

# Building the Bridge to Women's Empowerment in Afghanistan



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## **Abstract**

Today, one of Afghan women's biggest challenges is that they are not looked at as equal. Society is structured in a way that marginalizes and silences women. There remain many social barriers to be confronted in Afghan society to make a successful women's university possible. This research project focuses on the developing and implementing a curriculum for the first ever private women's university in Afghanistan, empowering Afghan women through specialized programs, and providing them with resources, tools, and opportunities that will equip them with the knowledge to apply for jobs after graduating.

## **Building the Bridge to Women's Empowerment in Afghanistan**

### **Introduction**

This project has a significant impact on the lives and future of women and Afghanistan as a whole. Throughout this project, the research team aimed to identify ways for women to have the same opportunities as men in Afghanistan. An education and an opportunity for a prosperous future. The methodology chosen was Content Analysis. According to Columbia Public Health (2020), Content Analysis is a research tool used to find themes and specific words and concepts in the data, which can then be quantified or analyzed to find meanings and relationships within these themes, concepts, and words. Qualitative Content Analysis is the best analysis tool for this research because of the data sources used in background research. Additionally, it is also helpful for curriculum development research to answer the open-ended questions defined (Columbia, 2020). The research team has developed a practical and forward-thinking curriculum for the women's University. This consists of six majors, allowing the women to be equipped with the skills and tools needed to apply to jobs in Afghanistan that will hopefully become available to them in the near future. Based on the research done, these six majors proved relevant and beneficial for women to apply for jobs post-graduation. These include journalism, nursing, technical education training, entrepreneurship, political science, and

physiology. In the long run, degrees in these fields of study will improve Afghan women's lives and Afghanistan's economy and prove the importance of a woman's future and education to society.

### **Women Forward International (WFI)**

Women Forward International (WFI) is a global platform for systemic change in international affairs education, reorienting research towards unity, collaboration, and service principles. The organization creates unique partnerships that lead to behavioral changes that allow women to advance humanity. WFI partners with a range of private sector, academic and non-profit clients to identify research critical to human progress. The organization then pairs teams made of national and international graduate studies students with organizations making a positive impact to complete that research and implement solutions. WFI also uses the reflective power of art to reveal and investigate the underlying cultural issues at stake in a given international relations issue. It provides the next generation of leaders with a more holistic approach to human relationships.

### **Afghan Institute of Learning (AIL)**

Education on health is critical in ending the cycle of illness that debilitates families and communities. Education unleashes the potential of women and girls to seek more excellent knowledge and develop their skills. The Afghan Institute of Learning is a leading non-profit providing education and health services, teacher training, and educational information via radio and television. The Afghan education system needs restructuring and expansion. AIL provides preschool through secondary level classes. It also includes income-generating skills and in-depth training workshops.

In the past, AIL also offered university-level instruction and nursing courses. The Afghan people are ready for more. AIL receives requests for more in-depth education in workshops and

subjects beyond the basics, such as topics on human rights, leadership, democracy, and peacebuilding. AIL also has a culture revival program that helps people rediscover the rich heritage and culture through traditional Afghan arts and crafts classes. Afghanistan needs more high-quality, local civil society organizations and investments in building civil society's capacity to ensure that the people will be able to meet their educational and health needs without foreign assistance in the future. AIL helps local people set up learning centers and provides high-quality teacher training and administrative skills training so these centers can thrive. AIL supports schools with organizational skills, teacher training, and a private radio station.

### **Lynn University**

In collaboration with the Watson Institute, Lynn University focuses on training the next generation of innovators, leaders, and social entrepreneurs. The students within the program are passionate and determined to impact the world for the better. Moreover, the school's Social Impact Lab provides students with the necessary space, programs, and social change resources. Lynn and Boulder University are the only schools to have a program solely dedicated to changemakers with the passion and drive to impact the world. Lynn University, Watson Institute, and the Social Impact Lab all promote students to learn in close-knit groups, mold their grit, idealism and drive to leave the world better than they found it.

Lynn University's Student Research Team will explore potential solutions to the obstacles that stand in the way of opening a Women's University in Afghanistan. This University will be run and supported by the Afghan Institute of Learning (AIL), with Women Forward International (WFI) in an advisory role. Solving the most formidable challenges the world is facing necessitates equipping the next generation with the relevant tools, network, mindset, and courage to unleash a lifetime of impact.

### **Limitations of the research**

This research focuses on the development of a curriculum for a women's University in Afghanistan. As such, it is limited in scope and specific to the social-cultural context of the country. Other limitations include:

- Limited access to accurate data that hinders the study of systemic factors.
- A limited sample of schools and students in Afghanistan, especially those focused on women.
- A significant geographical distance that makes in-person research unattainable.

### **The Challenge**

The educational and employment opportunities Afghan women have access to are limited. Some women are fortunate enough to be born into middle-income families, with their parents providing their children with access to quality education. This privilege makes the prospect of their futures and careers possible, but very few women in Afghanistan have this opportunity. Women's access to education is essential in creating a more stable and just society, where peace is understood and upheld. Abdul Wahid Wasiq, Kandahar University's Dean, once said: "When you educate a woman, ultimately you will have an educated and peaceful society, the role of educated women is essential in raising awareness about the importance of peace" (UNAMA, 2019).

