



FINAL REPORT

United Nations Development Programme, Kazakhstan

**00116665 "Supporting the Economic Empowerment of
Afghan Women through Education and Training in
Kazakhstan and Uzbekistan"**

30.05.2025



Reporting Period	01.01.2025 – 30.05.2025	
Donor	European Union	
Country	Kazakhstan	
Project Title	Supporting Economic Empowerment of Afghan Women through Education and Training in Kazakhstan and Uzbekistan	
Project ID (Quantum Award ID) Outputs (Quantum Project ID and Description) Strategic Plan and/or CPD Outcomes	00120475 00116665, Afghan Women Empowerment project (Phase 1) Outcome 2.2. By 2025, state institutions at all levels effectively design and implement gender-sensitive, human rights and evidence-based public policies and provide quality services in an inclusive, transparent, and accountable manner	
Implementing Partner(s)	UNDP Country Offices in Afghanistan and Uzbekistan, Ministries of Foreign Affairs, Ministries of Education	
Project Start Date	June 2019	
Project End Date	May 2025	
2024 Annual Work Plan Budget	19,200 USD	
Total resources required	20,490 USD	
Revenue received	Donor/EU funding	20,490 USD
	Total	20,490 USD
Unfunded budget	N/A	
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I. Executive summary

The final year of the project marked the successful achievement of key objectives and the identification of new opportunities for impact. During this period, two TVET students from the Kazakh-British Technical University (KBTU) completed their academic programs, including the notable graduation of two Afghan women in February 2025, an important milestone reflecting the project's alignment with its strategic goals.

In the face of increasingly severe restrictions on women's rights in Afghanistan, the project stayed on course with its original plan. In partnership with the European Union, a UNV position was created for a 2024 graduate of Satbayev University, who began a six-month assignment with UNDP Iran in March 2025. Responding to increased interest in post-graduation employment, UNDP Afghanistan supported by the EU launched UNV initiative to provide opportunities for Afghan women. As a result, one graduate commenced her duties with UNDP Afghanistan, while another applied to UNDP Kyrgyzstan. Interest in the UNV programme also spread among earlier cohorts, prompting an online session organized by UNDP and UNV Kazakhstan to inform over 100 project participants about the programme and application process.

UNDP teams in Kazakhstan and Afghanistan have maintained regular follow-up with project graduates, tracking their professional progress and future aspirations.

From a financial perspective, the project fully utilized its 2025 budget allocation, with total expenditures amounting to \$20,490 (100%).

This report outlines the key results achieved by the implementing agency and project partners during the reporting period.

II. Background

The overall objective of the project "Supporting the Economic Empowerment of Afghan Women through Education and Training in Kazakhstan and Uzbekistan" is to strengthen human capacity development in Afghanistan by increasing women's access to quality higher education through expanding cooperation with Kazakhstan and Uzbekistan.

The Specific Objectives are:

1. Improved higher education and TVET outgoing learning mobility system for women in Afghanistan
2. Improved involvement of Afghan women in higher education and TVET outgoing learning mobility programmes
3. Enhanced employability of women participating in the higher education and TVET outgoing learning mobility programme

The initiative directly contributes to the achievement of the international development agenda, including SDG 4 on inclusive, equitable and quality vocational and higher education and SDG 5 on empowering women and girls by contributing to women's participation and equal opportunities

for leadership at all levels of decision-making in political, economic, and public life. Moreover, the project contributes to the SDG 8: Decent Work and Economic Growth, SDG 10: Reduced Inequalities, SDG 16: Peace, Justice and Strong Institutions, and SDG 17: Partnerships.

Expected outputs	Output indicators	Data source	Baseline		Value for the previous year if different from baseline	Target for the reported year	Actual value for the reported year
			Value	Year			
Overall Objective. To enhance human capacity development of women in Afghanistan	Indicator 1. Afghan female population with tertiary education (% ages 21 and older)	UIS, national/higher education and TVET institutions statistics	0,48%	2019	0,49%	0,49%	0,49%
	Indicator 2. Afghan female population with TVET certificate (% ages 21 and older)	UIS, national/higher education and TVET institutions statistics	0,06%	2019	0,06%	0,07%	0,07%
Specific Objective 1. Improved higher education and TVET outgoing learning mobility system for women in Afghanistan.	Indicator 1.1. Status of the Selection Committee membership and regulations	Intervention progress reports	Modality under discussion	2019	Modality under discussion	Selection Committee membership and regulations fully functional	Selection Committee membership and regulations fully functional
	Indicator 1.2. Status of development of Selection Guide Note by the Selection Committee	Intervention progress reports	Selection Guide Note under discussion	2019	Selection Guide Note under discussion	Selection Guide Note by the Selection Committee approved	Selection Guide Note by the Selection Committee approved
	Indicator 1.3. Status of adoption of Standards for Gender sensitive academic environment by host universities	Intervention progress reports	Standards for Gender sensitive academic environment by host universities under discussion	2019	Standards for Gender sensitive academic environment by host universities under discussion	Standards for Gender sensitive academic environment by host universities are designed	Standards for Gender sensitive academic environment by host universities are designed
Specific Objective 2. Improved involvement of Afghan women in higher education and TVET outgoing learning mobility programmes	Indicator 2.1. Number of Afghan women enrolled in outgoing learning mobility system programmes	List of the women candidates approved	0	2019	50	51	51
	Indicator 2.2. Percentage of Afghan women who completed the language module successfully (disaggregated by language if relevant)	List of students who passed the language test	0%	2019	50	51	51

