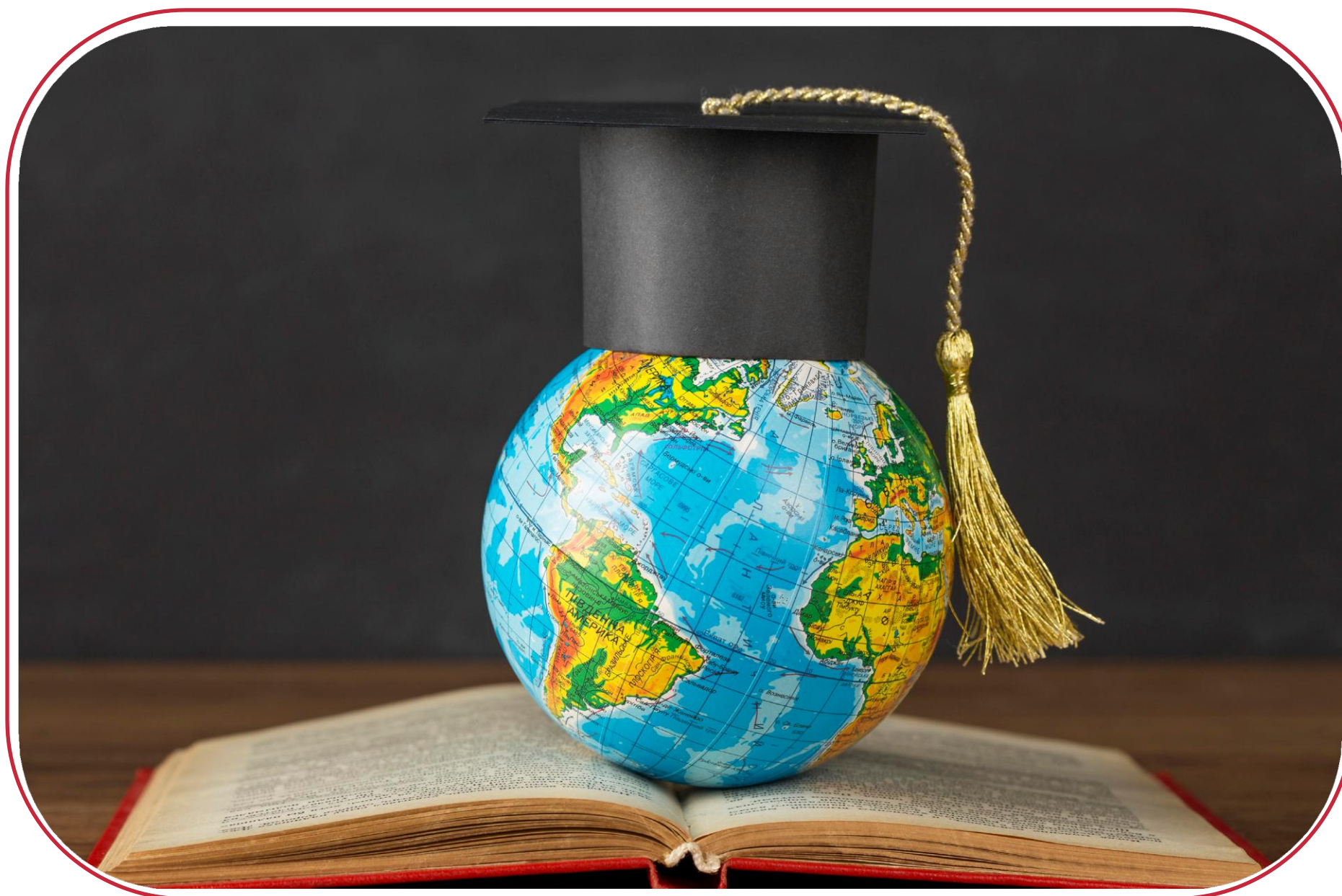


The Sustainability Report

4 QUALITY EDUCATION



2024/2025

#	CONTENT
1	Executive summary – SDG 4: Quality Education (AY 2024–2025)
2	List of GU publications in SDG 4
3	Proportion of graduates with relevant qualifications for teaching
4	Lifelong learning measures
5	Community engagement and outreach initiatives
6	Support for first-generation students
7	Greenmetric and sustainability indicators related to education
8	Summary of impact and key performance indicators (KPIs)
9	Conclusion and recommendations

