

A New Horizon for Women's Education in Afghanistan: A Women's University Without Walls

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Light of Afghanistan: A New Horizon for Women's Education in Afghanistan

A University Without Walls

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Project Introduction

Existing research for this project focused on developing the curriculum for a women's-only university in Afghanistan. This year's iteration builds upon the proposed curriculum, examining how to best implement it given the current socioeconomic turmoil in the Central Asian nation. Considering recent events in Afghanistan — namely the pullout of U.S. troops, the return of the Taliban, and a prohibition of girls and women from attending school — it is recognized that the situation is everchanging. As such, the research compiled by the team may become outdated at any moment. To address this concern, this paper offers detailed suggestions for the best strategy for implementing the curriculum and includes contingency plans outlining actions that can be taken if the situation worsens.

The research herein delves into cultural and social barriers, technological limitations to women's education in Afghanistan, and various online/remote instructional and learning methodologies. Through collating research on these topics and conducting a content analysis, the team's proposed strategy is believed to be the most effective way to implement the curriculum.

Literature Review

The purpose of this literature review is to establish an understanding of current and existing research encompassing Afghan women's education. The specific topics that have been reviewed include: (1) barriers to women's education in Afghanistan, ((2) current educational options for Afghan women, and (3) asynchronous versus synchronous instruction. Conducting this literature review enabled the researchers to discover existing research and its most significant findings, both

serving as essential information for the design of this project to be the most effective and contributing to a realistic plan for successful implementation.

Barriers to Women's Education in Afghanistan

Over the past 20 years, progress has been made for girls and women receiving an education in Afghanistan. The number of female school enrollees increased. However, over the past few months, attacks on schools and villages have surged as a result of the Taliban reclaiming power, which in turn has resulted in a deluge of obstacles and immense uncertainty for Afghan women (International Rescue Committee, 2021). These unforeseen circumstances are one of the key factors in the barriers preventing women in Afghanistan from pursuing and attaining higher education. Other contributing factors include familial attitudes and perceptions of broader communities regarding female education, financial hindrances, and security and personal safety concerns — the last of which has been identified as a particularly significant challenge.

While consensus in Western societies is that higher education results in greater job prospects, higher income, and a better quality of life, achieving a university degree does not guarantee employment or success for women in Afghanistan, and thus does not ensure a return on the educational investment (Burrige, et al., 2016). The significance of these findings by Burrige et al. is that, at the time of publication in 2016, the Taliban was not in control of the country. Considering the Taliban's return and subsequent retaking of power in Afghanistan, it is likely this study's findings have been exacerbated and the negative attitudes toward women in education have worsened. This is considerable given that even under the previous Afghan government, the numbers were dismal. Indeed, the 2013 UN Human Development Report showed that only 5.8% of adult females in Afghanistan reached secondary or higher education, compared to 34% of males. Further, the percentage of females in the labor market stood at 15.7% compared to 80.3% for men,

undoubtedly as a result of both the differences in education and the attitudes towards women studying (UNDP, 2013). Adult education is a particular concern across genders, as fewer than 7% of Afghan men and just 3% of Afghan women over the age of 25 had received any formal education (Strand, 2015).

Other barriers to education for Afghan females include poverty, early marriage, insecurity, lack of family support, lack of female educators, poor proximity to schools, poor quality of education, lack of girls-only schools, and community attitudes towards women (Jackson, 2011). While it is not realistic for the researchers to shift cultural norms and attitudes, the aim is to target and address the poor proximity to schools, poor quality of education, and lack of girls-only schools.

Sixteen years after the U.S.-led military intervention that ousted the Taliban government, an estimated two-thirds of Afghan girls do not attend school (Human Rights Watch, 2017). As security worsens in Afghanistan, the progress towards girls' education is likely to be eroded if not outright reversed. Despite receiving millions in aid from foreign institutions for use towards this cause, the Afghan government has been unable to overcome the challenge of its rigid cultural norms. As such, overcoming this particular barrier should be a priority if real change is to be achieved (Bamik, 2018).

As established, aside from poverty and insecurity, the most significant barrier to girls' education is the traditional cultural norms of Afghanistan's male-dominated society (Bamik, 2018). After the Taliban first gained political power in 1996, resistance to girls' education was at its most extreme. During this period, women were not allowed to attend school, nor were they allowed to work outside, and with the Taliban's arrival to Kabul, girls' schools were shuttered. With the Taliban now having returned to power, similar restrictions on girls' education are expected, most likely negating the progress achieved and strides made over the last two decades.

Therefore, it should be anticipated that education for girls will return to a state of dormancy, with projections fearing that one million children will miss out receiving an education (International Rescue Committee, 2021).

Current Educational Options for Afghan Women

The shortage of educational institutions and instructors — especially female teachers — reinforces the reality that many girls simply do not have access to education. Boys face similar challenges in that education is also limited for their demographic, but the fact that fewer schools accept girls and the greater limitations on girls' freedom of movement means they are more deeply affected than their male counterparts.

Community-based education

Community-based education has provided girls unable to reach a school access to education; however, without government support, this system is unreliable and unsustainable (Human Rights Watch, 2017). The Afghan government established legislation in favor of education, and it is even stated in the country's constitution that education is the right of all citizens and is to be provided free of charge by the state, with the country legally guaranteeing “9 years of compulsory education” (UNESCO, 2021). Furthermore, the government is obligated to “plan and implement effective programs for the balancing and development of women's education” (Bamik, 2018). Choosing to escape from these problems is irrational; instead, families should help their daughters contest these issues, challenging the community and society as a whole, advocating for equal opportunities, and securing their well-being and development as contributing members of society.

Afghanistan's history of education for girls has demonstrated persistent challenges. In 2017, Abdullah Noori offered several recommendations that could be useful for propelling girls'

education in the country. Noori suggests that the government should launch a vast public awareness campaign to inform people of the importance of girls' education, and local religious leaders should address the issue before Friday prayer. The influence local religious leaders have in the community can facilitate an effort to establish partnership with non-governmental organizations (NGOs) and donors who address issues related to poverty so the necessary facilities — like classrooms and clean water — can be made available for girls.

With these partnerships, existing barriers like accessibility to education can be remedied so girls can attend nearby schools rather than having to travel far distances, thus helping to reduce associated safety risks. Other schemes, including providing school lunches, potentially offering transportation to and from schools, and requiring all educators to have at least a bachelor's degree, are aimed at improving the quality of instruction and in turn the quality of education girls would receive (Noori, 2017).

Asynchronous learning vs. synchronous learning

Asynchronous online learning enables students to view instructional material at their convenience (e.g., self-paced learning) and does not include a live video lecture component. On the contrary, synchronous online learning entails required online attendance at predetermined intervals. The main difference between asynchronous and synchronous learning is the live instructional component occurring at a set time (Scheiderer, 2020). *Figure 1* illustrates the major differences between asynchronous and synchronous online classes.