The workforce is the core of a nation. Its production is arguably the most essential factor in the social and economic growth of a country. Studies have shown that countries with high rates of unemployment appear to experience violent and unproductive conflicts. Ideally, industriousness increased jobs, and productive workforce power increased economic productivity. Resources are abundant within universities that, in turn, encourage quality education. These include, among others,

access to health, poverty reduction, and the promotion of good governance. Unfortunately, research shows that Afghanistan's system is unproductive, with insufficient education systems, insufficient jobs, and high levels of unemployment struggling to produce sustainable growth. There are weaknesses in the new scheme; however, measures are in place to enhance learning outcomes and increase efficiency. The goal of creating a strategy that carefully involves and recognizes stakeholders and the framework of the existing education system enables this research to be concrete. (UNESCO, 2016).

Many challenges come into play when looking into creating a women's only University in Afghanistan. Afghanistan is a country that has been through almost a decade of war, with women being marginalized from access to social, political and economic opportunities. Therefore, it is prudent for the University to have more female faculty members for a women's University's success. This problem is challenging to solve due to the lack of a substantial number of women with Master's Degrees or PhDs. The lack of female teachers is another reason girls cannot get permission or access to school.

It is crucial to get female teachers placed in the women's University; this will allow more parents to be open-minded to allowing their daughters to attend a university if they know the same gender teaches the girls. For women to make inroads into public life and hold positions of authority, they need to get a higher education. Providing them with the necessary tools and resources to get a degree and apply for jobs starting their independent lives is our focus. Having female professors teaching the girls is crucial for the success of a women's university.

### **Framework**

As of 2020, Afghanistan has a low literacy rate, with men at 45% and women having a 17% literacy rate (Alexander, 2020). In 2019 over 9 million children were in school, with 300,000 students attending colleges and universities (Thelwell, 2019). Women remain dramatically

underrepresented in institutions of higher learning, both as students and faculty members.

Afghanistan's future depends heavily on young men and women's ability to lead the country out of extreme poverty, illiteracy, ill health, and instability. This ability is a direct product of education. Many efforts to raise literacy rates are in progress; however, Afghanistan's literacy rate is still low compared to other countries regardless of slight increases noted.

In a society where gender segregation is commonplace and profound, women can generally reach other women more effectively than men. Afghanistan needs female mentors and role models— teachers, health professionals, and community mobilizers—who can help women learn to exercise their most basic rights. Nevertheless, before this can happen, again, women must have a higher education. AIL would like the women's University to have a curriculum designed to ensure that every graduate can obtain employment regardless of their enrolled program. Additionally, connecting the women's University with universities in the United States can lead to academic collaborations such as students taking classes at an American University, remotely or in-person, and earning credit towards their degree. A partnership such as this can have a tremendous benefit for those involved.

### **Criteria and Evaluation**

Based on the team's secondary research, there is limited quantitative data on the current curriculum. Research shows that it is outdated and does not lead students to success. There are too many subjects with vague topics. The formulas taught in class are not applied to daily life's reality, and some subjects have to be merged into larger, more relevant courses. The Afghanistan curriculum needs to incorporate streaming of students and improve technical vocational textbooks from grades 7-12. Doing so will help prepare the graduates to find jobs, promote a robust Afghan identity when teaching in the schools, and introduce practical subjects during 12 years of schooling. Then students



can learn both theory and practice; this will create a learning environment that should be active and in support of the students' futures and well-being as a whole.

The current curriculum does not replicate university students' needs in terms of skill set and their ability to fulfill the job market requirements. This problem has two negative impacts; the first unidentified workforce market leads to unprofessional and incompetent human resources. Secondly, Afghanistan will remain vulnerable in the field of education. Therefore, the current curriculum needs thorough revision to meet Afghanistan's labor market needs and social conditions.

### **Research Design**

The research design will occur in phases: Information was gathered through various sources, including books, journal articles, newspaper articles, government reports, and more. In addition, the research team was in partnership with Afghan doctoral students who have access to pertinent information difficult to access outside of the country and did more research on the ground where needed.

The team gathered the critical services these organizations offer, including the organization's primary indicators of success. Teachers face many challenges in delivering high-quality education, including low salaries and the impact that poor infrastructure, lack of supplies, and insecurity have on their effectiveness. The research team aimed to understand why donor support is cynical. While Afghanistan has in recent years been one of the largest recipients in the world of donor funding, only a small number of overseas development assistance has gone to the education sector (Human Rights Watch, 2017).

### **Methodology**

This research project aims to develop and implement a curriculum for the first-ever women's University in Afghanistan in order to empower Afghan women through specialized programs,

impacting them with resources, tools, and opportunities, and equipping them with the knowledge to pursue vocations after graduation. This paper describes and defines the evaluation method called content analysis, a set of procedures that transform unstructured information into a formal outline allowing analysis (Luo, 2020). This methodology explains what the paper's authors have done and its relevance to and recognition of all the Afghan cultural components playing a role in developing the first women's university curriculum in Afghanistan.