	Indicator 2.3. Graduation rate of women enrolled in higher education outgoing learning programmes (disaggregated by learning institutions and field of studies, if relevant)	Higher education institutions statistics	0%	2019	0%	0%	0%
	Indicator 2.4 Graduation rate of women enrolled in TVET outgoing learning programmes (disaggregated by learning institutions and field of studies, if relevant)	TVET institutions statistics	0%	2019	0	5%	5%
	Indicator 2.5. Drop-out rate of Afghan women enrolled in higher education outgoing learning programmes (country, higher education institutions, field of studies)	Higher education institutions statistics	0%	2019	0%	3%	3%
	Indicator 2.6. Drop-out rate of Afghan women enrolled in TVET outgoing learning programmes (country, TVET institutions, field of studies)	TVET institutions statistics	0%	2019	0%	0	0
Specific Objective 3. Enhanced employability of women participating in the higher education and TVET outgoing learning mobility programme	Indicator 3.1. Percentage of Afghan women TVET and MA graduates employed <i>one year after</i> completing the outgoing learning mobility system programme.	Beneficiary survey	0%	2019	0%	0	0
	Indicator 3.2. Percentage of Afghan women graduates in a job position relevant to their field of studies/qualifications after completing the outgoing learning mobility system programme. (disaggregated by sex)	Beneficiary survey; Qualitative /quantitative reports from Ministry of Labour and Social Affairs and of the Ministry of Higher Education	0%	2019	0%	0	0
Output 1.1. Developed concept of the higher education and TVET outgoing learning mobility mechanism.	Indicator 1.1.1. Number of exchange sessions (distance or in person) between Ministries of Education of host countries organised with support of the intervention	Meeting minutes	0	2019	0	0	0

Output 1.2. Increased awareness among the Afghan women of the existence of the higher education and TVET outgoing learning mobility programme	Indicator 1.2.1. Number of potential students informed about the learning mobility programme (disaggregated by sex)	Social media analytic tools/social dashboards	0	2019	1,151,365	0	0
	Indicator 1.2.2 Number of received applications for higher education and TVET outgoing learning mobility programmes which include all required documentation (disaggregated by sex)	Outgoing learning programmes Database of applications received completed with the required documents	0	2019	775	0	0
Output 2.1. Increased access of the Afghan women to higher education and TVET outgoing learning mobility mechanism in Kazakhstan, Uzbekistan and Kyrgyzstan	Indicator 2.1.1. Number of Afghan women, enrolled in higher education outgoing learning mobility programme	List of the women candidates awarded with a scholarship	0	2019	20 (2019-2020)	0	0
	Indicator 2.1.2. Number of Afghan women, enrolled in TVET outgoing learning mobility programme	List of the women candidates awarded with a scholarship	0	2019	31 (2019-2020)	3	3
Output 2.2. Improved knowledge of women applicants for higher education /TVET programmes on languages and cultures of the host countries	Indicator 2.2.1. Number of Afghan enrolled in the online foundation language trainings with support of the intervention	List of students enrolled per each language course	0	2019	50 (2019-2020)	0	0
Output 2.3. Strengthened awareness and capacity of women participating in the higher education and TVET outgoing learning mobility programmes on gender equality, women's empowerment, leadership, and other soft skills	Indicator 2.3.1. Number of Afghan women attending Summer School Training events with support of the intervention	List of students enrolled per each Summer School Training events	0	2019	44 (January-February 2021) 41 (June-July, 2021)	0	0
Output 3.1. Enhanced employability of women upon return	Indicator 3.1.1. Number of study visits of relevant NGOs to Kazakhstan with support of the intervention	Study visits schedule	0	2019	0	0	0

from outgoing learning mobility programmes	Indicator 3.1.2. # of NGOs staff acquainted with the best international systems of employability with support of the intervention (disaggregated by sex and type of participant)	Interviews	0	2019	0	0	0
Output 3.2. Increased availability of placement opportunities relevant to and compatible with field of studies of the Afghan women participating in outgoing learning mobility programmes	Indicator 3.2.1. Number of Afghan women participating in the outgoing learning mobility programmes benefitting from a placement in a private company during their studies. (disaggregated by sex)	Internship attendance sheet	0	2019	5	0	0

III. Progress Review

During the reporting period, UNDP Kazakhstan continued its commitment to advancing the education of Afghan women enrolled in higher education institutions in Almaty. Efforts remained focused on providing the necessary support, resources, and guidance to enable students to thrive academically and build a strong foundation for their personal and professional development within a dynamic and often challenging environment.