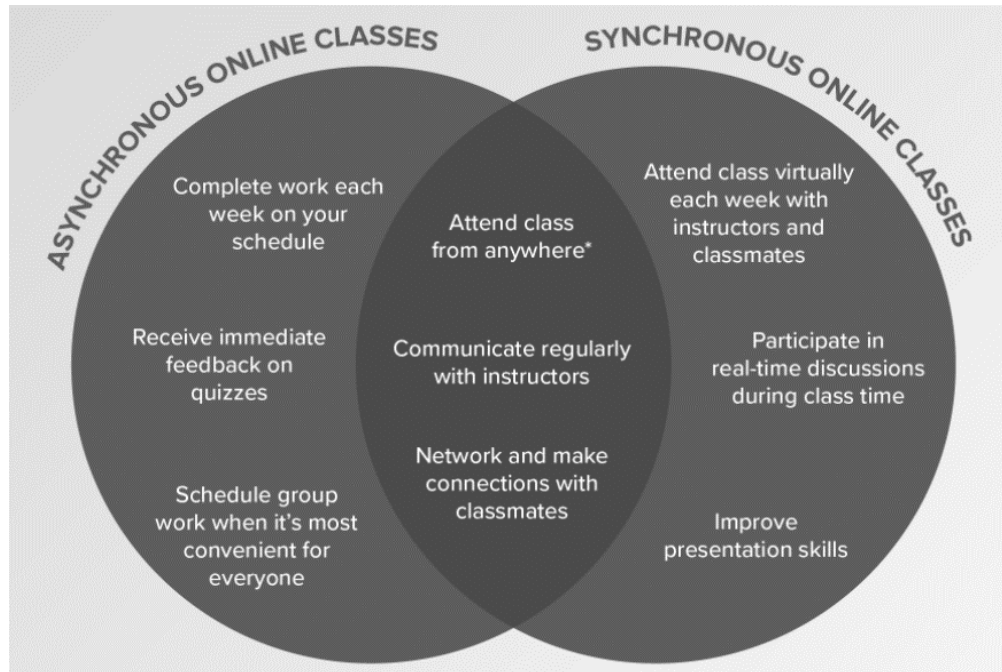


Figure 1: Major differences between asynchronous and synchronous online classes (Scheiderer, 2020)

Without diminishing the effects of the COVID-19 pandemic, the global crisis has created a paradigm shift regarding the need for virtual education and the transition to online structures for instruction and learning. Research has demonstrated that, for some children, remote learning has improved their education and well-being in that fewer distractions have permitted them to focus outside of the classroom and experience less social anxiety due to not being restricted to the classroom environment.

Dillon (2021) outlines various areas that need to be addressed to establish a high-quality virtual academy. First, virtual wraparound services need to be provided to best support children's needs beyond academics. This includes counselors, social workers, behavioral support specialists, and intervention specialists — all services that can now be offered through telemedicine and virtual therapy. Another concern is the lack of robust broadband and one-to-one devices, which remain barriers to accessing remote education. This issue echoes one of the

largest barriers to education faced in Afghanistan, which is the matter of technological limitations; as Dillon (2021) states, this cannot be simply fixed.

Another element particularly relevant to the curriculum at hand is the need to source or create an appropriately sized program of study. In the transition from in-person to virtual instruction, which occurred dramatically throughout the COVID-19 pandemic, it has become evident that not all components of the curriculum are necessary. To maximize instructional efficiency, courses should be analyzed to determine if any subjects can be merged and whether the curriculum can be adapted to remove any courses not seen as critical for the specific group of students being taught. It is important to be mindful that, when considering the implementation of the proposed curriculum, it highlights the need to reassess whether all courses in the curriculum are high priority, or whether any subjects originally proposed can be combined or removed to condense the curriculum. This would, in turn, be an effective way of managing scarce resources like a lack of educators or insufficient technological sources.

In courses offered strictly online, the debate arises over whether synchronous or asynchronous learning is more effective. Wind (2020) states that “the most effective type of learning is one that combines the agency and empowerment of asynchronous learning with the camaraderie of synchronous learning” (p.2).

Asynchronous learning allows students to access instructional material and learn at their own pace through deliverables of online reading material, discussion boards, and video lectures. While both types of online learning are beneficial and offer different advantages, asynchronous learning appears to be the most appropriate fit given the current circumstances in Afghanistan. Asynchronous learning allows students to learn at their convenience, thus offering a flexibility that synchronous learning does not. “This is particularly helpful now, as students navigate

pandemic-related financial, health, and mental challenges” (Wind, 2020, p.7). Given societal volatility in the wake of the Taliban’s return to power, asynchronous learning would be particularly useful in addressing associated issues in Afghanistan.

Asynchronous learning is also more cost-effective and scalable for educators. Lecture recording only need to be done once and uploaded rather than teachers conducting recurring instructional coursework being taught at multiple times over to various groups. This is a particularly significant benefit considering the scarcity in female faculty and the fact that these educators could be forced to stop teaching at a moment’s notice from the Taliban. Therefore, by having pre-recorded lectures, should the legislation change and educators are no longer allowed to teach, the learning material already exists and is ready for distribution (Wind, 2020).

Furthermore, travel expenses are eliminated with asynchronous learning, as students are able to learn from home, benefitting families financially by saving money transportation and associated costs; the same goes for learning materials and even the physical space for teaching (ViewSonic, 2020). However, Wind (2020) states that a blend of both types of online learning is most effective, and where possible, asynchronous learning should be accompanied with synchronous learning to achieve a sense of community and collaboration, which improves the quality of learning.

Additionally, studies suggest the use of social media can be a layer or support to supplement asynchronous learning. Barhoumi’s (2015) research explores the use of WhatsApp as an online learning method in the context of an information science course. The study involved an experiment to determine the effectiveness of mobile technologies like WhatsApp as an online learning strategy by comparing the delivery of the material through the app versus 100% in-class instruction. The results found that the blend of 70% in-person learning with 30% use of

WhatsApp proved to have a positive effect on test results and student attitudes. Significant findings include the easy-to-use interface and the news feed feature, which allow students to be quickly informed of updates within the community and respond in a timely manner (Barhoumi, 2015, p. 233).

Student consensus indicates that online learning is deemed useful and favorable so long as online learning integrates a sense of community. The students who used WhatsApp as a learning tool were familiar with the instant messaging platform having used it previously in daily life as a means of communication. Therefore, one consideration is that perhaps such a strong positive correlation would not have occurred had the sample not been familiar with WhatsApp. In the context of Afghan women, a limitation is the lack of access to mobile devices and internet connectivity, which in turn results in many women not knowing how to use WhatsApp and thus requiring additional instruction. It is also relevant that this study was conducted in Saudi Arabia, an environment dissimilar to cultures in Western nations; therefore, the results of the study should be more applicable in the context of Afghanistan.

One limitation from Barhoumi's (2015) study is that it examined WhatsApp as a mediation tool as opposed to it be used as the principal delivery method of instruction, which suggests that in order to achieve similar effective results, WhatsApp can only be used as a supplement to other learning methodologies rather than it being the principal platform. Another limitation is that the study only looked at a singular discipline. Considering the curriculum this research proposes contains multiple disciplines, there is no guarantee the same positive results will be achieved in all subjects of study. As a tool in a blended mobile lecture environment, WhatsApp offers benefits in facilitating online discussions and collaborations and allows for various forms of media exchange.

