SDG 4
QUALITY EDUCATION

Institutional Impact Report 2026

Al-Iraqia University

Applied Learning • Digital Skills • Field Training • Inclusive Access • Employability • Lifelong Learning

This report presents Al-Iraqia University's institutional contribution to SDG 4 through verified university evidence. It focuses on accessible higher education, applied engineering learning, modern digital and simulation tools, field-based education, student skills development, and institutional pathways that connect learning with employment and lifelong opportunity.

Reporting: year 2025-2026



1. Executive Summary

Al-Iraqia University approaches quality education as a continuum from access to applied competence. The university combines affordable educational access with practical learning, laboratories, projects, field training, modern teaching methods, digital technologies, engineering software and simulation. Within the College of Engineering, this model is designed to connect academic knowledge with real engineering applications and to prepare graduates with scientific knowledge, practical skills and problem-solving ability.

Institutional Capacity & Impact at a Glance

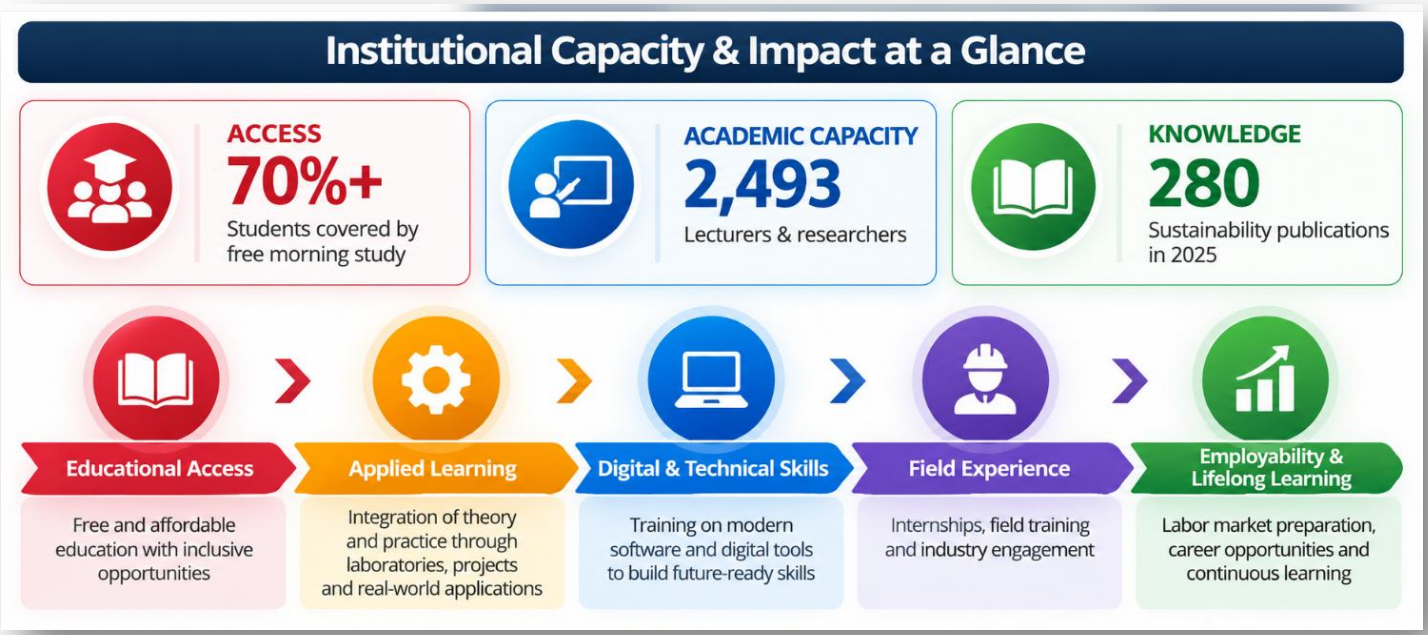

Figure 1. Highlights the university's institutional capacity to support quality education through expanded educational access, strong academic capacity, and sustainability-related knowledge production. It also illustrates the educational impact pathway from access and applied learning to digital and technical skills, field experience, employability, and lifelong learning.