1. Proportion of graduates with relevant qualifications for teaching

Currently, Gulf University does not offer any program/qualification in teaching or education. However, 75% of the faculty hold fellowships from UK HEA. In order to show alignment with the SDG sub-indicator, the following actions are proposed:

- Support newly joined faculty to get fellowship from UK HEA/similar reputed body
- Organize annual workshops or boot camps on “How to Become a Teacher”
- Deliver teaching-focused internships targeting private schools

2. Lifelong learning measures

2.1 Public resources (lifelong learning)

Gulf University provides free access to educational resources for those not studying at the university, e.g. computers, library, and online courses.

Pillar 3 of the Community Engagement and Continuing Education Center (CECEC) emphasizes the university’s strategic use of its infrastructure and spaces to foster public access and collaboration. In the academic year 2024–2025, the CECEC facilitated 10 resource-sharing initiatives, such as media studio usage for schools and public entities, hosting events in university halls, and enabling access for national competitions and awareness campaigns.

These activities promote innovation, partnership, and inclusive educational outreach, in alignment with SDG 4, SDG 9 and SDG 17. They also reflect the university’s leadership in maximizing its assets for community benefit and academic enrichment.

As part of Gulf University’s ongoing community engagement efforts, more than 45 students from Al-Falah Private School visited the campus for a one-day immersive experience. This initiative is designed to introduce school students to the university environment, academic life, and potential career paths. The visit included interactive sessions with faculty members, guided tours of university facilities, and informative discussions on academic programs. This hands-on exposure aims to foster early interest in higher education and support the students’ personal and academic development.



Gulf University welcomed students from **Alfalalah School** for an immersive **Media Studio Experience**. During the visit, the students participated in **two interactive learning sessions** designed to introduce them to:

- **Video production techniques**
- **Sound engineering tools**
- **Digital storytelling methods**

Held at the university's **state-of-the-art media studios**, the sessions provided hands-on exposure to industry-grade equipment and creative workflows, sparking curiosity and skills development among the young participants. The experience not only enriched the students' technical knowledge but also reinforced the university's role in fostering innovation and building future-ready skills within the wider educational community.

