جامعة ظفار
Dhofar University

DHOFAR UNIVERSITY
Sustainable Development Goals
Progress Report
2026 - 2025

Focus Areas



Additional SDGs



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FOREWORD

It gives me great pleasure to present this "Progress Report" of Dhofar University (DU) on "Sustainable Development Goals" of the United Nations for the academic year 2025-26 to its stakeholders. This is the fifth such report published by DU.

The Sustainable Development Goals, also known as the "Global Goals", were first adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity.

All 193 UN Member Countries at that time, including the Sultanate of Oman, have agreed to try to achieve these goals by the year 2030. DU fully endorses the commitment of the Sultanate of Oman towards achieving these SDGs and strives to contribute to this endeavour.

Accordingly, one of the objectives set by DU in its Strategic Plan for 2021-31 is: "Adopt United Nations Sustainable Development Goals for the betterment of community." For attaining this objective, a number of actions laid down in the supporting Operational Plan. Each action clearly specifies the person(s) responsible for its implementation and the evidence to be provided. All actions have well-defined Performance Indicators and specified targets to be achieved by June 2026.

This report summarizes various facts and figures about the progress DU has made towards these SDGs during the year 2025-26.

Last year, DU participated in THE Impact Ranking (2025) and has the honour of being ranked in the band 401-600 Universities in the world and also No. One Private University in the Sultanate of Oman. We strongly hope and want to carry forward the good work, and the results achieved this year and also to excel in the next year.

Prof. Amer Ali Rawas

Vice Chancellor

Dhofar University, Salalah

31 October 2026

1) INTRODUCTION

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to leave no one behind, it is important that we achieve them all by 2030.

https://www.un.org/sustainabledevelopment/sustainable-development-goals/

2) SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated - they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

https://www.undp.org/sustainable-development-goals



Dhofar University (DU) is committed to advancing all 17 United Nations Sustainable Development Goals (SDGs) through its academic programmes, research, institutional operations, community engagement, and national and international partnerships. While the University initially identified seven Focus SDGs as priority areas, it has

progressively expanded its efforts to address the remaining ten SDGs, in accordance with its Strategic Plan, Operational Plan, and SDG Policy. During the academic year 2025–2026, DU continued strengthening its contributions across all 17 SDGs, reflecting its commitment to sustainable development and alignment with Oman Vision 2040.

3) ACHIEVEMENTS

a) **DU developed and implemented the "SDG Policy"** in Fall 2021-22. The policy lays down the basic framework as well as the procedure and guidelines for achieving the SDGs throughout the University's strategic planning and implementation processes.

b) **DU has developed and implemented several policies supporting the SDGs**. These include: (1) Energy and Water Conservation Policy, (2) Transportation Policy, (3) Non-Discrimination, Harassment and Modern Slavery Policy, (4) Access to Lifelong Learning and Educational Resources Policy, (5) Academic Freedom and Academic Responsibilities Policy and (6) Climate Action Policy.

c) **The QAD created awareness** among faculty and staff about the Sustainable Development Goals of the United Nations and the SDG Policy of DU as well as other DU policies supporting the SDGs.

d) **Establishment of the Dhofar University Centre for Sustainability (DUCS):** Dhofar University officially established the Dhofar University Centre for Sustainability (DUCS) in 2025 to strengthen its institutional commitment to sustainable development. Reporting directly to the Vice Chancellor, the Centre coordinates and promotes sustainability initiatives across the University, including SDG integration into education and research, sustainability awareness, student and community engagement, national and international partnerships, and institutional SDG reporting. DUCS also supports the University's participation in international sustainability rankings and advances its contribution to Oman Vision 2040 and the United Nations Sustainable Development Goals.

e) **Expanded Engagement Across All 17 SDGs:** Building on its initial focus, Dhofar University has progressively expanded its sustainability efforts to encompass all 17 SDGs. During the academic year 2025–2026, the University continued implementing initiatives addressing the remaining ten SDGs alongside its seven Focus SDGs. Designated representatives for all 17 goals contribute to identifying relevant activities, collecting evidence, monitoring progress and supporting institutional reporting, in coordination with the in coordination with the Quality Assurance Department (QAD) and DUCS. These efforts reflect DU's commitment to integrating sustainable development into its education, research, institutional operations and community engagement.

Table 1

SDG No.	Goal	Responsibility
1	No poverty	Prof. Amer Rawas (VC)
2	Zero hunger	Prof. Amer Rawas (VC)
3	Good health and well-being	Ms. Fatima Al Baraami (Director of Female Students Residency)
4	Quality education	Dr. Syed Jamil (DVC)
5	Gender equality	Dr. Tareq Hosry (Dean DARSA)
6	Clean water and sanitation	Dr. Mahad Shamas (CE)
7	Affordable and clean energy	Dr. Sohaib Tahir (CE)
8	Decent work and economic growth	Dr. Mawih Kareem (Dean CCBA)
9	Industry, innovation and infrastructure	Prof. Muhammad Asif Gondal (CAAS)
10	Reduced inequalities	Dr. Khalid AL Mashikhi (Dean CAAS)
11	Sustainable cities and communities	Mr. Omar AL Shahri (Director of CSCEC)
12	Responsible consumption and production	Dr. Yasser Arab (CE)
13	Climate action	Dr. Paul Okonkwo (CE)
14	Life below water	Dr. Mazhar UL-Islam (CE)
15	Life on land	Dr. Abdel Rahman Kamel Al Qawasmi (CE)
16	Peace, justice, and strong institutions	Dr. Ahmed Elzein (Dean CL)
17	Partnerships for the goals	Dr. Sanjay Ramteke (QA Consultant)

Note: The seven rows highlighted in green are the Focus SDGs.

f) **The designated SDG representatives work in coordination with QA, DUCS and relevant university units** to strengthen the integration of the SDGs into academic programmes, research, institutional operations and community engagement activities.

g) **National and International Sustainability Partnerships:** Dhofar University actively collaborates with higher education institutions, government organisations, the private sector, and non-governmental organisations (NGOs) to advance the Sustainable Development Goals (SDGs). The University's membership in the United Nations Higher Education Sustainability Initiative (HESI) and the UN Sustainable Development Solutions Network (SDSN) further strengthens its international engagement, facilitating knowledge exchange, the sharing of best practices, and collaboration on sustainability education, research, and institutional initiatives.

h) **DU encourages and provides incentives to faculty, staff, and students** to publish research related to the SDGs. As a result, the University's research publications across various SDG-related areas have increased over the years.

i) During the year, **Dhofar University received an Erasmus+ grant** to support a project focused on sustainable tourism to address its environmental and economic impacts in the region.

j) **UNESCO Chair on Science and Innovation for Environmental Sustainability:** Dhofar University's UNESCO Chair on Science and Innovation for Environmental Sustainability, the first of its kind in the Sultanate of Oman, is actively advancing scientific research, innovation, capacity building, and international cooperation in environmental sustainability and sustainable development.

   The Chair serves as a regional platform for research and collaboration, focusing on developing innovative scientific solutions to address key environmental challenges in the Sultanate of Oman and the wider region, in alignment with UNESCO's objectives and Oman Vision 2040.

k) The College of Commerce and Business Administration, in coordination with the Dhofar University Centre for Sustainability, organized **Sustainability Week 2026**, held on 13–14 April 2026, featuring exhibitions, workshops, and student projects and products focused on sustainable development.

   As part of the event, students from **42** schools and higher education institutions across Oman were invited to participate in a project competition designed to raise awareness of environmental sustainability, encourage creativity, and promote innovative solutions to environmental challenges.

l) **DU conducted local community awareness programmes** about the SDGs. The University staff and students participate in local environmental campaigns, such as waste collection and clean-up drives.

m) In a significant move toward sustainability in the construction sector, the College of Engineering at Dhofar University signed a Memorandum of Understanding (MoU) with the **Gulf Organisation for Research and Development (GORD)**, headquartered in Qatar. The agreement marks a key collaboration in advancing green building education.

The partnership aims to integrate Global Sustainability Assessment System (GSAS) standards into the curricula of the College of Engineering, enhancing educational quality and equipping students and professionals with expertise in sustainable construction. The agreement also seeks to raise awareness among students and faculty about best sustainability practices, ensuring the development of a skilled workforce capable of leading the transition to environmentally responsible urban planning.

n) **Green Team Environmental Awareness Initiative — May 6, 2026. Dhofar University's CCBA Green Team visited Al Saada School for Girls (Grades 9–12)** to promote environmental sustainability and climate action. University students delivered interactive awareness activities and discussions on environmental responsibility and sustainable living. The initiative also included collaboration with Badr Al Samaa Group of Hospitals on sustainable well-being and health.

o) **International Participation in Sustainable Architectural Design — Vienna, Austria (2025)**. In line with Dhofar University's commitment to fostering student engagement in international academic programmes and advancing sustainable architectural practices, the College of Engineering participated for the second consecutive year in the Green Building Solutions (GBS) Summer University in Vienna, Austria, in 2025.

- Architecture students **Osama Salem Farah Saeed Hubais and Hamza Mahfoodh Saad Bayt Rabie** successfully completed an intensive month-long programme combining advanced theoretical knowledge with practical training in sustainable building design. The programme focused on energy efficiency, carbon emission reduction, passive design strategies, life-cycle assessment (LCA), sustainable construction materials, and circular economy principles. Through field visits and collaboration with multidisciplinary international teams, the students gained practical experience in developing environmentally responsible, low-emission building solutions.

This achievement highlights Dhofar University's commitment to empowering students with the knowledge and skills needed to address environmental challenges, promote sustainable urban development, and contribute to global sustainability goals.

4) PROGRESS TOWARDS SEVEN FOCUS SDGs

SDG 1 - NO POVERTY

a) In May 2025, Oman became one of the very few countries in the world to completely end extreme poverty. This was achieved through a national plan called "Oman Vision 2040", which focuses on improving education, creating more jobs outside of oil and helping people in every part of the country.

