examining local waste streams, pollution sources, and environmentally responsible practices, expanding scientific understanding of how different waste types affect ecosystems and human health. These activities encouraged students to engage in practical sustainability efforts and empowered them to apply scientific solutions to real world waste management challenges.

Engineering focused contributions to SDG 12 came from the College of Engineering, particularly through research projects in Chemical Engineering. Faculty and students examined wastewater treatment for resource recovery, focusing on how treated wastewater can be reused in



agriculture or industry to reduce freshwater consumption. Additional research explored oily sludge treatment, aiming to extract usable materials from industrial waste while minimizing environmental contamination. Projects involving recyclable material utilization and sustainable chemical processes strengthened the university’s capacity to innovate in areas such as renewable materials, waste to energy technologies, and greener industrial practices. Through this engineering research, SUE contributed directly to advancing circular economy principles—maximizing reuse, minimizing waste, and creating more sustainable production cycles.

Across the university, academic departments worked to integrate responsible consumption into student learning and daily behavior. Several events emphasized reducing single use plastics, conserving energy, and adopting more sustainable habits. Students were encouraged to reflect on their personal consumption patterns and understand the broader environmental impacts of waste generation and resource misuse. These educational efforts reinforced the idea that sustainability is a collective responsibility and that behavior change at the individual level is integral to achieving national and global environmental goals.

SUE’s commitment to SDG 12 reflects a holistic approach that brings together scientific research, engineering innovation, environmental education, and community engagement. By promoting sustainable consumption patterns, advancing practical research in waste treatment and resource recovery, and fostering an environmentally conscious campus culture, the university helps build the foundation for a more sustainable future in the Kurdistan Region. The university continues to position itself as a leader in responsible environmental stewardship, ensuring that its graduates are equipped with the knowledge, skills, and values needed to drive sustainable development across multiple sectors.

**Keywords:** SUE, SDG 12, Responsible Consumption, Waste Management, Sustainability Education



# SDG 13 – Climate Action

## 13 CLIMATE ACTION



SUE demonstrates a strong institutional commitment to Sustainable Development Goal 13 (Climate Action) by advancing environmental awareness, conducting climate related scientific research, engaging in sustainability focused education, and implementing practical initiatives that strengthen resilience to climate change. Throughout the academic year 2024–2025, the university mobilized faculty, students, and researchers across several colleges and departments to better understand climate risks, reduce environmental impact, and promote long term sustainability within the Kurdistan Region.

The College of Arts contributed meaningfully to SDG 13 through academic activities that explored both scientific and political dimensions of climate change. Seminars such as “Challenges of Implementing Climate Change Agreements in a Changing Political World” addressed the global governance barriers that hinder effective climate policy, highlighting how shifting political interests affect environmental commitments. Further research presented by the college examined rainfall variability and drought patterns across Erbil and Sulaymaniyah, offering critical regional data that informs climate adaptation strategies. By analyzing long term hydrological trends, this research provides policymakers, planners, and the public with essential insights into water scarcity, agricultural planning, and climate induced environmental stress. These activities contribute to building a more informed and climate resilient society.

Educational contributions from the College of Basic Education advanced climate literacy and ecological responsibility at the school and community levels. Its symposium on “Climate Change and Its Impact on Sustainable Development in the Kurdistan Region” examined local environmental challenges—such as droughts, rising temperatures, and changing precipitation patterns—and presented practical solutions for integrating climate awareness into curriculum design and community education. Workshops on environmental protection, energy conservation, and sustainable practices further reinforced the importance of environmental responsibility among



teacher trainees. Through student led environmental behavior training, the college actively nurtured a sustainability mindset among future educators who will transfer this knowledge to the next generation of learners.

Scientific engagement was especially strong at the College of Science, which led the university’s largest portfolio of climate centered activities. With fifty events focused on environmental protection, pollution reduction, and climate focused research, the college played a major role in advancing SDG 13. Faculty and students organized seminars on carbon emissions, urban pollution, environmental degradation, and local climate hazards, promoting scientific awareness and practical mitigation strategies. These activities strengthened understanding of the environmental risks facing the region and encouraged the adoption of climate friendly behaviors across campus and the wider community.