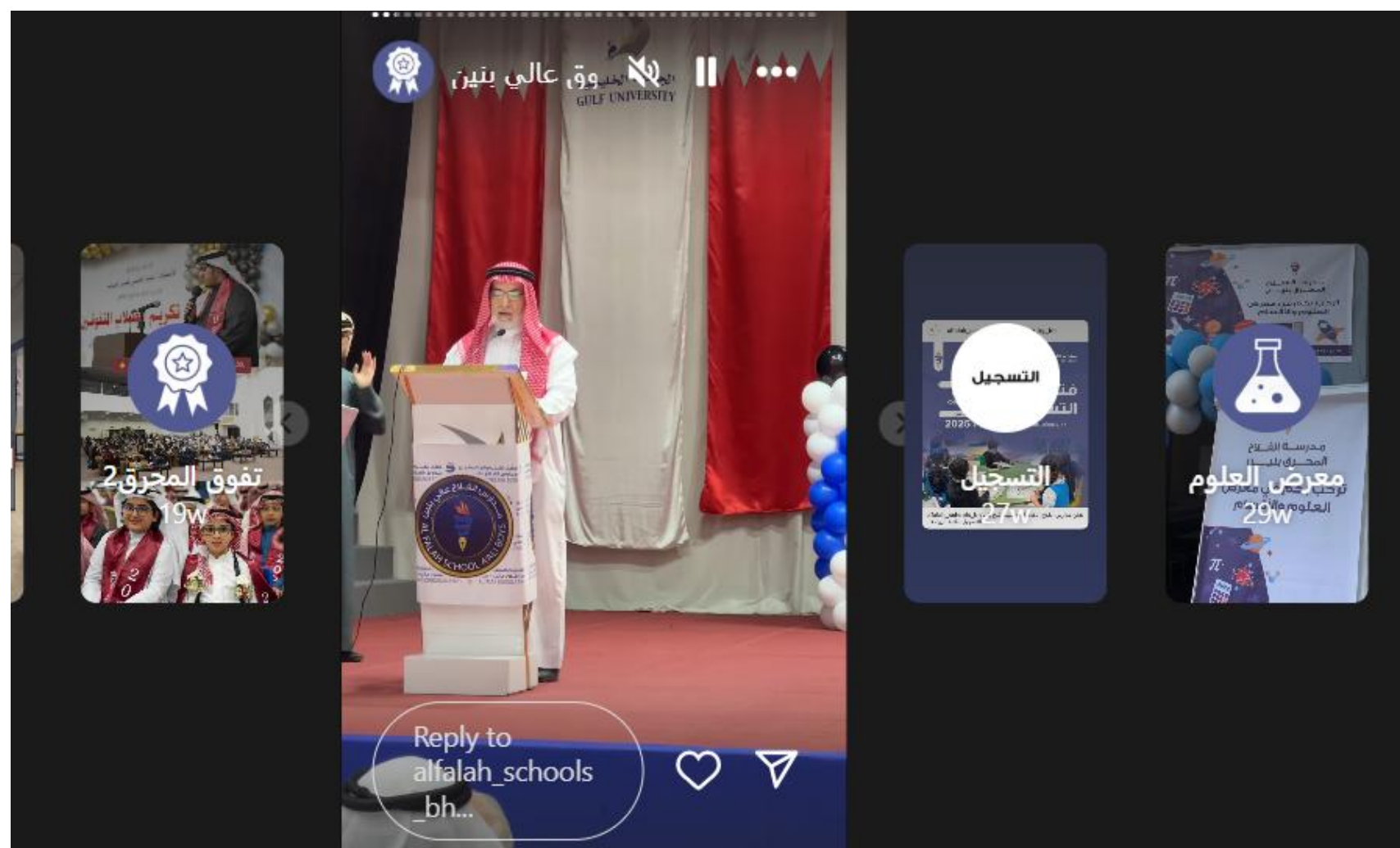


As part of its commitment to community collaboration and the promotion of peace-building values, Gulf University provided free access to its main auditorium to host the International Day of Peace celebration organized by the Torch of Love and Peace Association.

This contribution supported national efforts to foster a culture of peace and tolerance, aligning with the university's sustainability goals and reinforcing the role of higher education institutions in serving societal development and civic engagement.



The university also opened the big hall to various community groups throughout the academic year. Organized through the Community Engagement and Continuing Education Center, this initiative enabled the hosting of awareness sessions, cultural celebrations, and educational events aligned with the university's inclusive outreach strategy. The initiative enhanced public access to university infrastructure, strengthened collaboration with civil society organizations, and encouraged participation from youth, families, and underrepresented groups. It reflects the university's active role in building sustainable partnerships that serve both educational and social development goals.



2.2 Public events (lifelong learning)

Gulf University's Community Engagement and Continuing Education Centre (CECEC) implemented a comprehensive portfolio of public events focused on lifelong learning during the academic year 2024-2025. These initiatives were strategically aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), and supported the university's mission to foster continuous learning, community engagement, and social responsibility. The public events encompassed health awareness campaigns, environmental initiatives, cultural celebrations, literacy programs, and inclusive activities that engaged diverse community segments including students, faculty, government entities, NGOs, schools, and the general public.

