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Subject: Education, Health, Employment of Woman  
in the Sultanate of Oman

During the last ten years, Oman has witnessed many changes and basic evolutions, which have had their tangible effect on leading Oman to catch up with the human procession of civilization. In the first degree, this is due to the renaissance led by His Majesty Sultan Qaboos, since the dawn of July 23rd 1970. This date marks the real birth of modern Oman, to play her constructive role in Arab Society in particular, and in the international society in general, so as to resume her participation in civilization with the procession of life and humanity.

In fact, Oman realised during her persistent endeavours towards active and positive participation, that to achieve social justice, to provide every possible opportunity to Omanis in order to enjoy a noble life, is a main goal which leads her to the promises of the long desired progress, which she aspired to attain during a long period of isolation and stagnation.

The Sultanate gave evident care to the woman in accordance with Islamic principles, and the noble teachings of the Sharia, which lie firmly in the entity and conscience of the people of Oman, and which aim at preserving human liberty, safe-guarding man's dignity, liberating him from the disgrace of ignorance, the claws of the fear of nature, explaining its phenomena, and exploiting these phenomena to the benefit of peace and human welfare.

Since the dawn of the Islamic call, the Moslim woman had a remarkable and respectable position. As a mother, she received obedience and devotion. As a wife, she was given love and respect. Induction to respect family ties, the guarantee of

legal rights in inheritance, either to hold in marriage by kindness or to release in benevolence, are noble principles and just rights, as the Islamic legislation was distinctive in mercy and justice.

Islamic thought was always described as a distinguished thought, a heritage attended with noble ideas dedicated to the welfare of man and mankind.

Islam regarded the woman as an independent creature, not as a subordinate to man. Islamic Sharia gave the woman an integral legal personality, assured her financial independence.

The progress which the Sultanate witnessed today is reflected on the position of the Omani woman. She had enjoyed opportunities to share in different fields of employment and production. She has been given facilities, services, employment legislations to increase her participation in development from one side, and on the other side, to enable her to manage between her job responsibilities and her home duties. Such a change might not be enormous if compared with measures of other countries, where the woman acquired her rights a long time ago. But the Omani experiment, in terms of enabling the woman to be aware of her existence, her importance in both family and society, and according to qualitative and quantitative changes which occurred to different activities of life, where the woman plays a remarkable distinct role, if compared with the short period not exceeding ten years, is considered a big leap, particularly when the woman was completely neglected, and her role in life never exceed family duties, and giving birth to children.

Oman's modern progress was associated with the multiplying of many services, particularly in the fields of education, health and culture. Wide doors were kept open to girls and women to benefit from these services which led to a basic change in the Oman woman's life. The results were reflected in the improvement of her social and economic position. Providing education

for females, was one of the positive developments in society during the last ten years. The inclination is reflected in the state's attention confirming and encouraging efforts exerted, studying woman's problems, her issues, and public opinion trends about her. Finally, this was crystalized in forming a conference of Women Leaderships Activities concerning the role of the Omani woman in social development. This conference was held in Muscat during the period from 4 to 13 March 1978. Noteworthy, a society for Omani women was established only some days after the upsurge, as a sincere expression to the desire of women to share and volunteer to help girls in the modern society, offering them help, and solving these problems which corrupt family life.

The activities of this society are increasing day after day, extending its services to different regions of the Sultanate, penetrating into the depth of the country. Such an event stands out as a landmark to the humanity of Omani woman, her participation in solving many social problems.

We grasp the opportunity here, to mention in summarised review some of the most important accomplishments which came as a result to the participating of the girl in one of the vital and important activities, that is to say: The activity of Girl Guides within the framework of the Scouts Movement, adopted by the National Society for Scouts and Girl Guides, which is responsible for scout activities in the Sultanate, and from which branches two societies, one for Scouts, the other for Girl Guides. The activities of the Girl Guides are carried out under the supervision and guidance of branches which cover most of the regions in the Sultanate.

The Omani girl played an active role in this field, participated remarkably in all activities. It is noteworthy, that Scout activity is volutary, aims at serving the environment and society, in addition to cultivating good manners, helping in the acquiring of basic skills required to build personality, which is relied upon in serving the nation.

which particularly affected the position of the woman directly. At the top, comes education.

(a) General Education

We introduce here the basic features which resulted from girls' education, revealing some fundamental aspects which came as a result to girls' education in particular, and feminine education in general; since such indications are quite useful and effective in determining the path of the educational operation, putting it on the perfect path leading to the goals designed for it.