In May 2024, following a collaborative meeting between UNDP and KBTU, Fatema Rezayi was admitted to the TVET Finance program. KBTU supported her visa application by issuing an official invitation letter and covering the consular fees under the project's budget. Upon receiving her visa, she successfully arrived in Kazakhstan in November 2024, where she began her in-person studies. She completed the program and graduated in February 2025, with the graduation ceremony attended by the UNDP project team.

Marwa Wasit, who successfully completed the TVET Finance programme in February 2025, is currently pursuing a Bachelor's degree at KBTU. Her undergraduate studies are independent of the UNDP-EU project and are supported through a state scholarship awarded by the Republic of Kazakhstan. She is expected to graduate in July 2025.

Both project graduates, Marwa Wasit and Fatema Rezayi, applied to the UNV programme, launched under the joint initiative of UNDP Afghanistan and the EU Delegation to Afghanistan to support Afghan women in securing post-graduation employment opportunities. Following the selection process, Fatema Rezayi was appointed as a Project Assistant with UNDP Afghanistan. She officially commenced her assignment on 15 May 2025 at the UNDP office in Mazar-i-Sharif, Balkh Province, where she contributes to project implementation and coordination at the regional level. Marwa has applied for a UNV position with the UNDP office in Kyrgyzstan. Her application is currently under review, with deployment anticipated upon the successful completion of her academic programme.

A 2024 graduate of Satbayev University, Beheshta Ahmad Mujadidi, successfully participated in the selection process for the European Union-funded United Nations Volunteer (UNV) programme in Iran, managed by UNDP Kazakhstan. She was selected as the most suitable candidate and, in December 2024, was offered a six-month assignment with UNDP Iran, where she is contributing to the Programme Unit. Beheshta commenced her duties in March 2025. This assignment is part of UNDP Kazakhstan's initiative under the Afghan Women Empowerment Project, aimed at providing post-graduation employment opportunities for project beneficiaries.

In response to recurring challenges faced by Afghan women in Kazakhstan such as passport and bank card loss, difficulties in navigating health insurance systems, lack of awareness about academic policies, and concerns related to dormitory conditions, UNDP project team conducted a targeted training in March 2025 on Essential Knowledge for Everyday Situations. The session covered legal and financial topics including contracts, personal document management, and

consumer rights. Tailored to the specific needs of women, the training aimed to build practical skills and confidence, supporting gender equality and helping participants navigate life more independently after graduation.

IV. Project Risks and Issues

The evolving geopolitical situation and the actions of de facto authorities in Afghanistan have been having a significant impact on various aspects of the project. These developments have limited the ability of Afghan women to seek employment within their home country, constrained their fundamental rights, and further reduced opportunities for professional and personal advancement.

a. Updated project risks and actions

Project Risk 1: Reluctance among project graduates to return to Afghanistan in 2025 due to the increasingly restrictive laws affecting women's rights and the limited employment opportunities available in the country.

Actions taken: The project team engaged in discussions with UNDP Afghanistan, which is launching a UNV program in collaboration with EU Delegation to Afghanistan. This initiative aims to provide post-graduation employment opportunities in Afghanistan and Central Asia for 30 project beneficiaries. The project team has shared a list of TVET students requiring employment support to facilitate their transition into the workforce.

Project Risk 2: Afghan students express concerns regarding their prospects following graduation, requesting continued support and additional opportunities from the EU and UNDP.

Actions taken: The project team highlighted the need for students to proactively seek opportunities beyond the program, stressing that they should not depend solely on its support. This strategy is intended to encourage independence and a proactive attitude among the graduates.

b. Updated project issues and actions

Project Issue 1: Two graduates were offered internships with a Turkish company in Istanbul, which could have led to full-time jobs. However, due to difficulties in obtaining visas, they were unable to travel and had to give up the opportunity.

Actions taken:

The UNDP project team encouraged the graduates to apply for UN Volunteer (UNV) positions in Central Asia and Afghanistan. As a result, one of them has already started working with UNDP in Mazar-i-Sharif, Afghanistan. The other has applied for a position with UNDP in Kyrgyzstan and is expected to start after completing her bachelor's degree.