Offline learning

Blockchain technology could tremendously benefit educational delivery. Foremost, blockchain-based cloud storage services like Filecoin could be embraced by institutions to overcome issues of managing a magnitude of data. Storing everything on local drives is problematic in that if they are damaged or compromised, data is permanently lost. However, cloud storage can be expensive, especially on scales like educational delivery would require. Blockchain-based cloud storage presents a feasible alternative.

Another way blockchain technology can positively impact education is through smart-contract capabilities, meaning lessons and courses can be programmed to execute automatically rather than requiring manual authorization. For example, modules unlock automatically after previous modules and their accompanying tasks are completed thanks to the blockchain's smart contracts. These smart contracts also enable software to grade exams, only requiring educators to write exam questions with the correct answers indicated in the blockchain. This would facilitate the teaching process in that educators would only need to publish the course, and exams would then grade themselves. Auditory and visual elements are effective tools for online learning (Baran, 2010). However, incorporating learning tools like these pose challenges due to unstable internet connectivity, frequent power outages, or scarce availability to electrical power.

One rising trend on American college campuses is the availability of solar-powered charging stations, which provide students, faculty and staff with a convenient means of charging mobile devices free of charge. This practical technology could be embraced in Afghanistan to overcome infrastructure challenges currently faced by female students. This practice will enable a path to sustainability (Sol-Up, 2021). *PV Magazine* (Bas, 2021) noted that strong growth is predicted for solar energy in the Middle East due to the availability of cost effective and sun-

soak land, low labor costs, affordable project financing, supportive tax regimes, large projects benefiting from economies of scales, well-designed tender structures, and decreasing photovoltaic component prices. These facets each support the idea that providing students with solar-powered chargers may be a beneficial and realistic method of overcoming electricity scarcity.

The possibility of creating the first all-women's university in Afghanistan is without a doubt a challenging but pragmatic endeavor. According to the literature review, the researchers conclude that the optimal mode of instruction is through asynchronous learning due to the numerous, ever-changing barriers facing Afghan women. The use of innovative technologies like solar-powered devices and charging stations, blockchain, and social media can supplement pre-recorded or manuscript curriculum.

Methodology

This project aims to deliver an academic report and toolkit including practical implementation recommendations for stakeholders to utilize and develop a women's-only university in Afghanistan. An applied research method, involving both primary and secondary data, was used to produce an effective teaching and learning proposal with consideration given to current political instability in Afghanistan. The research team conducted a thorough literature review analyzing existing data focused on a wide range of topics, including online learning, educational barriers for Afghan women, and various offline teaching options, all of which served as primary sources of qualitative data.

At the time the research was conducted, circumstances in Afghanistan were extremely volatile. The team recognized potential challenges could be encountered in conducting research, data collection, and in constructing the deliverable. The implications of the Taliban's return to

power contributed to factors for consideration, and also shaped the structure of the proposal as limitations to the research component were recognized. Specifically, on-site interviews were infeasible, meaning the proposal would have to be flexible enough to be implemented in any type of setting, as permissible under the governing authorities.

As an example, despite the Taliban's initial stance on women's education and the accompanying de facto ban on high school education for girls in September 2021, the fundamentalist group recognized the importance of girls' education and has been willing to allow it to continue under specific circumstances (Graham-Harrison, 2022). As seen in the case of Bibi Khala Girls' School in Qalat City, Zabul, the agreement between local Taliban authorities and the schools in that province have allowed the ongoing education of girls despite the nationwide ban. Clauses within this agreement include requiring girls to wear a burqa or niqab on their walk between home and school, while changes to the high school saw male teachers lose their jobs and primary school classes for boys relocated (Graham-Harrison, 2022). From the success of the Bibi Khala Girls' School, it is evident that similar concessions should be incorporated in the deliverable to make the proposal as effective and implementable as possible.

Given the above consideration, content analysis was used to examine and categorize the data collected. As defined by Columbia Public Health, content analysis is a research tool used to explore the presence and relationships between words and themes from any given text (Columbia University, 2019). From this analysis, inferences can be made about the text, and in the case of this research, the culture and time surrounding the text (Columbia University, 2019). Common sources explored through content analysis include "interviews, open-ended questions, field research notes, [and] conversations"; however, they can also include virtually any communications, such as "books, essays, discussions, newspaper headlines, speeches, media,

[and] historical documents” (Columbia University, 2019, para. 2). Although content analysis is a time-consuming method prone to error, its greatest advantage is that it can provide historical and cultural insights. It has been noted that content analysis is most effective when combined with other tools like interviews and observations, which is precisely the approach taken in this research as it was deemed the most viable method for remote research given the limited accessibility of on-ground resources.

The research team focused on four questions to direct the study in order to create the most viable proposal given the unpredictable circumstances:

1. What barriers exist in the Afghan culture that prevent women from seeking an education?
2. What public infrastructures currently exist in Afghanistan that could be utilized as a mode to deliver instruction in a women’s university?
3. What would be the most effective means of communication between students and instructors (e.g., telephone, face-to-face communication, social media, apps, traditional correspondence)?
4. What are the advantages and disadvantages of both synchronous and asynchronous instruction and learning in Afghanistan?

The research team organized the findings into four topics: (1) barriers, (2) infrastructure, (3) communication, and (4) online learning. The exploration focused on existing published literature (e.g., periodical articles, blogs, news segments, photographs, and scholarly papers). In addition to including the most current information available in the research, literature from the late-1990s was also explored given the validity and relevance of work published during the Taliban’s control of Afghanistan nearly two decades ago. The five-year period of the Taliban’s

rule at the end of the millennium was the last period in which Afghanistan was under such an oppressive regime, which saw the implementation of a range of directives aimed at economic and social discrimination against women. Indeed, the “steady stream of policies and regulations that rolled back women’s rights” in the wake of the Taliban’s return to power in August 2021 echo the Taliban-issued directives in 1996 and the gender apartheid that ensued (Human Rights Watch, 2022). Similar circumstances are anticipated in this current climate, and as such, the parameters of the analyzed text extend to the likes of older works pertaining to this historical period along with the more recent scholarship pertinent to the Taliban’s resurgence.

For the purpose of collaboration, a live shared folder enabled the research team to collaborate remotely and independently on a given topic while also permitting access in real time. Additionally, the research team compiled a list of questions designed for members of the Afghanistan Institute of Learning (AIL) — a group comprised of students currently residing in Afghanistan — for the purpose of providing field observations, anecdotes, and practical recommendations as secondary sources of information. A questionnaire comprised of eight open-ended questions was provided to the AIL team near the commencement of the research. Once those questions were answered and the research team analyzed the results, a second set of follow-up questions were provided to gain a more in-depth understanding of the current barriers that enabled the researchers to create realistic, authentic recommendations. Questionnaires are included in Appendix A.

The responses were recorded and used primarily for the purpose of refining the deliverable. The insight obtained from the AIL team served to help determine feasibility. Given the research team’s inability to conduct on-site work, this information proved invaluable and enabled the construction of a proposal most suitable and appropriate for

implementation. The responses also served as supplemental data to support the content from the literature review in answering the four research questions, which was a significant asset considering the limitations of a content analysis based solely on a literature review. Furthermore, it was recognized that the subjective interpretation of content analyses inevitably affects the reliability and validity of results and conclusions in an attempt to mitigate this natural subjectivity. The literature analyzed included work from both male and female authors, articles written decades ago along with contemporary work, published journal articles, and news articles from both domestic and international periodicals. Given these considerations, the content analysis was conducted based on the literature review and responses from the AIL. Results and conclusions are discussed in the following sections.

