



جامعة نِزْوَى
University of Nizwa

**UNIVERSITY OF
NIZWA**

**Women and Girls
Empowerment
Program**

**University of Nizwa
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Some Abbreviation

UoN: University of Nizwa

CAS: College of Arts and Sciences

CEMIS: College of Economics, Management and Information Systems

CEA: College of Engineering and Architecture

CPN: College of Pharmacy and Nursing

1.0 Introduction:

Since its inception the University of Nizwa(UoN) has involved itself in providing equal opportunities to women and empowering them through high quality education that will prepare them to meaningfully contribute to the socio-economic growth of the women in Omani society.

Women are educated in a progressive and safe environment at university. They are trained not only to possess the traditional and cultural values but enable to recognize their capabilities and contribute in socio economic development of the country. Women are trained to use their experience and skills and walk along with Omani men in making the future of Oman. University is strongly supporting and contributing to the noble approach of His Majesty Sultan Qaboos bin Said in promoting the gender equality and empowerment of Omani women in structuring a new Oman. Accordingly, UoN has adapted and implemented a practice program towards Women and Girls Empowerment.

1.1 Program Vision:

Realizing the full potential of Oman's Human Capital

1.2 Program Mission:

The UoN strives to contribute positively in the empowerment of females to realize their full potential in the development of Oman.

1.3 Objectives:

1. Promote gender equality and provide high quality education to women in all specializations.
2. Promote confidence in women by improving their talent and enhancing their skills.
3. To help women in becoming more credible by providing knowledge training and excellence.
4. To promote entrepreneurship skills, leadership and decision making skills so that they become future leaders and experts.
5. To empower women in Academic and administrative roles.
6. To create leaders, innovators and scholars who will walk along with men and transform the Omani community and build a new Oman

2.0 Approach adapted by university towards promoting Higher Education to girls and Women:

2.1 Approach:

It is well known fact that Women are under-represented in science, technology, engineering and mathematics (STEM) majors and careers in countries around the world. (Calrk et al 2005) Little research have focused on the impact made by higher institutions on the attainment of goals of women students and their destinations (Reay.D 2001).

There is no discrimination amongst men and women in cognitive ability but enduring differences in competitiveness, life goals, the relative emphasis on agency versus connection (Hakim.C 2006) University of Nizwa always has encouraged the development

of women of in the society by providing them high quality education. Therefore, University Since its inception has given an equal opportunity to both men and women in seeking enrollment at university. In fact, the percentage of females enrolled in the universities is higher in comparison to the males. The University has eliminated the gender discrimination by encouraging and motivating the women to gain education even after marriage. It has created awareness amongst the women about their importance and role in the society, that they raise the next generation, they are the first teacher for children and how a well-educated woman can perform her roles and duties better and can contribute in development of society and improving the socio economic status. University has offered freedom and choice to women to complete their higher education through its specialization. The statistical table below shows the high enrollment rate of females in the university since its inception.

2.2 Literacy:

University of Nizwa has evolved amongst the nation's top educational institution in enrolling and providing women the benefits of high quality education. University has drafted and offered program specially to facilitate women's education and skills. It has offered freedom and choice to women to complete their higher education through its specializations:

The specializations are as follows for Bachelor/Diploma Program:

CAS	CAS	CEMIS	CEA	CPN
Arabic Language	Arts Education	Business Administration	Civil Engineering	Pharmacy
English Language and Translation	Special Education	Accounting	Environmental Engineering	Nursing
French Language and Translation	Education In Arabic	Information Systems	Chemical and Petro Chemical Engineering	
German Language and Translation	Education in English Language	Marketing	Architecture	
Biotechnology	Education in Mathematics	Operation Management	Interior Design	
Chemistry	Education in Chemistry	Web Design and Information Security	Electrical Engineering	
Physics	Education in Physics	Marketing	Computer Engineering	
Statistics	Education in Computer	Tourism and Recreational Management		
Computer science	Education in Biology	International Trade and Finance		
Mathematics	Education in kindergarten	Economics and Finance		
Fine Arts				

The specializations are as follows for Master's Program:

CAS	CEMIS	CEA
Arabic Language and Literature * Modern Arabic Literature * Classical Arabic Literature * Literary Criticism * Arabic Linguistic Studies	Business Administration	Chemical Engineering
English Language: * English Language and Translation * English Language and Literature * TESOL	Economics	Structural Engineering
Computer Science * Networks * Software Engineering * Data Science * Multimedia	Information Systems	
Chemistry: * Applied Chemistry * Instrumental Chemistry		
curriculum and Teaching Methods in * Islamic Education * Science * Mathematics * Arabic language * Social Studies		
Education in Psychological Guidance & Counseling		
Education in Educational Administration		
Teaching Arabic to Speakers of other Languages		

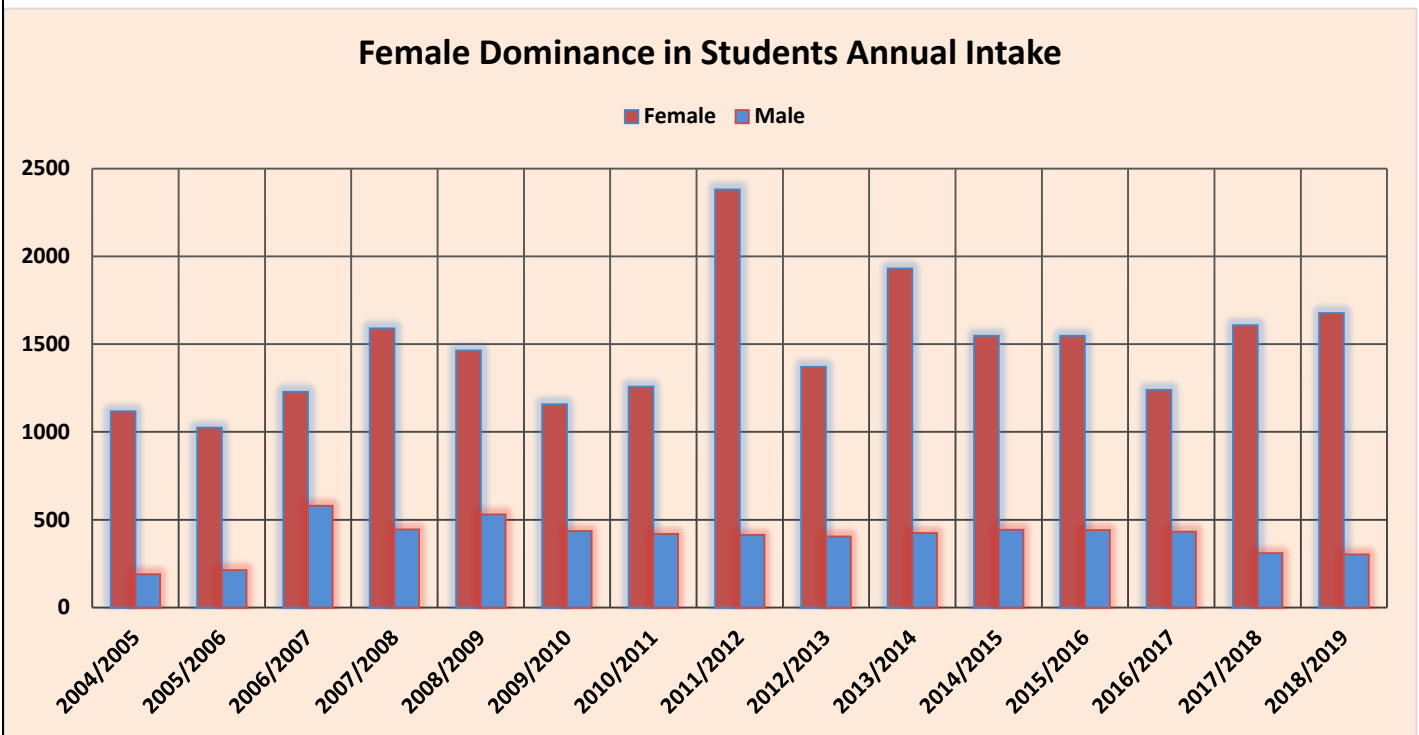
It is well recognized that the schooling of women enhances the human capital for generations to come and paving way to make a unique contribution to economic well-being of the society and the country (Behrman, 1999) University of Nizwa has contributed to the increase of literacy rate amongst women by providing access to a wide range of study programs, a positive and encouraging cultural attitude and equal opportunities to the female students' towards the promotion of women's empowerment.

