



## The Role of Universities in Empowering Individuals and Society in Afghanistan

Fayaz Gul Mazloun Yar<sup>1\*</sup>; Hameedullah Muzammil<sup>2</sup>; Mohammad Ishaq Shaheedzooy<sup>3</sup>

<sup>1</sup>Department of Geography, Faculty of Education, Nangarhar University, Afghanistan  
Director of Research Compilation & Translation, MOHE, Kabul, Afghanistan

<sup>2</sup>Department of Psychology, Faculty of Education, Nangarhar University, Afghanistan

\*Corresponding Email: [fmazloumyar@gmail.com](mailto:fmazloumyar@gmail.com) Phone Number: +93789191058

### Article History:

Received: 14. 07.2024

Accepted: 09. 08.2024

Online First: 15.01.2025

### Citation:

Mazloun Yar, F. G. Muzammil,

H. & Shaheedzooy, M. I. (2025).

The Role of Universities in

Empowering Individuals and

Society in Afghanistan

. Kdz Uni Int J Islam Stud and Soc

Sci;2(1):99-113

e-ISSN: 3078-3895

This is an open access article  
under the Higher Education  
license



Copyright:© 2025 Published by  
Kunduz University.

### Abstract

Universities are not independent entities separate from society; they are influenced by political and social systems and possess significant abilities to influence various sectors. As a decision-making system, universities play a crucial role in creating suitable conditions for nurturing transformative leaders. The institutional foundation of universities aims to address the developmental needs of society. A successful university believes in itself and seeks indigenous solutions to real problems. The primary objective of this research is to examine the role of universities as the highest educational and training institutions in empowering individuals and society. Initially, the study explored the literal and terminological meanings of empowerment. Then, we highlight the most important functions of universities concerning individual and societal empowerment. After clarifying universities' role as the highest educational and training institutions, we addressed the question of how universities can effectively contribute to the empowerment of individuals and society. This research adopts an analytical approach that examines and analyzes expert opinions, literature reviews, and previous studies.

**Keywords:** Afghanistan, Development, Empowerment Individual, Society, University.

### Introduction

One of the key missions of universities is to train the specialized workforce needed by society. The economic, social, and cultural development of any country is made possible through the education of such professionals. Universities are among the most complex and dynamic systems and hold a unique and prominent position in the comprehensive development of society (Bagherian & Sattari, 2022). They are considered crucial drivers of political and social growth in any community, and universities are instrumental in raising awareness and organizing human resources for social advancement (Gorgiladze et al., 2020). In today's technologically advanced societies, having specialized professionals who can

contribute to political and social development is a source of pride. In this context, universities play a vital role as institutions that train students to become teachers who are pivotal to the political and social development of society. These students, who become experts in their fields, find employment in educational centers without much job-related concern and can significantly contribute to the political and social development of the community (Alhammadi, 2024).

Studies on the factors contributing to social progress indicate that all these communities possess effective, capable, and creative education systems. The essence of education is reflected in the training of committed, specialized, thoughtful, and skilled human resources. Each institution plays a specific role and duty in society. The government, religion, and family fulfill their respective roles. In this regard, the university is a unique institution with the primary mission of developing the intellectual, cultural, and social dimensions of human beings. The role of universities as educational and training institutions has been a focus of scholars since ancient times (Mosalagae & Bekker, 2021; Yar & Shaheedzooy, 2024).

The body of human knowledge, to which each generation adds and passes on to the next, has evolved over centuries of human history. Civilization preserves truth and knowledge by institutionalizing them, thereby transmitting the achievements of each generation to the next. Specifically, the university must safeguard the accumulated knowledge, culture, skills, art, and discipline of the past. Universities provide individuals with the opportunity to gain self-awareness and better evaluate social, cultural, economic, and ideological processes. In a progressive social system, universities contribute to personal growth and the flourishing of human potential. Indeed, universities are recognized as some of the most valuable resources available to society for national progress and development (Hancock, 2024; Yar & Shaheedzooy, 2023).

In contemporary societies, the higher education system is seen as a crucial and influential factor in economic, social, and cultural transformation. Its fundamental duty is to provide comprehensive education and training, foster the development of all individuals' talents, train specialized human resources, and transmit cultural, scientific, and technical values. Consequently, society today expects universities, as the highest educational and training institutions, to play a fundamental role in the process of development, culture promotion, and community empowerment (Henkhaus et al., 2018).