Engineering based contributions further advanced SDG 13 through practical, technology-oriented research. The College of Engineering supported climate action through geomatics research assessing drought risk using GIS and remote sensing technologies. These projects allowed students and researchers to map vulnerable areas, study climate fluctuations, and support early warning systems. Chemical Engineering expanded climate related mitigation work by exploring carbon capture for the UN’s “Zero Routine Flaring 2030” initiative, as well as biodiesel production to reduce emissions from fossil fuels. Additional engineering activities included campus energy efficiency improvements, tree planting campaigns, and CO<sub>2</sub> capture projects that demonstrated the university’s commitment to reducing its environmental footprint. These engineering efforts provided concrete solutions to climate challenges while preparing graduates to work in emerging green industries.

The College of Physical Education also contributed to climate action by organizing campus tree planting and beautification campaigns. These activities not only improved the campus environment but also engaged students in hands on sustainability actions, reinforcing the importance of environmental stewardship as part of civic responsibility.

Finally, the Research Center strengthened climate action through scientific investigations such as “The Proportion of Methane Gas in Waste Recycling,” which examined greenhouse gas



emissions linked to waste management. By addressing methane—one of the most potent greenhouse gases—the research contributes to national and global discourse on emission reduction and sustainable resource management.

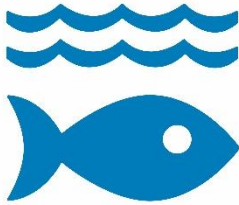
In its combined efforts across environmental education, climate research, sustainability initiatives, and community engagement, SUE demonstrates a robust commitment to combating climate change. The university continues to build knowledge, inspire behavioral change, and implement climate responsive projects that support a more resilient environment for future generations in the Kurdistan Region.

**Keywords:** SUE, SDG 13, Climate Action, Environmental Sustainability, Climate Resilience.



# SDG 14 – Life Below Water

## 14 LIFE BELOW WATER



SUE contributes to Sustainable Development Goal 14 (Life Below Water) through scientific research, environmental monitoring, and educational activities aimed at protecting aquatic ecosystems, promoting sustainable use of water resources, and raising awareness about marine and freshwater conservation. Although the Kurdistan Region is landlocked, the university recognizes the importance of protecting inland water bodies, groundwater systems, rivers, and aquatic biodiversity as essential components of environmental health and sustainable development. During the academic year 2024–2025, the university— primarily through the College of Science—carried out activities that advance scientific understanding of aquatic environments and promote sustainable water management at regional and national levels.

The College of Science played a leading role by implementing twenty nine activities focused on aquatic ecosystems, freshwater conservation, pollution control, and biodiversity protection. Faculty and students conducted research on various aspects of water pollution, including chemical contamination, microbial hazards, and the effects of industrial waste on aquatic life. One highlighted example was a seminar on the scientific methodology for drilling water wells, which provided essential knowledge about groundwater extraction, aquifer protection, and the prevention of water contamination. This activity helped students understand the importance of sustainable freshwater use and the potential ecological risks associated with poor water well management.

Across its research portfolio, the College of Science examined multiple threats to aquatic ecosystems, such as water pollution, habitat degradation, and unsustainable resource extraction. Seminars and field based studies explored topics including aquatic biodiversity, marine and freshwater resource management, and the ecological consequences of water misuse. These activities emphasized the need for protecting aquatic species, maintaining healthy ecosystems, and managing water resources responsibly to ensure long term environmental sustainability.

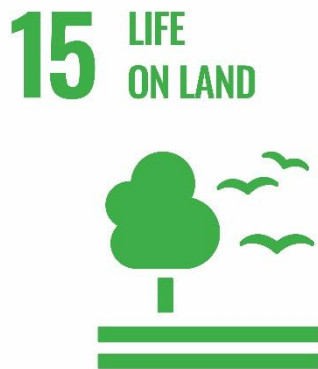


Through these contributions, SUE strengthened regional capacity for the study and protection of water related ecosystems. By advancing scientific research, promoting environmental awareness, and educating future scientists and policymakers, the university plays an important role in safeguarding freshwater resources in the Kurdistan Region and supporting global efforts to protect life below water.

**Keywords:** SUE, SDG 14, Aquatic Ecosystems, Water Conservation, Environmental Protection\*\*



## SDG 15 – Life on Land



SUE contributes strongly to Sustainable Development Goal 15 (Life on Land) by promoting biodiversity preservation, conducting environmental research, educating the community about ecological conservation, and encouraging sustainable land use practices. Through academic activities, scientific investigations, and awareness initiatives delivered during the academic year 2024–2025, the university advanced SDG 15 by addressing issues such as habitat protection, soil quality, invasive species, and the interconnectedness of cultural and

biological diversity.