Content Analysis

The goal of this project is to deliver a scholarly report and toolkit featuring practical implementation recommendations for stakeholders to utilize and build a women's-only university in Afghanistan. Considering that at the time of research, circumstances in Afghanistan were extremely volatile and ever-changing, potential challenges to be encountered in the research portion were recognized. Therefore, the team utilized previously published work to conduct qualitative research using content analysis. Qualitative research contributes to an understanding of the human condition in various contexts and of a perceived situation. (Bengtsson, 2016). Content analysis is a well-established data analysis method that has evolved in its treatment of textual data; this rests on the assumption that texts are a rich data source with great potential to reveal valuable information about a particular topic (Kleinheksel, Rockich-Winston, Tawfik, Wyatt, 2020). The intent of the research team was to identify themes, or

communication trends of an individual, group, or institution. In 2022, Columbia Public Health notes that content analysis aids in describing attitudinal and behavioral responses to communications while determining the psychological or emotional state of persons or groups (Columbia University). This process reveals international differences in communication content or lack thereof, as discovered by the Lynn researchers. This discovery is an important factor for consideration since it provided the research team with a clearer picture of Afghan culture in order to recommend viable means of communication between students and professors.

This method provides unobtrusive data collection to be able to analyze communication and social interaction without the direct involvement of participants, so the presence of the researcher(s) does not influence results. It is also a transparent and replicable process that follows a systematic procedure that can easily be replicated by other researchers, yielding results with high reliability (Luo, 2021).

To conduct the content analysis, the research team collected data from various sources including eight online journals, seven news articles, two published research reports, and two questionnaires comprised of 16 total questions completed by the AIL. The texts and questionnaires focused on themes such as Afghani women's rights, women in Afghanistan, barriers to women's education in Afghanistan, women's education in the Middle East, current financial state of Afghanistan, instructors' technology, and higher education in the Middle East. These manuscripts were converted to Word documents to facilitate searching for text. The goal of content analysis is to examine preselected words in video, audio, or written mediums and their context to identify themes, then quantify them for statistical analysis in order to draw conclusions about a certain topic or theme (Glenn, 2020).

The research team utilized a simple Google Workspace control function that enabled them to search for specific words or phrases within the literature, which are:

- Synchronous
- Asynchronous
- Women
- Taliban
- Offline learning
- Barriers
- Education
- Afghanistan
- Women's rights

Once the search was conducted, the results were tabulated in a Google Sheet to begin collecting the data and analyzing results. The process is outlined below in *Figure 2*.

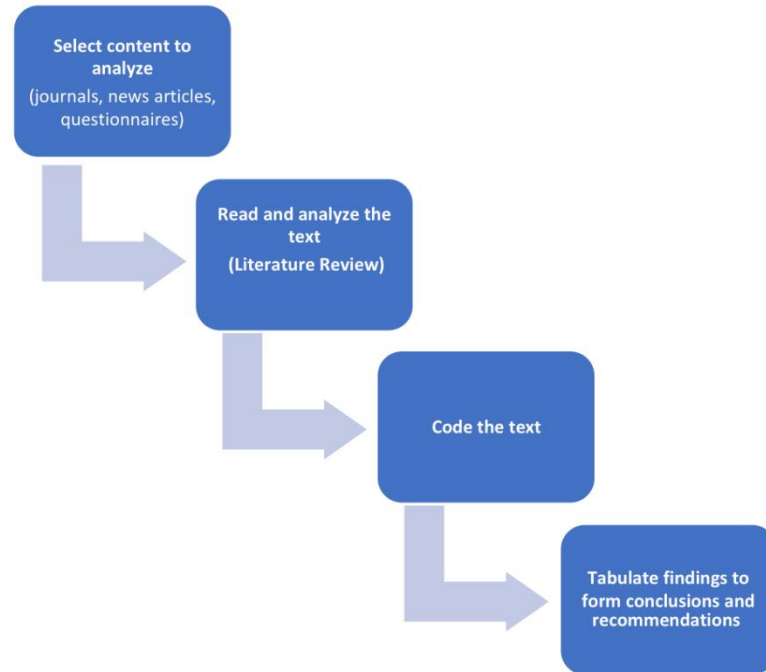


Figure 2: Content Analysis Process

Results

The results of the content analysis revealed that women, education, Taliban, Afghanistan, and asynchronous learning were prominent themes that surfaced in the research (the number of times the words came up are showcased in *Table 1*). This provided the research team with sufficient data to answer the research questions and create recommendations supported by the content analysis.

1. What barriers exist in the Afghan culture that prevent women from seeking an education?

The research team discovered that — although the Afghan culture itself does have cultural and religious beliefs that women should strive to be homemakers, caregivers and be submissive to males — the barriers created by the Taliban are the primary reason why women cannot currently receive an education beyond primary levels. This organization has created

restrictions that make attending school an impossible feat for women. In communicating with the AIL, it was brought to the research team's attention that curfews limit women from leaving their homes for more than three hours, which is a challenge not only due to time constraints but due to the lack of reliable transportation for women to travel to and from potential school sites (2022). The AIL team also explained how the Taliban requires women to be accompanied by a male when traveling outside of their home (2022). This makes attending school additionally challenging for women since their husbands, fathers, or brothers among other male relationships would have to leave work to accompany women to the school. As such, the recommended daily university schedule provided in the Recommendations section of this research accounts for curfews imposed upon women by the Afghan government. A third observation is that the Taliban requires women to adhere to a certain dress code when attending school, with the particular dress code varying between institutions and from state to state (Graham-Harrison, 2022). Some of the garments required may not be readily available, causing a financial burden to the women who would be interested in attending school.

2. What public infrastructures currently exist in Afghanistan that could be utilized as a mode to deliver instruction in a women's university?

The content analysis highlighted that existing infrastructures in Afghanistan that could be utilized as instructional deliver modes in a women's-only university are scarce. This finding was supported by the information gained from the AIL team who reported that internet and electricity are unreliable, making it nearly impossible for women to participate in any type of learning other than in-person. Content delivery is most effective if performed live in a private building equipped to mitigate frequent power outages and unreliable internet connections. Therefore, the proposed private building must be furnished with generators and/or solar panels to serve as

alternate sources of energy should power outages occur during periods of instruction. Also, hard-wired internet connections must be readily available for students to be able to connect and access online resources. The recommendations section of this study includes possible internet-based platforms and devices for instructional delivery.

3. What would be the most effective means of communication between students and instructors (e.g., telephone, face-to-face communication, social media, apps, traditional correspondence)?

Based on the results of the content analysis and the information obtained from the AIL team, face-to-face communication is not only the most effective, but in many cases, the only option that exists for Afghan women to communicate with their instructors and classmates. Telephone lines and internet-based communication are either unreliable or are too costly for most Afghan citizens, making live communication the only effective means of exchange.

4. What are the advantages and disadvantages of both synchronous and asynchronous instruction and learning in Afghanistan?