### **Content Analysis**

According to Columbia Public Health (2020), content analysis is a research tool used to find themes, specific words, and concepts in data, which can then be quantified or analyzed to find meanings and relationships within those themes, words, and concepts. Qualitative content analysis is the best analysis tool for this because of the data sources used in background research. These include peer reviewed articles on women's rights and the government role played by tertiary education, and studies conducted on girls' and women's education. Additionally, it is also helpful for curriculum development research to answer the open-ended questions defined (Columbia, 2020). Describing methodology solely as inductive and deductive could be misleading as both modes of reasoning are applied concurrently even though the inductive will be more dominant in this research (Armat et al., 2018). The specific type of content analysis used is qualitative analysis is predominantly inductive, and existing literature on this content analysis method provides various definitions for it. Columbia (2020) describes it as the process in which researchers choose to quantify and count data to be analyzed, which involves identifying data that could either implicitly or explicitly state the subject and then is assessed based on the chosen coding scheme. The multi-step process is chiefly centered on coding data and ensuring adherence to the system while permitting the flexibility of adding additional categories as the research progresses, ultimately

leading to analysis. Qualitative content analysis "is a research methodology or a procedure of systematic analysis and interpretation of contents of texts (words, phrases, statements, communications, documents, etc.), images (photos, video, etc.) or any other reality without involving any number or quantification" (Mayring, 2000).

On the other hand, Kibiswa (2019) refers to Hsieh and Shannon, stating that with inductive analysis, or conventional content analysis, researchers first immerse themselves in the data after which categories and the names for these categories are drawn, and data is collected through the repeated reading of the data collected. This approach has been embraced to research Afghanistan and create a women's University in that country. The research team settled on inductively using qualitative content analysis to draw themes from the data collected and to let these data guide the research as suggested by Kibiswa (2019). Moreover, it is an appropriate methodology for this research as knowledge on the topic is minimal, as is existing literature. The researchers have taken the qualitative content analysis approach, including a simple note-taking system (i.e., listing findings and data relevant for the group as research progresses and documenting them in a separate file). The research is extensive and requires a strong organization and validation; therefore, a shared document was created to ensure consistency for all research members. High-level points are grouped and bulleted along with a URL to provide ease of finding the comprehensive source. Additionally, all references are written in the APA 7th edition.

Categorization for research members includes mapping and labeling topics linked to political and socioeconomic factors based on their URL indented to the note-taking document's bottom right side. Notes related to the curriculum structure and contents are in a separate document within the shared Google Drive and have been color-coded to make the notes' extraction easier during the writing process. The notes follow a seven-color scheme. Blue notes show the

topic in focus, followed by sub-notes on that topic in black and any observations and comments highlighted in brown. Orange indicates insights into the themes related to solutions or proposed solutions to solve the Problem and mitigate access to education for women in Afghanistan. Red notes include facts requiring triangulating and cross referencing. Direct quotations are highlighted in gray as these are crucial, for example, secondary interviews, definitions, and statements by government officials or other stakeholders in the process. Analyzed primary sources include scholarly articles, mainly from peer-reviewed journals. For example, Hayward and Karim's (2019) "The Struggle for Higher Education Gender Equity Policy in Afghanistan" and Roof's (2019) "Higher Education in Afghanistan" via Forum for International Research in Education. Additional sources of data and information include credible media and newspapers like The New York Times and written or visual content produced by the leading humanitarian organizations worldwide and in Afghanistan, including Human Rights Watch and UNESCO. Sourcing credible scholarly articles, peer reviewed journals, and books have been achieved through the Lynn University Library. Google's search engine and Google Scholar also played a role in accessing other credible forms of data necessary to the research on Afghanistan and the women's university curriculum.

### **Research Questions and Process**

The researchers settled on five research questions to guide the study within the context of addressing Afghanistan's need for women's education, specifically from the standpoint of culture and more prominent environmental factors when considering the opening of a women's University in Afghanistan. As Afghanistan has changed over the years, there is a need to keep the research current, mainly as peace talks with the Taliban continue. Hence, the first question addresses political, socioeconomic challenges acknowledged determining this project's feasibility and the likelihood of success. With this in mind, the fifth question then allows the researchers, guided by this

background knowledge, to explore what courses and skills, as demonstrated by the research, are required for women to gain meaningful employment in Afghanistan. Research questions two to four are aligned with the University's logistical aspects and the curriculum, entailing the necessary skills required for the curriculum to be effective and to enable the women to procure employment upon graduation. Research questions two and four also address what core values will dictate the curriculum and the culture formed within the University in alignment with the Afghan Institute of Learning's (AIL) mission and values. Arriving at these specific research questions involved revision in order to ensure they were distinctive and open-ended while still making room for in-depth study to provide answers and draw insights necessary for this research to be valid.

1. What are some of the political and socioeconomic challenges present in Afghanistan that prevent the establishment of a women's University, and what factors stand in the way of women pursuing tertiary education in Afghanistan?

2. What is the best curriculum that can be developed to provide women with the necessary education and skills to procure employment upon graduation?

3. What are some of the most effective logistical strategies for opening a women's University in Afghanistan?

4. What core values are essential for AIL's curriculum, and how will the AIL ensure the women's University emphasizes them?

5. What courses and skills are required for the successful development of a new curriculum for a women's University considering Afghanistan's political, social, and cultural context?