But the Omani experiment in the field of education, exhibiting the role of the woman as a teacher and as a student, appears to be of distinct effect on social, economic, and cultural aspects, which Oman witnesses today, and which in its turn was reflected on the woman, who reshaped her attitude towards life, and reformed the family in one way or the other.

\* Some ten years ago, there was no feminine education at all. Girls' education, or rather to say education in general began with the July 1970 upsurge. The total number of girls registered in primary schools was 1136 during the academic year 1970/71. This is the natural beginning in the educational scale. The number of girls registered in different stages increased to 30083 during the academic year 1979/80. Such a number equalizes twenty six times that existing at the beginning of education in 1970.

The base of education began to widen. Thousands of girls continued to ascend the educational scale upto the top. The three educational stages were completed so that education firmly gained its basic structure. The girls also reached university studies in their various specializations, whether in Arab or European universities. Expectations of the second five-year plan (1981/85) in respect of educational projects aiming at raising the standard of education, in order to reach the

~~planned aims designed for the diversification of courses and~~  
education to serve the national goals, indicate an improvement in economic and social standards, and the realisation of aspired wellbeing of society.

These predictions indicate also that the number of girls registered in the three educational stages (Primary, Preparatory, Secondary) will reach 60417 approximately at the academic year 1984/85. The beginning of the last year of the second five-years plan, i.e with an increase of 101%. In other words, the number of people receiving education will be doubled during the next five years.

According to the quick and accelerated growth of development, an increase in the number of girls registered in all stages of education has occurred - a fact indicated by the percentage of girls joining each stage during the academic year 1979/80 compared to the year 1970/71. The rate of girls registering in the primary stage increased. Also, the percentage of girls registered in all stages reached 31.5% in comparison with the total number. That is to say that the proportion of girls to the total number has increased from 1:6 to 1:3, which is considered a big leap in comparison with the recency of education. It is also considered in the opinion of those interested in pedagogic and social studies, a sound phenomenon, indicative of the responsiveness to the changes which took place in the pattern of life in Oman in general, and in the social life in particular. The indications of girls' education progress, represent one of its basic aspects.

We have chosen to illustrate in table (1) attached - those changes in number and percentage, to follow the progress of educational stages until their completion, to show how the progress is successive year after year, until the totals have nearly doubled. This percentage might appear unbalanced with the percentage of women in Oman, which is approximately 49%, which the results of studies of samples taken in different regions of the Sultanate revealed. But it is considered satisfactory to a great extent, if compared with the short age of

education and the social conditions prevailing in the past.

Moreover, this phenomenon is due primarily to the recency of education in general, and girls' education in particular. Education has not begun at the same time in all regions but successively. It is evident that the factor of time is quite important in determining the quantity of education and its spreading.

Another factor is the phenomenon of the feminine approach to education, its evolution, and what occurs of wastage, disdain the progress of the educational process at the beginning, particularly in developing countries, which mainly express the social attitude towards civilization, historical and psychological factors, and which represent at the same time a challenge to educational problems persisting in extension and spreading.

There is no doubt that the quick and outstanding progress witnessed by the Sultanate in her attempt to achieve the goals of development plans, will contribute considerably in lessening the gap between girls and boys in educational and social position. As the wide base of education in the primary stage indicates, there will be an expected influx of girls to the preparatory and secondary stages, and other sorts of education during the next few years, Statistics indicate that of every one hundred girls in the primary stage, there are 9 in the preparatory stage, and only 1.3 in the secondary stage; the rate of annual growth of girls in the primary stage shows an inclination to stability, which predicts future stabilization in all stages.

<u>Scholar Year</u>	<u>Rate of annual growth</u>
1975/76	- 19%
1976/77	+ 15%
1977/78	+ 20%
1978/79	+ 13%
1979/80	- 5%

It might appear that there is a decrease in the rate of annual growth in the number of those registered in the first class of primary stage. Such a matter has come as a result to

of the educational pyramid towards stability, as a result to containing overage pupils during the 1st primary class. Moreover, the last years witnessed an activity in opening new schools in different regions of the Sultanate, which were able to contain ~~greater~~ numbers of pupils deserving education.