The research provided an in-depth portrait of the current educational state for Afghan women. This analysis indicated a hybrid model of teaching and learning is the most effective instructional model to implement given the uncertainty of the political climate. The research team found that synchronous learning could occur if instructors deliver content during face-to-face sessions in a private building. This is the only scenario in which synchronous instruction could be successful. Internet-based synchronous instruction would be unviable due to the frequent power and internet outages experienced in Afghanistan. Furthermore, asynchronous instruction could be considered if lessons were previously recorded and uploaded to a platform students could access during their time at a private building equipped with reliable electrical

power sources. Traditional print textbooks and learning materials utilized during both synchronous and asynchronous learning proved to also be an essential tool for instruction.

Table 1: frequency table of the key words found in the content analysis

Synchronous/curriculum	Offline Learning	Asynchronous	Education	University/Higher Education	Women	Womens Rights	Taliban	Barriers/Limitations	Afghanistan
	13		20						
					205	13	13	1	91
			36	8	132	20	9	22	41
			4	18				7	6
			13	22		30	37	2	22
2									
11		51		10				2	
30	1	27	1						
				2	21	3	42	12	17
			171	6					
					15		3		5
	2		5	4	15		1	4	8
43	16	78	250	70	388	66	105	50	190

Recommendations

Devices & Learning Tools

Chromebooks

Chromebooks were introduced to the market in 2011. These devices have proven to be valuable resources not only for their affordability compared to laptops, but because they operate applications through a web-based browser operating system, Chrome OS. While Chromebooks are designed for people who do most of their computing work online, these devices are also operable offline. Google Drive has an offline mode permitting users to create documents or spreadsheets and read saved articles in Pocket, making Chromebooks a useful device to consider for the AIL.

The following are the advantages and disadvantages of Chromebooks as found by Corona in 2022:

Advantages of Chromebooks

- **File accessibility.** Since Chromebooks rely on cloud storage, students can access their files from the Chromebook and other computers and devices as long as there is an internet connection.
- **Navigation.** Chrome OS is based on Google's Chrome internet browser. Navigation is simplified compared to other operating systems, making it easier to navigate for even a person with minimal technological savviness.
- **Security.** Chromebooks are incredibly secure. Google provides frequent updates, and if a Chromebook is ever lost or stolen, students can remotely log out of it so their content cannot be accessed by anyone else.
- **Speed.** Due to their lightweight OS and SSDs, Chromebooks take as little as eight seconds from being turned on to being ready for use.

Disadvantages of Chromebooks

- **Internet requirement.** Although some apps on a Chromebook can be used offline, internet is needed to maximize functionality.
- **New software.** Existing software that may have previously been acquired, such as Photoshop or Microsoft Office, is unable to operate. However, alternate software is readily available.
- **Storage cost.** Depending on need, additional cloud storage may be required. Google provides Chromebook owners with 100 GB of Google Drive storage at no cost, but only for two years. After, users are downgraded to the standard 15 GB of free storage unless an upgrade is purchased.

Appendix C of this report contains a side-by-side comparison of available Chromebooks in the market.

iPads

An alternative device the research team recommends for instructional delivery is the iPad, a touchscreen tablet made by Apple. The iPad is designed for consuming various types of media and is useful for reading books, browsing the internet, and watching videos. As noted by Business Insider in 2022, iPads serve as an essential classroom tool; with expanded support for mouse and keyboard devices, the iPad has become increasingly effective as a portable workstation for students. The costs vary from \$329 to upwards of \$1,000 depending on built-in features like internal WiFi. Below is a list of considerations that must be made before selecting iPads as instructional devices. Appendix D of this report contains a side-by-side comparison of iPads currently available on the market, along with individual features and pricing for each type of device.

Advantages of iPads

- **Portable.** More portable and accessible than a netbook, laptop, or Chromebook.
- **Long battery life.** An iPad can operate roughly ten hours before it needs to be recharged.
- **Strong internet connection.** There is an available 4G LTE option for mobile internet connection.
- **User friendly.** Apps are easy to install and can streamline workflow. Work is easily shared with macOS computers and other Apple devices.

Disadvantages of iPads

- **Unique connections.** Plugs are incompatible with some common USB devices.

- **Multitasking.** It is more difficult to navigate multiple applications at once compared to using a computer.
- **Support.** The support for external displays is less than ideal.
- **Cost.** The cost for extra internal storage space drives price higher than a laptop, which is an inconvenience considering the storage of the device must be selected at the time of purchase.

Laptops

Lastly, the research team recommends laptops as viable instructional devices for student and instructor use. A laptop computer, sometimes called a notebook computer by manufacturers, is a battery- or AC-powered PC generally smaller than a briefcase that can easily be transported and conveniently used in temporary spaces like on airplanes, in libraries, temporary offices, and at meetings (Tech Target, 2022). These devices would be an excellent option for the AIL given their portability and minimal setup requirements. The research team has outlined the advantages and disadvantages of laptops for the AIL team to consider. Appendix E of this report contains a side-by-side comparison of laptops currently available on the market, along with individual features and pricing for each type of device.

Advantages of laptops:

- **Mobility.** Laptops are lightweight with built-in power sources that makes these devices very portable.
- **Security.** Laptops can be stored safely and more easily than large desktops due to their compact design.
- **Cost.** A laptop costs less than an equivalent desktop, even one that includes a premium flat screen.

- **Stable.** Laptops rarely crash because of hardware or firmware errors.
- **Power.** Laptops are all fitted with a battery and can work for many hours on a single charge.
- **Internet access.** Laptops are always equipped with network adapters. The network adapters include cable LAN and for WiFi. Using WiFi network access on desktops can be cumbersome but is the most convenient means to access the internet on laptops.

Disadvantages:

- **Use.** A laptop can be harder to use because of the smaller keyboard and screen. The devices lack the separate 10-key pad needed for quick number entry. The mouse pad requires finer finger control but offers less movement flexibility than a separate mouse. Because the laptop screen shrinks the fonts and pictures of a standard display, it may require squinting or reading glasses to view.
- **Dangers.** A laptop can easily be dropped and damaged or stolen due to its portability.
- **Frequent Upgrades.** Laptop hardware gets upgraded frequently and updates are needed more often than with desktops.
- **Fragile.** Laptops are more sensitive computers in terms of their greater chance to fall, spill, and shock damage.
- **Excessive Laptop Heat.** Due to their compact size, laptops do not ventilate well compared to their desktop counterparts.

Learning Management Systems

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, tracking, and delivery of educational courses (Ellis, 2009).

The research team recommends the use of an LMS to deliver and track student learning.

Blackboard and Canvas are suggested LMSs that provide the necessary tools for a university to function. These programs vary in pricing based on subscription and scope. Although Blackboard does not offer their pricing information to the public, estimations place the full Blackboard package costing an average of \$160,000/year for a customer license to cover a university, while another estimate is a previous quote at \$1,200/student/year, equating to \$36,000 annually for a class of 30 students (Pardo-Bunte, 2019).

Similar to Blackboard, Instructure does not publicly release pricing for Canvas, however it has been noted that the pricing is dependent on size, training and support among other factors. Canvas learning is a free and open source however costs are incurred if looking to introduce Canvas as a learning platform. Canvas for education varies depending on the package needed, ranging from \$120/year for 50 users and 250 MB of storage to \$870/year for 500 users with 2.5 GB of storage (Plumb, n.d.). Canvas also charges a one-time implementation fee and an annual subscription fee, both of which are based on the total number of users.