Our programs are developed and designed to assist women in

- Career Planning
- Strategic Planning
- Ability to deal with complex issues
- Develop leadership skills
- Personal Development
- Environment

The graph below indicates the enrolments of female students since the inception of the university. The table is available in the appendix for further reference.

Figure 1: Female dominance in students' annual intake at university over the years



University of Nizwa has indeed become a role model for other educational institution in Oman for promoting women Empowerment both academically and non-curriculum activities. It recognizes the importance of the association between social participation and Sense of Community in a group of University students and the impact of such factors on Social wellbeing. In a transition stage in female students' life, where student learn to live independently, manage time and face academic challenges. Providing a safe, progressive, psychologically satisfying environment to both the local and International female students remains a top priority of the administration. This also includes a positive and friendly environment helps the female students are able to cope and create balance with their academic, personal and social lives. Due to psychological well-being of female students a high increase in females' enrollment in engineering programs and other fields that was male dominated earlier. The services provided by the university encourage women to achieve their goals and improve their academic performance. The university aims to promote a social transformation in women where they will be able to cope with the society and hold their respective positions in life with competence, compatibility, and dignity with confidence.

2.3 Teaching:

At University of Nizwa the teaching staff includes faculty members from 49 countries who have a diverse cultural backgrounds. These faculties are committed to teach in co-educational environment. They are well versed in the teaching and learning outcomes. They have good academic success and experience. They have cultural competence. They are well prepared to embed social values and nurture academic skills, creative skills, talent and attitude. They are well trained mentors who can promote self-awareness and success in female students who could have low self-esteem and confidence problems. Female students are well appreciated and respected by both male and female faculties.

The instructional method adapted at university helps in engaging the students in discussion and encouraging them to use their analytical and critical skills in an academic environment free from ideological commitments

University aims at refining the social status of women in society by equipping them with various creative skills; that helps them to create a position in the society and to independently take decisions.

2.3.1 Entrepreneurship and Innovation

Women across the globe are venturing out to become successful Entrepreneurs. They are willing to take risks and overcome hurdles (Orhan.M and Scott.D. 2001). The Ministry of higher education in Oman has introduced a course in Entrepreneurship that is mandatory to all male and female students of higher education institution in Oman.

This course aims to open various backgrounds of entrepreneurship, creativity and innovation equally to Men and Women. It helps in evolving and developing business ideas and also assessing them using their knowledge and skills. This course introduces the significance of entrepreneurship in Oman and also the entrepreneurial process in Oman. This course helps the students to evaluate good business opportunities and write up business plan.

Knowledge, skills and values a student gains from this course:

- Women would have an understanding of basic business skills and business setup.
- Develop an appreciation of entrepreneurship and innovation impact on Economy and the impact on their socio economic status.
- Develops in depth knowledge of business planning process
- Conceive new business idea and explore new horizons by creating innovation business ideas.
- Developing a basic business plan.
- Demonstrate qualities of an effective entrepreneur in developing a business plan

2.3.2 Women in Quran:

This course introduces a synchronic approach to Qur'an as a literature, and provides to discover what would the analytical, illustrative as well as the critical study of both the qur'anic text and its exegeses reveal when it comes to feminism and gender issues in Islam. This course is taught simultaneously at UoN and University of Nebraska, USA as a medium of virtual exchange

Knowledge, skills and values a student gains from this course:

- In this course students will have a chance to explore some of the most controversial and debated topics in Arabic and Islamic culture.
- Students will be encouraged to use their critical and analytic abilities as a key to discover what does the Qur'an say about issues like: gender equality, polygamy, sexuality, domestic violence, women rights, etc.
- Qur'an is a text globally accessed by all Muslims around the world, therefore, studying the text provides better chances of enhancing students' global awareness.
- The course will develop students' comparative reading abilities, since students will be introduced to different commentaries of the Qur'an.
- The class introduces students to Arabic media and the way it deals with women issues, since debates about key concepts- deeply rooted in the Qur'an- will be explored.

2.3.3 Maternal Health

This course focuses on the study of women in different cycles of their lives which included the child bearing, child nurturing and menstrual periods. The contents of the course include reproductive health, care of the mother during the post-natal period, care of the new born, family planning and sexually transmitted diseases.