Institutional contribution at a glance

- Accessible education: morning study programs are reported as completely free and cover more than 70% of students; evening study is offered at nominal fees, with discounts, scholarships and fee exemptions supporting wider participation.
- Applied engineering learning: the College of Engineering integrates theoretical knowledge with laboratories, projects and field training to strengthen practical competence.
- Digital and modern teaching: engineering software, simulation tools and digital technologies are encouraged to improve understanding of practical engineering concepts.
- Technical skills: dedicated courses and workshops develop student capability in modern engineering software for design, analysis and simulation.
- Field and summer training: students are provided opportunities in institutions, companies and engineering sites to experience real working environments and apply academic knowledge.
- Employability connection: the university maintains a Rehabilitation, Employment and Follow-up Division that supports training, job fairs, employer engagement, soft-skills development and labor-market readiness.

2. Accessible Higher Education and Learning Continuity

Quality education begins with the ability to enter and remain in higher education. University evidence reports that morning study programs are completely free and cover more than 70% of students. Evening programs operate with nominal fees, while discounts, scholarships and fee exemptions are available for students facing financial difficulty and for eligible local and international students. For 2025-2026, the university also reports a fully funded scholarship program for international students at Bachelor, Higher Diploma, Master's and PhD levels, covering tuition fees and accommodation. These mechanisms reduce financial barriers that can interrupt participation and educational continuity.

3. Applied Engineering Education

The College of Engineering explicitly frames quality education around the integration of theory and practice. Its SDG 4 evidence identifies laboratories, projects and field training as mechanisms for translating academic knowledge into practical engineering competence. The same evidence encourages modern teaching methods, digital technologies, engineering software and simulation tools so that students can understand the practical applications of engineering concepts. The stated objective is to improve the quality of engineering education and connect academic knowledge with practical applications.