For accurate costs of both Blackboard and Canvas, contact would have to be made with each organization to receive a price quote. A more viable cost-free alternative to consider is Google Classroom, accessible if the AIL employs Google Workspace.

Instructor Professional Development

The utilization of a hybrid model of teaching and learning implies that instructors responsible for the content delivery are well versed in technology. The recommendations included in this report may not be as successful as intended if instructors do not have a minimum level of technological savviness. It is important for the AIL to determine instructors' technology skills before instruction begins. Professional development focused on technology must be considered. The LMSs offer training for users; however, all instructors must receive basic

training in computer and internet literacy, troubleshooting, and maintenance, along with basic operating system training in Windows, Lenox, or Mac OS. Appendix G contains links to an online survey that can be assigned to faculty to determine their technology skills.

Funding Resources

In collaboration with Lynn University's Social Impact Lab, the research team accessed over 100,000 funding and grant opportunities through the Funding Information Network (FIN). The FIN database allows access to foundations and opportunities with the capability of funding this project. The research team filtered numerous grant opportunities to ensure applicability to this specific project. After compiling an extensive list of potential funding opportunities, the research team organized grants into categories like education-based grants, women's rights-based grants, and other potential grant opportunities. The goal of accessing the database and selecting applicable funding opportunities was for subsequent research teams to have the resources available to bring this project to fruition and to help bring the women of Afghanistan the education they deserve. The final list of funding opportunities is included in Appendix H of this report.

Future Research

While this year's research team built upon the previous Lynn team's findings, next year's team will similarly continue to build upon the foundation created to date. As this is an ongoing project, this report and its recommendations are one of the many building blocks required to found a women's-only university in Afghanistan. While the previous team focused on creating a curriculum for the university, the current research aims to address the necessary steps to carry this project from theoretical to practical application. Ideally, future research will take the

findings and the recommendations outlined in this paper and apply them in beginning the process of creating a curriculum's scope and sequence as well as instructor professional development.

The nature of this project required the research team to be flexible and adaptive as new information arose; as a result, a better understanding was obtained. While offline learning was the initial proposal, the data collected suggests an in-person computer lab was the best delivery for instruction given the obstacles to learning. As such, the direction of the paper shifted as more insight was gained, both through independent research and through the responses drawn from the AIL team. Further, when considering the instability and unrest created by the Taliban, it is expected that uncertain conditions will continue in the years to come as political turmoil in Afghanistan persists. As such, it is strongly recommended that future research teams tackling this humanitarian issue are prepared to face uncertainties and react accordingly.

Conclusion

Through the in-depth literature review and the content analysis of articles and interviews with the AIL team, the research team was able to compile a comprehensive set of recommendations. While there is no guarantee that the recommendations provided in this study will be successful, the work put forth has accounted for current factors known to be obstacles. Given that the situation in Afghanistan can change at any moment, it was recognized that the recommendations could become obsolete if they were not made to be adaptable. As such, the team is presenting a deliverable that has taken all the above into consideration to increase its applicability regardless of circumstances, should the situation in Afghanistan worsen.

The recommendations provided in this study cover the different facets necessary for implementation: financial, technological, and practical. As such, the delivery is believed to be useful at various stages of the implementation process. However, these recommendations do not

address the cultural barriers and the stigma Afghan women face daily in the home and in society. Rather, these recommendations have been designed to facilitate implementation despite existing barriers to offer a new horizon for Afghan women.

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Appendix A

Questionnaire A

Questions for AIL Student Group:

1. What do you see as your greatest limitations considering the current situation in Afghanistan?
2. What would be the most effective means of communication between students and instructors (e.g., telephone, face-to-face, social media, apps, traditional correspondence)?
3. Are television/radio/internet reliable means of communication and readily available for public use if needed?
4. The research team is strongly considering educational content delivery via a brick-and-mortar computer lab; however, if this is not possible, the research team is considering the use of WhatsApp for content delivery. How familiar are you, and Afghan women, with WhatsApp, and do you think this would be a viable method of instruction?
5. If the brick-and-mortar lab is a viable option, is public transportation available for women to attend school?
6. Is childcare readily available for mothers who want to continue their education?
7. Are female instructors accessible?
8. Is there any other pertinent information you would like to share with the research team to help make the findings more comprehensive?

Appendix B

Questionnaire B

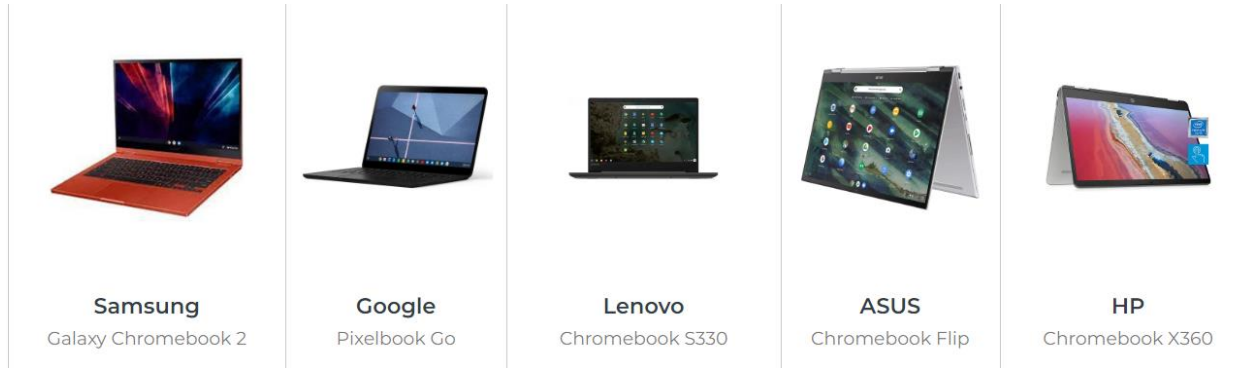
Questions for AIL Student Group:

1. In your previous responses to our questionnaire, you mentioned that a team of about forty people would be employed at the university. What is your targeted teacher-to-student ratio?
2. We are researching various educational platforms that could be utilized to deliver instruction and student/instructor collaboration. Can you approximate the instructors' level of experience using educational technology tools? (Such as Google Workspace, iWork, Microsoft 365, Blackboard, etc.)
3. In an article published by the NPR on 23/3/22, it was noted that the Taliban retracted their decision to allow teenage girls to attend school because they needed more time to think about their uniform requirements. Has there been any movement in allowing these girls back to school? In the article, it mentioned that the girls may potentially be forced to wear a black face veil, a black chador, and a black scarf. Are these typical garments that are accessible to teenage women? What dress codes (if any) are expected of university-level female students?
4. Approximately how long is each daily university session? Would there be block schedules so students can rotate their schedules and reuse electronic devices/learning materials?
5. Is funding needed for transportation?
6. What tangible items have been secured thus far for instructional delivery?