Gulf University hosted a major health-focused awareness event in collaboration with the Bahrain Diabetes Society, Al Salam Hospital, Dr. Abdul Fattah Clinic, Nutrition Clinic, Merck, Paramedics Academy Team, and Bluebird Pharmacy. The program offered:

- Educational sessions on diabetes prevention and management
- Medical consultations and free diabetes screenings
- Keynote lecture by Dr. Maryam Ibrahim Al-Hajri titled "Diabetes and Quality of Life"

This event promoted lifelong health literacy and demonstrated the university's commitment to public health education and community well-being.

The center also organized a public First Aid Workshop focused on emergency response and basic life-saving skills.

The workshop attracted over 35 participants including:

- Students and staff from Gulf University
- Administrative personnel from various colleges
- Students from local schools
- Community members from the wider public

Training Content:

- CPR (Cardiopulmonary Resuscitation)
- Wound care
- Emergency response protocols

This initiative exemplified lifelong learning by empowering individuals with practical health and safety skills that can save lives, providing inclusive learning opportunities to both university stakeholders and the general public.

Gulf University actively participated in the "Bahrain Reads" national campaign aimed at enhancing reading culture in Bahraini society. The university's participation included:

Activities:

- Interactive workshops
- Reading circles
- Literacy discussions
- Academic-led storytelling sessions for children and young adults

Book-based activities

Objectives:

- Encouraging youth and families to engage with books
- Promoting reading as a foundation for academic and personal growth
- Supporting national efforts to strengthen literacy at all levels

This initiative directly aligned with promoting lifelong learning and community literacy, reinforcing Gulf University's role in advancing educational development.

In collaboration with the Bahraini-Russian Friendship Society, the Russian Expatriate Community in Bahrain, and the Russian Embassy in Manama, Gulf University hosted a cultural celebration marking "The Day of Slavic Literacy and Culture."

Event Features:

- International art competition illustrating Russian and Bahraini proverbs
- Arabic calligraphy masterclass
- Art exhibition showcasing local and international artists
- Cultural performances and storytelling activities for children

Impact:

This event fostered intercultural understanding and highlighted the university's role as a hub for dialogue, diversity, and cultural appreciation, promoting lifelong cultural learning across communities.

CECEC organized a specialized workshop titled "Digital Transformation in Justice: The Impact of AI and Technology on Legal Practice" delivered by Dr. Odai, targeting law students.

Topics Covered:

- Smart contracts and blockchain applications in law
- AI-powered legal research tools
- Remote litigation and digital courtrooms
- Cybersecurity and data privacy challenges in legal tech

This workshop emphasized the importance of digital literacy and technical skills for future legal professionals, representing a commitment to lifelong professional learning in emerging fields.

The center organized the "Sign and Shine" training workshop for academic and administrative staff members, delivered in collaboration with the Anamel Sign Language Team and co-facilitated by Dr. Mona Fakhri and Salma Al Asfour (a student with hearing and speech disabilities who is also a trained sign language instructor).

Objectives:

- Equip faculty and staff with basic sign language skills
- Enhance ability to communicate effectively with students with disabilities
- Create a supportive and equitable university community

This session emphasized inclusive lifelong learning, ensuring individuals with disabilities have full access to learning and development opportunities.



2.3 Vocational training events (lifelong learning)

The Community Engagement and Continuing Education Centre (CECEC) successfully delivered a total of 88 training workshops during the academic year 2024–2025. These sessions targeted a wide range of beneficiaries, including government entities and the general public. The programs reflect CECEC's strategic objective to extend specialized and technical services to the community, in line with the strategic objectives.

Notable collaborations included the Ministry of Housing, Ministry of Works, and Ministry of Interior. This pillar supported SDG 4 – Quality Education, with a 100% achievement, addressing community training needs through specialized and technical offerings.