DU contributes towards this national endeavour by preparing quality graduates with knowledge, skills and values to meet the labour market requirements and societal aspirations and advancing impactful research and innovation aligned with Oman Vision 2040. (DU Strategic Plan Goals 1 and 2)

b) DU is a non-profit making private institution of higher education in Salalah, Sultanate of Oman. All surplus of the University is ploughed back for the development of university and betterment of local community.

Around 60% of the students at DU are either sponsored by the MoE (Previously known as MoHERI) or some other financing agency and are receiving financial aid to attend higher education.

For the remaining **40% of students** who are self-financing, and are in financial difficulty, there is a provision for deferred payment of tuition fees, which is dealt with by the Director of the Department of Financial Affairs (DFA). The percentage of self-financing students who availed this facility during the year is around **65%.**

c) DU has a scheme to encourage outstanding students, especially those from lower income group. Under this scheme, 50% concession in tuition fees is given to twelve students at the University every semester, which is based on their academic performance in the previous semester.

d) DU provides "***Free Accommodation***" for its female students and is the only Higher Education Institution in Oman to provide this facility. There is a provision for accommodating around 2,200 students in the "Female Student Residency".

This is part of the University's "Social Responsibility" and meant for encouraging the girl students in the region to go in for higher education.

https://www.du.edu.om/profile-of-du/ (Refer to Hostel for Female Students)

e) The Department of Admission and Registration, in consultation with the VC, has started setting specific targets for admitting students from low-income families, which are reviewed and revised every year. The target for the year 2025-26 was 20% of the students admitted should be from this group.

https://www.du.edu.om/target-group/

f) DU is committed to ensuring successful completion of the academic programme by the students from low-income families. As such, there is a ***"Learning Support***

Centre" for providing additional academic support to these students through the "Peer Tutoring" scheme.

https://www.du.edu.om/target-group/

g) ***"Centre for Entrepreneurship"*** at DU provides support in arranging financial assistance for the local community in starting sustainable businesses.

To begin with, it creates awareness about various schemes of the government and public or private sector organisations among the community members aspiring for starting a business. Subsequently, it provides the necessary support in completing the necessary formalities for arranging financial assistance.

https://www.du.edu.om/center-for-entrepreneurship/

h) A number of international students are studying in various colleges of DU. This includes students from low or lower-middle-income countries. DU has a policy of supporting these students by way of concession in tuition fees, facility of deferred payment of tuition fees and in case of girl students' free accommodation. They are also provided free transportation facility by the Oman National Transport Company "Mwasalat".

https://www.du.edu.om/students-from-poor-countries/

SDG 4 - QUALITY EDUCATION

a) DU has a ***"Department of Education"*** in the College of Arts and Applied Sciences. The department offers a number of academic programmes at Diploma, Bachelor and Master's level in the field of education.

All these programmes are designed in such a way that the graduates of these programmes are qualified to teach at primary school level. The following table shows the number of graduates in the field of education in the last Four years.

TABLE 2

	Nov 2022	Nov 2023	Nov 2024	NOV 2025
No of Teaching Graduates	53	235	311	304
Total Graduates	996	1016	1170	1332
Percentage	**5.32%**	**23.12%**	**26.58%**	**22.82%**

b) ***The "Community Service and Continuing Education Centre"*** (CSCEC) at DU provides access to the educational resources of the University and the expertise of DU faculty to the community of the Dhofar Region at large. The activities of CSCEC mainly include:

1) educational and training programmes to meet the needs of the local community with active participation of private and public sectors.
2) certificate programmes and customized training programmes designed to meet the needs of individuals and organizations.
3) short-term courses for public and private sector employees.
4) holding educational events that are open to the general public.

The following table shows the activities of CSCEC in the last four years.

TABLE 3

Year	2022-23	2023-24	2024-25	2025-26
No. of Activities	18	23	29	37

c) ***International Academic Mobility through Erasmus+:*** During the 2025–2026 academic year, Dhofar University strengthened international academic cooperation and educational opportunities through participation in the Erasmus+ Programme, co-funded by the European Union. The University facilitated international student and faculty exchanges involving the College of Arts and Applied Sciences (CAAS) and the College of Engineering, in collaboration with European partner institutions, including UC Leuven-Limburg in Belgium and the Czech University of Life Sciences Prague. These exchanges promoted international academic mobility, cross-cultural learning, knowledge exchange, and professional development, contributing to the enhancement of educational quality and internationalization at Dhofar University.

d) ***Experiential Learning and Industry Engagement:*** Dhofar University promotes experiential learning by providing students with opportunities to connect classroom knowledge with practical experience in professional settings. As part of this approach, students from the College of Commerce and Business Administration (CCBA), accompanied by faculty members, undertook an educational field visit to Dhofar Beverages & Foodstuff Co. SAOG in Salalah. The visit provided students with practical insights into organizational operations, management processes, and professional practices, enhancing their understanding of real-world business environments and strengthening the connection between academic learning and industry.

e) ***"Department of Admission and Registration"*** (DAR) at DU is involved in promoting DU and its programmes among prospective students. For that purpose, it maintains contact with high schools in the region and provides information about higher education in coordination with the College Deans, FP Director and Director of the Department of Public Relations and Information (DPRI).

The department also participates in national and international educational exhibitions for promoting DU and its programmes in collaboration with DPRI.

https://www.du.edu.om/education-outreach-activities/

f) DU is the only University providing higher education up to Doctoral **(PhD)** level in the Governorate of Dhofar. Many students enrolling at DU are first generation students in higher education. In view of this, DU has a social obligation towards the local community. As such, DU:
    1) creates awareness in the community about the importance of higher education in building the nation,
    2) delivers high-quality academic programmes, which provide its students with ready employment and
    3) strives to ensure that the majority of its students are provided with financial support through the Ministry of Education (MoE) or some other financing agency.

g) One of the objectives set by DU in its SP for 2021-31 is: ***"Develop DU into a leading university for higher education of students with disabilities in Oman."*** As such, DU has established a "Students with Disabilities Support Service Unit" to cater to the needs of Student with Disability (SWD). Through this unit DU:
    1) promotes a culture of inclusiveness for SWD among DU community,
    2) equips faculty and staff with appropriate skills to cater to the needs of SWD,
    3) builds a pool of student volunteers for supporting SWD,
    4) provides adequate and appropriate facilities to meet the needs of SWD,
    5) establishes fruitful partnerships with public and private sector organisations to support SWD,
    6) widens the involvement of SWDSSU in the local community.

https://www.du.edu.om/students-with-disabilities-support-services-unit/

h) DU provides adequate and culturally appropriate accommodation for its female students on the University campus. There is a provision for accommodating around 2,200 students in the "Female Student Residency".

    DU does not charge any fees from its students for accommodation facilities. This is part of the "University's Social Responsibility" and also for encouraging the girls in the region to go in for higher education.

    https://www.du.edu.om/profile-of-du/ (Refer to Hostel for Female Students)

i) DU has ***"Access to Lifelong Learning and Educational Resources Policy"*** which outlines the opportunities, facilities, organizations and procedural guidelines for

providing access to lifelong learning opportunities to community members, regardless of ethnicity, religion, disability or gender.

j) ***"DU library"*** is open to the members of the local community in general on all working days from 7:30 am to 8:00 pm. They also have access to e-resources in the library from outside the campus via the DU library website, using their usernames and passwords. The library has separate reading areas and computer labs for male and female. In addition, there is one common e-library lab. Dhofar University | Library |

k) ***Centre for Career Services and Alumni***: the career guidance services of higher education institutions aim to help students to make career decisions that are appropriate to their professional abilities and values and compatible with the accelerated variables, trends and opportunities of the job market. Career guidance services also seek to equip students and graduates with job market requirements and inculcate in them job-seeking skills and ways of seizing career opportunities in a highly competitive job market. The centre provides DU alumni refresher courses, workshops and short courses to support them in up-skilling their skill sets given the dynamic of the labour market requirements. It specifically provides workshops and short courses on soft skills, personal well-being, and personality enhancement. Centre for Career Services and Alumni | Dhofar University

SDG 5 - GENDER EQUALITY

a) As mentioned earlier under Goal-4, many students at DU are first generation students in higher education. This proportion is much higher for girl students.

   Keeping this in mind, DU strives to promote gender equality, while encouraging the female students, especially the first-generation students, to pursue higher education. Accordingly, DU provides free accommodation to all female students on the University campus. DU Female Residency accommodated more than 1,900 female students during academic year 2025/2026.

b) DU has fully adopted the "Labour Laws of Oman". Accordingly, there is provision of ***"Maternity Leave"*** for 98 days and ***"Paternity Leave"*** for 7 days.

c) **Women's Empowerment and Gender Equality Awareness:** During the academic year 2025–2026, Dhofar University reaffirmed its commitment to promoting gender equality and women's empowerment through educational, social, and awareness-raising initiatives. The University celebrated **Omani Women's Day 2025** under the theme **"Women as Partners in Development,"** recognizing the achievements and contributions of Omani women to national development. In addition, the University organized an awareness workshop entitled **"Women under the Social Protection Law,"** aimed at enhancing awareness of women's rights and social protection provisions. Other major activities promoting gender

equality and women's well-being included **(1) the Breast Cancer Awareness Programme and (2) the "Proud to Be a Woman" get-together**. Collectively, these initiatives reflect the University's commitment to advancing women's rights, empowerment, health, and well-being, in alignment with SDG 5 Gender Equality and Oman Vision 2040.

d) **Female Student Admissions and Support Measures:** Dhofar University monitors and tracks female student admission rates to identify opportunities for improving women's access to higher education. To support female students, particularly those facing financial or social barriers, the University provides various forms of assistance, including internal and external scholarships, tuition fee concessions, deferred payment arrangements, and free accommodation. These measures contribute to reducing barriers to higher education and promoting equal educational opportunities for women.

https://www.du.edu.om/women-application/

e) **Academic Support and Retention of Female Students:** Dhofar University is committed to supporting female students throughout their academic journey and enabling them to complete their programmes within the prescribed study periods. The University provides academic assistance through its Learning Support Centre, which offers additional learning support to students experiencing academic difficulties. These measures aim to enhance academic performance, improve student retention and progression, and promote equal opportunities for female students to successfully complete their higher education.

f) **Encouraging Female Enrolment in Underrepresented Disciplines:** Dhofar University actively encourages female students to pursue academic programmes in disciplines where women have traditionally been underrepresented. This is supported through awareness and orientation programmes for newly admitted students, during which College Deans introduce the available academic specializations and highlight their associated career opportunities. The University also provides informational booklets outlining different academic programmes and potential career pathways. These initiatives aim to broaden female students' educational and professional choices, challenge traditional gender stereotypes, and promote equal opportunities across academic disciplines.