As we aim to explore the functions of universities as the highest educational and training institutions for empowering individuals and society, a fundamental step is to elucidate the meaning of empowerment. Clarifying this concept is essential for a precise discussion of the university's role in this area. Importance of the Research: This research is vital because it addresses the critical role of higher education in a country facing numerous challenges. By understanding how universities empower individuals and society, policymakers and educators can develop targeted strategies to enhance the effectiveness of such institutions. This can lead to significant improvements in Afghanistan's social, economic, and political landscape. Originality: This manuscript makes a significant contribution to understanding the role of universities in Afghanistan, which is a relatively underexplored area.

Significance: This research is highly significant given Afghanistan's current socio-political climate and the need for educational development. The role of universities in modern society extends far beyond traditional education and research. Universities are increasingly recognized for their significant contributions to regional development, economic growth, social cohesion, and innovation. This literature review explores the multifaceted roles that

universities play in empowering individuals and society by drawing on various studies and analyses.

Universities have a profound influence on individual empowerment through education. They provide opportunities for personal development, critical thinking, and the acquisition of skills necessary for professional and personal success. Education at the university level equips individuals with the knowledge and competencies required to navigate and contribute to an increasingly complex world (Sedlacek, 2013). Additionally, universities foster sustainable development by integrating concepts of social responsibility and sustainability into their curricula, thus preparing students to address global challenges (Rieckmann, 2012).

Universities play a crucial role in economic development by acting as hubs for innovation and research. They contribute to economic growth through knowledge creation, technology transfer, and the development of skilled workforces (Mapuranga, 2016).

Entrepreneurial universities, in particular, drive economic progress by fostering a culture of innovation and entrepreneurship, which in turn generates new business ventures and employment opportunities (Ferreira et al., 2018).

Universities contribute to social and cultural development by acting as centers for social interaction, cultural exchange, and public engagement. They serve as cultural reference points within communities and play a pivotal role in promoting social cohesion and public discourse (Paleari et al., 2015). Moreover, universities engage with socially excluded communities to provide access to education and opportunities, thereby fostering inclusivity and social equity (Benneworth, 2013).

Research conducted in universities leads to scientific breakthroughs and technological advancements that have far-reaching impacts on society. Universities are instrumental in addressing global challenges such as health, environmental sustainability, and technological innovation. The research outputs of universities contribute to the overall knowledge economy and support the development of new products, services, and industries (Göransson et al., 2009).

Universities play a multifaceted role in empowering individuals and societies. They are vital institutions for education, economic development, social and cultural engagement, and innovation. By fostering personal development, driving economic progress, promoting social cohesion, and advancing knowledge, universities can significantly contribute to the betterment of society.