The research questions were broken down and individually allocated among the three researchers to ensure each member's focus and insights remain relevant to the topic. The research team only used data created within the last five years. All corporate, governmental, and news

websites were evaluated for validity using methodological triangulation, which Heale and Forbes (2013) define as using more than one approach to researching a question. The objective was to validate findings through the confirmation of a proposition using two or more independent measures. Correspondingly, the researchers' strategy included triangulating data sources in the qualitative research to confirm findings and determine the completeness of data reported in other studies, websites, and news reports, as suggested by Heale and Forbes (2013). Additionally, all Information-ranging from articles, journals, books, newspapers, and videos—was compiled in a shared document accessible by all researchers. In doing so, the researchers were aware of each other's progress and information gathering.

### **Analysis**

According to Hayward and Karim (2019), new policies favoring gender equity in higher education resulted from questioning and analyzing some of the traditional roles women have held in Afghanistan. As of 2017, there was a 28% increase in women students and 14% of faculty in higher education. In a culture where males are preferred over girls, many other factors, from political, social to economic, and environmental, act as significant disruptors to women obtaining an education in Afghanistan, with the Taliban's resistance being the most influential (Hayward & Karim, 2019). Throughout this research, the team found many knowledgeable takeaways that relate to the independent research questions developed.

More than 85% of girls in Afghanistan are not in school, according to the report from the country's Education Ministry and UNICEF (Abrams, 2018). While Afghanistan's constitution may call for free education, the reality is much different. Many barriers disrupt women in Afghanistan from attending schools. Violence is regularly a colossal cause. For almost a decade, the country has been at war, as the Taliban controls numerous areas in Afghanistan, leaving women frightened to go to their

homes (Abrams, 2018). The financial crisis in Afghanistan is also a main leading cause. The situation has hindered efforts for expansion in infrastructure and training teachers. With this comes the mindset of the Afghan men and family, who will not send their daughters to school if a woman is not teaching them. The question becomes how to get female teachers into society when girls can not attend schools. The challenges that women face in Afghanistan to live everyday lives are far beyond what can be imagined. Child marriage remains another critical factor for why girls are leaving schools (Abrams, 2018). Some parents are even too scared to let their daughters go home out of fear. Specific actions that Afghanistan recruiting female teachers can help improve girls' attendance, but conflicts continue, and threats from ISIS and other armed insurgents in recent months have caused dozens of schools to close.

Another vital thing to create an equal space for women in Afghanistan to start attending school is to shift the minds of the men in Afghanistan who control everything. In Afghanistan the women are looked at as an object, not a person, they are oppressed for their gender. The woman is supposed to be submissive to the man. More financial support is needed to increase the number of girls in school and government support and female teachers. Safety, and so much more, are required, but so is the need for society's support; this means shifting men's perspective in Afghanistan to see the value of women gaining an education. Transpiring women to walk to school with pride and confidence and not scared of their surroundings constantly worried for their safety. Hayward and Karim (2019) state that women's ability to pursue higher education in Afghanistan is the beginning of a conversation that makes room for them to deconstruct male domination through freedom of thought and action while still advocating for other values. Women deserve access to a fundamental human right, a necessity that will improve the economy and country entirely.

The six majors the team settled on are aligned to the jobs available for women in upcoming years and the necessary skill sets these will require. Careers related to lying in healthcare, politics, law, computer science and information technology, business, marketing, and entrepreneurship. According to the team's research, healthcare was one of the fundamental sectors women will work in; researchers have proven that women in Afghanistan highly request jobs in medicine and nursing within the healthcare field (Human Rights Watch, 2017). Women are also interested in politics, law, and justice as they need to be representative and are primarily impacted by policies developed in their nation (Azizi, 2019). Computer science and technology interface is also shown as a growing industry in Afghanistan. It is at the frontlines of recent developments worldwide, increasing its accessibility; women want to be a part of this process.

Moreover, women will have the opportunity to specialize in these fields or become the needed female educators (Education Cannot Wait, 2019). Research proves that marketing, business, and entrepreneurship is another vast field women are curious about because it empowers women to create their businesses. In addition, they become financially independent, support their families, and solve solutions within their community through business innovations. UNAMA (2019) also states the role of media and broadcasting in making local voices heard on issues about peace, stability, human rights, and the rule of law. The journalism major is designed to equip women with the skills necessary to tackle these issues through storytelling and mass communication.

Courses in the political science major are designed to meet this requirement (see Appendix I). An opportunity to pursue higher education will allow women to be heard and equalize the opportunity gap and increase access to a much-needed education, enabling women to provide much-needed services, such as medicine, nursing, and leadership roles in society (Hayward & Karim, 2019). Higher education plays a significant role in transforming the lives of both men and women within the nation.



Kissane (2012) emphasizes that an education built on the foundation of gender equality is vital. Moreover, observations from the classes and schools that are part of RAWA's initiative have led to increases in reading and writing abilities, but also a shift in perspective on the cultural climate for men and women in Afghanistan as it gains more support from students and members (Brodsky et al., 2012).

### **Conclusion**

Kibiswa (2019) emphasizes that, unlike the deductive or directed content analysis, categories in the inductive content analysis are drawn directly from the data collected. In this process, the analysis was driven by understanding the data and themes identified from it in order to create the initial themes used to categorize findings and draw new insights about women's tertiary education in Afghanistan. Thus far, the marginalization of women in Afghanistan is one of the main themes the team has identified from the research conducted. Some other common themes and labels include gender inequality in higher education and the significance of the geographical location, as these will determine the women eligible to attend the University. Several other categories include background, qualifications of the female professors in the country, an outdated curriculum, an unstable political landscape, a lack of funding in the educational sector, and cultural barriers like religion and its integration in education.