Key Partnerships and Beneficiaries

- 🏠 **Ministry of Housing** – 17 workshops (Completed)
- 🏗️ **Ministry of Works** – 17 workshops (Completed), with 8 additional courses scheduled for next year
- 🚔 **Ministry of Interior (Open Prisons & Alternative Penalties)** – 37 workshops (Completed)
- 🤖 **AI in Justice** – 1 specialized workshop
- 📖 **Gulf University's "Bahrain Reads" Campaign** – 6 workshops
- 🎬 **Hamza Alziat Center** – 2 delivered

- **👛 Paid Public Workshops** – Over 41 workshops were announced and published on the website; however, most of them did not take place due to low public attendance.



As part of its strategic engagement in national literacy and education initiatives, Gulf University, through the Community Engagement and Continuing Education Centre (CECEC), proudly participated in the “Bahrain Reads” campaign. This initiative is in alignment with Sustainable Development Goal 4 (SDG 4): Quality Education and supports strategic objective – Continue offering addressed training needs and services to the community in areas of its expertise. A selected group of Gulf University’s faculty members led six specialized workshops during the campaign. These sessions were designed to develop essential reading and writing skills across various age groups in the community. The workshops included interactive activities and practical strategies to foster comprehension, creativity, and confidence in written expression.

This participation reflects Gulf University’s firm commitment to supporting academic development and contributing to the broader mission of literacy promotion in the Kingdom of Bahrain. Through these efforts, CECEC continues to serve as a bridge between academic expertise and community empowerment.

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الجامعة الخليجية
GULF UNIVERSITY



Community Engagement and Continuing Education Centre (CECEC) partnered with the Hamza Al Zayyat Center for Quranic Studies in response to a formal cooperation request. The collaboration focuses on empowering both the educational and administrative staff of the center by equipping them with essential soft skills and leadership capabilities to advance their mission in Quranic education. This initiative builds on Gulf University's past successful collaborations with NGOs and training providers, and several local community-based organizations, further strengthening the university's trusted role as a knowledge partner for third-sector institutions.

3.4 Education outreach activities beyond campus

Russian Language Center Launch and Training Workshops

Gulf University proudly launched Bahrain's first official Russian Language Center through a strategic partnership with Chechen Pedagogical University, funded by the Ministry of Education of the Russian Federation and the MY HISTORY Foundation.

Program Features:

- Structured training workshops in Russian language and cultural literacy
- Open to the public, including students, faculty, and community members
- Accessible to learners across all age groups and professional backgrounds

Objectives:

- Promote cross-cultural exchange and international understanding
- Enhance participants' linguistic competencies in Russian
- Strengthen educational diplomacy between Bahrain and the Russian Federation

This initiative reflected Gulf University's growing role as a center for global languages and continuing education, contributing to national diversity, diplomacy, and lifelong learning.



Gulf University participated in the "Afaq – Toward a Promising Future" Youth Empowerment Conference organized by the Isa Town Social Charity Society. Dr. Marwan Milhem represented the university.

Conference Focus:

- Enabling youth to discover their potential
- Developing practical skills aligned with labor market needs
- Promoting professional integration and personal growth

This participation reflected commitment to youth development and lifelong employability skills.

3.5 Lifelong learning access policy

Gulf University has implemented Lifelong learning access policy. To ensure consistent implementation of the policy following enhancements have been proposed:

- Revise the Lifelong learning access policy to ensure inclusivity in terms of ethnicity, religion, disability, gender, income, immigration status
- Emphasize flexible learning approach
- Offer language support programs/courses to all stakeholders

3. Proportion of first-generation students

3.1 Number of students starting degree

At Gulf University, the intake of students reflects the institution's continued growth and reputation for delivering market-relevant, high-quality education. Each academic year, a diverse group of learners enrolls in undergraduate and postgraduate programs across disciplines. Currently the student number is 1868 with 1485 students in undergraduate programs and remaining 386 are in postgraduate programs. This number demonstrates the university's success in attracting students who aspire to develop future-ready skills in line with national priorities and Gulf University's strategic mission.