Knowledge, skills and values a student gains from this course:

- Anatomy and Physiology of pregnancy and her personal health.
- It teaches how to access the woman's health status through health history.
- Understand the normal physiological and psychological changes that take place during pregnancy.
- Take physical examinations, understand the interpretation of diagnosis and Laboratory finding.
- Understand the medical and surgical management related to her health status.
- Demonstrate beginning skills in care of mother and newborn
- How to achieve high quality and safe personal health and child health care.
- Understand the various methods of family planning.

2.3.4 University Exchange Program:

To facilitate female students with more dimensions to improve their personal qualities the UoN encourages them to participate in various exchange programmes. This gives them a chance to experience education system in other countries. It also develops in them confidence and independence to socialize with students from other nations and share their thoughts, views and traditions. The university has opened the doors for female students to look beyond their horizons and explore. After studying abroad many female students have gained skills like being flexible and mature in decision making, overcome challenges and solve problems. (Grace, G., 2005.). They had become more self-motivated and independent. Usually the Omani women were not permitted to go alone to faraway places without a guardian. University with their well supervised exchange program gave them an opportunity to visit different continents. When the women returned from the exchange program they were well informed and their perspective towards other traditions and communities was less biased. It challenged them to review their own belief, tradition and values.

Table 1: University of Nizwa demonstrates female students' participation in exchange programs

Country	Academic Year	Number of Female Students	Number of Male Students
Austria	2014	1	1
	2016-2017	4	2
Iran	2014	15	0
	2015	16	0
France	2014	4	0
	2017	5	0
Germany	2018	3	1
	2014	6	2
Brunei	2018	3	0
Malaysia	2014	30	12
	2015	18	9
Italy	2018	3	1
Ireland	2014	31	11
Korea	2015	4	0
Morocco	2015	1	2
UK	2014	30	7
Egypt	2017/2018	27	2
	2016/2017	23	0
	2015/2016	12	11
	2014/2015	12	26
	2011/2012	30	15
	2010/2011	20	6

3.0 Community service (A core pillar of university's Mission):

University of Nizwa believes that the intellectual development is the foundation of the welfare and development of the society. Facilitating the realization of the university mission through community service; and towards contributing seriously in the development of the country the UoN in 2005 sponsored the project

'Educated Village in Birkat Al Mouz the town where the initial campus of the University of Nizwa is located. Thus confirming that the flame of Knowledge that radiates from the beacon of knowledge is indeed enlightening and promoting the various segments of society and eradicating the darkness of illiteracy.

Vision of the project:

Reduce illiteracy among men and women and older generations

Mission:

Develop the ability of self-learning and lifelong learning skills in the illiterates

Objectives:

- Education the people of Birkat Al Mouz who never got a chance to educate in their life.
- Adapting the belief of the Ministry of Education (Education is the right of every citizen)
- Participation of local community and public and private institution in the state for collective action.

Supervision and implementation of the Project:

University of Nizwa in collaboration with the directorate general of Education implemented the project in Al Dakhaliya in October 2005, this project lasted for nine years until June 2013. Through the project UoN provided Financial, administrative support and basic technical support to the project and the directorate general for Education provided the technical support. The project targeted adult and children over the age group of 10 years and more who could not read or write, they had no basic knowledge of math and had no opportunity to attend school or any other educational institution.

Out of the estimated 300 illiterates, 166 females and 15 males enrolled in the project 'Educated Village@. The initial cost of the project in the year 2005 was RO11,700 and later amounted to R.O 13,000 per year. The cost of the project was distributed over books, stationary items, teaching material, payments to the recruited teachers, transportation, concerts, trips, etc. In addition, faculty of UoN department of Education contributed with additional technical guidance to the tutors

Outcomes of the project:

- The project educated 200 people in Birkat Al Mouz Village, of which 83% of the educated were females.
- Some of the students progressed in their study and completed their secondary school education and a few enrolled in colleges/universities to complete their higher education.
- It promoted social, economic and environmental awareness in the society within a short period of time.
- It promoted increased involvement of both men and women in the community.
- This project became an innovative model for other villages locally and intentionally.
- It improved the peripheral efficiency and the quality of life for the illiterates.
- It encouraged and spread the culture of voluntary work among the members of society and developed the spirit of cooperative and collective participation in improving the community status.
- It encouraged the female to set aside the customs and traditions and seek education.