The essence of RAWA's findings is that providing Afghan women with education has a considerable potential to be liberating; likewise, a curriculum tailored towards women is potentially revolutionary change politically and socially (Brodsky et al., 2012). A significant portion of research in Afghanistan shows the power of education and its influence on critical consciousness and social change, which many feminist activists are fighting for on behalf of women and girls in Afghanistan (Brodsky et al., 2012). Education is the most efficient way to economic development and a stable political climate in Afghanistan (Kissane, 2012). There is a need for female empowerment and

mothers and daughters to learn and access the resources similarly to males. Education is the tool that women need to break free of the systemic oppression they face(Kissane, 2012). UNESCO- IBE (2020) states that a curriculum is a learning plan, relaying how, why and what students should learn intentionally and systematically. More importantly, it is a political and social agreement that reflects a society's shared vision while considering local, national, and global needs and expectations (Stabback, 2016). The curriculum designed by the team is tailored towards Afghan women's needs in the various disciplines and is based on an understanding of accredited curriculums within the United States, but also areas of study that are relevant to Afghanistan as a society.

**Appendix I**

**Curriculum Report**

## Journalism

The journalism major constitutes courses that enable students to understand the broadcasting field and distribute current information and reports based on facts and evidence. It also includes equipping students with the skills necessary in mass communication and media. The path to journalism includes sources in:

**Writing and English Communication:** This course introduces students to the fundamentals of academic writing in the English language. Skill sets being acquired for this course are learning writing skills, reading and critical thinking skills, research skills, and writing process skills. Women will be able to learn and develop the skill sets that will strengthen them and their abilities to write and communicate in English. These are foundational skills for a generalist tool kit.

**Research and development:** This course introduces students to learn why research is essential, research techniques and theories, and their application throughout the research process. Skill Sets being acquired from this course are developing the critical criteria to develop analytical thinking skills, enhance the knowledge and Professionalism of investigating and conducting research. Through this course, women will be able to acquire skills that enable ethical research development. This will allow them to engage in research projects that will enable them to initiate community development.

**Digital skills:** This course introduces students to the basic techniques used in digital communication and journalism. Skill Sets being developed in this course are basic concepts like using devices and handling information, creating and editing, communicating, transacting, and lastly, being safe and responsible online. These qualifications above broadly cover the criteria and the amplification of skills. These are the foundational skills that will allow students to enhance their knowledge and increase their digital skills development.

**Media law and ethics:** This course introduces students to acquire the skill sets needed to identify and assess risks in publishing, introduction to legal systems for journalists and public relations, explore the many competing rights and interests in society, including reputation, a fair trial, privacy, confidentiality, intellectual property, and national security. In this course, news media will be showcased in the various political systems internationally, laws and examples also encourage the exercise of mindfulness in communication practice, as well as a vivid insight into how prickly legal situations might arise, and helps you navigate a course of action after assessing the legal risks. This course will provide you with the necessary skills needed to be a solid delicate in media law and ethics.

**Media/ social media development:** This course introduces students to excellent communication, creativity, writing ability, content curation, project management, aptitude to learn,

marketing, flexibility, strategic thinking, relationship building, community management, and a variety of analytical skills. The demand for social media skills and social media marketing pros is growing exponentially, and if a company or brand is spent on social media today, it is likely going to fall behind and lose out to competitors. This course will provide you with all the necessary means to obtain and strengthen your knowledge and understanding in media/social media development.

**Digital literacy:** This course introduces students to collaboration, creativity, critical thinking, citizenship, character, and communication. These are the essential skills that will engage your knowledge into a deep learning environment. These skills will allow you to adapt and become a digital citizen, allowing you to be responsible for how you use technology to interact with the world around you.

**Ethics of broadcasting:** This course introduces students to critical thinking, operation monitoring, active listening, monitoring/assessing, speaking, writing, complex Problem solving, reading comprehension, judgment and decision making, time management, active learning, troubleshooting, operation, and control, equipment maintenance, social perceptiveness, coordination, systems analysis, quality control analysis, learning strategies, equipment selection, mathematics, systems evaluation, management of personal resources, instructing, and repairing. These are the critical skills that will be obtained after taking this course.

**Public Speaking, Reporting and interview skills:** This course introduces students to clear articulation, engaging presentation style, assessing the needs of the audience, PowerPoint skills, composition skills, drafting and evaluating form that attendees with a powerful opening, maintaining eye contact, memorizing, organization, preparation, research building, storytelling, and time management. In this course, students will also learn body language skills when giving an interview, punctually as it refers to time management, analytical skills, Professionalism, and boundaries. These

are all the essential skill sets needed to strengthen your public speaking and become a good reporter/interview in today's society.

**Community reporting and mass media:** This course introduces students to be critical analysis, research development, commercial and cultural awareness of the media and creative industries, initiation and development of creative work in writing, audiovisual or other electronic media, a flexible creative and independent approach to tasks, and the ability to work to a brief and meet deadlines. This course focuses on the communication of information across different mediums. The ability to communicate information clearly and efficiently is an essential skill all employers look for. This course will make students stand out and apply to jobs well prepared with a successful outcome.