3.2 Number of 1st generation students starting degree

A non-significant proportion of the student population at Gulf University consists of first-generation learners—students who are the first in their families to pursue higher education. Their enrollment illustrates the university's inclusive role in expanding access to quality education, breaking generational barriers, and empowering new segments of society. Gulf University actively supports these students through academic advising, mentoring, and scholarships, ensuring they transition successfully into higher education and thrive in their chosen fields.

3.3 Percentage of 1st generation students

The percentage of first-generation students (around 10%) among new entrants highlights Gulf University's commitment to equality, inclusivity, and social mobility. This proportion demonstrates how the university contributes to widening participation in higher education across Bahrain and the region. By enrolling and supporting first-generation students, Gulf University not only enhances educational attainment rates but also contributes directly to the SDG 4, reinforcing its mission to empower stakeholders to innovate and thrive in a dynamic environment.

4. List of GU publications in SDG4

Gulf University is committed to the principles enshrined in the SDGs. SDG 4 advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. The following list of publications showcases the breadth and depth of our faculty's research in this area. These scholarly works represent a significant contribution to the quality education, addressing key themes such as pedagogical innovation, inclusive learning environments, and equitable access to education, thereby providing substantive evidence of the university's dedication to advancing educational opportunities and outcomes across Bahrain and in the region.

SDG 4 Articles in 2024-2025 (July)

Authors Name	Title	Journal Name	Type	Year
Al-Ayash, A.A., Hussein, M.F., Edwar, M.E.	Aligning Interior Design Education with Industry Needs: Exploring the Role of Internships in Connecting Theoretical Knowledge and Practical Skills	International Journal of Design Education	Article	2025
Ateeq, A.A., Ateeq, R.A., Alzoraiki, M., Milhem, M., Al-Absy, M.S.M.	Impact of Information Communication Technology and Faculty Readiness on Teaching Effectiveness	International Review of Management and Marketing	Article	2025
Ateeq, A.A., Alzoraiki, M., Milhem, M., Al Astal, A.Y.M.	Integrating HRM and Accounting for Sustainable Success: Strategies and Outcomes	Studies in Systems Decision and Control	Book Chapter	2025
Ateeq, A.A., Milhem, M., Alzoraiki, M., Alaghbari, M.A., Hussein, T.M.	Empowering Sustainable Change: The Role of Technology in Modern Environmental Education	Studies in Systems Decision and Control	Book Chapter	2025
Ateeq, A.A.	Impact of Faculty Workload on Mental Health and Student Success: A Comprehensive Review	Studies in Systems Decision and Control	Book Chapter	2025
Beshr, B.A.H., Ateeq, A.A., Ateeq, R.A., Alaghbari, M.A.	AI in Academia: Pros and Cons of Integrating Artificial Intelligence in Universities	Studies in Systems Decision and Control	Book Chapter	2025
Blibech, O., El Fezzani, W.	NFC Cards Technology for a Non-print Campus Project: Prototyping a Transition Towards Environmental Sustainability	Studies in Systems Decision and Control	Book Chapter	2025
Beshr, B.A.H., Ateeq, A.A., Ateeq, R.A., Alaghbari, M.A.	Next-Gen Sustainability: Crafting Eco-Resilient Workplaces and Universities	Studies in Systems Decision and Control	Book Chapter	2025
Blibech, O.	Exploring the Interconnections Between STEM Based Design, CAD-Based Learning and Design Thinking for Sustainability in Design Education	Studies in Systems Decision and Control	Book Chapter	2025
Al Astal, A.Y.M., Ateeq, A.A., Milhem, M., Allaymoun, M.H., Al-Mesaiadeen, J.M.	Environmental, Social, and Governance (ESG) Practices in Bahrain: A Comprehensive Analysis of Sustainable Development in the Corporate and Financial Sectors	Studies in Systems Decision and Control	Book Chapter	2025