Data from future projections for the second five-years plan aforementioned, indicate that the proportion of those registered in the academic year 1984/85 will reach 38.1% for the primary stage, 29.7% for the preparatory stage, and 23.4% for the secondary stage with a percentage of 36.4% for general standard. We preferred to show the proportions of joining the different stages of education in order to stress to what extent the Omani girl is ambitious to continue her learning up to the highest levels, and that the desire for specialization in different scientific studies is the hope of the girl, and she has already knocked at most of its doors. It is also noteworthy that the participation of the Omani girl joining different sorts of education, represent at the same time an important step in the history of education in the Sultanate, and stands as a landmark to its progress towards serving national goals in order to attain the highest economic and social levels included in the development plans which are currently undertaken in the Sultanate. Opening of an Institute for Female Teachers during the academic year 1977/78 was the beginning, where 22 girls joined the Institute. The number went up to 93 during the year. A new class has also been opened this year to qualify girls possessing the secondary certificate to become teachers after attending a one year course. Twenty girls have been accepted this year.

In order to encourage the Omani girl to participate in this vital and important field, which has important implications in educational scope, according to unity of habits and traditions, and the spirit of participation between teacher and learner, and which is considered fundamental in the pedagogic process, and in order to prepare the efficient and constructive teacher, a monthly allowance has been approved to girls during their

of service, moreover, two allowances are added to the salary on graduation.

(b) High Education

If the discussion led us to the field of higher education, we have to mention that girls attending different university studies during the academic year 1979/80 reached 177, representing a percentage of 23% of total number of those registered. This number is more than three times of those registered in the year 1973/74. In fact, this is a big improvement in comparison with the last few years, and it is more than satisfactory in proportion to the recency of education in the Sultanate.

It also reflects to what extent our wise government encourages the raising of the performance level in the field of general services, and the results of raising the standard of job frames, of which the government is responsible. Also, in order to show its intentions towards providing educational opportunities for Omani girls upto the highest levels. The data concluded from the employment of girls graduated last year (6 girls) is a clear evidence to this fact. Opportunities of suitable jobs have been provided for these graduates according to their specializations. Expectations indicate that another 25 graduates are expected next year.

(c) Eradication of Illiteracy and Adult Education

Efforts of the Ministry of Education were not only limited to the young generation, but were extended to include those who were deprived of education in the past, and whose circumstances did not enable them to continue their learning up to the end. The Ministry has established centres for eradicating illiteracy. Of these centres 57 were designated for females. These centres cover most of the regions. The number of females joining these centres went upto 2396 this year. They represent 39.6% of total of those joining these centres. Reviewing this proportion, it is evident that it exceeds that of girls registered in daily schools by

In accordance with the pedagogic philosophy in the Sultanate, (which is: The pedagogic policy meets with all its potentialities the desire of those who want to continue their study to the end). Centres of adult education have been established in order to offer the opportunity to those who were unable to continue their study in the morning. This fact is deducted from the efforts and services rendered by centres of adults education. Some 799 females are registered in these centres in the three educational stages, representing 18% of the total number of those registered in the centres.

It is therefore, evident that the Omani girl never stopped at certain limit where conditions hindered her, or blocked her way.

(c) Centres for Feminine Guidance

Education never spared efforts to offer help to the girl, in order to become an efficient housewife, which is her first and basic mission. Competency of the woman means competency for the coming generations. Therefore, she must be prepared for her job as a mother, on a firm base of useful education, and noble Islamic values. For attaining this aim, 4 centres for feminine guidance were established. 200 females attend these centres learning the principles of domestic sciences, in addition to principles of religion and good conduct. 35 other non-specialized centres for feminine guidance were established and are attended by 1000 females. These centres teach the trainees: principles of sanitary guidance, sewing, principles of domestic science, in addition to religion and cultural programs aiming at raising the standard of women. It is noteworthy to stress that there are many other similar centres operated by the Ministry of Social Affairs and Employment.

(e) Attention for Handicapped

The pedagogic policy, emanating from the philosophy of Omani education, which is derived in its turn from the principles of Islam, did not neglect urging the strengthening of friendly ties

among individuals in society, and encouraging sympathy, mercy, helping the weak and sick through certain pedagogic duties, aiming at caring for the handicapped, leading them to a better life sheltered by hope, confidence and security. Some girls were sent to institutes in Arab friendly states to be trained in this field.

(f) Project of Occupational Education for Females in the Country

We present here one of the projects of occupational education for females in the country, which realised wide success in comparison with the planned targets, and which was prepared with the co-operation of the UNESCO project in the Ministry of Education, as well as the UNICEF project. The project aims at raising the standard of the country's females in the following fields:-

Resources and principles of healthy means of nourishment.

Childcare.

Combating inherited habits which discriminate between males and females.

Focusing on famous women of great influence on the history of Oman.

