



## THE SUSTAINABILITY REPORT



### SDG 4 — QUALITY EDUCATION

2025 / 2026



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## 1. Overview — SDG 4: Quality Education

Gulf University's engagement with SDG 4 (Quality Education) in AY 2025–2026 is broad and cross-cutting, spanning all three reporting centres. SDM-C treats SDG 4 as a priority goal present across nearly every initiative, most visibly through GUSW2025 (8 of 35 activities, 22.9%), ICSDI 2025 (5.3% of accepted papers), and capacity-building programmes such as the Sustainability Curriculum Integration plan and the Sustainability Ambassadors Bootcamp. CECEC contributes at the greatest scale in volume terms, with SDG 4 recorded across 15 pillar/event instances in CECEC's own SDG Contribution Chart — spanning training workshops, social engagement, industry collaboration, community services, and the Languages Hub. DTC's contribution is infrastructural: three digital platforms (IMS, Alumni Engagement Platform, Project G) that strengthen the quality, traceability, and reach of the University's educational ecosystem, reinforced by external recognition through the Bahrain Digital Content Awards 2025.

## 2. Key Highlights for Academic Year 2025–2026

### SDM-C — Sustainability and Development Makers Center

- Present across nearly every SDM-C initiative during AY 2025–2026 — a cross-cutting priority goal.
- GUSW2025: SDG 4 addressed through 8 of 35 activities (22.9%); ICSDI 2025: 5.3% of papers.
- Sustainability Curriculum Integration (In Progress, 30% complete): mapping SDGs into academic programmes and PBL modules; target  $\geq 2$  trainings.
- Sustainability Education Outreach (In Progress, 40% complete): outreach modules for schools and community organisations.
- GU Sustainability Ambassadors Bootcamp/Programme (Ongoing, 40% complete): student sustainability-leadership training.
- GU Sustainability Club (GUSC): SDG 4 is a primary goal for the Club's Sustainability Awareness & Education activities.

### CECEC — Community Engagement and Continuing Education Center

- SDG Contribution Chart: SDG 4 recorded across 15 pillar/event instances in AY 2025–2026 — CECEC's joint-strongest SDG alongside Partnerships (present across all 7 pillars).
- Pillar 1 — Free Training Workshops: 124 workshops, 9 partner organisations, 1,291+ beneficiaries (130%+ of target).
- Pillar 3 — Resources & Facilities: Bahrain Deaf Society sign-language workshop, Tolerance Day ceremony, Grandma Cinderella theatre.
- Pillar 4 — Social Engagement: 15 events including Creative Students Camp and Teachers' Day.
- Pillar 5 — Industry Collaboration: 14 activities including student research presented to industry and Marai 2025.
- Pillar 6 — Community Services: 18 events plus Prof. Dr. Firas Mohammed's 37 newspaper articles.
- Pillar 7 — Languages Hub: Russian Cultural Programme, embassy visit, and continuing-education paid workshops (8 events, 266% of target).

### DTC — Digital Transformation Center

- Project 7 — Internship Management System (IMS): end-to-end digitisation of the student internship lifecycle, integrated with Moodle.



- Project 6 — Alumni Engagement Platform (AI-powered): connects graduates to lifelong learning and career resources.
- Project 9 — Project G (Green Campus Management System): includes a dedicated Moodle (LMS) module and a Research & Scholarly Activities module.
- Bahrain Digital Content Awards 2025: Top 3 recognition for the GU website's integrated eServices for the Student Portal.

### 3. CECEC Pillar 1 — Free Training Workshops

Pillar 1 is CECEC's flagship community programme, delivering free professional training workshops to government ministries, civil society bodies, and educational institutions. In 2025–2026, CECEC delivered 124 workshops (117 free, 7 paid) to 9 partner organisations, reaching 1,291+ beneficiaries — a 130%+ achievement against the ≥95-workshop target and the most extensive delivery year in CECEC's history. A full workshop-by-workshop companion report is maintained separately by CECEC.

| Partner Organisation                                 | Sector         | Workshops | Beneficiaries | Notes                                                          |
|------------------------------------------------------|----------------|-----------|---------------|----------------------------------------------------------------|
| Ministry of Interior — Open Prisons & Alt. Penalties | Government     | 58        | 72            | Multi-year; MOU-backed; largest cohort in initiative's history |
| Ministry of Works                                    | Government     | 22        | 440           | 3rd year partnership                                           |
| Ministry of Housing & Urban Planning                 | Government     | 16        | 240+          | Expanded from prior years                                      |
| Ministry of Municipalities Affairs & Agriculture     | Government     | 12        | 240           | New in 2025–26                                                 |
| Nasser Centre for Science & Technology               | Civil Society  | 9         | 180           | New in 2025–26                                                 |
| Ministry of Interior — HR Management                 | Government     | 5         | 100           | New division engagement                                        |
| Paid Sessions (Ebdaa Bank, Shura Council, etc.)      | Various        | 7         | —             | Paid delivery                                                  |
| Tumoooh Sport Management                             | Private/Sports | 1         | 13            | New partner                                                    |
| Al Falah School                                      | Education      | 1         | 6             | Ongoing since 2023–24                                          |
| TOTAL                                                | —              | 124       | 1,291+        | 9 partner organisations                                        |