The College of Arts contributed to SDG 15 through interdisciplinary academic activities that linked environmental protection with cultural and communicative dimensions. A seminar titled “Aspects of Integration Between Sustainable Development and Biodiversity” explored how urban development, environmental planning, and biodiversity conservation can complement each other when guided by responsible policies. The seminar examined the need to protect conservation species, control invasive alien species, and integrate ecological principles into urban planning. Additionally, events discussing the role of media in presenting environmental solutions emphasized how journalists and communicators can influence public attitudes toward land stewardship, holding institutions accountable and amplifying success stories in biodiversity protection. A unique poster session on “Language and Environment are Interdependent” further demonstrated the deep relationship between linguistic diversity and ecological systems, showing how cultural and natural heritage must be protected in parallel.

The College of Science reinforced SDG 15 through specialized environmental research addressing soil quality, land degradation, pollution impacts, and sustainable agriculture. Five major projects contributed directly to land conservation efforts by analyzing the ecological consequences of landfill leachate on soil health, assessing environmental risks to terrestrial ecosystems, and exploring ways to reduce land contamination. By generating scientific data relevant to regional



environmental risks, these research activities support policy development, improve awareness of land degradation, and encourage sustainable land management practices.

Through these combined contributions—spanning academic discourse, environmental communication, scientific research, and ecological awareness—SUE demonstrates a strong institutional commitment to protecting terrestrial ecosystems, promoting sustainable land use, and preserving biodiversity. The university’s multidisciplinary engagement supports a deeper understanding of the threats facing natural environments in the Kurdistan Region and fosters a culture of responsibility toward the land on which communities depend.

**Keywords:** SUE, SDG 15, Biodiversity, Land Conservation, Environmental Stewardship\*\*



# SDG 16 – Peace, Justice and Strong Institutions

## 16 PEACE, JUSTICE AND STRONG INSTITUTIONS



SUE demonstrates a deep institutional commitment to Sustainable Development Goal 16 (Peace, Justice and Strong Institutions) by promoting legal awareness, strengthening governance practices, educating the community on human rights, and preparing students to contribute to transparent, accountable, and just institutions. During the academic year 2024–2025, the university advanced SDG 16 through comprehensive legal training, governance focused workshops, human rights education, and civic engagement programming—

primarily delivered through the [College of Law](#), supplemented by contributions from the [College of Arts](#), [College of Physical Education](#), and the College of [Education \(Makhmour\)](#).

The [College of Law](#) made the most extensive contribution to SDG 16. Through a structured portfolio of **four governance workshops, sixteen legal seminars, eight symposia and panel activities, and two stakeholder engagement initiatives**, the college prepared students and community members to engage effectively with legal systems and public institutions. Workshops addressed peacebuilding, university governance processes, cooperation with government bodies, and the importance of legal training for strengthening civil enforcement institutions. Seminars covered a wide range of legal topics including the role of lawyers in criminal, civil, administrative, and commercial lawsuits; the foundations of ethical legal conduct; legal writing and case preparation; e commerce regulations; legal standards for accreditation; and analytical study of public contracts. These activities formed a comprehensive legal education platform that strengthened institutional capacity and prepared future lawyers, judges, and administrators to uphold justice and integrity in public life.



The college’s symposia and panels added an experiential dimension to SDG 16. Activities such as moot court exercises, hypothetical trials, legal clinic demonstrations, parliamentary simulations, and debates on the death penalty provided students with practical exposure to legal processes and civic decision making. Programs linked to the Iraqi Young Leaders Exchange Program (IYLEP) also fostered youth engagement, leadership development, and democratic participation. Stakeholder collaboration was strengthened through projects that promoted detainee rights, improved legal procedures, and formalized cooperation between the College of Law and civil society organizations—reinforcing the university’s commitment to justice, human rights, and institutional transparency.

Beyond the legal sphere, the College of Arts contributed to SDG 16 through a seminar titled “The Effects of Humanism on Tolerance and Equality,” which explored ethical reasoning, conflict resolution, and inclusive values that support peaceful and equitable societies. This activity encouraged students to reflect on how humanistic principles can reduce social divisions and foster community harmony—important components of peaceful civic life.