SDG 8 - DECENT WORK AND ECONOMIC GROWTH

a) DU follows a ***"Policy of Non-discrimination"*** while recruiting and promoting the staff. There is no discrimination on the basis of gender, age, disability, race, colour, religion, economic or social status, nationality etc., provided they are otherwise qualified. This non-discrimination policy is followed for ***"Pay Scale Equality"*** also, and it is ensured that there are ***"No Gender Pay Gaps".***

b) DU pays all its staff and faculty, both Omani and Expat, living (minimum) wage as per the local standards. DU also provides annual increment in salary to its existing staff, both Omani and expats, which helps it in motivating and retaining the deserving staff.

c) DU has a recognised labour union known as ***"Dhofar University Labour Union"*** (DULU) in which most of the staff, including women and expats are members. This ensures that the employees have freedom of association and labour rights are protected. The DULU represents the University's employees and takes up their demands to the management. It organizes activities and events that would enhance the union's role in the University.

d) DU ensures that the staff members are provided with adequate opportunities to raise their grievances. Accordingly, DU has a ***"Staff Grievance Policy"*** (SGP) which gives details about: (1) types of grievances, (2) grievance-handling procedure, (3) appeal procedure and (4) necessary guidelines. The policy is made available to staff through e-mail, the DU website, and DU Policy Manual.

   DU also builds confidence among faculty and staff and ensures that SGP is fair, impartial, and equitable. It is also ensured that there is consistency, fairness, equity, transparency, and promptness in dealing with staff grievances. The ultimate aim is to ensure that they work in a healthy work environment and contribute toward the development of the University.

e) Almost all employees of DU, both academic and non-academic, are on secure contracts. Only newly recruited staff are on probation for 3 months, after that, if their work is satisfactory, they are given a secure contract.

f) ***"Student Work Placement"*** (SWP) is a formal requirement for most of the undergraduate programmes at DU. It is a supervised and assessed work carried out by the students, with the approval of the College, in a business, industrial, social or other organisation.

   DU perceives SWP as a valuable experience for students, which enhances their employment opportunities. It is known by different names in different programmes, such as practicum internship, field internship, practical training, or simply internship.

g) In line with the policy of the Sultanate of Oman, DU has a commitment and is strictly against forced labour, child labour, human trafficking and modern slavery. Furthermore, considering the fact that many routine services at DU such as cleaning, gardening, cafeteria, security, maintenance etc. are outsourced, DU strives to ensure that the policy against modern slavery is followed by these companies also. This approach of DU towards modern slavery is clearly stated in ***"Non-Discrimination, Harassment and Modern Slavery Policy".***

h) ***Student Employability and Entrepreneurship:*** Dhofar University promotes student employability and entrepreneurial development through business incubation, entrepreneurship initiatives, start-up training, and career development activities. These initiatives aim to equip students and graduates with the practical knowledge, entrepreneurial mindset, and professional competencies needed to explore employment opportunities, establish innovative businesses, and contribute to economic diversification and sustainable economic growth in Oman, in alignment with SDG 8 and Oman Vision 2040.

i) **Case-Based Experiential Learning:** Membership with The Case Centre, UK, providing faculty and students with access to a wide range of international business cases that support experiential, problem-based, and applied learning.

j) **Soft Skills and Employability Development**: Introducing a dedicated Soft Skills course to develop students' communication, teamwork, self-awareness, problem-solving, and other transferable skills essential for employability and responsible professional practice.

k) **AI and Sustainability Capacity Building:** Conducting workshops and an international certification programme on Artificial Intelligence (AI) and Sustainability in collaboration with Brunel University London, UK, enhancing students' and faculty members' knowledge of emerging technologies and sustainable practices.

SDG 10 - REDUCED INEQUALITIES

a) As mentioned earlier under Goal 4, DU is the only University providing higher education programmes up to **Doctoral (PhD)** level in the Governorate of Dhofar. Many students enrolling at DU are first generation students in higher education. In view of this, DU has a social obligation towards the local community and is committed towards that.

   As such, (1) DU creates awareness in the community about the importance of higher education in building the nation, (2) delivers high-quality academic programmes, which provide its students with ready employment and (3) strives to ensure that majority of its students are provided financial support through MoE or other financing agency.

b) There is a significant number of students with disabilities studying at DU. As such, one of the objectives set by DU in its SP for 2021-31 is, ***"Develop DU into a leading university for higher education of students with disabilities in Oman."***

   DU has also established a ***"Students with Disabilities Support Service Unit"*** to cater to the needs of student with disability and there is a ***"Student with Disability Policy"*** to guide the activities of this unit. Through this unit DU:

   1) promotes a culture of inclusiveness for SWD among DU community,

2) equips faculty and staff with appropriate skills to cater to the needs of SWD,
3) builds a pool of student volunteers for supporting SWD,
4) provide adequate and appropriate facilities to meet the needs of SWD,
5) Establishes and strengthens partnerships with public and private sector organizations, to support Students with Disabilities and promote inclusive higher education.
6) widens the involvement of SWDSSU in the local community.

c) DU has taken utmost care in designing its physical facilities to ensure that people with special needs are taken care of and they face no problems in moving from one place to another within the campus.

   All DU buildings have ramps and accessible washrooms apart from separate well earmarked parking spaces. Also, all classrooms and labs are wheelchair-accessible for easy movement of such students.

d) DU follows a ***"Policy of Non-discrimination"*** while admitting the new students. There is no discrimination on the basis of gender, age, disability, race, colour, religion, economic or social status, nationality etc., provided they are otherwise qualified for admission. The students are also protected from harassment.

e) For ensuring strict adherence to the "Non-Discrimination, Harassment and Modern Slavery Policy", DU has constituted a high-level committee at the University level called ***"Anti-Discrimination and Harassment Committee".***

   Apart from investigating the cases of discrimination and harassment referred to it by the VC, the committee is responsible for creating awareness about discrimination, harassment and their consequences among faculty, staff and students, and advising DU management about various initiatives and programmes concerning diversity, equality, inclusion and human rights for stakeholders.

f) Around 55% of the students at DU are ***"Female Students",*** 45% are ***"First-Generation Students"*** and 60% are receiving scholarship for various purposes, including those from ***"Low Income Families".*** Also, there is a significant number of ***"Students with Disabilities"*** studying at DU.

   DU considers all these groups as ***"Underrepresented Groups"*** and as such measures and tracks the application and admission rates for these groups of students over a period of time so that necessary measures can be taken to further enhance it. Some of the measures taken by DU include scholarships, concession in fees, facility of deferred payment and free accommodation.

g) DU has a "Women's Mentoring Scheme", whereby new students in the Ladies Hostel are assigned a mentor, who is a senior student and preferably a roommate, who helps the mentees in adjusting to the new environment.

Likewise, as per Staff Induction Policy Section 9.2, new faculty and staff from underrepresented groups have an assigned mentor to provide the necessary help and guidance during their probation period and ensure their settlement in new job and work environment.

h) DU has a ***"Counselling Centre"*** staffed with qualified and experienced female counsellors. Through this centre, DU ensures that its students from underrepresented groups have access to personal counselling facilities, as and when needed, which help them in solving their social, emotional or psychological problems.

i) **Inclusive Employment Opportunities for Persons with Disabilities**. Dhofar University demonstrates its commitment to equal employment opportunities and social inclusion through the appointment of Mr. Haitham Al-Omari **at LSC**, a deaf employee, to its administrative staff. This initiative reflects the University's efforts to promote inclusive workplaces, recognize the capabilities of people with disabilities, and support their meaningful participation in the workforce. It also aligns with the objectives of Oman Vision 2040 concerning social inclusion, equal opportunities, and the empowerment of persons with disabilities.

SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTIONS

a) The ***"University Council"*** (UC) is the highest decision-making body of the University. As per DU Bylaws, it is composed of the Vice-Chancellor (VC) as chairperson and the Deputy VC, Deans and the Directors of the Foundation Programme, Department of Research, Department of Postgraduate studies and the Department of Quality Assurance as members.

One faculty member from each of the four Colleges, nominated by the VC for a renewable period of three years and based on the suggestions of the College Deans, is also a member of the UC.

In addition, the President of the Student Advisory Council and the Directors of the Non-academic Departments concerned are also invited to the UC while any matter concerning them is being discussed.

b) As per MoE guidelines, DU has a ***"Student Advisory Council"***, consisting of seventeen representatives drawn from various colleges. The SAC is reconstituted with newly elected members every year in September.

c) Dean DARSA ensures that all colleges are represented in SAC as per MoE guidelines and there are no vacant positions. DU encourages female students to be members of SAC and provides conducive environment for their involvement in SAC. DU also involves representative of Master's Programmes students in SAC as invitee to take up their issues.

The SAC is used as a means of collecting feedback from students as well as informing them about the action taken regarding their feedback. DU holds regular

meetings between the SAC and senior management of DU at least once every semester to discuss student satisfaction and their grievances. Student representatives in SAC are invited in various College (Department) committee meetings, wherever appropriate.

d) DU has a ***"University Advisory Council"*** which includes representatives from industry, employers and community. The Council normally meets twice every year and provides a forum for interaction with industry and employers for their involvement in the planning process for the development of the University.