## Nursing

The nursing major constitutes courses that enable students to begin their path to nursing. It equips students with knowledge of the healthcare system and essential information necessary to care for individuals. The path to nursing includes courses in:

**Nursing Fundamentals:** This course introduces students to assessment, diagnosis, care plan, and medical intervention. The students will develop basic communication skills, client physical and psychosocial assessment, and specific nursing skills related to nursing intervention. These skill sets will allow students to be well-versed in the fundamentals of nursing. These are the basic principles and procedures required in the nursing field.

**Intro to Psychology:** This course introduces students to general transferable skills. Critical thinking and analytical skills. Abstract reasoning. Communication and interpersonal skills. Leadership and teamwork skills.

**Psychology and Mental Health:** This course introduces students to client rapport, empathy, compassion, active listening, organization, record keeping, information technology savvy, health professional boundaries, solid ethics, and a desire to help one's fellow human beings. While some may have a few of these skills inborn, many must work to hone and refine these skills in order to function at a high level as a mental health professional.

**Physiology:** This course introduces students to research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interpersonal/interdisciplinary skills. These skills will train generalist practitioners in psychology, train psychologists to broaden the scope of their services beyond those provided to clients, and train psychologists to develop and be guided by their professional identity.

**Microbiology:** This course introduces students to attention to detail, decisiveness, independence, excellent IT skills, numerical skills, analytical skills, teamwork skills, and communication skills. These are the critical skills for microbiologists. This course will teach the basics of reproduction, morphology, and genetics. The course will also teach students about molecular identification methods, infections, diseases, and biochemical characteristics.

**Gerontology:** This course introduces students to learn about the aging process and the unique challenges that aging populations confront. They will also explore the impact of an aging population on society. Students will gain interpersonal, Problem solving, communication, and organizational skills. Students will be introduced to the human aging process from biological, psychological, and sociological perspectives. They will explore tools and techniques to provide service to older adults.

**Pharmacology:** This course introduces students to technical expertise and laboratory skills, general research skills, general IT skills, teamwork, self-management, including planning and meeting deadlines, professional communication, spoken and written. This course will focus more on



the research aspect of this science, teaching the student to investigate the effects of chemical compounds and innovate ways of creating remedies to their many physical and mental ailments that affect people and animals.

**Women and Infant Health:** This course introduces students to learn about the anatomy & physiology of childbirth, labor support techniques and support methods, and how to teach evidence based information about pregnancy and childbirth. This course will give participants information and skills to help their students or clients make informed decisions during pregnancy and childbirth, cope with labor, and cultivate trust in birth. In addition, participants will learn about informed consent and refusal, prevention of obstetric violence, and how to empower and educate pregnant women, persons, and families to advocate for their rights during the maternity experience.

### **Technical Educational Training**

The technical education training major constitutes courses that enable students to acquire practical technology and computer science skills. It provides the women with an understanding of information technology, programming, project management and business management principles. The path to technical education training includes courses in:

**Information Technology and Computer Science:** This course introduces students to the opportunity to develop commercial skills and build up a network of contacts.

**IT service management:** This course introduces students to excellent problem-solving and communication skills. Strong technical understanding of the various hardware, software and networking systems. Be able to offer assistantship with user support. Incident Management. Quality Orientation (Attention to detail.)

**Project Management:** This course introduces students to effective communication. From project kick-offs to stakeholder meetings, project managers are constantly communicating.

**Finance, Economics, and Accounting:** This course introduces students to problem-solving and analytical ability. Oral and written communication skills. Ability to argue your case and negotiate. Knowledge of global business issues and language skills, mainly if you study European or international finance.

**Programming:** This course introduces students to the concepts of communication. Communication is often overlooked as a vital skill amongst coders. Empathy. Empathy is the ability to comprehend and be sensitive to other people's needs and emotions.

**Software development:** This course introduces students to study software engineering provides you with specialist knowledge of various programming languages, software design, information systems, databases, and software architecture. You'll also develop more general skills, such as verbal communication, to work as part of a team.

**AI and machine learning:** This course introduces students to math: statistics, probability, predictions, calculus, algebra, Bayesian algorithms, and logic. Science: physics, mechanics, cognitive learning theory, language processing. Computer science: data structures, programming, logic, and efficiency.

**Virtualization:** This course introduces students to reduce IT costs through consolidation and leverage cloud software to build a flexible virtual infrastructure. Support access to data and applications through a wide variety of devices. Leverage the virtual infrastructure to create an affordable disaster recovery solution. Engineering and Related Design A creative flair and design ability, Good visual and spatial awareness, Attention to detail, Problem solving, Written and oral communication.

## **Entrepreneurship**

The entrepreneurship major constitutes courses that enable students to develop the skills they need to start businesses and solve problems through innovative solutions. Courses in this major provide women with hands-on experience about value creation designed to create change. The path to entrepreneurship includes courses in:

**Finance and Accounting:** This course introduces students to fundamental accounting principles as applied to financial statement preparation; and the accounting concepts and techniques applied to managerial planning and control of assets. In this course, students will learn the fundamental concepts of bookkeeping. These include managerial planning, control of assets, and analytics for financial statement preparation. The course equips students with the ability to adapt to different software skills in the industry, basic and advanced excel skills, and strong organizational skills needed as accountants. Students will walk away with the knowledge to pursue a range of careers in Finance and Accounting.