4.0: Financial Aid to student for acquiring Skills and Knowledge:

It is universally accepted that human development is the foundation for a nation's progress, and facilitating education is beneficial to the realization of noble human rights (Jean-Marie, G., Normore, A.H. and Brooks, J.S., 2009). It is also an investment in the nation's greatest wealth that is useful and renewable. Despite the efforts made by the University to reduce costs of study, large segments of the society have limited financial resources. They need additional financial to enable them to obtain knowledge-based specialization. The Student Support Fund (Maen Fund) was launched by the University to support and facilitate this noble cause.

The Support Fund was named to reflect its core vision of finding financial resources that provide support to university students so that they can overcome the substantial challenges that face during their academic life.

As the number of female students is high at the University of Nizwa, most of its financial aid is dedicated to promote education and parity for women and girls. In addition, the SSF encourages students to do some part-time apprenticeship. A high percentage of girls are appointed as apprentices (Isnad) in various departments at university. Through the apprenticeship, female students gain not only some financial benefit but also get to understand the work culture and environment. This helps them to adapt to their work environment in the future. The female student gains administrative, technical, teaching and supervising skills during their tenure as an apprentice.

The statistical table below indicates the expenses that student support fund incurred in assisting students Financially. 90% of the financial Aid that amounted to 31 million Omani Rials(OMR) was attest to the progress and development of female students.

Table: Financial Aid provided by University to Students

Students Support Fund ` Activities									
From 2004 To 2017									
EXPENSES	2004 - 2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1 - Administrative Expenditures	--		--	--	--	--	--	--	--
2- Expenses of the training system :									
A- Student Training (Isnad)	539,402.13	282,800.20	377,044.75	340,918.02	327,296.49	269,282.84	210,472.98	214,692.68	180,201.43
B -External Training	75,321.21	15,040.00	166,040.00	149,740.00	150,408.00	243,414.40	0.00	0.00	30,647.40
3- Expenses scholarship programs :									
A - Bursaries	107,115.00	108,706.74	237,777.25	400,078.53	344,903.02	285,876.94	245,767.22	334,663.88	170,169.21
B -Scholarships	130,975.00	70,260.50	202,062.12	243,284.77	204,490.48	158,473.22	130,082.20	137,249.75	126,584.84
C -Partial scholarships	58,420.00	18,106.00	28,266.00	33,705.34	42,996.50	26,355.66	20,230.00	18,784.20	19,187.80
D -Full grants(Excellent students)	26,711.00	8,911.00	22,463.00	27,243.50	18,440.90	16,012.40	14,292.00	16,000.00	13,782.00
E -Full grants(Higher Education)	120,000.00	50,111.00	51,135.00	36,189.00	49,631.00	35,808.00	23,708.00	21,748.00	20,836.00
F -Hours / Courses	57,121.00	44,306.50	41,795.00	251,172.00	18,783.00	10,574.00	15,544.00	150,916.00	294,517.00
G -Scholarships difference	245,590.00	73,633.80	77,882.63	56,000.50	48,472.00	91,943.70	48,228.43	135,187.00	150,205.75
H - support for Foundation Year	2,926,260.00	608,040.00	383,100.00	779,175.00	579,270.00	730,650.00	620,835.00	563,640.00	613,742.00
I - International Exchange	0.00	0.00	0.00	0.00	13,393.00	29,649.00	29,557.00	38,354.00	27,864.20
j -Full grants (U.O.N)	0.00	0.00	0.00	0.00	0.00	0.00	2,372.00	2,824.00	3,519.00
4- Student Welfare includes :									
A - student Housing	1,681,542.39	899,282.35	1,649,604.92	1,009,641.47	1,035,951.68	341,330.00	340,183.75	211,392.00	260,691.10
B - Student Transportation	67,319.05	41,690.00	46,530.00	46,550.00	46,277.00	71,063.87	143,370.95	35,580.00	1,928.75
C - Health Care Support	162,651.97	60,535.50	50,083.49	57,421.87	78,572.29	88,826.74	127,410.42	68,312.28	42,056.00
D - student nutrition	149,157.50	106,263.58	146,049.54	110,361.93	103,240.69	201,585.60	129,355.68	59,010.57	192,327.00
E - Housing and Transport Assistance	91,902.80	52,850.00	88,337.00	124,337.50	82,727.50	60,479.00	28,992.00	20,835.00	9,305.20
F - Health Support-	0.00	900.00	0.00	0.00	3,600.00	5,600.00	6,000.00	6,800.00	3,000.00
G - Support for Food & nutrition	0.00	186.00	217.00	0.00	189.00	0.00	0.00	0.00	0.00
H - Examinations fees	23,470.00	38,475.00	28,805.00	12,775.00	18,025.00	21,000.00	11,975.00	9,700.00	4,400.00
I - Others	0.00	300.00	1,582.00	2,555.00	1,348.00	2,453.00	3,055.00	240.00	577.00
Total Expenses	6,462,959.04	2,480,398.17	3,598,774.69	3,681,149.42	3,168,015.55	2,690,378.36	2,151,431.62	2,045,929.36	2,165,541.67