   In line with University Advisory Council, DU has established ***"College Advisory Councils"*** in all its Colleges, which also include representatives from industry, employers and community. The boards normally meet twice every year and provide a forum for interaction with industry and employers for their involvement in the planning process, especially during programme review and development of new academic programmes.

e) DU is registered as "Dhofar University Company (SAOC)" with the Ministry of Commerce and Industries in Oman. Accordingly, its financial books are audited by an External Auditor every year. These audited reports are published by DU.

   The external auditors for 2025 were "Ernst & Young (EY)", which is independent of the institution, its senior staff and members of the governing body.

   DU also has an "Internal Audit Unit" that reports to the Board of Directors (**BoD**) and the VC. Their main role is to examine the internal procedures and control measures to ensure that all legal requirements, the University Bylaws and other rules and regulations are observed.

   BoD also meets quarterly and monitors the actual expenses with the budgeted figures and approve quarterly unaudited financial statements.

f) DU has developed and implemented an ***"Academic Freedom and Academic Responsibilities Policy"*** which provides the faculty with freedom in the classroom in a way that enhance learning and promote student creativity and intellectual development of students. It also entitles them to freedom in undertaking research and in the publication of research findings, in full adherence to ethical standards and acceptable practices of conducting and publishing research.

g) DU has a zero-tolerance policy towards bribery, favouritism, malpractice, fraud or corruption. Indulgence of faculty or staff in such activities is not acceptable. All such cases are taken to the Disciplinary Committee and sanctioned as per DU Bylaws. Any university employee or student who notices an incidence of bribery, favouritism, malpractice, fraud or corruption on the part of DU faculty or staff is welcome to bring it to the notice of concerned authorities.

h) DU staff provide Expert Advice to Government through participation in various workshops and conferences. The staff also participates in research activities for and in collaboration with government departments.

i) Dhofar University promotes inclusive stakeholder participation in decision-making by engaging students, faculty members, administrative staff, and advisory councils. Through the periodic review of institutional policies, the University seeks to ensure that its decisions and policies reflect diverse perspectives and stakeholder input.

SDG 17 - PARTNERSHIP FOR THE GOALS

a) As mentioned earlier in Section 3-(g), DU has started collaborating with peer HEIs, government organisations, private sector and NGOs in promoting and achieving SDGs.

DU staff and students participated in the cross-sectoral conferences, seminars and workshops on SDGs to broaden their knowledge and help DU in implementing good practices of others. Some of these include:

- **Urban October 2025 – Sustainable Urban Development (14 October 2025):** Dhofar University's College of Engineering participated in "Urban October 2025," organized by the Ministry of Housing and Urban Planning at the University of Technology and Applied Sciences (UTAS) in Dhofar. Representing the University, Dr. Lamiaa Mostafa delivered a specialized presentation on the application of Building Information Modeling (BIM) technologies in sustainable urban planning, highlighting their role in improving data management, informed decision-making, and the long-term performance of urban projects. The event brought together government representatives, industry professionals, engineers, researchers, and students, promoting cross-sectoral dialogue, knowledge exchange, and collaboration on innovative and sustainable urban development.
- **DU Sustainability Week (April 2026):** The Dhofar University Centre for Sustainability (DUCS), in collaboration with the College of Commerce and Business Administration (CCBA), led the planning and implementation of a university-wide Sustainability Week. The event featured exhibitions, workshops, competitions, expert talks, cultural activities, a student project competition, and a Sustainable Art Exhibition showcasing creative works using recycled materials. The initiative brought together participants from 42 schools and universities and involved collaboration with internal departments and external stakeholders. Sustainability Week provided a platform for knowledge exchange, student engagement, and community participation, significantly enhancing awareness and visibility of sustainability initiatives and

strengthening Dhofar University's commitment to advancing the United Nations Sustainable Development Goals (SDGs).

- **IEEE Oman Student and Young Professionals Conference (7–8 October 2025):** Dhofar University's College of Engineering participated in this conference in Muscat, bringing together students, academics, and industry professionals to promote innovation, applied research, and academia–industry collaboration. Engineering student Mohammed Gamal, accompanied by Dr. El Manaa Barhoumi, presented his funded research project, "Smart Attendance System Using RFID and IoT," highlighting practical applications of digital technologies and knowledge exchange.
- **Global Conference on the International Decade of Sciences for Sustainable Development (IDSSD), France**: Dhofar University participated in the Global Conference on the International Decade of Sciences for Sustainable Development (IDSSD) in France. The conference provided an international platform for dialogue and knowledge exchange on the role of science, research, innovation, and international cooperation in advancing sustainable development. This participation reflects the University's commitment to engaging with global sustainability initiatives and strengthening its contribution to the United Nations Sustainable Development Goals (SDGs).
- **Education and Career Opportunities Forum – Duqm (November 2025):** Dhofar University participated in this Ministry of Education initiative, bringing together over 20 higher education institutions and 10 public and private organizations. Represented by Mr. Abdulrahman Baomer, the University promoted educational opportunities, academic programmes, and career pathways aligned with labour market needs, supporting informed educational choices and national development priorities.

b) Dhofar University actively engages with government institutions to support sustainable development through research collaboration, knowledge exchange, and discussions on national and regional development priorities. During the academic year 2025–2026, these engagements included:

- **State Council of Oman (11 September 2025):** DU hosted a delegation from the State Council's Special Committee examining the role of plant extracts in the local economy, including associated opportunities and challenges. The University presented its research activities and strategic partnerships, and the delegation visited its frankincense research laboratory.
- **Ministry of Agriculture, Fisheries and Water Resources (September 2025):** DU held discussions with representatives of the Ministry to strengthen scientific

collaboration and support preparations for the Third International Forum on Frankincense and Medicinal Plants, held on 14–16 September 2025.

- **Career Guidance Fair 2025 (8 October 2025):** Organized by Dhofar University's Center for Career Services and Alumni, the fair brought together over 23 public and private sector organizations to strengthen academia–industry partnerships and enhance students' employability. The event provided opportunities for direct engagement with employers, career guidance, and practical workshops on CV writing and interview skills, supporting workforce readiness and labour market integration.
- **Oman Sustainability Week 2026** dedicated to environmental conservation and adoption of sustainable practices, aligning with the United Nations SDGs, Oman Vision 2040 and Net Zero 2050. It depicted country's journey across green energy, power and water, waste management, future mobility, environment and society in general.

c) Dhofar University engages in collaborations for SDGs data collection and promotion with government organizations, private sector companies, higher education institutions and NGOs at national and international level. The most prominent collaborations include Gulf Organisation for Research & Development, Ministry of Energy and Minerals, Ministry of Labour, Macquarie University in Australia, Sultan Qaboos University, and the Oman Pharmaceutical Company.

The university has necessary organizational structure to support SDG efforts with an independent "Centre for Sustainability" and also a nominated faculty responsible for promoting each of the 17 SDGs.

d) Dhofar University collaborates internationally with government organizations, private sector companies and other higher education institutions for developing and adopting best practices in tackling SDG. Some of these collaborations include:

(1) **Membership in the United Nations Higher Education Sustainability Initiative (HESI):** Dhofar University has formally joined the United Nations Higher Education Sustainability Initiative (HESI), strengthening its commitment to advancing the Sustainable Development Goals (SDGs) through higher education. This membership provides opportunities for international collaboration, knowledge exchange, and sharing good practices in sustainability education, research, institutional operations, and community engagement.

(2) **Membership in the United Nations Sustainable Development Solutions Network (UN SDSN).** Dhofar University is the first university in Oman to join

SDSN, a global network advancing the Sustainable Development Goals through international collaboration and knowledge exchange.

3) **Collaboration with the Gulf Organisation for Research and Development (GORD)**: Dhofar University has established a strategic partnership with the Gulf Organisation for Research and Development (GORD), Qatar, through a Memorandum of Understanding (MoU) aimed at promoting sustainable construction practices and green building education. The collaboration supports the integration of the Global Sustainability Assessment System (GSAS) into engineering education, enhancing students' and faculty members' knowledge of sustainable building standards and environmental assessment practices. As part of this collaboration, a workshop held in February 2025 provided practical training in sustainable building assessment, contributing to the exchange of international best practices and strengthening the University's commitment to sustainable development.

(4) **Collaboration with the American University in Cairo (AUC):** The Dhofar University Centre for Sustainability (DUCS) initiated discussions on potential cooperation with the American University in Cairo (AUC) to strengthen institutional collaboration in sustainability and sustainable development. Discussions have focused on exchanging knowledge and good practices, promoting student engagement and joint initiatives, advancing research on regional sustainability challenges, and strengthening institutional capacity in sustainability planning, implementation, and reporting. A draft Memorandum of Understanding (MoU) has been developed to provide a framework for future collaboration.

e) DU has collaborations with several NGOs to advance the Sustainable Development Goals (SDGs). These organisations include the Bahja Association for Orphans, Omani Association for Social Workers, Environment Society of Oman, Omani Cancer Society, Salalah Charity Team, Al Wafa Centres and Autism Centre. Most of these NGOs carry out charitable work affiliated with the Ministry of Social Development in Oman.

These collaborations are for organizing activities and voluntary work such as providing training to students and workers, participation in charity work, provision of scholarship for orphan students and students with disabilities, development of educational resources, research, guest lectures and tackling SDGs.