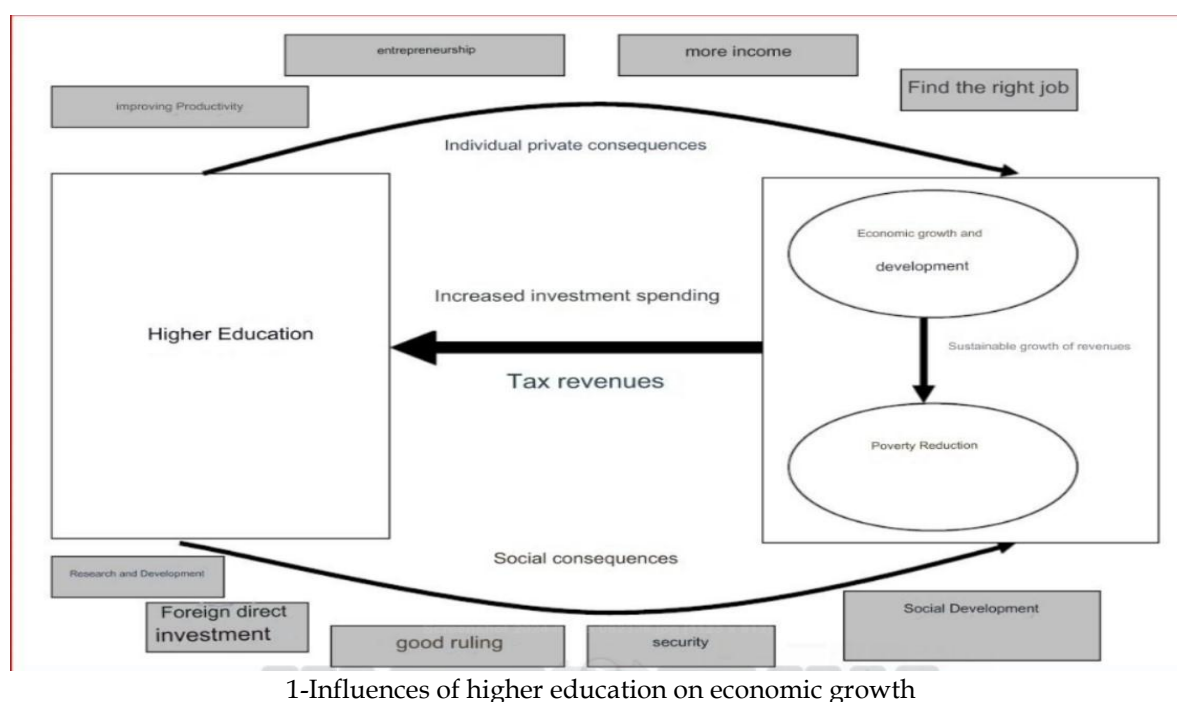
## **Empowerment**

The term "empowerment" has various meanings in Western culture. Ability, growth, progress, development, improvement, preparation, mastery, and dominance have gained significant attention since the Enlightenment and have been closely linked to the modern industrialization process. According to many thinkers and scholars of this era, empowering individuals and communities involves equipping them with education, and knowledge, and strengthening their intellect (Nicholas et al., 2019). This enables them to actively improve their lives through intelligent participation in social interactions and adaptation to changing societies. Empowered individuals armed with essential tools and technological advancements can ponder the world around them, leading to discoveries and inventions (Yar & Hajinejad, 2023).

Froebel posits that development is equivalent to empowering individuals through education, which broadens their lives and encourages them to eagerly engage in all social activities, striving to excel in progress and evolution. Covanta views science as the most precise tool for human problem-solving. Science, as a rational method, produces organized and precise knowledge and purposefully enhances human capabilities. From Covanta's perspective, empowerment means addressing social issues such as poverty, unemployment, racism, sexism, displacement, drug addiction, and violence (Almino et al., 2022). Dewey argued that education is not merely about transmitting cultural heritage but about reinventing our ways of life. In today's dynamic world, fostering creative thinking to rebuild society is an essential role of education, making it crucial for empowering individuals as responsible citizens. Education should play a beneficial role in society and spare no effort in this regard (Dai et al., 2019). Utilitarian philosophers like Jeremy Bentham and James Mill consider improving human conditions and enjoying life's benefits as outcomes of individual and community empowerment. From the perspective of economists, empowerment involves a continuous increase in the gross national product, relying on factors such as greater utilization of labor, capital, physical equipment, and superior machinery. Economic growth in society largely depends on changes in individual behavior because humans are the most critical factor in the production process. They possess the power to manage resources, allocate resources, and implement decisions through their labor (Gorin, 2021). Thus, individual and social empowerment is vital for achieving economic growth. Education removes cultural barriers and limitations, thus improving decision-making conditions and opportunities by expanding the concept of "possibility" for individuals. Education and knowledge increase a person's desire, interest, and motivation to take action, revealing their weaknesses and prompting them to enhance their activities, thereby accelerating economic growth (Cipta et al., 2024). Philosophers of education and psychologists often discuss "growth" instead of "empowerment," referring to changes that accompany progress and follow specific plans and goals. This plan and goal provide the context for human growth. Studying human development shows that individuals can gradually learn about the external environment through education, respond to events, form concepts in their minds, understand the relationships and outcomes of these concepts, use their experiences to tackle problems, participate in social life, acquire necessary social skills, and determine their position in society (Shoker et al., 2021). Psychologists typically identify four fundamental aspects of human growth:

1. Intellectual development includes perception, judgment, thinking, and forecasting.
2. Social development defines an individual's relationship with others.
3. Emotional development involves the emergence and control of emotions.
4. Physical development, encompassing qualitative and quantitative bodily changes.

Considering the various interpretations of empowerment, we concluded that individual and community empowerment results from economic, social, political, scientific, and cultural transformations. It encompasses identity, solidarity, equality, participation, rationality, security, welfare, justice, and freedom (Kundu et al., 2019).



## Material and Method

This research employs an analytical approach to examine the role of universities in empowering individuals and society, with a specific focus on Afghanistan. The methodology involves a thorough exploration of the literature, expert opinions, and previous studies to understand university functions in the context of empowerment. This analysis is designed to clarify the concept of empowerment and its relationship with the roles and contributions of universities in social and individual development. This research also considers the historical and cultural significance of universities in preserving and transmitting knowledge, as well as their role in fostering creativity, innovation, and critical thinking.

## Research Finding

### University and Its Functions

Educational and training institutions play specific roles in society, and each performs designated tasks. These functions are generally either explicit or implicit. Explicit functions are clear and recognizable, forming the primary purpose for the existence of these institutions. However, implicit functions are unintended and may not be immediately identifiable. They can either support the primary goals of the institution or be unrelated, potentially leading to harmful or contrary outcomes (Gury et al., 2024).