7. We are creating a video montage to create awareness of the current situation in Afghanistan, the negative impacts it has on Women's education, and the importance of the project we are working on. What suggestions can you offer in helping us engage viewers? Is there a particular song you would recommend for us to use in the background of our video?
8. What will be the university's main language? Will instruction occur in multiple languages, if so, can you please provide us with a list of languages that will be used in the university?

Appendix C

Chromebook Comparison



<p>Lively Colors The Chromebook 2 offers excellent specs, a great screen, and a stylus-compatible touchscreen that earn our tech expert's praise.</p>	<p>Most Powerful A high-quality laptop with Google hardware; our expert enjoys its fast and reliable performance.</p>	<p>Bargain Pick A functional budget laptop that is both powerful and portable, making it perfect for working on the go.</p>	<p>Highly Flexible The Chromebook Flip C436 is one of the most flexible models available.</p>	<p>Best 2-in-1 Powerful 2-in-1 laptop that is perfect for students who need to take quick notes in class.</p>
<p>QLED screen brightly and vividly displays colors. Powered by Intel Core i3 processor. Offers 128 GB of hard drive storage. Battery lasts up to 13 hours. Improved speakers provide better audio. WiFi 6 compatible. Touchscreen can be used with a stylus pen.</p>	<p>This laptop is thin and light, and the battery life lasts a whopping 12 hours. Every configuration has enough RAM. In terms of speed, it can keep up with a MacBook Air. It also has a 1080-pixel webcam.</p>	<p>Lightweight design promotes portability. Performance is good enough to handle everyday tasks. Battery life is great with an average of 10-12 hours per charge. The 180-degree hinge gives multiple viewing angles and works great with multiple users.</p>	<p>The 360-degree hinge lets you adjust to any angle you want. Solid Intel i3 CPU. Offers WiFi 6 support. The super-thin bezels maximize the screen real estate. It has plenty of ports for peripherals, too.</p>	<p>Its 2-in-1 capability is outstanding in the Chromebook range. Device supports long battery life of around 12 hours and high processor speeds. Good keyboard with great spacing of keys. Thin bezels provide a better viewing experience.</p>
<p>Offers only USB-C ports.</p>	<p>At this price point, more file storage would be expected. Limited to USB-C ports.</p>	<p>Display is not the best.</p>	<p>Power users may prefer a Chromebook with a more powerful processor.</p>	<p>eMMC storage is not as durable as SD.</p>

Cost: USD \$699

USD \$649

USD \$175

USD \$699






USD \$369

Prices are according to Amazon marketplace, on April 3, 2022. Based on shipment to an address within the United States.

Reviews retrieved from: <https://reviews.nydailynews.com/reviews/best-ipad>

Appendix D

iPad Comparison

 <p>Apple iPad Pro 5th Generation 12.9-Inch</p>	 <p>Apple iPad Air 4th Generation</p>	 <p>Apple iPad Pro 2nd Generation</p>	 <p>Apple iPad Mini 6</p>	 <p>Apple iPad 9th Generation</p>
<p>Power Class A must-have for digital artists who need a fast, powerful, adaptable, and aesthetically pleasing canvas.</p>	<p>Intuitive Design Worth the investment for professionals who need a powerful iPad and enjoy smooth gaming and video streaming.</p>	<p>Reliable Performance Powerful and quick iPad that keeps portability in mind without skimping on performance.</p>	<p>Portable Convenience Lightweight, portable, and fast, with a beautiful display that is perfect for working on the go or reading.</p>	<p>More Than Capable The latest generation of the entry-level iPad combines classic elements with up-to-date technologies.</p>
<p>Impressive performance with Apple's M1 processor. Uses high-contrast display for graphic design and photo editing. Powerful camera system with LiDAR for advanced AR. USB-C port with Thunderbolt capability allows for high-speed data transfer. Up to 10 hours of battery life.</p>	<p>Gorgeous display with touch ID security. Uses a powerful A14 processor. Optimized for multitasking and has fast WiFi speeds. Boasts up to 10 hours of battery life. Connects to Smart Keyboard, Magic Keyboard, and Bluetooth keyboards. Sports a USB-C connector. Available in 5 colors.</p>	<p>Comes compatible with Magic Keyboard. Great display that gives crisp image and allows for enjoyable viewing. Extremely powerful processor to help with multitasking and high-quality games. Microphones are great and provide a clear sound.</p>	<p>Extremely light and portable, perfect for working on the move. Decent camera that can reliably capture every moment. Beautiful display that shows a crisp image full of color and great color contrasts, allowing for great viewing and reading. Processor is fast enough for multitasking.</p>	<p>Upgraded with up-to-date technologies including A13 Bionic chip. Dedicated home button with Touch ID for security. Stereo speakers for improved sound with audio or video. Enhanced front camera for video chatting. Compatible with Smart Keyboard and 1st-gen Apple Pencil.</p>
<p>Big and expensive.</p>	<p>Its speakers are not particularly impressive.</p>	<p>Processor is not a major upgrade.</p>	<p>No Magic Keyboard compatibility.</p>	<p>Not compatible with 2nd-gen Apple Pencil. Rear camera is basic.</p>
<p>Cost: USD \$1599</p>	<p>USD \$740</p>	<p>USD \$999</p>	<p>USD \$399</p>	<p>USD \$309</p>

Prices are according to Amazon marketplace as of April 3, 2022, based on shipment to an address within the United States (Corona, 2022).

Appendix E

Laptop Comparison

Dell Laptop Computer Buyers Guide

Economy



Inspiron 15 Touch
\$499.99

★★★★☆
17 Reviews

[Add to Cart](#)
 Add to Compare

- 4th Generation Intel® Core™ i3 Processor
- Windows 8.1
- 4GB Memory
- 500GB Hard Drive
- Touch Enabled

Immerse yourself in the Windows 8 experience with this touch screen laptop.

- Dell Inspiron 15 price includes \$190 instant discount.
- This offer may qualify for up to \$60 in bonus coupon savings. Click to view coupons
- Dell Advantage members earn 10% back in rewards* on Dell Preferred Account™ purchases.*

Market Value ¹	\$689.99
Total Savings	\$190.00
Dell Price	\$499.99

Better Performance



Inspiron 15R Touch
\$799.99

★★★★☆
68 Reviews

[Add to Cart](#)
 Add to Compare

- 4th Generation Intel® Core™ i5 Processor
- Windows 8.1
- 8GB Memory
- 1TB Hard Drive
- Touch Enabled

Touch Screen: immerse yourself in the Windows 8 experience with this touch screen laptop.

- Dell Inspiron 15R price includes \$290 instant discount
- This offer may qualify for up to \$60 in bonus coupon savings. Click to view coupons
- Dell Advantage members earn 10% back in rewards* on Dell Preferred Account™ purchases.*

Market Value ¹	\$1,089.99
Total Savings	\$290.00
Dell Price	\$799.99

High Performance Full Featured



Inspiron 15 7000 Series Touch
\$749.99

★★★★☆
95 Reviews

[Add to Cart](#)
 Add to Compare

- 4th Generation Intel® Core™ i5 Processor
- Windows 8.1
- 6GB Memory
- 500GB Hard Drive
- Touch Enabled

Versatile and thin, this 15.6" touch screen laptop includes enough power and storage to take your movies and projects anywhere. Backlit keyboard included.