The College of Physical Education supported institutional collaboration by hosting diplomatic and cultural engagements, including the visit of the Consul General of India. Such activities strengthen international academic relations, promote intercultural dialogue, and enhance the university’s role as a bridge between global institutions and the local community.

The College of Education (Makhmour) contributed through national identity and human rights awareness programming. Activities included a national identity awareness program for Kurdish youth that encouraged civic responsibility, belonging, and cultural cohesion. Additional seminars on the Anfal genocide promoted historical understanding, human rights education, and community remembrance—reinforcing the importance of justice, accountability, and collective memory in building strong institutions.

Together, these diverse academic, legal, cultural, and governance focused activities reflect SUE’s strong contributions to SDG 16. By cultivating legal competence, promoting transparent and ethical governance, fostering civic responsibility, and strengthening institutional partnerships, the



university plays a vital role in shaping a more just, peaceful, and accountable society in the Kurdistan Region.

**Keywords:** SUE, SDG 16, Justice, Governance, Peacebuilding\*\*

## SDG 17 – Partnerships for the Goals

### 17 PARTNERSHIPS FOR THE GOALS



SUE demonstrates a strong and proactive commitment to Sustainable Development Goal 17 (Partnerships for the Goals) by fostering academic cooperation, strengthening international and local partnerships, building institutional capacity, and promoting collaborative research and knowledge exchange. Throughout the academic year 2024–2025, the university advanced SDG 17 through conferences, training programmes, symposia, and community engagement initiatives that brought together diverse stakeholders—including government bodies, educational institutions, scientific organizations, and international partners.

A major contribution to SDG 17 came through university wide collaborations in education, research, and professional development. Across several colleges, activities were designed to enhance academic partnerships, promote knowledge sharing, and support cross sector cooperation. These collaborative efforts demonstrated that sustainable development cannot occur in isolation; rather, progress requires coordinated action, interdisciplinary collaboration, and longterm partnerships.

Significant contributions emerged from the College of Arts through programmes like “**Engineering a Generation,**” which explicitly incorporated engagement with national SDG policy development. This initiative demonstrated a commitment to working with governmental institutions to support SDG aligned reforms and promote shared development goals. The college also developed



partnerships with health institutions during seminars addressing mental health and suicide prevention, recognizing that complex social and medical issues require multi stakeholder approaches that connect the university with broader community services.

The College of Agricultural Engineering Sciences strengthened SDG 17 by organizing a capacity building activity titled “**Techniques and Steps of Manuscript Publication in Local and International Journals.**” This initiative brought together researchers, postgraduate students, and faculty members to engage in knowledge exchange, publication training, and international research collaboration. The activity improved research dissemination, promoted academic networking, and supported institutional partnerships across local and global academic communities.

The College of Education played an especially prominent role in advancing SDG 17, organizing a comprehensive range of activities—including training courses, symposia, conferences, and seminars—that promoted cross sector partnerships and collaborative learning. These activities addressed topics such as laboratory safety, reading culture, autism support, consciousness studies, genetic engineering, academic writing standards, health guidelines, artificial intelligence in education, and interdisciplinary learning. Each of these events involved knowledge exchange between educators, researchers, students, and sometimes external institutions, reflecting the university’s commitment to broad educational cooperation and community linked solutions. The range of topics also demonstrated how partnerships strengthen educational quality and support lifelong learning—core aspects of sustainable development.

The College of Engineering also supported SDG 17 through international collaborations and community partnerships. Participation in global conferences such as ICCEE in Istanbul connected the college with international research communities, opened avenues for scientific cooperation, and facilitated the transfer of engineering knowledge across borders. Additionally, engineering departments collaborated with public sector institutions and local municipalities to address urban planning, student training, sustainable development, and curriculum enhancement—making engineering education more relevant to community needs and future workforce requirements.



Across all these initiatives, SUE consistently demonstrated that strong partnerships—local, national, and international—are fundamental to achieving the 2030 Agenda. The university’s dedication to collaborative learning, joint research, institutional cooperation, and community engagement strengthens its role as a leader in sustainable development in the Kurdistan Region. By building bridges across sectors and disciplines, the university continues to foster a culture of shared purpose, mutual learning, and collective progress.

**Keywords:** SUE, SDG 17, Partnerships, Capacity Building, Knowledge Exchange