**Abstract**

The focus of this paper is to propose a data-based empirical model about how women gain self and gender empowerment through higher education. The research question was whether an empirical model of gaining self and gender empowerment through higher education will be found and what its nature would be. The research involved four groups of female students who live in Israel: Jewish non-religious (n=112), Jewish religious (n=114), Muslim non-religious (n=109), and Muslim religious (n=100). Participants completed a questionnaire measured on a five-point Likert scale that included four parameters: gender regulation, perception of higher education as a resource, personal empowerment, and gender empowerment. Findings analyzed with SAM statistic software formed the basis for an empirical model of empowerment through higher education, and also indicated significant differences between the four groups of participants. The empirical model begins with an awareness of gender regulation, evolves as resistance to this regulation is met, and ends with two types of psychological empowerment - self empowerment and gender empowerment. This paper could shed light on the acquisition of psychological empowerment by posing several theoretical claims related to the mechanism through which knowledge resources turn into power and then into self and gender empowerment.