A number of employees from these NGOs are enrolled in DU colleges for various academic programmes and short-term courses. A representative of these NGOs is a member in the Advisory Council of the Department of Social Sciences at DU.

f) **SDG Awareness and Capacity Building:**

a. During the 2025–2026 academic year, the Dhofar University Centre for Sustainability (DUCS), led by its director in collaboration with the DUCS team, conducted SDG awareness sessions across all colleges at Dhofar University. These sessions aimed to enhance awareness and understanding of the United Nations Sustainable Development Goals (SDGs), encourage the integration of sustainability principles into teaching, learning, and research, and promote active engagement among faculty members and students in sustainability-related initiatives. This university-wide initiative contributed to strengthening a culture of sustainability and supporting the implementation of the University's SDG Policy.

b. QAD created awareness among faculty and staff about the United Nations SDGs and the SDG Policy of DU.

c. The Director of the Student Affairs and Dean DARSA conducted such awareness programmes for students every semester.

d. CSCEC also conducted numerous programmes for local community to create awareness among them about SDGs.

e. **Student Society for Sustainability:** During the 2025–2026 academic year, the Dhofar University Centre for Sustainability (DUCS) introduced the Student Society for Sustainability to promote student engagement in advancing the United Nations Sustainable Development Goals (SDGs). The initiative provides opportunities for students from different colleges to participate in sustainability awareness activities, environmental initiatives, volunteering, and student-led projects. It aims to strengthen student leadership, encourage interdisciplinary collaboration, and foster a culture of sustainability across Dhofar University.

g) Furthermore, for creating awareness among students about SDGs, DU has started incorporating the SDG that could possibly be related to that particular course in the course syllabus distributed to the students.

h) DU has specific “University (College) Requirement” courses and “College Elective” courses on sustainability. The students are encouraged to enroll in this course.

5) PROGRESS TOWARDS OTHER TEN SDGs

SDG 2 - ZERO HUNGER

a) Oman ranks 53 out of 123 countries on the Global Hunger Index with a score of 10.2, reflecting a moderate level of hunger and significant progress toward UN Sustainable Development Goal 2 - Zero Hunger.

b) SDG 2 is one of the ten SDGs where DU is making fair contribution at present. It is managed at the highest executive level, with the Vice Chancellor, holding direct responsibility for overseeing within the university's organisational structure.

c) DU provides sustainable food choices for all on the campus, including vegetarian and vegan food. DU also provides healthy and affordable food choices for all on the campus.

d) Catering and Garbage Collection Services at DU are outsourced. For reducing the food wastage, DU has put posters across all cafeterias and canteens urging the students to avoid food wastage and also conducts awareness campaigns among various stakeholders.

e) DU has started measuring the amount of food waste generated from food served within the university and keeps a record of that.

   It is observed that over the last few years even though the absolute quantity of food waste has increased because of increase in the number of student population, food waste per person has actually come down.

f) The Community Service and Continuing Education Centre at DU organized a panel discussion titled “Food Security: Challenges and Solutions for a Sustainable Future”. The event brought together a distinguished group of experts and stakeholders engaged in food security and sustainability, including Mr. Saleh bin Mohammed Al Shanfari, consultant and food security expert, Chairman of the Food Security Committee at the Oman Chamber of Commerce and Industry.

g) DU actively participates in regional forums, such as the Dhofar Food Security Forum and Exhibition held in Salalah, presenting academic research and student innovations related to food systems and agriculture.

h) DU regularly hosts community-driven panel discussions such as sessions on Food Security versus Self-Sufficiency, Agricultural Challenges in Dhofar Region, and Oman Vision 2040.

SDG 3 - GOOD HEALTH AND WELL-BEING

a) SDG 3 is one of the ten SDGs to which DU is actively contributing through various health and well-being initiatives. A senior member of staff has been assigned responsibility for this SDG (Refer to Section 3, Page 4) to identify areas where DU can further contribute to promoting health and well-being.

The member is required to explore the areas within this SDG which may be concerning DU and where it can make some contribution.

b) DU organises outreach programmes and projects in the local community to promote and improve health and well-being including hygiene, nutrition, exercise, and other health and well-being related topics.

c) DU organises various events, such as blood donation camps, health awareness programmes, tree-planting etc. for the benefit of the community. DU also encourages the involvement of its students, faculty and staff in community services.

d) DU provides its students with access to mental health support through the "Counseling Centre''. The Counselling Centre has both male and female counsellors to deal with male and female separately.

e) Smoking is strictly prohibited within the University campus. Posters showing prohibition and also the consequences of smoking are placed in prominent places at the University. As per DU Bylaws Section 72-2-1 smoking inside the University Buildings is considered as non-academic violation.

f) The university has an on-campus clinic with free medical facilities and full-time nursing staff available during working hours. A separate clinic is available 24/7 in the Ladies Hostel for female students and employees. A full-time doctor is available during the morning hours.

   For cases that cannot be treated on campus, patients are referred to nearby Ministry of Health hospitals, with nurse-accompanied emergency transportation available at all times.

g) Dhofar University promotes physical health and well-being by encouraging students to engage in regular exercise and recreational activities. The Student Activities Section organizes various sports programmes and competitions to promote a healthy and active lifestyle. In addition, the University has an agreement with the **Sultan Qaboos Youth Complex for Culture and Entertainment**, providing students with access to a range of sports and recreational facilities. Dedicated days are allocated separately for male and female students to participate in these activities. Furthermore, the University provides **a well-equipped gymnasium exclusively for female students residing in the University Hostel**, supporting their physical fitness and overall well-being.

h) DU has a dedicated Health and Safety Officer to ensure overall safety of the campus, including continuous checks on food quality in cafeterias and the quality of water storage facilities.

i) **HIV/AIDS Awareness Lecture**: On 1 October 2025, Dhofar University, in cooperation with the Ministry of Health, organized a public awareness lecture entitled "Latest Developments in Human Immunodeficiency Virus (HIV/AIDS)."

The session was delivered by Mr. Hisham Zarin Al Balushi, an infectious disease specialist and HIV counsellor, to promote health education, disease awareness, and preventive practices among the University community.

j) **Blood Disorders Awareness Initiative:** On 25 December 2025, the Medical Society of Dhofar University's College of Medicine organized a health awareness initiative entitled "Blood Disorders: Educate, Empower, Save Lives." The initiative included an educational session delivered by Dr. Emad Elhuni, Paediatric Oncology and Haematology Consultant at Sultan Qaboos Hospital, followed by a student-led awareness campaign. The activities aimed to increase awareness of blood disorders, promote early recognition, and encourage informed health practices.

SDG 6 - CLEAN WATER AND SANITATION

a) Dhofar University continues to strengthen its contribution to SDG 6 Clean Water and Sanitation through institutional policies, water conservation practices, awareness initiatives, research, and collaboration with external stakeholders. A senior faculty member has been assigned responsibility for coordinating activities related to this goal (Refer to Section 3, Page 4).

During the 2025–2026 academic year, the University continued its efforts to promote efficient water use, sustainable groundwater management, and responsible water resource practices through campus operations, academic research, and institutional partnerships.

b) DU has ***"Energy and Water Conservation Policy".*** The policy provides a framework for conservation of energy and water so as to reduce their consumption and gain control over their financial cost to the University.

c) DU ensures that watering of campus plants and greenery occurs during the early morning or late evening. During windy and hot weather, watering is specifically scheduled at night to optimize water usage and minimize evaporation losses.

d) Awareness programmes about the importance of water conservation are conducted on a regular basis across the University. Also, considering the fact that Ladies Hostel is the biggest user of water, the Director of Hostel Services, through the hostel supervisors, ensures that the hostel students are aware of water conservation and contribute towards that.

e) DU has started measuring the total volume of water used in the university. DU has also put posters across campus urging the students, faculty and staff to avoid wastage of water.

It is observed that over the last few years, even though the consumption of water has increased because of an increase in the number of student population, the consumption of water per person has actually come down.

f) DU provides free drinking water for students, staff and visitors

g) As detailed on DU's official Environment Protection webpage, overall responsibility for water conservation rests with the Department of Technical Affairs (TAD), Department of Administrative Affairs (DAA) and the Director of Hostel Services (DHS), with any wastage of water reported immediately to a designated emergency contact posted at prominent locations across campus for prompt action. As part of ongoing implementation, TAD is exploring solar energy options and ensures that sanitary fittings are replaced with water-conserving alternatives, alongside periodic inspection and preventive maintenance.

h) During AY 2025-26, the Coordinator of SDG 6 advanced his ongoing research on the Salalah coastal aquifer, submitting a manuscript on managed aquifer recharge to the Journal of Hydrology and presenting a related paper at the Gulf Water Conference (GW-12), contributing to the University's knowledge base on sustainable groundwater management.

i) On 1 September 2025, Dhofar University's Vice Chancellor hosted a delegation from Oman's Ministry of Agriculture, Fisheries and Water Resources, led by the Director General, Food Safety and Quality Centre and joined by the Director of DU's Research Centre, to discuss strengthening research and scientific collaboration between the University and the Ministry, including in water resources.

j) The College of Engineering's MoU with the Gulf Organisation for Research and Development (GORD) and the GORD/GSAS workshop held in 2025 are directly relevant to SDG 6, since the Global Sustainability Assessment System (GSAS) includes a dedicated Water [W] category addressing water consumption efficiency, conservation, and the impact of buildings on municipal water supply and treatment systems. Through the MoU, GSAS Water criteria are being integrated into the College of Engineering's curricula, and workshop participants received training on these standards.