The primary and explicit function of universities in modern society is to provide individuals with knowledge, scientific and philosophical thinking, information, and skills. Through their curricula, universities help individuals achieve personal and social responsibilities,



thus contributing to individual growth and social development (Soyyılmaz et al., 2017). The key functions of universities in empowering individuals and society are the following:

1. Providing General Education and Specialized Skills: Universities offering education in natural sciences, social sciences, humanities, history, geography, philosophy, mathematics, and arts. This education enables students to use scientific and analytical methods to solve various problems. Development of Personal Qualities Universities aims to develop qualities such as realism, truth-seeking, moral and religious insight, personal discipline, appreciation of natural beauty, awakened conscience, responsibility, logical engagement with new ideas, critical thinking, self-confidence, individual initiative, perseverance, communication skills, and support for human values (Jasemi et al., 2019). Professional Training Universities not only provide general education but also develop specialized skills for specific careers, significantly transforming the capabilities of the general population. They train educated and experienced managers and employers to lead a country's economic development and produce specialized human resources to meet society's needs (Gorgiladze et al., 2020).

2. Transfer of Culture and Preservation of Cultural Identity: Cultural Transmission: Universities play a dual role. They enhance individual capabilities and help individuals realize and develop their potential. Simultaneously, they serve the social system by transmitting values and norms. In all societies, traditional and cultural values are significant, and the preservation of cultural and social heritage is crucial. Universities help renew and continue cultural life by passing on cultural heritage to individuals, especially the younger generation (Edberg & Krieger, 2020). Some believe that universities' primary role is to train and develop high-level specialists. Others argue that universities should provide fundamental and theoretical education broadly, with specialized training offered through short-term courses or in-service training based on job needs.

The university is a premier educational and training institution responsible for refining and selecting aspects of cultural heritage that merit preservation. According to Dewey, this involves simplifying complex elements of cultural heritage through educational planning that aligns with the learners' growth and readiness levels. As a refining agent, the universities select elements that promote individual and societal growth while discarding those that do not (Jingyu et al., 2020).

As a higher institution, the university not only transmits cultural heritage but also seeks to reconstruct it to meet contemporary needs. Without the university's role in evaluating cultural heritage, what we inherit from the past would merely be subject to study without the necessary adaptation to present-day rational and essential needs (Jiménez Martín et al., 2022).

3. Evaluation and Development of Culture: University curricula should serve to evaluate, revise, and develop societal culture. Societies that solely focus on preserving and transmitting cultural heritage may experience stagnation as social conditions evolve. Thus, past knowledge and skills require continuous assessment and improvement to remain relevant to current social needs (Yar, 2024).

4. Individual and Social Growth: Cultural development hinges on individual growth, which is achievable through comprehensive educational planning. Universities should design curricula that address learners' developmental gaps and foster personal growth and social integration through the transmission of social values and norms.

5. Innovation and Change: Universities play a crucial role in fostering innovation, which is essential in advanced societies. Educational institutions are expected to introduce new ideas and techniques to promote social transformation without provoking traditionalist resistance. Effective education leadership can catalyze this process by facilitating the adaptation of new values within the framework of existing ones (Fabbro et al., 2024).

6. Empowering individuals and societies: Universities must continually evaluate and enhance their roles to address complex societal issues effectively. By contributing solutions to challenges such as nuclear technology, healthcare, agricultural innovation, and space equipment, universities demonstrate their capacity for significant social impact. Continuous assessment and refinement of their functions can help universities address various social problems more efficiently (Zhang & Lin, 2023).

### **Key Considerations for Improving University Curricula**

1. Curriculum Improvement: Enhancing the quality of curriculum content has become a central focus in educational policies in many countries that receive significant annual funding. Continuous assessment and refinement of curriculum sections are essential to ensure they meet their intended goals, suit the target learners, and effectively incorporate the necessary knowledge structures. This ongoing evaluation, referred to as formative assessment by Michael Screven, aims to provide feedback for the continuous improvement of curriculum and teaching (Sell & Phitayakorn, 2020).

2. Ensuring Quality Education: Quality, cost, and productivity are key factors in university management, with quality often being the most important factor. Improvements in quality can reduce costs and increase productivity. The recent attention has been on the quality of university curricula, especially following significant quantitative expansions in higher education, aimed at meeting the country's socio-economic needs. However, this rapid expansion often leads to a decline in quality, which requires adequate human and financial resources for rectification (Mbizvo et al., 2019).