Hussein, T.M., Ukaidi, C.U.A., Goparaju, A., Tom, M., Tom, M.	Mentoring and Employee Productivity in Federal Universities in Nigeria: An Examination of the Moderating Effect of Mentor's Qualities	Studies in Systems Decision and Control	Book Chapter	2025
Ali, S.A., Ateeq, A.A.	The Role of the Knowledge Economy and Its Impact on Achieving Sustainable Development According to the Lofty Vision 2030	Studies in Systems Decision and Control	Book Chapter	2025
Ateeq, A.A.	From Oil to Sustainability: Bahrain's Transformation Through CSR	Studies in Systems Decision and Control	Book Chapter	2025
Alzoraiki, M.	Greening Our Future: A Comprehensive Analysis of Sustainable Practices and Their Role in Promoting Environmental Quality and Human Well-Being	Studies in Systems Decision and Control	Book Chapter	2025
Moharam, M.M.R., Allaymoun, M.H., Isa, A.N.H.	Can Social Media Save Lives? The Impact of Digital Awareness Campaigns on Bahrain's Drivers	Studies in Systems Decision and Control	Book Chapter	2025
Job, P., Job, S.R.A.	The Critical Role of Digital Skills in Enhancing Graduate Employability in the GCC: A Perspective on Today's Job Market	Studies in Systems Decision and Control	Book Chapter	2025
Al-Ayash, A.A.	Design Studio Pedagogy: A Comparative Study of Teaching Approaches	Dirasat Human and Social Sciences	Article	2025
Hariharan, D., Ateeq, A.A., Banu, S.B.	Under Pressure: The Rising Stress Levels Among College Students	Studies in Systems Decision and Control	Book Chapter	2025
Ateeq, A.A., Ayyash, M.M., Milhem, M., Alzoraiki, M., Alzaghal, Q.K.	From Textbooks to Chatbots: The Integration of ChatGPT In Modern University Pedagogy	Journal of Theoretical and Applied Information Technology	Article	2024
Badran, S.A., Allaymoun, M.H., Alnawafa, E.S.	E-Learning at Gulf University: GDS-Based Descriptive Analysis	Studies in Systems Decision and Control	Book Chapter	2024
Bojiah, J., Alfiras, M.I.I., Ibrahim, F.M., Al-Zubaidi, S.S., Surendran, K.R.	Digital Transformation Towards Sustainability in Education: Overview on Metaverse System Adoption in E-learning	2024 Arab ICT Conference Aictc 2024	Conference Paper	2024
Emran, A.Q.M., Aldallal, A.S., Nadheer, A.	Investigating the Impact of ChatGPT on Enhancing University Students' Critical Thinking Skills	Studies in Systems Decision and Control	Book Chapter	2024
Hussein, M.F., Eid, A.A., Al-Ayash, A.A.	Interior Design Proposal for a Rural Tourism Center as Sustainable Development in Jordan (Al Fuheis Farm Case Study)	Dirasat Human and Social Sciences	Article	2024
Roy, R., Ateeq, A.A.	Moving Towards Industry 5.0: Opportunities and Challenges in Bahrain Higher Education	Studies in Systems Decision and Control	Book Chapter	2024

Ateeq, A.A., Alaghbari, M.A., Al-Refaei, A.A.A., Yusuf, A.A.	Sustainable Solutions: The Impact of Green Technologies in University Operations	2024 ASU International Conference in Emerging Technologies for Sustainability and Intelligent Systems Icetsis 2024	Conference Paper	2024
Emran, A.Q.M., Mohammed, M.N., Saeed, H., Alani, Z.N., Mohammed Ibrahim, F.	Paraphrasing ChatGPT Answers as a Tool to Enhance University Students Academic Writing Skills	2024 Asu International Conference in Emerging Technologies for Sustainability and Intelligent Systems Icetsis 2024	Conference Paper	2024
Ateeq, A.A., Ateeq, R.A., Milhem, M., Al Meer, S., Ajlan, N.A.M.	The Impact of Online Learning on Students' Outcomes at Gulf University in the Kingdom of Bahrain	Technical and Vocational Education and Training	Book Chapter	2024
Al Astal, A.Y.M., Salman, M.A.H., Allaymoun, M.H.	Accounting Students' Perceptions on E-Learning During Covid-19 Pandemic: Case Study of Accounting and Financial Students in Gulf University—Bahrain	Studies in Systems Decision and Control	Book Chapter	2024
Kuan, T.C., Yusoff, K.H., Mohammed, M.N., Ibrahim, F.M., Alfiras, M.I.I.	Digital Transformation Towards Sustainability in Higher Education: A New Approach of Virtual Simulator for Series and Parallel Diodes for a Sustainable Adoption of E-Learning Systems	Studies in Systems Decision and Control	Book Chapter	2024