**Business Management and Administration:** This course introduces students to learn how to run a business in today's business world. The course includes working on different business projects to gain hands-on experience and enable students to implement the critical aspects of maintaining and marketing a business idea. Gaining business knowledge and understanding business theories to implement strategies is also a crucial aspect of the course. At the end of the course, students will be able to frame company policies in different parts of a business, such as production, finance, and marketing.

**Principles of Economics:** This course introduces students to the basic micro-and macroeconomic concepts, tools, methods, and applications. The microeconomic theories of the consumer and firm serve as foundations for discussing the macroeconomic outcomes of national product, employment, and inflation. The policy implications for economic stability, growth, and social welfare are analyzed. The course equips students with the fundamental economic concepts necessary

to understand the economy. It is a blend of consumer and company behavior as well as more prominent macroeconomic factors. Through the course, learners will acquire foundational economic concepts such as resource allocation, scarcity, opportunity cost, how these affect a company and consumer behavior, and decisions made on a larger scale. The course will allow students to understand how economics plays a role in everyday life and understand today's market economy in terms of long-term growth and short-term fluctuations.

**Project of Management:** This course introduces students to the competencies and skills for planning and managing projects and understanding interpersonal issues that drive successful project outcomes. Students will learn about introducing new products and processes, the project management life cycle, defining project parameters, matrix management challenges, practical project management tools, techniques, and a project manager's role. Students will gain an understanding of how team dynamics play a role in meeting successful project outcomes. Understanding the project life cycle will enable students to grasp the process of introducing new products, threats to project completion, and calculations of project success and durations. By taking this course, students will also walk away with knowledge of the roles played by project managers and leaders within project teams.

**Principles of Management and Leadership:** This course introduces students to develop proficiency in each leadership skill required to be part of a team that leads an impact-focused company, organization, project, or initiative. The Leadership specifically focuses on a range of critical skills from leadership, grit, teamwork, transformative communication, and other critical skills relevant to emerging changemakers. To be a social entrepreneur, intrapreneur, and/or leader in a for-profit or non-profit environment, individuals need to understand and apply the skills covered in this course. This course is about the fundamentals of organizational management and the tools necessary to succeed in these professions. Students will learn about organizational behavior and the different

managerial functions in an organization. The course enables students to refine their communication skills, problem-solving techniques, and organizational skills. Students will walk away with skills needed to be successful modern business leaders.

**Problem Solving:** This course introduces students to shift their focus to solutions. Over this semester, students will present a project-based proposal related to their mission area that moves them from thought to action. They will be tasked with developing a self-assessment rubric to demonstrate growth and use it as a benchmark for success. Throughout this semester, students have the opportunity to move through a range of project-related focus areas - ranging from filing for a patent, creating a business plan, addressing a social issue through the creation of educational content, or creating a prototype. Students will be asked to apply the skills they have learned up to this point as well as use this opportunity to propel them to the next stage of development and move their mission forward. Students who have an intrapreneurial mindset can join a project or develop an intrapreneurial strategy to present to the class that they would like to pursue an existing organization. The course is focused on developing students' soft skills such as problem-solving, critical thinking, and analysis. Students will learn how to brainstorm business ideas to solve specific problems efficiently and case studies on particular issues and their solutions. Through this problem-solving course, students will learn how to work in teams and the importance of collaboration in today's market. Additionally, students will have access to several problem-solving tools and resources necessary to solve today's most pressing issues.

**Marketing:** This course introduces students to understand key marketing concepts such as buyer behavior, different distribution channels, pricing policies, and brand promotion. Students will also learn how to use social media as a vital part of the advertising strategy. The marketing and promotional class projects strategies to succeed in sales and ways to solve marketing problems. At the end of this course, students will be able to form succinct elevator pitches and sales pitches to clients and investors, all of which are key for entrepreneurs.

**Writing and Composition:** This course introduces students to learning writing, reading, and critical thinking skills. Students will be able to communicate and develop their business ideas in written form. Additionally, the course enables students to tell their story and business to clients and investors in English through a business plan. Through this course, students will develop the writing techniques needed to succeed in their entrepreneurial journeys.

**Storytelling and public speaking:** This course introduces students to on refining verbal communication skills. Students will learn how to articulate themselves clearly, present engagingly, and connect with the audience through stories. Other skills that they will learn are PowerPoint and keynote presentation skills, body language, research, and time management skills. Through this course, students will also be taught how to create a good work ethic, interview, and resume skills to land jobs after graduating.

**Computer science:** This course introduces students to software and programming skills to succeed as independent entrepreneurs. Women will gain fundamental knowledge of technical skills used to manage a business, organize and sort data, and carry out successful product research and effective ways to manage virtual teams. Students will learn how to use computers and different computer applications in business. This course gives a foundational understanding of computer technologies and their relevance in the modern-day industry.

**Portfolio:** This course introduces students to the process of creating an in-depth portfolio about their past, present, and future. Through responding to a series of in-depth questions both in class and through writing. Each student will complete an in-depth portfolio and gain a deeper understanding and self-awareness of their lives to date and trajectories for the future. Portfolio guides students through the process of creating an in-depth portfolio about who they are, what skills they have, and how they want to make an impact through their mission. By responding to a series of questions both in class and through relevant assignments, each student will complete this

course with a tangible portfolio highlighting who they are as social entrepreneurs and leaders. Students will work on articulating and communicating their experiences to employers in their field of interest. Students will gain skills from the course, including a deep sense of self-awareness through writing and asking the right questions in workshops and business conferences. Students will learn how to network and frame the trajectory of their careers ahead.