Four-year growth: from 22 workshops (AY 2022–23) to 124 workshops (AY 2025–26) — a 464% cumulative increase, with 266+ workshops and 3,130+ beneficiaries delivered across the four-year period. The Open Prisons initiative alone grew from 32 workshops (first full delivery year, 2023–24) to 56–58 workshops (2025–26).

Workshop themes spanned Leadership & Management (28), Technology & AI (22), Media, Communication & Digital Skills (20), Law, Governance & Compliance (18), Personal Development & Wellbeing (14), Engineering & Technical Skills (12), and Entrepreneurship & Finance (10) — all mapped to SDG 4 as the primary goal, with secondary links to SDG 8, 9, 16, or 3 depending on theme.

### 4. CECEC Pillars 3–7 — Facilities, Social Engagement, Industry, Community, Languages

| Pillar                            | 2025–26 Achieved          | SDG 4 Contribution                                                                                  |
|-----------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------|
| Pillar 3 — Resources & Facilities | 3 events (150% of target) | Facility access for sign-language education (Bahrain Deaf Society), the Tolerance Day ceremony, and |



| Pillar                            | 2025–26 Achieved               | SDG 4 Contribution                                                                                                                                                                                               |
|-----------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |                                | Grandma Cinderella theatre extends learning and cultural enrichment to the community.                                                                                                                            |
| Pillar 4 — Social Engagement      | 15 events (187% of target)     | Creative Students Camp, Teachers' Day, welcome events, and student volunteering enrich the holistic educational experience beyond the classroom.                                                                 |
| Pillar 5 — Industry Collaboration | 14 activities (233% of target) | Student research presented to industry, innovation/patents lectures, and the Marai 2025 exhibition extend GU's educational mission into applied real-world contexts.                                             |
| Pillar 6 — Community Services     | 18 events (180% of target)     | Excellence ceremonies, school visits, awareness lectures, national celebrations, and Prof. Dr. Firas Mohammed's 37 published newspaper articles embed lifelong learning and civic literacy across the community. |
| Pillar 7 — Languages Hub          | 8 events (266% of target)      | Russian Cultural Days, the Samovar tea ceremony, the Bahraini Embassy (Moscow) visit, and paid continuing-education workshops extend GU's language and cultural education offering.                              |

## 5. SDM-C — GUSW2025, ICSDI 2025 & Capacity-Building Initiatives

SDG 4 was addressed in 8 of 35 analysed GUSW2025 activities (22.9%) and represented in 5.3% of accepted ICSDI 2025 conference papers. Beyond the flagship event, SDM-C's Operational Plan includes three capacity-building initiatives directly targeting SDG 4, each still under implementation as of this report:

| Initiative                                       | Target                                                                   | Status                     |
|--------------------------------------------------|--------------------------------------------------------------------------|----------------------------|
| Sustainability Curriculum Integration            | ≥2 trainings; map SDGs into programmes, PBL modules, faculty development | In Progress — 30% complete |
| Sustainability Education Outreach                | ≥1 project; outreach modules for schools and community organisations     | In Progress — 40% complete |
| GU Sustainability Ambassadors Bootcamp/Programme | Active club & activities; student sustainability-leadership training     | Ongoing — 40% complete     |