Moreover, promoting skills in reading and writing according to the principles of vocational training, for the purposes of the acquisition of skills and knowledge necessary for instruction and the rational thinking of the Omani woman.

Therefore, this project became the cornerstone of combating illiteracy among women living in the country, and enlightening them hygienically and socially, so leading to achieving the goals aiming at raising the social efficiency of the country woman.

Six villages have been chosen for this purpose, in addition to 6 classes for combating illiteracy in the country's areas containing (90) females trainees. A reading book has been composed under the title of "Family of Sheikha," in which the principles of occupational education were regarded to be applicable as a means to achieve the goals previously mentioned.

Female country leaderships were also trained on the means

Female country leaderships were also trained on the means of country society development, and enlightening country women in the frame of the project of : Development of Local Communities. The project began in the academic year of 1977/78 on a test specimen previously chosen with the participation of country leaderships during all stages of application. The experiment gave positive and satisfactory results in terms of expected goals. The trainees received the subjects of the book with enthusiasm, because these subjects are directly related to problems they encounter and are correlated with their daily life.

The evaluation of the project ensured that the standard of reading and writing attained is equivalent to the standard of instruction in classes of combating illiteracy.

Evaluators declared that the book includes all the basic concepts planned in the project, and covers the specifications required in a reading book for illiterate females.

As to the continuity of the experiment, a study is prepared to generalise the book in centres of feminine guidance aforementioned, in the framework of educational programmes for development of country communities. The second part of this book is currently under preparation to include the necessary requirements for a modern Omani family, and in order to combat harmful habits, and traditions obstructing progress and development.

It is also planned to compile some other booklets in the series for an adults' library to suit females who completed their study in literacy classes or centres of feminine guidance, in order to be taken as a starting point towards achievement of continuity and successiveness of education.

Indicating numeral evolution of females registered in education according to different stages from 1969/1970 to 1979/1980.

Scholar Year	Primary Stage			Preparatory Stage			Secondary Stage			Different Stages		
	T	F	%	T	F	%	T	F	%	T	F	%
1969/79	909	-	-	-	-	-	-	-	-	909	-	-
1970/71	6941	1136	16	-	-	-	-	-	-	6941	1136	16
1971/72	15334	1952	13	-	-	-	-	-	-	15334	1952	13
1972/73	24335	4032	17	146	40	27	-	-	-	24481	4072	17
1973/74	35225	7795	22	318	79	25	22	-	-	35565	7874	22
1974/75	48576	12225	25	571	134	23	82	19	23	49229	12378	25
1975/76	54457	14817	27	1095	170	15	200	57	28	55752	15044	27
1976/77	62630	17962	29	2040	406	20	330	97	29	64975	18465	28
1977/78	70670	21377	30	4680	861	18	575	161	28	76032	22399	29
1978/79	77974	24949	32	7337	1516	21	820	194	23	86151	26659	31
1979/80	83700	27291	33	10405	2444	23	1324	348	26	95433	30083	31.5

#### The Role of Omani Woman in Sanitary Development:

The Omani woman plays a remarkable role in different fields of health services. Her role appears very distinctive in the field of nursing, which is considered the basis of health services, and a title to her success and efficiency, where she contributes effectively in this important humanitarian field, through the duties she performs within hospitals, medical centres, and academic health programmes.

The Omani female doctors also plays approminent role in providing male and female citizens with attention healthcare. She also contributes to a great extent in many other jobs such as

raise the standard of Omani women in the field of nursing, and to provide qualified nurses. We have the pleasure to review some aspects of health services offered to the Omani woman by our wise government, to safeguard her health and that of her children, since the woman is the begetter of generations, and the cornerstone of the family, considered as the first brick in the edifice of society.

Such a fact appears clearly when we look at the attention given to the woman in one of the most dangerous stages of her life, the stage of pregnancy, and the following period where the mother is exposed to danger, that at the stage of caring for the children after their birth.

Medical care also shoulders the responsibility of offering attention and care in child growth, and preparing a suitable healthy atmosphere for growth until maturity. In addition to what has been mentioned about medical care, it is aware of the fact that attention and precaution are essential to lessen the causes of disease, and to prevent contagion, and infections causing illness, as the wisdom says; "Precaution is better than cure". All this is attained through the spread of health directives which aim for educating the mothers and directing them towards the right principles of child education, and the methods of caring for them.

Healthy attention and medical care for mothers has begun to spread and reach different regions of the Sultanate by all available means, and in different ways. This is evident in the successive increase of beneficiaries of medical services, and different aspects of this care which are shown in the attached table.