5.0 Empowering Women in Academic and Administrative roles:

University of Nizwa has a diversified culture in appointing faculty and staff in administrative, academic and technical management. University has a perceptible participation of females in its work force. It has female appointed in various departments, deanship and senior managerial positions. The work culture at university, the benefits and incentives given to female workers encourages women to secure a job at University. University has showed empathy and understanding to mothers (Post Natal) by giving them flexible work schedules. The UoN adopted an equal opportunity for females in all positions of its human resources. Benefits and salaries are granted on merit and experience and there is no discrimination between males and females.

Indeed, the university has encouraged women empowerment by appointing females in Managerial and leadership positions. Since its inception the college of Pharmacy and Nursing is led by a Female Dean.

The most critical positions like The General Registrar, Assistant, the HR Manager, Director of Centre of Information Systems are held by Women. These women were appointed as they were

self-motivated, confident and had good verbal and communication skills. They had the ability to interact with any stake holders. They possessed the efficiency to control the overall function of the department. They started as administrators, later they were encouraged to complete their graduate education and equipped with required skills to suffice the Managerial positions assigned to them.

They were provided on the Job Training to understand and learn the policies and procedures. They are encouraged to participate in both international level and locally offered training session, seminars and conferences.

Table 3: Male and Female Staff of University of Nizwa as of 2019:

University of Nizwa		
Work Type/Gender	Male	Female
Academic	237	87
Administrative	89	88
Technical	49	42
Services	22	0
Total	397	217

Table 4: Females at leadership positions at the University of Nizwa as of 2019:

High Positions / Women	
Actual Work	Total
Dean College of Pharmacy and Nursing	1
Acting Head of Department	1
Assistant Dean for Research and Graduate Studies	1
Assistant Director for Special Programs	1
Assistant General Registrar	1
Assistant Professor	10
Assistant Researcher	3
Associate Professor	2
Career Counseling Specialist	1
CIS Director	1
Deputy Director	2
Director	4
Director of Student Development Programs and E-Learning	1
General Registrar	1
Head of Department	1
Head of Section	2
Human Resources Expert	1
Liaison Officer	1
Professor	1
Quality Control Manager	1
Supervisor for Academic Development	1
Grand Total	38

6.0 Innovators, Scholars and leaders

6.1 Research and conferences:

Since the dawn of the research process, research field has been dominated by Men. Historically, women were barred from entering the science, initially by restrictive regulations then by cultural presence that reinforced their expulsion (Oliver Dumon.2017).

Women in Oman too face several challenges like lack of support from the family, they are discouraged at young age, they lack the confidence to evolve themselves in the male dominated fields and they have a few of role models to follow.

However, at UoN women are encouraged to participate and contribute equally in the research field. There is no gender bias in any research field. Women are encouraged to make their stand in various research fields despite the challenges faced. As per the ISI (Google scholars we have around 25% of female staff researchers who are highly Cited.