3. Aligning Curricula with External Learning: Selecting relevant curriculum content is crucial for effective educational planning. The content should be important, foster learners' skills and attitudes, and cater to both cognitive and affective domains. With the rapid evolution of information, content must be updated regularly to ensure accuracy and relevance. A learner-centered approach suggests that meaningful content arises from learners' interests and experiences, facilitating continuous learning and future education. It is also important that the curriculum content coordinates with external learning, providing a foundation for ongoing education and integrating the university into a broader society (Clark, 2023).

4. Curriculum Approach Change: The approach to curriculum reflects how two perspectives—university and society—interact. By examining a curriculum planner's approach, we can understand their perspectives on learners, subjects, educational goals, methods, and the roles of universities and society in education. Ornstein and Hankins (1993), categorized curriculum approaches into two major groups:

1. Scientific and Technological Approaches: These approaches align with traditional educational theories and established learning and teaching models. They emphasized formal and conventional methods of instruction, viewing the curriculum as a structured plan for organizing the learning environment, resources, and educational tools. This perspective adheres to the logic of science and assumes fixed rules and procedures in curriculum planning, leading to a linear, step-by-step decision-making process. The curriculum is pre-determined and organized to guide learners through predefined goals and learning stages. Advocates of this approach emphasize essential subjects and content, requiring learners to study the curriculum as presented (Ibrahim et al., 2022).

2. Non-Scientific and Non-Technological Approaches: Reflecting unconventional philosophical views and new policies, these approaches critique scientific and formal educational methods. They focus on learner-centered perspectives and emphasize individual interests, thinking, and personality. This approach advocates for creativity and educational processes and stresses that teaching and learning should center on individuals. Content is important to the extent that it enables learners to conceptualize and find personal meaning. Subjects should provide opportunities for critical thinking and discussion to help learners develop their understanding.

Eisner, despite advocating a non-scientific and non-technological view of education, acknowledges the shortcomings of education dominated by technological approaches. He argued for a balance between the two perspectives, rejecting absolute certainty in education.

3. Emphasis on Educational Goals and Teaching Methods: Selecting and articulating educational goals is a crucial stage in curriculum planning, which significantly impacts the quality and outcomes of educational programs. Effective educational activities are directly correlated with the quality of efforts in defining these goals. Despite the use of advanced methods and resources, programs may fail if the goals are not well-defined (Neubauer et al., 2022).

Involving teachers, learners, and even parents in curriculum design and goal-setting is increasingly recognized in advanced societies. Experts consider this involvement a fundamental right. Olivia suggests that teachers, as primary participants in curriculum planning, play key roles in planning, implementing, and evaluating curricula. They create plans, collect data, lead research, engage with stakeholders, and assess programs. Feedback from learners is also crucial and influences both the content and methods (Li et al., 2020).

4. Content and Teaching Methods: Effective teaching methods are closely linked to curriculum content, enhancing its impact and ensuring successful learning outcomes. A disconnect between content, method, and curriculum renders all three ineffective. Teaching



at the university level requires mastery of content and specific skills and insights, yet traditional and experiential methods still dominate. This reliance on textbooks often leads to second-hand, mechanically organized experiences. Students succeed by memorizing rather than understanding content, and many courses are driven by textbook assignments and rote learning. This approach diminishes creativity and leads to disengagement for teachers and students (Bogaerds-Hazenbergh et al., 2022).

### **The Role of Universities in Empowering Individuals and Society in Afghanistan**

Universities play a crucial role in the development and empowerment of individuals and society in Afghanistan. This role can be summarized in several key areas as follows:

1. **Education and Knowledge Enhancement:** Universities, as primary centers of higher education, significantly contribute to increasing students' knowledge and specialized skills. These skills help individuals excel in various fields such as science, engineering, medicine, social sciences, and humanities, leading to personal and professional advancement.
2. **Research and Development:** By providing suitable platforms for scientific research and research projects, universities can contribute to the scientific and technological development of Afghanistan. This research can help solve local and national problems by offering innovative solutions to existing challenges (Arita, 2020).
3. **Economic Empowerment:** Through educational programs and entrepreneurship initiatives, universities can play a vital role in the economic empowerment of youth and the community. Creating job opportunities and supporting startups and local innovations can help reduce unemployment and increase incomes (Stypińska et al., 2019).
4. **Strengthening Civil Society:** Universities can promote the values of democracy, human rights, and social justice, playing a significant role in strengthening civil society in Afghanistan. Educating younger generations about democratic principles and civic rights can contribute to political and social stability and sustainability (Kali, 2022).
5. **Cultural Development:** Universities can play an important role in preserving and promoting Afghanistan's rich culture and history. Through cultural programs, seminars, and historical research, they can help maintain national identity and foster a sense of patriotism.
6. **Networking and International Collaboration:** Universities can create new opportunities for students and faculty members by establishing international relationships and collaborations. These Collaborations can include student exchanges, joint research projects, and access to additional educational resources and facilities (Brisbois & Pereira, 2019). In conclusion, universities, as key institutions for empowering individuals and society, can act as driving forces for Afghanistan's development and progress, paving the way for a brighter and more sustainable future for the country.