Centres of medical care for mothers and children currently cover most of the Sultanate, and are in continuous increase - see the table attached - in addition to another 8 centres to be established in the regions, and 3 others in the capital area, expected during the next 5 years plan (1981/85)

the limits of hospitals and centres. It has already reached houses and schools. It has used every possible means of information and sanitary education, and participated in every attention given to its development. It also participated in feminine activities concerned with improving social quality through the activities and services rendered by the Association of Omani Woman. This participation is represented in practical and theoretical lessons in first aid and nursing.

SUBJECT	1975	1976	1977	1978	1979
Total of pregnant coming for check-up and treatment	18224	22959	24003	25503	29919
Total of children checked-up and treated	43880	39907	78208	96656	93006
Home visits for children	1398	605	2435	4559	3616
Home visits for pregnant ladies	1047	4165	1615	2466	2000
Home visits for childbirth	4724	3709	4430	4495	4261
Total of beneficiaries of social and precautionary procedures	-	4338	100803	128778	142265
Vaccination against diseases	35829	133602	94669	206058	87380
Titanus Pregnants	-	-	-	-	6530

Table indicating Centres and Care for Mothers and Children

TOTAL

1972		
1973	2	: Samail - Nizwa
1974	2	: Samail - Nizwa
1975	5	: One in Capital area
1976	6	: One in Capital area
1977	7	: One in Capital area
1978	12	: Two in Capital area
1979	16	: Two in Capital area

of which 3 are in the capital.

### Employment of Woman in the Sultanate:

On July 1970, with the start of the new era in Oman, and which restored to a woman her rights, acknowledge her existence in society, the woman regained awareness of her existence and today, she is participating in the construction of a modern and energetic society.

The participation of Omani women in different activities of life was one of the outstanding and important changes which took place. This participation was not limited to certain fields, it extended to different scopes which represent activities of various sectors in the state.

The rate of Omani woman participation in positions of influence increased distinctly during the last ten years. Such participation led to a tangible change in the attitudes of some individuals in society. Moreover, these social changes which took place as a result of economic development, spreading of education, and the open-door policy to the entire world, the contact with modern thought, all these factors, combined to help society to accept the positive role of the woman in productive work, particularly among the individuals living in big towns, and among the population of high educational standards.

Although this change is still at its primary stage, it contains specific characteristics, which give certain indications, that this change came automatically, and was a logical result, and sound response to the country's persistent need for technical employees, and specialists, strongly lacking in the nation. Moreover, the awareness of competent authorities, their understanding of the nature of these changes, had an important effect in issuing many legislations and facilities aiming at protecting the woman, restoring her rights and preventing her exploitation. Keeping in mind her special

humanitarian principles which resulted in the law regulating the employment of woman, issued by the Sultan's decree No. 34/1974. This law included the conditions and rules regulating the employment of woman, defining her relation to work and her duties. The law gave a woman equal opportunities in work and the right to hold key posts. It also put women on the same footing with men in salaries, providing for her all stipulations and rules regulating promotion just like her brother Omani.

The same law included also the rules regulating her leaves, in particular maternity leave where she is granted a leave for 45 days on full pay, without any breach to her right of annual leave, in addition to a decrease in working hours during the period of suckling. The law also prohibited the employment of women in harmful jobs, or in work exposing her health to danger, or causing her moral damage, also her employment in excessively fatiguing work. It also prohibited night shifts for woman, except in the special cases approved by the minister involved. It is noteworthy to say here, that the Omani woman is participating today in every field of development. She is working in the field of education and instruction, medical services in the Ministry of Defence, Royal Omani Women's Police, and in every other sector suiting her nature, and mentioned in the law. She also holds leading posts in many government circles and organizations, as well as in the private sector. She even reached the field of civil aviation, and we have already one Omani woman pilot. Opportunities of training and employment in this field are open to any female who so desires. Participation of women in the field of employment is expected to increase during the next few years as a result of educational expansion, and the manpower expected bulge, in addition to progress in the awareness of the importance of work as a duty, and as an honourable means of conducting one's life as well as self respect and preserving dignity. We introduce here one of the projects which attained reasonable success in the light of the policy of evolution and development.

The Ministry of Social Affairs and Employment adopted this project at the beginning of May 1976, with the co-operation of UNICEF, United Nations Development Programme, The Economic Committee for West Asia, and the Voluntary Fund for woman employment.