Below is a list of research projects funded by UoN to encourage women's' participation,

Research project Funded by University of Nizwa

1.	Project Title	Department
2.	Characterization and evaluation of Benzathine Penicillin G Nanoparticles as a pharmaceutical dosage form	Pharmacy
3.	Multiple Objective models for programing portfolio selection	Management
4.	Professional writing in academia: the challenge factor for non-native speakers	Foreign Language
5.	Occupants Perceptions and Preferences on the Use of Electrical Appliances (in Summer Season) in Residences with Special Considerations on Air-conditioning	Architecture
6.	A Retrospective Analysis to Evaluate the Pattern Of Use Of Statins and their Hepatic Adverse Effects at A Regional Hospital in Oman	Pharmacy
7.	Isolation and Characterization of antionidant and antimicrobial compounds from Adennium obesum grown in the Sultanate	Pharmacy
8.	Tertiary Education & Globalisation: A sociolinguistic study of women learning English in Saudi Arabia and Oman	DFL
9.	Bio-priming with Silicate Solubilizing Bacteria for Plant Growth Promotion and Biological Control of Phytopathogens in selected Omani Crops	DBCS

10.	A cross-sectional study to assess the pattern of use, treatment response, patient adherence and adverse drug reactions of hydroxyurea among adult sickle cell disease patients in a regional hospital in Oman	Pharmacy
11.	'Arabia' as Representation of the Discourse of German Literature: A Historical Survey of Texts depicting the Arabian Peninsula from 1500 to the 20th Century with a special focus on the Eastern area of the Sultanate of Oman	DFL-CAS
12.	The French Popular Literature as the Picture of the French Society and Culture	DFL-CAS
13.	Technology in Virtual and Face to Face Classrooms: The Impact of multimodal Interactions on the Development of Knowledge Construction Process	DFL-CAS
14.	Omani Folktales translated from Arabic into German and English	CAS-DFL
15.	Synthesis, Structure Characterization and Biological Evaluation of Complexes using PL moiety.	DBSC-CAS
16.	Synthesis, Characterization and Bioactivity of Nonstructured Calcium Oxide Derivatives	DBSC-CAS
17.	Mapping Students Accounting Literacy by Structured Observation	DM-CEMIS
18.	Isolation and characterization of cytotoxic and antimicrobial agents from Endemic Omani plants (Hyoscyamus gallagheri and Salsola omanensis) (Principle co-investigator) Under discussion	Pharmacy

University has also encouraged women to participate in research funded by other bodies and below is list of project where women made their stance.

Research Project Funded by other bodies

	Project Title	Department
1.	Design And In-Vitro Evaluation of A Colon Targeted Controlled Release Nano Prodrug of Budesonide Using Phase Transited Asymmetric Membrane Capsule	Pharmacy
2.	In vitro anticancer activity of selected medicinal plants from Oman	Pharmacy
3.	A study to evaluate the pattern of use of statins and their adverse effects (focus on Hepatic effects) among patients in department of medicine at a regional hospital in Oman	Pharmacy
4.	Citizenship Education in the Higher Education Institutions in the Sultanate of Oman	Education
5.	Historical changes in land use in the a flaj and future trends	Aflaj Unit

6.	Documenting traditional knowledge in falaj construction and maintenance	Aflaj Unit
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University has also encouraged women scholars to participate in various conferences around the globe. UoN was represented by universities women scholars in about 112 conferences. These conferences were held in both GCC countries and other countries like US, UK, Spain, Germany, Japan, Malaysia, India, Algeria. The conferences women participated were sponsored by University partially and a few were self-sponsored.

University has encouraged female students' participations in the field of research so that they emerge as future scholars in university as per the data related by the research centre in UoN we have 81% participation of female students in students' research projects (FURAP), compared to 19% of male's students. University has participated in 60 different project and the financial funding was around 1,30,396 Million Omani Rials.

6.2 Student Scholars

University has opened several open- learning resource centers for students. These centers encourage, and support students to overcome learning challenges through appropriate learning environment with excellent educational resources such as books, stories, novels, computer programs and various recreational activities that offered in some attractive methods. These Centre's are fully equipped resource center for self-study. Students can get personal help with their work from teachers or staff whenever they need it. They can relax and study in the comfortable surroundings and join in the various activities to have fun with words and ideas. Various lessons and workshops are conducted by teachers and student tutors. Most of the student tutors are female students as the majority (90%) of enrolled students are females.

These Centre's have peer tutorial sessions. the sessions are one –to- one, so the students have the tutor's full attention. These sessions are conducted by student trainees. It is perfect place for those students who feel uncomfortable learning in groups. These Centre's help students enhance their reading, writing and listening skills. The Centre are:

- Ainjaz center for Foundation program students
- Learning Enhancement Centre
- Writing Centre

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