## Discussion

The role of universities in empowering individuals and society is a multifaceted and complex endeavor, particularly in the Afghan context. Universities are not merely institutions of higher learning; they are pivotal in driving economic, social, cultural, and political transformation. The discussion that follows delves into the various dimensions of this role, drawing from the research findings and the broader literature.

First, universities are instrumental in providing a comprehensive education that encompasses both general knowledge and specialized skills. They offer a broad curriculum that includes natural sciences, social sciences, humanities, and the arts, which equips students with the necessary tools to analyze and solve problems. Moreover, universities foster the development of personal qualities such as moral insight, responsibility, and critical thinking, which are essential for personal growth and social contribution (Mi et al., 2022).

The transfer of culture and preservation of cultural identity is another significant function of universities. They act as custodians of cultural heritage by simplifying and refining complex elements of culture through educational planning that aligns with learners' growth and readiness. This process ensures the continuity of cultural life and the transmission of values to future generations, particularly important in a country like Afghanistan with a rich Islamic heritage.

Innovation and change are also central to universities' mission. They are expected to introduce new ideas and techniques that promote social transformation while balancing the needs of modernity with traditional values. Effective educational leadership is crucial in this regard, facilitating the adaptation of new values within the framework of existing values (Mattingly II et al., 2019).

The discussion also highlights the importance of aligning curriculum content with external learning and updating it regularly to maintain accuracy and relevance. A learner-centered approach is advocated where content arises from learners' interests and experiences, fostering continuous learning and future education.

Furthermore, the research underscores the need for involving stakeholders in curriculum design and goal-setting. Teachers, learners, and parents should have a say in the educational process because their involvement is considered a fundamental right and can significantly influence both content and methods (Durl et al., 2022).

In conclusion, the discussion section emphasizes the critical role of universities in Afghanistan's development and progress. They are expected to systematically transmit the country's rich Islamic heritage while promoting innovation and critical thinking. By fulfilling their grand role in empowering individuals and society, universities can pave the way for a brighter and more sustainable future for Afghanistan.

## Conclusion

Universities, as the highest educational and training institutions, play a crucial role in expanding the frontiers of knowledge, conducting research, providing public services, and empowering individuals and society in various scientific, cultural, social, and political dimensions. They should critically study and systematically, sequentially, and densely transmit Afghanistan's rich Islamic heritage to students, creating a constructive link between traditional and modern cultures. Universities are expected to define the significant issues humanity faces and identify the dynamic forces of the present time. They should educate students in a way that allows them to preserve their identity while reassessing traditions, beliefs, and values that hinder innovation. The functions of universities are directly related to civilization, involving the application of science and mechanics in various sectors of the human economy. They can significantly influence lifestyle methods and techniques by promoting powerful cultural forces like technology, which is essentially an art. Ultimately, by fostering creativity, innovation, and a spirit of research, reasoning, critical thinking, and initiative among students, universities can fulfill their grand role in empowering individuals and society.

## Suggestions

To enhance the effectiveness of universities in Afghanistan's socio-economic development, this research suggests several strategies. First, there is a need for continuous assessment and improvement of university curricula to ensure they meet intended goals and suit the target learners. Second, the involvement of teachers, learners, and parents in curriculum design and goal-setting is recommended to ensure a learner-centered approach and respect the rights of stakeholders. Additionally, this research calls for aligning curriculum content with external learning and updating it regularly to maintain accuracy and relevance. Finally, fostering international relationships and collaborations is encouraged to create new opportunities for students and faculty, thereby expanding the university's role in empowering individuals and society.

## Acknowledgment

The authors also thank the anonymous reviewers for their helpful comments and suggestions.

## Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## References

- Benneworth, P. (2013). University engagement with socially excluded communities. In Higher Education.
- Ferreira, J., Fayolle, A., Ratten, V., & Raposo, M. (2018). Introduction: The role of entrepreneurial universities in society.
- Göransson, B., Maharajh, R., & Schmoch, U. (2009). Introduction: New challenges for universities beyond education and research. *Science and Public Policy*, 36(83-84).
- Mapuranga, B. (2016). The Role of Universities in Economic Development. *Journal of Economics and Sustainable Development*, 7(21-23).
- Paleari, S., Donina, D., & Meoli, M. (2015). The role of the university in twenty-first-century European society. *The Journal of Technology Transfer*, 40(369-379).
- Rieckmann, M. (2012). Future-Oriented Higher Education: Which Key Competencies Should Be Fostered Through University Teaching and Learning? *Futures*, 44(127-135).
7. Sedlacek, S. (2013). The role of universities in fostering sustainable development at the regional level. *Journal of Cleaner Production*, 48(74-84).
- Alhammadi, M. M. (2024). Availability of disability specialists for students with vision or hearing impairment in the United Arab Emirates: Current status and future needs. *Disability and Rehabilitation: Assistive Technology*, 19(4), 1709-1717.
- Almino, M. A. F. B., Maia, M. A. G., Feitosa, P. W. G., Pereira Filho, F. H., Araújo, J. E. B., Alves, R. N. P.,...Lima, N. N. R. (2022). High maternal mortality rates: racial, geographic, and socioeconomic disparities in Brazil. *Journal of Pediatric Nursing*, 65, e3-e4.
- Arita, E. (2020). Why Pharmacists Need Education in the Humanities: A Medical Professional Educator's Viewpoint. *Yakugaku Zasshi: Journal of the Pharmaceutical Society of Japan*, 140(3), 411-414.
- Bagherian, H., & Sattari, M. (2022). Health information system in developing countries: A review on the challenges and causes of success and failure. *Medical journal of the Islamic Republic of Iran*, 36.
- Bogaerds-Hazenberg, S. T., Evers-Vermeul, J., & van den Bergh, H. (2022). What textbooks offer and what teachers teach: an analysis of the Dutch reading comprehension curriculum. *Reading and writing*, 35(7), 1497-1523.
- Brisbois, M. D., & Pereira, H. R. (2019). Bridging the Atlantic: Optimizing the health of vulnerable community aggregates through international student exchange. *Education for Health*, 32(3), 136-140.
- Cipta, D. A., Andoko, D., Theja, A., Utama, A. V. E., Hendrik, H., William, D. G.,...Lumbuun, N. (2024). Culturally sensitive patient-centered healthcare: a focus on health behavior modification in low and middle-income nations – insights from Indonesia. *Frontiers in Medicine*, 11, 1353037.
- Clark, C. M. (2023). Integrating trauma-informed teaching and learning principles into nursing education. *Journal of Nursing Education*, 62(3), 133-138.

- Dai, D. Y., Cheng, H., & Yang, P. (2019). QEOSA: A pedagogical model that harnesses cultural resources to foster creative problem-solving. *Frontiers in psychology*, 10, 833.
- Durl, J., Dietrich, T., Williams, B., & Rundle-Thiele, S. (2022). Integrating student and teacher insights to a school-based alcohol program through co-design. *Health Promotion International*, 37(2), daab167.
- Edberg, M., & Krieger, L. (2020). Recontextualizing the social norms construct as applied to health promotion. *SSM-population health*, 10, 100560.
- Fabbro, E., Kyrdoda, Y., Dore, S., Marzi, G., Borruso, G., Battino, S.,...Vianelli, D. (2024). Is entrepreneurship a key factor in the development of European countries? A proposal for an innovation readiness environment (IRE) index. *Open Research Europe*, 4.
- Gorgiladze, N., Zoidze, E., & Gerzmava, O. (2020). Improvement of quality standards in hospital care in Georgia. Problems and prospectives. *GEORGIAN MEDICAL*, 159.
- Gorin, A. M. (2021). *Containing Multitudes: The Social Logic of Lyric Reading and Its Discontents in Contemporary American Poetry* New York University].
- Gury, P., Moulin, M., Laroye, R., Montazel, M., Trachino, M., Narme, P., & Ehrlé, N. (2024). Explicit and implicit abilities in humor processing in patients with relapsing-remitting multiple sclerosis. *Social Neuroscience*, 1-13.
- Hancock, P. A. (2024). Quintessential solutions to existential problems: how human factors and ergonomics can and should address the imminent challenges of our times. *Human factors*, 66(6), 1657-1668.
- Henkhaus, N. A., Taylor, C. B., Greenlee, V. R., Sickler, D. B., & Stern, D. B. (2018). Reinventing postgraduate training in the plant sciences: Training defined through modularity, customization, and distributed mentorship. *Plant Direct*, 2(11), e00095.
- Ibrahim, F., Padilla-Valdez, N., & Rosli, U. K. (2022). Hub-and-spokes practices of blended learning: trajectories of emergency remote teaching in Brunei Darussalam. *Education and Information Technologies*, 27(1), 525-549.
- Jasemi, M., Aazami, S., Hemmati maslak pak, M., Habibzadeh, H., & Esmaeili Zabihi, R. (2019). Factors affecting conscience-based nursing practices: a qualitative study. *Nursing ethics*, 26(5), 1350-1360.
- Jiménez Martín, D., Ramírez Saiz, A., & Ajuriaguerra Escudero, M. A. (2022). Urban accessibility in world heritage cities. Accessibility considerations in pedestrian routes in historic city centres. In *Transforming our World through Universal Design for Human Development* (pp. 499-506). IOS Press.
- Jingyu, W., Yuping, B., Yihzong, W., Zhihui, L., Xiangzheng, D., Islam, M., & Managi, S. (2020). Measuring inclusive wealth of China: Advances in sustainable use of resources. *Journal of environmental management*, 264, 110328.
- Kali, M. (2022). Rebellious civil society and democratic consolidation in Lesotho. *Journal of Social and Economic Development*, 24(2), 565-577.