#### Aims of Project:

- (1) Experimenting the best methods to create interreaction and co-operative operations among individuals and groups each with other, and also among government organizations, in an attempt for their development, and leading them to better standards.
- (2) Training Omani cadres, able to shoulder the responsibility of making the change for the better of different levels.
- (3) Containing remote regions, transmitting services to these areas according to an Omani strategy based on establishing sections for local communities development, in every department of the Ministry of Social Affairs all over the Sultanate.

#### Scheme of Work in Project:

- (1) Beginning with rural communities.
- (2) The co-operation of ministries related to the subject, according to their potentialities and specialization.
- (3) Binding the work to Social Affairs Departments in order to ensure the distribution of the project.
- (4) Making use of Arab and international skills and expertise as well as local experts in various ministries.

#### Villages of Project:

- (1) The project began in 1976 in three villages in Nizwa. Actually the number of villages reached 9.
- (2) The project extended in 1977 to Ibra, and included 3 villages. The number went up to 10.

22 villages.

### Fields of Work in Project:

- (1) Social.
- (2) Educational.
- (3) Health.
- (4) Cultural.
- (5) Civilization.
- (6) Agricultural.
- (7) Feminine
- (8) Recreational

### Training of Personnel:

- (1) Workers in the project are trained by means of specialized courses in different fields of the project.
- (2) Training the employees within the jobs they occupy.
- (3) Sending employees in training missions to foreign countries.
- (4) Training centralised employees on the same footing as experts working in the project. It is noteworthy to mention that a certain training for local leaderships is given to men and women in villages of project.

### Role of Females in the Project:

Ten women work in this project. They work in 7 centres, offering services to 41 communities. These centres provide instruction in: Reading, Writing, Mathematics. They also deliver lessons in: Public health, Precaution from diseases, Modern methods in child education, Sewing, Embroidery, Cooking, and Domestic Science.

The project seeks to identify feminine leaderships within local rural communities, encouraging and training them in the field. The project also works for feminine participation in

committees of different scopes of work, in order to solve problems which might obstruct their communities, in an attempt to develop and improve standards of living, nourishment, health, agriculture etc.....

### Beneficiaries of Project:

#### First - Number of Population:

1- Nizwa	Total No.	1910	Females	944
2- Ibra	"	1817		903
3- Rostak	"	3000(approximately)	1500	
		<u>6727</u>		<u>3347</u>

#### Second - Cinema Projections for Consciousness:

1- Nizwa	25 projections	Female beneficiaries	415
2- Ibra	42	"	685
	<u>67</u>		<u>1199</u>

#### Third - Eradication of Illiteracy:

1- Nizwa	8 classes	Female beneficiaries	106
2- Ibra	8	"	170
	<u>16</u>		<u>276</u>

#### Fourth - Domestic Science and Feminine Works Instruction:

1- Nizwa	114
2- Ibra	<u>160</u>
	274

#### Fifth - Female Leaderships:

1- Nizwa	6
2- Ibra	<u>15</u>
	21

### Results of Project:

Although an evaluation of the results of the projects has  
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not yet been carried out, yet statistical and descriptive data indicate that there is a great improvement in communities, where the project is executed, in various fields.

#### Generalization of Project:

The document of project indicated the possibility of generalizing the project to cover various regions of the Sultanate, after the withdrawal of authorities participating in the project.

#### Period of Project:

As an experimental project for training and development of local communities, the project will be concluded in 31/12/81.

#### Future Plans for Project:

- (1) Preparing an integral report on accomplishments of project, results.
- (2) Evaluating the project as a whole so as to map out an Omani strategy in development of local communities.
- (3) Establishing of a section for this purpose in departments of Social Affairs working in different regions of the Sultanate.

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At the end of our review, we have the pleasure to mention the basic changes which have occurred in the function of the Omani woman, the great development which came upon her manner of adapting to society and life. Also, the progressive and constructive changes which the Omani society witnessed, are reflected on the woman, how they bulged and encouraged her to contribute in the process of development.

Her right to education is now accepted and is in proportion equivalent to the progress of civilization, the reshaping of social organization, forming a firm economic

entity, laying the foundations of development plans aiming at establishing a community living under the shelter of security and welfare.

Therefore, the Omani woman responded to this call, associated herself with the national procession, performing her duties in confidence and hope. The outcome were the results we indicated previously in fields of education, health, social services and others. It is as if the Omani woman was awaiting her chance to give evidence of her latent capacities her determination to step forward and give generously, hand in hand with men, to build an elevated edifice of a new and progressive society.