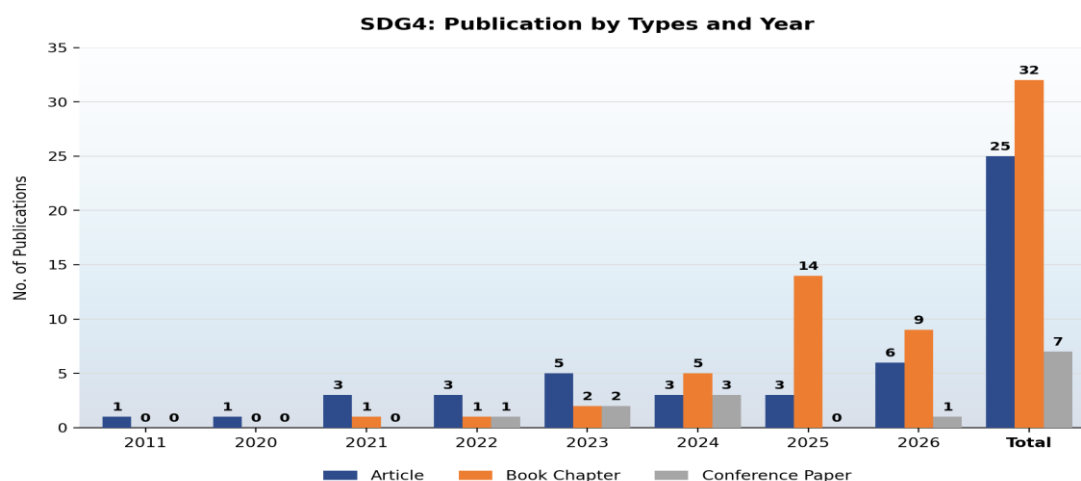


## 6. Digital Transformation Center — IMS, Alumni Platform, Project G & Awards

| Project                                                | Description                                                                                                                                                                       | SDG 4 Relevance                                                                                                |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Project 7 — Internship Management System (IMS)         | End-to-end digital management of the internship lifecycle (Planning → Placement → Evaluation → Grading), integrated with Moodle; supports 11 standardized digital forms (F01–F11) | Strengthens quality assurance and traceability of experiential/work-integrated learning                        |
| Project 6 — Alumni Engagement Platform                 | AI-powered platform connecting graduates with career opportunities, resources, and lifelong-learning support                                                                      | Extends educational quality and access beyond graduation                                                       |
| Project 9 — Project G (Green Campus Management System) | Includes a dedicated Moodle (LMS) module and a Research & Scholarly Activities module, alongside Student Information System, HR, Finance, and Quality Assurance modules           | Digitises and strengthens the quality of the University's core teaching, learning, and research infrastructure |

Gulf University's Digital Transformation Center received Top 3 recognition for “Best Integrated eServices” (Student Portal) at the Bahrain Digital Content Awards 2025, alongside a 1st-place Best Website Award (Private Sector) and Top 3 for “Best eParticipation” (AI-Powered Electronic Survey) — external validation of the quality of GU's digital education services.

## 7. GU Research & Publications Related to SDG 4



Gulf University's SDG 4-linked research base totals 64 publications from 2011–2026 (25 articles, 32 book chapters, 7 conference papers) — the largest publication base of any SDG reviewed to date, addressing themes including pedagogical innovation, inclusive learning environments, and equitable access to education.

### 7b. Curriculum & Graduate Outcomes Evidence

Gulf University has 112 sustainability-embedded courses for 2025/2026 — out of 316 total courses/subjects offered that year, a ratio of approximately 35.4%, spanning five colleges/departments: a University-level mandatory Sustainability course (SUS301) taken by all undergraduates, plus embedded sustainability modules across Accounting & Financial Sciences, Engineering, Media, and Law.



Gulf University does not yet offer a full degree programme dedicated exclusively to sustainability, but has initiated development of a comprehensive “Sustainability and Environmental Management” study programme, planned for launch in the next academic year.

Across AY 2023/24–2025/26, Gulf University produced 619 total graduates across five departments (Accounting & Finance, Human Resource, Interior Design Engineering, Mass Communication, Law), of whom 128 entered sustainability-related (“green”) roles — a 20.68% green-employment rate, tracked via the Alumni Database, Tracer Study reports, and Career Center data.

| Metric                                    | Value                                                                   | Source (SharePoint Indicator) |
|-------------------------------------------|-------------------------------------------------------------------------|-------------------------------|
| Sustainability-embedded courses (2025/26) | 112 of 316 total courses (≈35.4%)                                       | Colleges                      |
| Dedicated sustainability degree programme | None yet; “Sustainability & Environmental Management” programme planned | Colleges                      |
| Total graduates (AY 2023/24–2025/26)      | 619 across 5 departments                                                | SSU                           |
| Graduates in green jobs                   | 128 (20.68%)                                                            | SSU                           |