- Kundu, S. C., Kumar, S., & Gahlawat, N. (2019). Empowering leadership and job performance: mediating role of psychological empowerment. *Management Research Review*, 42(5), 605-624.
- Li, S.-T. T., Klein, M. D., Balmer, D. F., & Gusic, M. E. (2020). Scholarly evaluation of curricula and educational programs: using a systematic approach to produce publishable scholarship. *Academic Pediatrics*, 20(8), 1083-1093.
- Mattingly II, T. J., Abdelwadoud, M., Mullins, C. D., & Eddington, N. D. (2019). Pharmapreneur-Defining a framework for entrepreneurship in pharmacy education. *American Journal of Pharmaceutical Education*, 83(10), 7548.
- Mbizvo, M. T., Bellows, N., Rosen, J. G., Mupeta, S., Mwiche, C. A., & Bellows, B. (2019). Family planning in Zambia: an investment pillar for economic development. *Gates Open Research*, 3.
- Mi, M., Wu, L., Zhang, Y., & Wu, W. (2022). Integration of arts and humanities in medicine to develop well-rounded physicians: the roles of health sciences librarians. *Journal of the Medical Library Association: JMLA*, 110(2), 247.
- Mosalagae, M., & Bekker, T. L. (2021). Education of students with intellectual disabilities at Technical Vocational Education and Training institutions in Botswana: Inclusion or exclusion? *African Journal of Disability (Online)*, 10, 1-13.
- Neubauer, L. C., Merzel, C., Weist, E. M., Corvin, J. A., Forsman, A., Fraser, J.,...Runnerstrom, M. G. (2022). Realizing promising educational practices in academic public health: a model for the scholarship of teaching and learning. *Frontiers in public health*, 9, 750682.
- Nicholas, C., Eastman-Mueller, H., & Barbich, N. (2019). Empowering change agents: Youth organizing groups as sites for sociopolitical development. *American Journal of Community Psychology*, 63(1-2), 46-60.
- Sell, N. M., & Phitayakorn, R. (2020). Developing and refining a surgical curriculum. *Surgery*, 167(3), 528-531.
- Shoker, K., Doornekamp, L., Horjus, B., Wagener, M. N., Aron, G. I., Goeijenbier, M., & van Gorp, E. C. (2021). Empowering Dutch and Surinamese children to prevent viral infections: implications from an international education module. *Health Promotion International*, 36(6), 1566-1577.
- Soyyilmaz, D., Griffin, L. M., Martín, M. H., Kucharský, Š., Peycheva, E. D., Vaupotič, N., & Edelsbrunner, P. A. (2017). Formal and informal learning and first-year psychology students' development of scientific thinking: A two-wave panel study. *Frontiers in psychology*, 8, 133.
- Stypińska, J., Franke, A., & Myrczik, J. (2019). Senior entrepreneurship: The unrevealed driver for social innovation. *Frontiers in Sociology*, 4, 30.
- Yar, F. G. M. (2024). Role of Climate Change in Afghanistan's Geopolitical Power. *Titian: Jurnal Ilmu Humaniora*, 8(1), 1-15.
- Yar, F. G. M., & Hajinejad, A. (2023). Opportunities and Challenges of Rural Entrepreneurship in Afghanistan. *Journal of Entrepreneurial and Business Diversity*, 1(2), 114-120.

- Yar, F. G. M., & Shaheedzooy, M. I. (2023). The Role of Environmental and Geographical Factors in the Education Process. *Journal of World Science*, 2(12), 2099-2017.
- Yar, F. G. M., & Shaheedzooy, M. I. (2024). The Effect of Climate And Environment on Human Mental State and Health. *Randwick International of Social Science Journal*, 5(1), 75-83.
- Zhang, H., & Lin, S. (2023). Research progress with membrane shielding materials for electromagnetic/radiation contamination. *Membranes*, 13(3), 315.