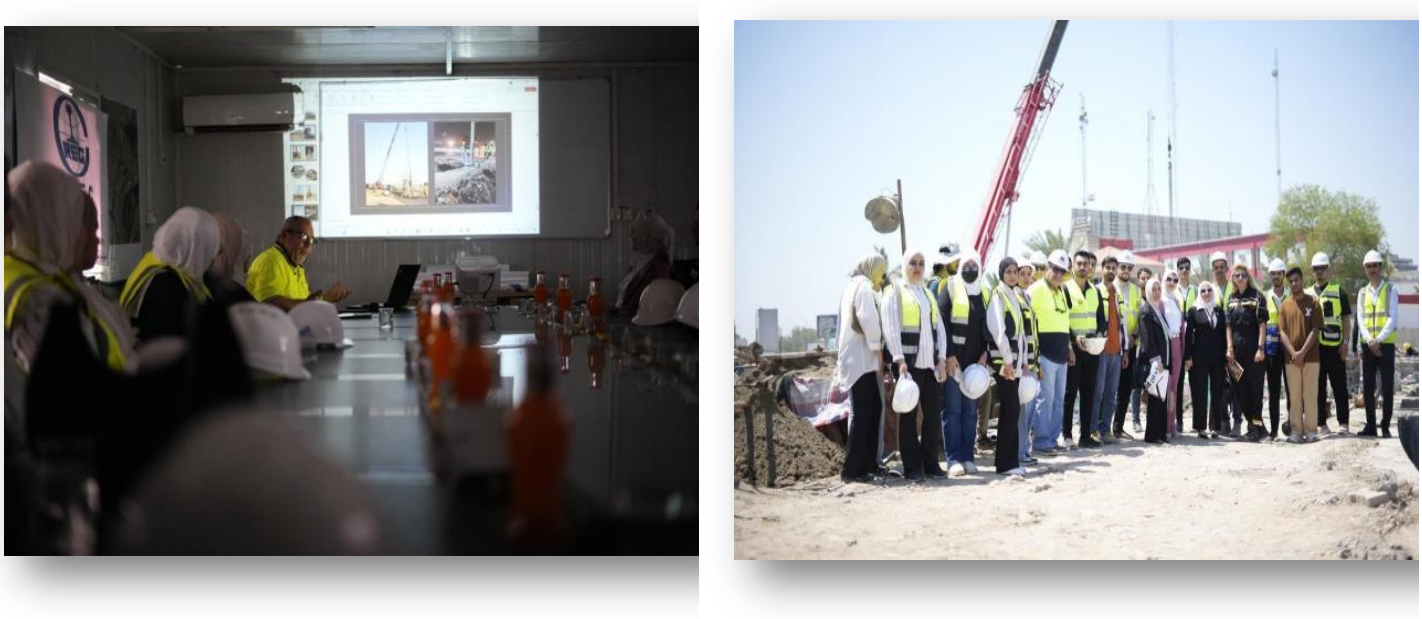

Figure 2. Applied learning through academic instruction and engineering field exposure.

4. Modern Engineering Software and Digital Skills

The College of Engineering organizes training courses and workshops to develop students' skills in modern engineering software and tools used for design, analysis and simulation. This evidence directly supports SDG 4 because it extends learning beyond disciplinary theory and develops the technical competencies needed for contemporary engineering practice. The documented objective is to improve students' technical competencies and keep pace with modern developments in engineering fields.



Figure 3. Training and workshop activities supporting modern technical and engineering skills.

5. Field and Summer Training

Field-based education strengthens the transition from academic study to professional practice. University evidence describes field and summer training opportunities in institutions, companies and engineering sites, enabling students to experience real working environments and apply knowledge acquired during their studies. This supports the SDG 4 emphasis on relevant technical and vocational skills and complements classroom, laboratory and software-based learning.

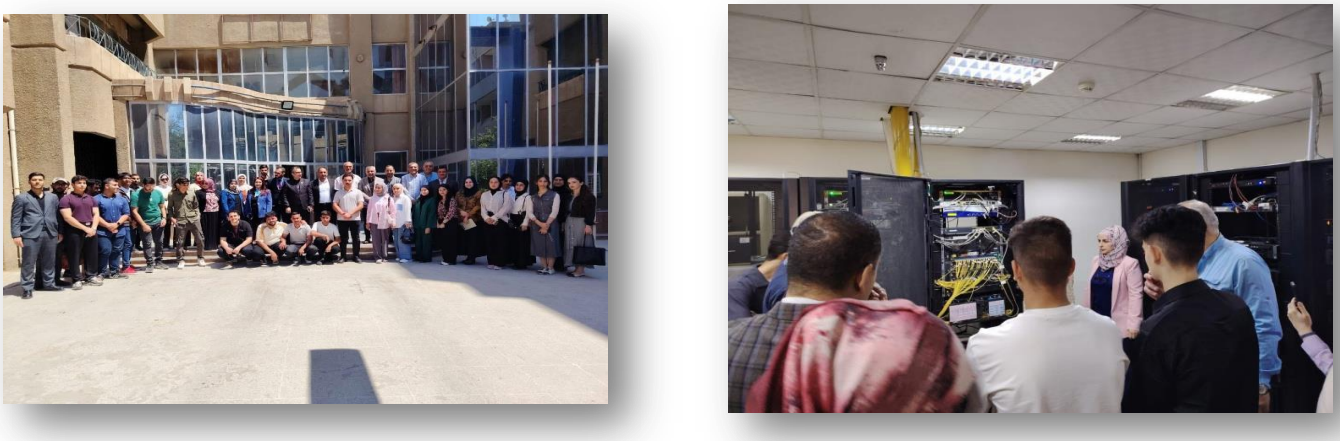

Figure 4. Student field and technical learning activities documented by the College of Engineering.