SDG 7 - AFFORDABLE AND CLEAN ENERGY

a) **Institutional Commitment to Affordable and Clean Energy:** Dhofar University recognizes the importance of affordable and clean energy in achieving sustainable development and continues to strengthen its contribution to SDG 7 through institutional planning, resource conservation, education, research, and community engagement. A designated senior faculty member coordinates SDG 7 related activities and identifies opportunities for advancing energy efficiency and renewable energy initiatives in collaboration with relevant academic and administrative units. These efforts support the University's commitment to

responsible energy management and the gradual integration of sustainable energy practices into its operations and academic activities.

b) DU gives due consideration to energy efficiency whenever existing buildings are renovated or new facilities are planned. Renovation and construction activities are expected to follow appropriate energy-efficiency requirements and modern building practices, with attention given to efficient lighting, air-conditioning systems, building materials, insulation, equipment selection, and the overall reduction of unnecessary energy consumption. Wherever feasible, sustainability considerations are incorporated at the design and implementation stages rather than being treated only as corrective measures after construction.

c) The University has adopted an Energy and Water Conservation Policy to provide a clear institutional framework for the efficient and responsible management of electricity and water resources. The policy promotes conservation, discourages unnecessary consumption, and supports better monitoring and control of utility expenses. It also reinforces the principle that resource efficiency should be integrated into the day-to-day operation of the University.

d) DU's Technical Affairs Department plays an important role in maintaining the energy efficiency of campus facilities. Regular inspections and preventive maintenance are carried out for electrical systems, air-conditioning units, lighting installations, water systems, and other facilities. This preventive approach helps identify faults at an early stage, reduces avoidable energy losses, improves the reliability of equipment, and can extend the operational life of university assets.

e) Energy and water conservation are viewed at DU as a shared institutional responsibility rather than the responsibility of a single department. Students, faculty members, administrative staff, technical personnel, and other workers are encouraged to use university resources responsibly and to report cases of unnecessary consumption, leakage, equipment malfunction, or other forms of wastage. Relevant contact information for emergency and technical support personnel is displayed at appropriate campus locations so that problems can be reported and addressed without unnecessary delay.

f) The University also promotes responsible energy use through awareness campaigns and visual reminders placed across the campus. Posters and notices encourage members of the university community to switch off lights, air-conditioning units, computers, and other electrical equipment when they are not required.

   During weekends, public holidays, and periods of low campus occupancy, the operation of non-essential lighting and electrical equipment is minimized.

These measures, together with improved operational practices, have contributed to a gradual reduction in overall energy consumption in recent years.

g) As part of its longer-term sustainability planning, the Technical Affairs Department is examining opportunities for the introduction of solar-energy systems and other renewable-energy solutions within the campus infrastructure.

   In parallel, building planning and renovation increasingly take advantage of natural daylight wherever practical. Greater use of daylight can reduce dependence on artificial lighting during the daytime hours and support a more energy-efficient campus environment.

h) DU also participates in **international energy awareness** initiatives. Every year, on March 23rd, DU participates in the global Earth Day campaign by organizing an annual campus-wide energy-saving activity in which non-essential electrical devices, air-conditioning systems, lights, computers, and similar equipment are switched off for approximately one hour. The activity is intended not only to reduce electricity use during the event itself, but also to encourage the university community to reflect on everyday energy-consumption habits and the environmental impact of unnecessary energy use.

i) Awareness activities related to energy conservation are conducted periodically across the University. Particular attention is also given to student residential facilities, where the Director of Hostel Services and hostel supervisors encourage students to adopt responsible habits such as switching off lights, air conditioners, chargers, and other electrical appliances when they are not needed. This helps extend DU's sustainability efforts beyond academic and administrative buildings into students' daily living environments.

j) Dhofar University supports research and innovation in renewable energy and related technologies through internal research funding and by encouraging faculty members to establish partnerships with industry and external funding organizations. A number of research projects are being implemented with support from organizations such as The Research Council (TRC), Nama Electricity, and other governmental, industrial, and research partners. Current research themes include advanced energy materials, intelligent fault-detection systems, electric vehicles, power electronics, renewable-energy technologies, energy management, and waste-management solutions. These activities strengthen the connection between academic research and practical sustainability challenges.

k) DU has further strengthened its academic and industrial engagement through strategic Memoranda of Understanding with organizations including the Gulf Organisation for Research and Development (GORD), Oman Towers Company, and the Oman Society of Engineers (OSE). Such partnerships provide a platform for collaborative research, professional development, knowledge exchange,

training, sustainability initiatives, and closer interaction between academia and industry.

l) As part of its engagement with professional and industrial stakeholders, Dhofar University hosted Rewa's Dhofar Sustainability Workshop in partnership with GORD. The workshop attracted more than 80 engineers from different parts of Oman and provided a platform for discussing sustainability practices, energy efficiency, environmental responsibility, and emerging clean-energy solutions. Activities of this nature also strengthen community engagement and help disseminate sustainability knowledge beyond the University.

m) DU has expanded its international sustainability engagement through academic cooperation with the Green Building Solutions Summer School in Vienna. This collaboration creates opportunities for international knowledge exchange in areas such as sustainable buildings, energy-efficient design, green construction, and environmentally responsible urban development. It also strengthens the University's international academic network in sustainability-related disciplines.

n) A major institutional development has been the establishment of the **UNESCO Chair** on Science and Innovation for Environmental Sustainability at Dhofar University. The Chair provides an important platform for advancing interdisciplinary research, education, innovation, capacity building, and international collaboration in environmental sustainability. It also strengthens the University's position in contributing to wider sustainability goals, including clean energy, climate action, sustainable cities, responsible resource use, and environmental protection.

o) DU is working toward greater use of energy-consumption monitoring and data-based decision-making. Regular analysis of electricity and water consumption helps the University identify high-consumption areas, assess the effectiveness of conservation measures, and set measurable reduction targets for future years.

p) The University encourages academic departments to integrate sustainability, renewable energy, energy efficiency, and environmental responsibility into relevant courses, student projects, capstone projects, and research activities. This ensures that SDG 7 is addressed not only through campus operations, but also through teaching, learning, and student innovation.

q) DU recognizes the importance of student participation in sustainability initiatives and encourages students to contribute through projects, awareness campaigns, competitions, research activities, and volunteering. Increasing student involvement helps develop a stronger culture of energy responsibility across the campus.

r) In the future, DU may also consider establishing measurable institutional indicators for SDG 7, such as annual electricity consumption per student,

renewable-energy contribution, energy saved through efficiency measures, number of clean-energy research projects, and participation in energy-awareness activities. Such indicators would make it easier to monitor progress and demonstrate improvement over time.

SDG 9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE

a) SDG 9 is one of the ten SDGs where DU is making a satisfactory contribution at present. Nevertheless, a senior member of the staff has already been assigned the responsibility for this SDG. (Refer to Section 3, Page 4).

   He is required to explore the areas within this SDG which may be concerning DU and where it can make some contribution.

b) DU has implemented a ***"Consultancy Policy"*** to guide and manage consultancy activities by faculty and staff members effectively.

   As such, DU promotes a supportive environment for consultancy services, encouraging faculty and staff to engage in providing expertise to industries, government organizations, and employers through platforms like 'EJAAD.'

c) DU collaborates closely with industry and business sectors, both private and public, to align its consultancy services with their needs and expectations. The university also promotes the expertise of its faculty to attract diverse consultancy projects, building visibility and engagement within relevant fields.

d) Faculty members at Dhofar University (DU) actively engage in consultancy projects for public and private institutions within and beyond Oman. Those involved in consultancy activities valued at R.O. 2,000 or more, under DU affiliation, qualify for a reward of R.O. 300 and a Letter of Appreciation, presented during the Annual Research Day.

e) A faculty member in whose name a patent is registered (either nationally or internationally) while in the service of the University and with University affiliation shall be eligible for a cash reward of R.O. 500 and a Letter of Appreciation to be awarded on Annual Research Day.

f) DU is making remarkable strides in research and innovation, with a secured international and national patent, alongside one international and one national patent application under review.

g) Dhofar University demonstrates its commitment to the United Nations Sustainable Development Goals, particularly Goal 9 on Industry, Innovation, and Infrastructure. Research contributions in this area have shown steady growth: 27 papers were produced in 2022, 33 in 2023, 38 in 2024, 72 in 2025.

h) DU collects feedback from its faculty every year about consultancy activities, using questionnaires, to identify areas for improvement and take appropriate measures to enhance the consultancy activities.

SDG 11 - SUSTAINABLE CITIES AND COMMUNITIES

a) SDG 11 is one of the ten SDGs where DU is making fair contributions at present. Nevertheless, a senior member of the staff has already been assigned the responsibility for this SDG. (Refer to Section 3, Page 4).

He is required to explore the areas within this SDG which may be concerning DU and where it can make some contribution.

b) **The DU library** is open to the members of the community in general (by special arrangement). It is open on all working days (Sunday to Thursday) from 7.30 am to 8:00 p.m., which ensures that the stakeholders have maximum access to learning resources.

c) DU has a well-defined ***"Transportation Policy".*** As per this policy, students are advised to use public vehicles which involve mass transportation so as to reduce vehicular traffic inside the campus.

DU also strongly advises the students using private motor vehicles to have maximum car-pooling arrangements so as to reduce the congestion of vehicles in campus.

d) DU provides adequate and culturally appropriate accommodation for its female students on the University campus. There is a provision for accommodating around 2,200 students in the "Female Student Residency".

DU does not charge any fees from its students for accommodation facilities. This is part of the "University's Social Responsibility" and also for encouraging the girls in the region to go in for higher education.

DU also arranges accommodation for students with disabilities and provides them with transportation facilities.

e) The Campus of DU is a ***"Green University Campus",*** which combines nature and greenery with traditional Omani buildings. DU also focuses on "Energy and Water Conservation" by educating the students about climate change, environment protection and sustainability, and has policies to support these initiatives.

DU has developed and implemented the ***"Energy and Water Conservation Policy"*** and the ***"Transportation Policy"*** to support its initiative.

f) The Departments of Chemical Engineering and Civil and Environmental Engineering are involved in research projects focused on converting waste into valuable products. This includes utilization of industrial waste, food waste, and natural waste resources. The outcomes of these research activities will significantly contribute to achieving sustainable development and climate action goals.

g) When old campus furniture is discarded, DU donates the usable items to families and individuals in need, thereby supporting the community and reducing waste.

h) Dhofar University actively contributes to the **Salalah Healthy City Initiative**, working with relevant local authorities and stakeholders to promote community wellbeing, quality of life, healthy environments, and sustainable community development.

i) DU maintains active cooperation with the **Office of the Governor of Dhofar and Dhofar Municipality** through joint committees, initiatives, events, and community activities. Such partnerships strengthen the University's role in supporting local development and addressing community needs in Dhofar.

j) DU contributes to the development of **young people and school students in the local community** through summer educational and development programmes. These initiatives provide opportunities in areas such as English language, information technology, engineering, leadership, and personal development.