A total of 28 publications including articles, boob chapters and conference papers linked to SDG 4 are listed for the above-mentioned period. To contribute more towards 'Research on early years and lifelong learning education' the following action items are proposed:

- Set target to publish articles on Early childhood pedagogy, AI in lifelong learning, Adult re-skilling/community literacy in university research plan
- Dedicate a special issue in GU's journal on Early Years and Lifelong Learning
- Collaborate with partner universities in regions to work on research projects on early years and lifelong learning education
- Activate partnership with schools, adult learning centers, or training institutes for field-based research
- Conduct public seminar to disseminate research findings on early years and lifelong learning education

SDG 4 Impact Highlights for the year 2024-25

Impact Area	Key Outcomes (2024–2025)	SDG 4 Target Alignment
Academic Research on Education & Learning	28 scholarly publications (articles, book chapters, and conference papers) addressing pedagogical innovation, digital learning, employability, AI in education, and sustainability.	Target 4.3 – Equal access to affordable and quality tertiary education.
Lifelong Learning and Public Access	10 public access initiatives provided free educational resources (library, labs, studios) and hosted schools and NGOs for learning activities.	Target 4.5 – Eliminate disparities and ensure equal access for all learners.
Vocational & Technical Training	88 specialized workshops delivered in collaboration with government ministries (Housing, Works, Interior) serving professionals and youth.	Target 4.4 – Increase relevant skills for employment and entrepreneurship.
Community Literacy & Reading Culture	Participation in “Bahrain Reads” campaign with 6 literacy workshops promoting reading and writing skills among children and adults.	Target 4.6 – Ensure literacy and numeracy for youth and adults.
Cultural & Inclusive Learning	Hosted “Day of Slavic Literacy and Culture”, and “Sign and Shine” workshop for sign language training—advancing inclusion and cultural diversity.	Target 4.7 – Promote education for sustainable development and global citizenship.
Educational Outreach Beyond Campus	Established Russian Language Center in partnership with Chechen Pedagogical University and launched youth-focused “Afaq – Toward a Promising Future” Conference.	Target 4.3 & 4.7 – Expand learning opportunities beyond campus.
Lifelong Learning Access Policy	Implemented inclusive lifelong learning access policy emphasizing flexible learning, language support, and equitable participation.	Target 4.5 – Ensure equal opportunity for all learners.
Support for First-Generation Students	10% of enrolled students are first-generation learners; supported through advising, scholarships, and mentoring.	Target 4.5 – Promote social mobility through higher education.

Key Performance Indicators for SDG 4

KPI	Indicator Description	2024–2025 Result	Target Status
KPI 1	Number of SDG 4-linked research publications	28 publications	Achieved
KPI 2	Number of lifelong learning and community training workshops conducted	88 workshops	Exceeded
KPI 3	Number of public access initiatives (labs, studios, halls)	10 initiatives	Achieved
KPI 4	Number of cultural and literacy events conducted	6 literacy + 2 cultural programs	Achieved
KPI 5	Percentage of first-generation students enrolled	≈10% of new entrants	On Track
KPI 6	Number of active partnerships supporting education and training	5+ strategic partnerships (universities & ministries)	Achieved
KPI 7	Number of policy or institutional reforms supporting inclusivity	1 Lifelong Learning Access Policy implemented	Achieved
KPI 8	Number of students and community members reached through education outreach	≈1,500 direct beneficiaries	Exceeded

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