6. Employability, Professional Skills and Lifelong Learning

The university's educational contribution extends into career preparation. The Rehabilitation, Employment and Follow-up Division, established in 2016, supports students and graduates through training and employment opportunities, job fairs, employer engagement, field visits, soft-skills workshops and labor-market follow-up. The institutional description also links labor-market reports with curriculum development. This creates a feedback pathway in which education is informed by professional requirements and students are supported in translating learning into employment readiness.

Link: https://aliraqia.edu.iq/en/emp-rehabi-division

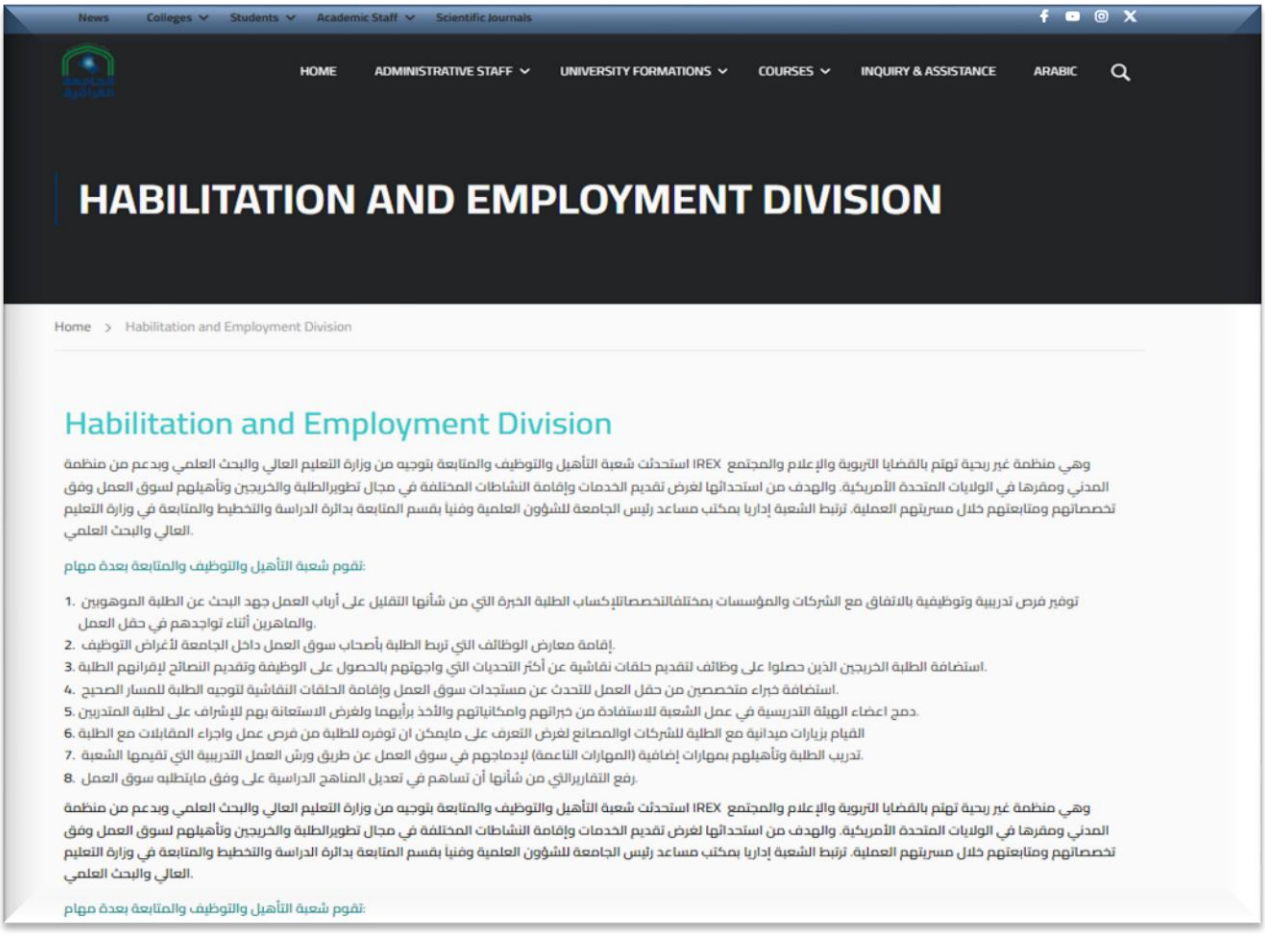

Figure 5. Habilitation and Employment Division at Al-Iraqia University. The Division supports students and graduates through training, skills development, employment opportunities, job fairs, and engagement with employers, strengthening the connection between university education and labor-market requirements.