### **Political Science**

The political science major constitutes courses that enable students to dive deeper into law and justice within Afghanistan and how it interacts with the world politically (University of Oregon, 2018 ). These courses create the opportunity for women to study how their interests as a marginalized group shape or challenge the political system. The path to political science includes courses in:

**Introduction to Political Science:** This course introduces students to develop strong communication skills verbally and writing. Students will develop skills needed to mediate conflict, debate, and negotiate in addition to critical listening and critical analysis. The course aims to equip students with an understanding of problem-solving techniques required to tackle varying forms of complex issues. Through this class, women will develop an ability to plan, design, and look at problems from different perspectives.

**Afghan History:** This course introduces students on Afghanistan's History. It will enable students to develop critical thinking skills, solidify research skills, and communicate their writing views. Students will understand and analyze historical practices and how History can execute original research and engage in discussions. An essential part of this class is making social, political, and

economic connections in reality to what has occurred in History. Students will also find similar trends that themes can see in the global community.

**Afghan Political System:** This course introduces students to learn the Afghan political system and the roles played by cultural attitudes and ideals in decision making. The course teaches students about the global political community, civil society, and what constitutes an ideal society. Learners will develop an ability to examine written material and make oral presentations critically. Through this course, students will learn how to gather information, assess its importance, and evaluate it objectively.

**Research Method:** This course introduces students to learn best practices for analyzing and interpreting data, carrying out quantitative and qualitative analysis, and designing their research projects. The course also enables students to distinguish between sources, summarize their findings and test out theories and hypotheses in data kinks. Students will learn how to differentiate between different forms of research. This course aims to propel students to perform reliable study and provide them with an opportunity to develop their communities through the conclusions they draw.

**Early and Modern political thought:** This course introduces students to an understanding of freedom, equality, and individuality. It acts as a foundation on which to critique today's society. Students will learn political theory, political philosophy, and today's political reality. By the end of this course, students will be able to form theses and be better able to explore a better political world.

**Law, Politics, and Justice:** This course introduces students to careers in law and politics. It equips them with the knowledge of how society is shaped and an understanding of marginalized groups' rights. It also touches on public laws and policies governing civil life. This course will allow students to assess where they stand concerning justice, the law, and politics.



**Global and Political Justice:** This course introduces students to learn moral and political philosophy from a global perspective. The course also enables students to discuss some of the issues and dilemmas the world is faced with today. They will also learn about political philosophy in today's global justice system, human rights, and the concept of peace building. At the end of this course, students will be able to participate in international debates as confident members of the global community.

**Microeconomics:** This course introduces students to gain an understanding of foundational economic concepts. They will learn about the allocation of resources and ideas such as scarcity and opportunity cost. These will be used to understand the company and consumer behavior. The course is a prerequisite for microeconomics which looks at more significant economic factors.

**Macroeconomics:** This course introduces students to learn how large-scale economic factors affect the economy. These include factors such as interest rates, international trade, inflation, and employment rates. The macroeconomics course will allow students to understand how economics plays a role in everyday life and understand today's market economy. Students will learn how to analyze their economy from an economist's perspective and try to find solutions to some of its short and long-term fluctuations.

## **Physiology**

The physiology major constitutes scientific courses that enable students to study living systems and their functions. It provides a foundational understanding of the human body, functions, and anatomy guided by scientific principles. The path to physiology includes courses in:

**Biology:** This course introduces students to the most hands-on learning, learning the latest research methods, you can use its principles to answer big questions, you can benefit from a clear

career path, You can discover the basic living concepts, You can learn about the human body and how to treat it.

**Chemistry:** This course introduces students to the vital skills in research, critical thinking, writing, and collaborative Problem solving is essential to success in today's career marketplace. Research projects available in all areas of chemistry and biochemistry.

**Kinesiology:** This course introduces students to the new concepts of science in kinesiology by researching their specialty and allows undergraduates to gain this practical experience.

**Biostatistics:** This course introduces students to incorporate interdisciplinary studies into a substantial career in public health. Many public health professionals have backgrounds as biostatisticians, as this emphasis enables them to combine scientific research, statistics collection, and Problem-solving into a health-focused career.

**Molecular and muscle biology:** This course introduces students to understanding biological concepts and utilizing proper laboratory techniques during the Molecular Biology of Life lab experiments.

**Cardiopulmonary pathophysiology:** This course introduces students to gain knowledge and experience in the evaluation. Skills to evaluate patients with a variety of cardiovascular symptoms, including the chest. Following completion of the Cardiology Consultation Service rotation.

**Exercises Physiology:** This course introduces students to provide undergraduate students guidance with class and laboratory assignments/activities in General Psychology, Physiological Psychology, and Animal Physiology.

**Gross human anatomy:** This course introduces students to assembled materials for Genetics, Microbiology, Physiology and Anatomy laboratories. Prepared microbiology, genetics, and anatomy labs for undergraduate students.

**Neural systems:** This course introduces students to skills and concepts involving the same building neural networks are essential to understand.

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