SDG 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION

a) During 2025–2026, Dhofar University continued to strengthen its contribution to SDG 12 Responsible Consumption and Production through practical measures related to responsible resource use, waste reduction and reuse, digitalization, energy efficiency, sustainable procurement, teaching, research, and awareness. A designated faculty member coordinates the University's contribution to SDG 12 and works with relevant academic and administrative units to identify and document related activities.

b) DU has a well-defined Biosafety Policy that applies to staff members, students, and researchers involved in approved research projects using bio-hazardous materials or generating bio-hazardous waste. The policy provides procedures and guidelines for the approval of such activities and for the safe handling, storage, use, and disposal of bio-hazardous materials and waste.

c) The Department of Chemical Engineering supports student projects related to waste reduction and the conversion of waste into valuable bioproducts. Related research and student projects in engineering also contribute to resource efficiency and circular - economy approaches through the reuse or conversion of industrial, food, natural, and other waste streams, where applicable.

d) DU continues to reduce paper consumption through digital academic and administrative processes. Moodle is widely used for electronic assignment submission and course communication. In addition, the College of Engineering is transitioning toward paperless Quality Assurance assessment processes and a paperless course-file system. This initiative is intended to replace substantial portions of printed assessment records, course documentation, and quality assurance files with structured digital records, thereby reducing paper

consumption, printing requirements, and physical storage needs while improving the accessibility and efficiency of academic documentation.

e) DU continues to promote responsible energy consumption through existing energy-efficiency practices, including the progressive use of LED lighting, awareness of energy conservation, switching off unnecessary lighting and electrical equipment, and the use of natural daylight where appropriate. Within building and interior-design activities, suitable shading, solar-control measures, daylight utilization, and appropriate material selection can also contribute to reducing unnecessary demand for artificial lighting and mechanical cooling.
f) DU practices green purchasing by considering environmentally friendly products and services where appropriate. The University also maintains color-coded waste-segregation bins for different waste streams and supports recycling, waste-reduction, and local clean-up activities involving students and the University community.
g) The University encourages the reuse of serviceable furniture and equipment whenever appropriate, including relocation, continued use, or donation rather than disposal. Such practices help extend product life, reduce waste, and limit unnecessary consumption of new resources.
k) Sustainability and resource-efficiency concepts continue to be incorporated into relevant academic courses, student projects, and research activities. For 2026–2027, relevant courses, student projects, research outputs, and activities related to responsible consumption, waste management, sustainable materials, green buildings, energy efficiency, and circular-economy principles will be identified and documented as supporting evidence for SDG 12.
h) For 2025–2026, greater emphasis was placed on simple and practical evidence collection rather than creating additional administrative workload. Relevant units were encouraged to upload readily available records, photographs, activity reports, course information, project details, and other supporting evidence to the DUCS_17 SDGs Microsoft Teams group. Priority evidence included paperless processes, energy-saving practices, waste segregation and recycling, reuse of furniture and equipment, sustainable purchasing, teaching, research, and awareness activities.
i) The practical action priorities for SDG 12 during 2025–2026 were therefore to: (1) support the transition toward paperless QA assessment and course files, particularly within the College of Engineering; (2) continue digital submission and communication to reduce paper consumption; (3) improve the visibility and use of existing waste-segregation facilities; (4) promote simple energy-saving practices; (5) encourage reuse of serviceable furniture and equipment; and (6) improve documentation of existing SDG 12 activities and evidence.

SDG 13 - CLIMATE ACTION

a) Dhofar University has strengthened its institutional governance of SDG 13 (Climate Action) through the establishment of the Dhofar University Centre for Sustainability (DUCS), its Sustainability Committee, and the adoption of a ***Climate Action Policy*****.** The policy provides an institutional framework for addressing climate change and supporting climate-related initiatives. These governance mechanisms reinforce the University's commitment to integrating climate action into education, research, campus operations, and community engagement, in alignment with Oman Vision 2040 and the United Nations Sustainable Development Goals.

b) The senior academic member responsible for SDG 13 is tasked with identifying priority areas where Dhofar University can make meaningful contributions to climate action. The University aims to strengthen its efforts in these areas over the next two years through relevant academic, research, and community engagement initiatives.

c) DU conducts awareness programmes and organises campaigns for the local community through CSCEC on climate change risks, its impacts, mitigation techniques, adaptation, impact reduction and early warning.

   These community-engagement activities have been strengthened through DUCS, which organises sustainability awareness campaigns, workshops, seminars, research activities, and community-outreach programmes. DUCS also provides a central platform through which faculty, students, and external partners can participate in sustainability initiatives.

d) All renovations of the existing buildings or construction of new buildings follow energy efficiency standards. Green-campus development and improvement of energy efficiency are now explicitly identified as important components of DU's institutional net-zero pathway.

e) DU is mostly using the energy generated through Fossil Fuel; as such, the focus is on reducing energy consumption.

f) Energy and water conservation are a moral responsibility of all stakeholders. Any wastage of energy or water is brought to the notice of the concerned authorities and attended immediately.

g) DU is exploring the possibilities of using solar energy to reduce reliance on fossil fuels, and priority is given to the use of natural light, wherever possible.

h) Several courses related to renewable and green energy are offered at DU to enhance students' knowledge and equip them with the skills needed for future practices in green energy generation. These courses also focus on analysing the significance of alternative energy sources and the impact of fossil fuels on environmental health and the economy.

i) Faculty members are actively engaged in research related to green energy, specifically focusing on the conversion of renewable energy into valuable products and their economic impacts. DU has further expanded climate-related research through projects involving renewable - energy systems, photovoltaic technologies, hydrogen production and environmental sustainability. This involvement is reflected in numerous publications by the faculty members in this field.

j) The Departments of Chemical Engineering and Civil and Environmental Engineering are involved in research projects focused on converting waste into valuable products. This includes utilization of industrial waste, food waste, and natural waste resources. The outcomes of these research activities will significantly contribute to achieving sustainable development and climate action goals.

k) The curriculum at the College of Engineering includes courses related to climate action and environmental engineering, such as "Wastewater Treatment" and "Environmental Engineering", which address the UN Sustainable Development Goal 13 (Climate Action).

l) The Oman government has a clear vision about securing its environment and has taken concrete steps to protect the environment and ensured renewed balance of development plans and use of its natural resources. DU fully endorses the vision of the Oman government and has taken a number of steps in this direction.

   Some key initiatives currently underway at DU for the environment are:

   1) Energy and Water Conservation
   2) Recycling, Reduced-Use and Re-Use
   3) Air Pollution Control
   4) Tree Plantation and Green University Project
   5) Equity and Social Cohesiveness

m) The ***College of Commerce and Business Administration*** at Dhofar University formed a new student-led group, “Green Heroes”, dedicated to addressing environmental issues and inspiring sustainable practices on campus and beyond. The initiative, spearheaded by a passionate team of students, aims to educate, engage and inspire peers to take meaningful actions to address climate change and environmental challenges our world faces today.

n) **Institutional Net Zero Commitment:** Dhofar University has formally committed to achieving net-zero carbon emissions by 2040, effective from 1 September 2023, ahead of Oman's national net-zero target of 2050. The commitment focuses on renewable energy transition, green campus development, energy efficiency, and reducing Scope 1 and Scope 2 emissions. This long-term commitment reinforces the University's contribution to SDG 13 Climate Action and aligns with Oman Vision 2040.

SDG 14 - LIFE BELOW WATER

a) Strengthening DU's Contribution to SDG 14. Dhofar University (DU) has strengthened its contribution to SDG 14 Life Below Water through research, innovation, education, student engagement, environmental outreach, and collaboration with external stakeholders. Particular emphasis is being placed on pollution prevention, sustainable waste management, water protection, biodegradable materials, circular bioeconomy, and emerging areas of marine biotechnology and blue economy. A senior faculty member from the College of Engineering has been assigned responsibility for coordinating and promoting DU's activities related to SDG 14 (Refer to Section 3, Page 4).

b) Dhofar University has expanded its engagement with SDG 14 through institutional initiatives, academic activities, and research projects. The University has developed and implemented an action plan to reduce plastic waste on campus and continues to promote water conservation, pollution prevention, sustainable waste management, and research relevant to the protection of aquatic and coastal environments.

c) DU is placing significant emphasis on green energy production, waste recycling, and bioplastic generation. Several proposals are in progress that focus on utilizing various types of waste, including marine waste, to develop biodegradable bioplastics, with plans to incorporate these into student-based projects next year.

d) Student projects have also been supported to promote water conservation and wastewater harvesting, aiming to reduce freshwater consumption and enable the recycling of wastewater.

   SDG-linked courses like ***"Wastewater Treatment"*** and ***"Environmental Chemistry"*** equip students to address coastal pollution and water stewardship in practice. (https://www.du.edu.om/sdgs-courses/)

e) **UNESCO Chair on Science and Innovation for Environmental Sustainability**. A major development supporting DU's environmental sustainability agenda has been the establishment of the UNESCO Chair on Science and Innovation for Environmental Sustainability (SIES) at Dhofar University. The Chair provides an institutional platform for interdisciplinary research, innovation, capacity building, student engagement, community outreach, and collaboration with national and international stakeholders. Its thematic directions related to water protection, pollution reduction, waste valorisation, circular bioeconomy, marine biotechnology, and blue economy provide direct or complementary support to SDG 14 Life Below Water.

f) A dedicated research laboratory under the UNESCO Chair has been established at Dhofar University to strengthen research and student training in

environmental sustainability. The laboratory supports work on sustainable biomaterials, waste valorisation, biodegradable products, bacterial cellulose, environmental nanocomposites, and materials with potential applications in water purification and pollution control. The facility also provides opportunities for undergraduate students and researchers to develop practical research skills in sustainability-oriented areas.

g) **Collaboration with Environmental and Government Stakeholders**. The UNESCO Chair has strengthened engagement with environmental authorities, government organizations, industry, and other stakeholders to identify opportunities for joint research, environmental protection, sustainability initiatives, and student engagement. Interaction with the Environment Authority – Directorate General of Environment, Dhofar, has provided opportunities to explore collaboration in environmental sustainability, pollution prevention, research, awareness, and community outreach. Such partnerships are important for translating university research into practical environmental solutions.

h) **Circular Bioeconomy and Sustainable Bioproduct Research.** Through the UNESCO Chair, DU is strengthening research on the circular bioeconomy and conversion of locally available wastes into high-value bioproducts. A research proposal entitled "Valorisation of Renewable Resources: Conversion of Seaweeds, Date Palm, and Coconut Wastes into Bacterial Cellulose and Bioplastics for Sustainable Applications in Oman" has been approved for funding by the Research and Innovation Authority (RIA). Such initiatives support waste reduction at source and promote resource recovery, thereby contributing to broader efforts to minimize environmental pollution affecting terrestrial and aquatic ecosystems.

i) Dhofar University, through coastal-aquifer research, recommends shifting supply to surplus desalinated water and enhancing treated-wastewater recharge to push the saline wedge back toward the shoreline by 2027**,** protecting coastal freshwater marine interfaces.