## 8. Summary of Impact and Key Performance Indicators (KPIs)

| Programme                                        | Objective                                                                                                                      | Participants                                                           | Outcome                                                                              |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| GUSW2025                                         | Address quality-education themes within the flagship sustainability week                                                       | Faculty/ Researchers                                                   | SDG 4 addressed through 8 of 35 analysed activities (22.9%)                          |
| ICSIDI 2025                                      | Provide a research dissemination platform — itself a direct SDG 4 contribution                                                 | Researchers/authors of accepted papers                                 | SDG 4 represented in 5.3% of accepted papers                                         |
| Sustainability Curriculum Integration            | Map SDGs into academic programmes, PBL modules, faculty development                                                            | Faculty (target: ≥2 trainings)                                         | In Progress — 30% complete                                                           |
| Sustainability Education Outreach                | Deliver outreach modules to schools and community organisations                                                                | Schools and community organisations                                    | In Progress — 40% complete                                                           |
| GU Sustainability Ambassadors Bootcamp/Programme | Train students in sustainability leadership                                                                                    | Student ambassadors                                                    | Ongoing — 40% complete                                                               |
| GU Sustainability Club (GUSC)                    | Drive SDG 4 as a primary goal through awareness campaigns and peer education                                                   | Student club members                                                   | Awareness campaigns, sustainability bootcamps, and peer education delivered          |
| CECEC — Pillars 1, 3–7 (Combined)                | Deliver training, social engagement, industry collaboration, community services, and language programming with SDG 4 relevance | Community members, students, faculty, staff, alumni, industry partners | SDG 4 recorded across 15 pillar/event instances (per CECEC's SDG Contribution Chart) |



| Programme                                    | Objective                                                                                    | Participants                                      | Outcome                                                                                 |
|----------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------|
| DTC — Project 7 (IMS)                        | Digitise the end-to-end student internship lifecycle, integrated with Moodle                 | Students, coordinators, internship                | Strengthens quality/traceability of experiential learning                               |
| DTC — Project 6 (Alumni Engagement Platform) | Connect graduates to lifelong learning and career resources                                  | Alumni                                            | AI-powered platform launched                                                            |
| DTC — Project 9 (Project G)                  | Support green campus management via Moodle (LMS) and Research & Scholarly Activities modules | Students, faculty, researchers                    | Dedicated modules implemented                                                           |
| Bahrain Digital Content Awards 2025          | External recognition for GU's digital education services                                     | Represented GU                                    | Top 3 recognition for integrated eServices (Student Portal)                             |
| Curriculum Sustainability Integration        | Embed sustainability across the taught curriculum                                            | All undergraduate students (mandatory SUS301)     | 112 of 316 courses sustainability-embedded (~35.4%); dedicated degree programme planned |
| Graduate Green Employment                    | Track graduates entering sustainability-related roles                                        | 619 graduates, departments, 2023/24–2025/26, 5 AY | 128 graduates (20.68%) in green jobs                                                    |

## 9. Conclusion and Future Directions

Gulf University's SDG 4 (Quality Education) evidence for AY 2025–2026 is the most cross-cutting of the University's SDG portfolio, drawing contributions from all three reporting centres. SDM-C's contribution centres on flagship events and capacity-building programmes; CECEC's contribution is volume-driven, spanning 15 pillar/event instances; DTC's contribution is infrastructural, comprising three digital platforms reinforced by external recognition through the Bahrain Digital Content Awards 2025.

Overall, the evidence shows SDG 4 embedded more deeply and broadly into institutional operations than any other SDG reviewed so far, but with several initiatives still mid-implementation (30–40% complete) and outcome data largely absent in favour of activity counts.

### Future directions:

- Complete in-progress initiatives and report on outcomes. Sustainability Curriculum Integration, Education Outreach, and the Ambassadors Bootcamp are all under 50% complete; future reporting should track completion against the  $\geq 2$  training target and measure downstream effects rather than percentage-complete alone.
- Quantify CECEC's pillar-level reach. The “15 pillar/event instances” figure is useful at a glance but lacks participant numbers; adding headcounts per event would strengthen the evidence for ranking submissions.
- Link DTC platforms to measurable educational quality gains. IMS, the Alumni Platform, and Project G are described by function, not impact; future reports should capture usage metrics (e.g., internships processed via IMS, alumni engagement rates).
- Standardise SDG tagging at source. A shared tagging checklist across SDM-C, CECEC, and DTC would ensure SDG 4-relevant work is captured consistently and reduce reliance on retrospective compilation.



**Compiled from:**

Innovation & Entrepreneurship Center (IEC) -Annual Report for the year 2025-26

<https://www.gulfuniversity.edu.bh/images/centers/innovation-entrepreneurship-center/annual-report/IEC-Annual-Report-2025-2026.pdf>

Sustainability Development Makers- Center -Annual Report for the year 2025-26

<https://www.gulfuniversity.edu.bh/images/centers/sustainability-and-development-makers-center/SDM-C-Annual-Report-2025-2026.pdf>

Community Engagement & Continuing Education Center (CECEC) -Annual Report for the year 2025-26

<https://www.gulfuniversity.edu.bh/images/centers/community-engagement-and-continuing-education-center/annual-reports/CECEC-Annual-Report-2025-2026.pdf>

Digital Transformation Center (DTC) -Annual Report for the year 2025-26

<https://www.gulfuniversity.edu.bh/images/centers/digital-transformation-center/annual-report/DTC-Annual-Report-2025-2026.pdf>

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