- Dell Inspiron 15 7000 Series price includes \$100 instant discount.
- This offer may qualify for up to \$60 in bonus coupon savings. Click to view coupons
- Dell Advantage members earn 10% back in rewards* on Dell Preferred Account™ purchases.*

Market Value ¹	\$849.99
Total Savings	\$100.00
Dell Price	\$749.99



Inspiron 15 7000 Series Touch
\$949.99

★★★★☆
95 Reviews

[Add to Cart](#)
 Add to Compare

- 4th Generation Intel® Core™ i7 Processor
- Windows 8.1
- 8GB Memory
- 1TB Hard Drive
- Touch Enabled

Enjoy more power, more memory and double the storage with this thin 15.6" touch screen laptop. Backlit keyboard included.

- Dell Inspiron 15 7000 Series price includes \$190 instant discount.
- This offer may qualify for up to \$60 in bonus coupon savings. Click to view coupons
- Dell Advantage members earn 10% back in rewards* on Dell Preferred Account™ purchases.*

Market Value ¹	\$1,139.99
Total Savings	\$190.00
Dell Price	\$949.99

Appendix F

Funding Resources

Educational Services Based Grants						
Grantmaker Name	Grantmaker State	Recipient City	Recipient State	Year Authorized	Grant Amount	Support Strategies
The Reiling Family Foundation, Inc.	Florida	Boca Raton	Florida	2020	\$1,000	General Support
The Reflections Foundation, Inc.	Florida	Boca Raton	Florida	2017	\$1,100	General Support
Ferrantino Charitable Foundation, Inc.	Michigan	Plymouth	Michigan	2019	\$1,500	General Support
The Schregardus Family Foundation, Inc.	Wisconsin	Holland	Michigan	2020	\$2,000	General Support
The Sigmund and Sophie Rohlik Foundation	Michigan	Detroit	Michigan	2020	\$2,500	General Support
Joseph and Karen Krantz Family Charitable Trust	Michigan	Ann Arbor	Michigan	2020	\$3,000	General Support
Nicholas E. & Hilda Leep Foundation	Indiana	Allegan	Michigan	2020	\$3,000	General Support
Allen E. & Marie A. Nickless Memorial Foundation	Michigan	Saginaw	Michigan	2020	\$3,500	General Support
Graff Family Foundation	Michigan	Flint	Michigan	2020	\$5,000	General Support
The McGarry Family Foundation	New York	Ann Arbor	Michigan	2019	\$5,000	General Support
The Ravitz Foundation	Michigan	Detroit	Michigan	2019	\$5,000	General Support
Thomas and Carol Cracchiolo Foundation	Michigan	Bloomfield Hills	Michigan	2020	\$10,000	General Support
The Garrett Family Foundation, Inc.	Georgia	Ann Arbor	Michigan	2019	\$10,000	General Support
Robert F. Beard Charitable Foundation	Michigan	Grand Rapids	Michigan	2019	\$10,000	General Support
Empowerment Foundation	Michigan	Detroit	Michigan	2020	\$15,000	General Support
Phil and Pat Wills Foundation	Michigan	Jackson	Michigan	2020	\$15,000	General Support
Anna Paulina Foundation	Michigan	Flint	Michigan	2020	\$15,000	General Support

Raymond James Charitable Endowment	Florida	Midland	Michigan	2019	\$19,800	General Support
Peacock Foundation, Inc.	Florida	Miami	Florida	2016	\$25,000	General Support
The Bachelor Foundation, Inc.	Florida	Miami	Florida	2018	\$30,000	General Support

Women's Rights Based Grants

Grantmaker Name	Grantmaker State	Recipient City	Recipient State	Year Authorized	Grant Amount	Support Strategies
Bank of America Charitable Foundation, Inc.	North Carolina	West Palm Beach	Florida	2015	\$500	General Support
Fidelity Investments Charitable Foundation, Inc.	Massachusetts	West Palm Beach	Florida	2016	\$1,000	General Support
Seattle Foundation	Washington	Grand Rapids	Michigan	2019	\$1,000	General Support
R. G. & R.B. Fisher Foundation, Inc.	Rhode Island	Boynton Beach	Florida	2017	\$2,000	General Support
Albert E. & Birdie W. Einstein Fund	Florida	Boynton Beach	Florida	2018	\$2,500	General Support
C. John and Reva J. Miller Charitable Foundation, Inc.	Michigan	Grand Rapids	Michigan	2018	\$3,000	General Support
B. D. and Jane E. McIntyre Foundation	Illinois	Monroe	Michigan	2018	\$4,000	General Support
Network for Good, Inc.	District of Columbia	Grand Rapids	Michigan	2019	\$6,066	General Support
PayPal Charitable Giving Fund	District of Columbia	Grand Rapids	Michigan	2018	\$6,278	General Support

Doll Family Foundation	New Jersey	West Palm Beach	Florida	2015	\$10,000	General Support
Doll Family Foundation	New Jersey	West Palm Beach	Florida	2016	\$10,000	General Support
Doll Family Foundation	New Jersey	West Palm Beach	Florida	2017	\$10,000	General Support
Doll Family Foundation	New Jersey	West Palm Beach	Florida	2018	\$10,000	General Support
Mojo Foundation	Michigan	Grand Rapids	Michigan	2019	\$10,000	General Support
Charles Stewart Harding Foundation	Michigan	Flint	Michigan	2020	\$11,000	General Support
Peter C. and Emajean Cook Foundation	Michigan	Grand Rapids	Michigan	2018	\$11,000	General Support
Sebastian Foundation	Michigan	Grand Rapids	Michigan	2018	\$15,000	General Support
Doll Family Foundation	New Jersey	West Palm Beach	Florida	2019	\$15,100	General Support
The Batchelor Foundation, Inc.	Florida	Miami	Florida	2020	\$30,000	General Support
Ms. Foundation for Women	New York	Miami	Florida	2019	\$50,000	General Support
Bank of America Charitable Foundation, Inc.	North Carolina	Miami	Florida	2017	\$100,000	General Support

Ford Foundation	New York	East Lansing	Michigan	2020	\$350,000	General Support
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Other Potential Grant Opportunities

Grantmaker Name	Grantmaker State	Recipient City	Recipient State	Year Authorized	Grant Amount	Support Strategies
The JP Morgan Chase Foundation	New York	Boynton Beach	Florida	2017	\$100	General Support
Mollie Zweig Foundation	Florida	Miami	Florida	2018	\$5,000	General Support
Grand Rapids Community Foundation	Michigan	Grand Rapids	Michigan	2021	\$5,000	General Support
Bushrod H. Campbell & Adah F. Hall Charity Fund	Massachusetts	Miami	Florida	2015	\$7,000	General Support
United Way of Miami-Dade	Florida	Miami	Florida	2020	\$12,500	General Support
Ms. Foundation for Women, Inc.	New York	Miami	Florida	2016	\$55,000	General Support
The Batchelor Foundation	Florida	Miami	Florida	2018	\$75,000	General Support

Refinements: Women's Rights, Education, Middle East, Florida, Michigan, General Support

Appendix G

Hyperlinks:

[CLICK HERE](#) to access video presentation

[CLICK HERE](#) to access presentation slides

[CLICK HERE](#) to access an online Technology Skills Assessment