(https://www.mdpi.com/2071-1050/16/9/3670)

j) Dhofar University complements research with on-the-ground action: through the CSCEC, students and staff run year-round beach-cleaning campaigns as part of the University's SDG outreach, directly reducing coastal litter and raising awareness.

(https://www.du.edu.om/cscec/).

SDG 15 - LIFE ON LAND

a) Dhofar University continues to strengthen its contribution to Sustainable Development Goal 15 (Life on Land) through education, environmental awareness, institutional policies, and sustainable campus practices. Building on

the initiatives identified in the previous academic year, DU aims to enhance its engagement in terrestrial ecosystem protection, biodiversity conservation, and responsible land management. The designated staff member responsible for SDG 15 coordinates the identification of relevant initiatives and opportunities for further institutional contributions.

b) Dhofar University frames its contribution to SDG 15 around education, institutional action, and land-sensitive waste management. The University's approach emphasizes public policies and demonstrable practices on campus and in the local community, with clearer ownership, documented processes, and measurable outcomes.

   These efforts are intended to support the protection of terrestrial ecosystems, reduce the environmental impacts of University operations, and promote sustainable practices among students, staff, and the surrounding community.

c) In education, DU integrates land-ecosystem themes into teaching and outreach. Relevant courses and co-curricular activities expose students to topics such as biodiversity stewardship, sustainable land use, and environmental protection in the Dhofar context.

   The University also seeks to encourage student participation in environmental awareness activities and academic projects addressing local ecological challenges, including the conservation of native vegetation, responsible resource utilization, and the protection of terrestrial habitats.

d) DU has a ***"Biosafety Policy",*** which applies to all staff members, students and researchers engaged in approved research projects on University premises involving the use of bio-hazardous materials or generation of bio-hazardous waste.

   As per this policy, DU ensures that all research activities involving bio-hazardous materials are well-managed and controlled by providing comprehensible procedures and guidelines for approval of such research projects and for safe handling, storage, use and disposal of bio-hazardous material.

   The implementation of this policy contributes to minimizing potential environmental risks associated with University research activities and supports the prevention of soil and ecosystem contamination.

e) DU aims to expand its environmental education and community outreach initiatives through awareness sessions, workshops, and collaborative activities addressing biodiversity conservation, sustainable land use, and responsible environmental practices. Particular attention is given to opportunities for engaging schools, students, and local stakeholders in understanding the ecological importance of Dhofar's terrestrial environment.

Future outreach priorities include sustainable agriculture and environmentally responsible tourism, with an emphasis on promoting practices that minimize disturbance to natural habitats and support the conservation of local biodiversity.

f) Waste management practices reflect DU's commitment to land-sensitive operations. The University maintains procedures for the safe handling and disposal of hazardous and bio-hazardous materials.

   These procedures are intended to minimize potential environmental contamination and ensure that hazardous materials generated through University activities are managed responsibly.

   In parallel, DU is advancing a campus plastic-reduction programme that combines policy commitments with actions such as awareness campaigns. Together, these measures help prevent land and water contamination, supporting healthier campus and community ecosystems.

   The University has also developed and implemented an action plan to reduce plastic waste on campus, as described under SDG 14. This initiative supports SDG 15 by reducing the potential accumulation of plastic waste in terrestrial environments.

g) **Institutional Responsibility and Biodiversity Protection.** DU recognizes the importance of incorporating biodiversity considerations into institutional planning and campus operations. As part of its continuing development under SDG 15, the University intends to strengthen internal coordination and establish clearer procedures for considering the potential impacts of campus activities on surrounding terrestrial ecosystems. This includes exploring opportunities for cooperation with relevant environmental authorities and community organizations in the protection of local habitats and sensitive species.

h) **Monitoring, Documentation, and Public Information**. To improve the assessment of its contribution to SDG 15, DU plans to strengthen the documentation of relevant environmental activities, institutional policies, and outreach initiatives. Priority will be given to maintaining verifiable records of activities, including implementation dates, responsible units, participation levels, and available evidence of outcomes. Where appropriate, the University will also seek to improve public access to information on its environmental policies and sustainability initiatives.

i) **Future Development Priorities.** Building on its existing initiatives, DU identifies several areas for further development, including increasing environmental education and community engagement, improving biodiversity considerations in campus planning, strengthening waste-reduction practices, and developing appropriate indicators for monitoring SDG 15 performance. These priorities will

guide the University's efforts to move toward more measurable contributions to terrestrial ecosystem protection.

j) International Meeting on Frankincense and Medicinal Plants: Dhofar University hosted and co-organized the Third International Forum on Frankincense and Medicinal Plants, held from 14 to 16 September 2025, in collaboration with the Ministry of Agriculture, Fisheries and Water Resources. The event provided a platform for scientific exchange and discussions on frankincense, medicinal plants, and their significance for research, conservation, and sustainable use of natural resources. This initiative contributed to raising awareness of the importance of terrestrial biodiversity and plant resources, supporting SDG 15 Life on Land.

k) **Overall Contribution**. Dhofar University's contribution to SDG 15 during the academic year 2025/2026 is primarily reflected in its educational activities, Biosafety Policy, and campus waste-management initiatives. While further development is needed to demonstrate broader impacts on biodiversity and terrestrial ecosystem conservation, these existing measures provide a foundation for expanding institutional engagement and improving evidence-based reporting in subsequent academic years.

6) FUTURE PLANS

a) Building on the progress achieved during the academic year 2025–2026, Dhofar University plans to further strengthen its contributions across all 17 Sustainable Development Goals (SDGs) in alignment with its Strategic Plan (2021–2031). Future priorities include expanding sustainability initiatives, strengthening institutional and external partnerships, enhancing student and community engagement, and improving the monitoring, documentation, and reporting of measurable sustainability outcomes.

b) DU has plans to increase the capacity of "Female Student Residency" so as to accommodate maximum number of female students. This is already a part of infrastructure development plan.

   In the meantime, DU management has decided to take buildings on rent in the nearby areas, if necessary, to accommodate additional female students.

c) DU plans to increase the proportion of female in academic staff and also in administrative positions.

d) DU also plans to recruit in its staff more persons with Disabilities

e) DU proposes to organise outreach programmes and projects in the local community to promote and improve health and well-being.

f) Greater emphasis to be given on reducing water wastage and electricity wastage through rigorous implementation of Energy and Water Conservation Policy.

g) Further strengthening and widening the collaborations of DU with local NGOs to tackle the SDGs.

h) Expanding the educational outreach activities beyond campus, especially in the schools in the region

i) Enhancing the interaction between students' union and DU management

j) Increasing participation in policy-focused research in collaboration with government departments

k) Further strengthening the activities of "Incubator Project" in the "Centre for Entrepreneurship" for the larger benefit of local community.

l) Continue to encourage female students to enrol for the academic programmes where traditionally they are underrepresented.

m) DU is placing significant emphasis on green energy production, waste recycling, and bioplastic generation. Several proposals are in progress that focus on utilizing various types of waste, including marine waste, to develop biodegradable bioplastics, with plans to incorporate these into student-based projects next year.

n) The Technical Affairs Department is exploring the possibility of installing a smart lighting system, ensuring optimized energy usage in campus buildings.

o) DU will expand public information on ecosystem-related planning and small-works mitigation to show how biodiversity is considered in practice.

p) DU will publish concise summaries of procedures to identify and protect sensitive species that may be potentially affected by University activities.

q) DU will enhance transparency on environmental performance by providing short annual updates on plastic reduction progress and, where applicable, on water quality safeguards and monitoring related to campus operations.

r) **Collaboration with the American University in Cairo (AUC):** Through the Dhofar University Centre for Sustainability (DUCS), Dhofar University has initiated cooperation with the American University in Cairo (AUC) to explore opportunities for academic and institutional collaboration in sustainability. The proposed cooperation focuses on knowledge exchange, joint sustainability initiatives, capacity building, student engagement, and collaborative research. DU aims to formalise this partnership and develop joint activities that contribute to the Sustainable Development Goals (SDGs).

s) **Establishment of the UN Sustainable Development Solutions Network (SDSN) Oman**: Dhofar University, through DUCS, has submitted a proposal to establish and host the UN Sustainable Development Solutions Network (SDSN) Oman. The initiative aims to create a national platform bringing together higher education institutions, government entities, the private sector, and civil society organisations to advance SDG implementation in Oman. The proposal is currently undergoing consultation and approval processes in coordination with the SDSN Secretariat and relevant national authorities. Subject to the necessary approvals, DU plans to support the network's establishment, stakeholder engagement, and initial activities, contributing to Oman Vision 2040 and the UN 2030 Agenda for Sustainable Development.

t) **The Sustainable Design Living Lab (SDLL)** is currently a proposed initiative and has not yet received formal institutional approval. Subject to approval, it could integrate teaching, research, and campus operations to promote responsible resource use, waste reduction, and environmentally sustainable design practices.