7. Inclusive and Supportive Learning Environment

The university documents accessibility measures that support equal participation in education, including ramps and elevators for wheelchair access, accessible restrooms and dedicated parking for people with disabilities. Accessible facilities are documented across several colleges, including Engineering. These measures strengthen SDG 4 by reducing physical barriers to participation and helping create a learning environment in which students with different needs can access university facilities and educational opportunities.

8. Research and Institutional Capacity for Quality Education

The institutional evidence base also records 2,493 lecturers and researchers and 280 sustainability publications in 2025. These figures indicate the scale of academic capacity available to sustain teaching, research, supervision and SDG-related learning. The value of this capacity for SDG 4 lies in the university's ability to maintain a knowledge-rich environment in which education, applied research and sustainability learning can reinforce one another.

Link: https://en.aliraqia.edu.iq/about

9. SDG 4 Evidence and Impact Matrix

Impact area	Verified university evidence	Contribution to SDG 4
Educational access	Free morning study for >70% of students; nominal evening fees; discounts, scholarships and fee exemptions.	Reduces financial barriers and supports participation and continuity in higher education.
Applied learning	Laboratories, projects and field training integrated with theoretical engineering education.	Connects academic knowledge with practical competence and problem-solving.
Digital learning	Modern teaching methods, digital technologies, engineering software and simulation tools.	Strengthens contemporary learning methods and technical understanding.
Technical skills	Training courses and workshops in engineering design, analysis and simulation software.	Builds relevant technical competencies for study and future professional practice.
Field training	Training opportunities in institutions, companies and engineering sites.	Provides real-world learning and practical experience.
Employability learning	Training, job fairs, employer engagement, field visits, soft-skills workshops and graduate follow-up.	Links education with labor-market readiness and lifelong professional development.
Inclusive access	Accessible toilets, ramps/elevators and dedicated disabled parking documented across university facilities.	Supports equitable participation for students with disabilities and special needs.
Academic capacity	2,493 lecturers/researchers; 280 sustainability publications in 2025.	Provides institutional capacity to sustain teaching, research and SDG-related education.

10. Official and Documentary Sources Consulted

The report is intentionally grounded in the university evidence supplied for this assessment. Where an item is drawn from another institutional SDG report, it is used only when the underlying evidence directly strengthens the quality-education narrative.

- Al-Iraqia University - College of Engineering, SDG 4 / Quality Education evidence (2026).
https://eng.aliraqia.edu.iq/sdg-eng/
- Al-Iraqia University - Rehabilitation and Employment Division.
https://aliraqia.edu.iq/emp-rehabi-division
- Al-Iraqia University - Fully Funded Scholarship Program 2025-2026.
https://aliraqia.edu.iq/en/uni-sci-admin/scr-dep/scholarships
- Al-Iraqia University - University Vision, Mission and Goals.
https://aliraqia.edu.iq/en/about

Conclusion

The verified evidence presents SDG 4 at Al-Iraqia University as more than classroom delivery. The institutional model combines access, applied learning, modern engineering tools, field experience, skills development, inclusion and employability support. Within the College of Engineering, the strongest documented contribution is the deliberate connection between theoretical knowledge and practical application through laboratories, projects, training, digital technologies, software and simulation. Together, these mechanisms support relevant, inclusive and practice-oriented higher education aligned with the university's sustainable-development agenda.





Figure 6. Workshop participation and academic engagement supporting continuous skills development.