V. Gender Related Activities

SO1. Improved higher education and TVET outgoing learning mobility system for women in Afghanistan

In 2019, the European Union and the United Nations Development Programme launched the action on "Supporting the Economic Empowerment of Afghan Women through Education and Training in Kazakhstan and Uzbekistan." The initiative is focused on enhancing gender equality and human capacity development in Afghanistan by facilitating greater accessibility to high-quality higher education and Technical Vocational Education and Training (TVET) programs specifically for Afghan women and girls. By fostering collaboration between Afghanistan, Kazakhstan, and Uzbekistan, the initiative aims to empower Afghan women economically through various educational and training opportunities. Through this joint endeavour, Afghan women are provided with the means to acquire valuable skills and knowledge, enabling them to participate actively in the workforce and contribute to the economic growth of their country.

As a result of a rigorous and competitive selection process, 50 Afghan women were successfully chosen to participate in the programme. The Selection Committee comprised representatives from UNDP Kazakhstan, UNDP Afghanistan, the College of International Preparation (CIP), the European Union Delegation (EUD), the Ministry of Foreign Affairs (MoFA) and Ministry of Higher Education (MoHE) of Afghanistan, as well as the Embassy of Kazakhstan in Kabul. The selection process was physically supported in Afghanistan by representatives of the EUD, MoFA, MoHE, and UNDP, who jointly verified the authenticity of the applicants' documents. To ensure transparency and gender sensitivity, UNDP also consulted with UN Women in Afghanistan. The process included two written tests—one assessing mental and psychological well-being (available in Pashto and Dari) and another evaluating English language proficiency. Shortlisted candidates then underwent interviews to assess their English fluency and motivation for participation.

SO2. Improved involvement of Afghan women in higher education and TVET outgoing learning mobility programmes

Throughout the project, Afghan students actively participated in a range of gender-related activities, including workshops, training sessions, and leadership events aimed at promoting gender equality and women's empowerment.

As part of the broader initiative to support Afghan women, two Afghan Women Empowerment Summer Schools on "Gender Equality and Women's Empowerment" were organized in June 2021 in Tashkent, Uzbekistan, and in July 2021 in Almaty, Kazakhstan, at Almaty Management University. Both events were held in collaboration with UNDP, UN Women, and leading academic institutions, and were supported by the European Union. These summer schools provided Afghan students with a platform to engage in discussions on gender equality, leadership, and the role of education in empowering women, while fostering cross-border dialogue and solidarity among young women leaders.

In 2022, a key decision from the Steering Committee was to implement a low-profile communication strategy to ensure the safety and privacy of Afghan female students amid rising restrictions on women's rights in Afghanistan. All previously published media materials were deleted, and future content avoids revealing student identities to protect them and their families.

To promote leadership and gender equality, UNDP organized meetings with high-level officials—including the EU Special Representative for Afghanistan and the UNDP Associate Administrator—which inspired students to continue their education despite challenges. Additionally, two human stories were developed to amplify student voices: one highlighted a science student's journey after the 2021 events in Afghanistan, and another featured a student speaker at the SDG Regional Summit who reflected on her experiences with gender stereotypes and the value of education.

Another gender-sensitive initiative undertaken by the project team involved organizing a training session on the methodology of "Self-defence for empowerment." This training was aimed at empowering representatives of partner universities by imparting knowledge on self-defence. Participants were instructed in the fundamental principles of Empowerment Self Defence using practical examples.

The staff of the partner universities also participated in the workshop on Creating a Gender-Sensitive Environment. The event, led by Gender Specialist at UNDP Kazakhstan, included workshops on gender sensitivity and gender equality. Learning sessions were organized to ensure that representatives of partner universities could independently implement the examples and types of policies discussed, creating a comfortable and safe environment in which students could fully realize their potential.

An additional highlight was a specialized training session conducted by Dr. Kamila Rollan, an Inclusive Education Lead Specialist at SDU University, in August 2024. The training focused on career development and mental health, equipping students with essential skills for future employment while addressing their mental well-being. The feedback from students was overwhelmingly positive, emphasizing the training's value in enhancing both their professional preparedness and personal resilience.

Drawing on direct engagement with participants, the UNDP project team identified a number of recurring issues faced by Afghan women in Kazakhstan, including the loss of essential documents such as passports and bank cards, difficulties in navigating health insurance systems, lack of awareness about academic policies, and concerns related to dormitory conditions. These challenges highlighted the need for targeted support to help participants better understand their rights and responsibilities, particularly as they transition into independent life after graduation.

In March 2025, the UNDP project team conducted a training session on Essential Knowledge for Everyday Situations, focusing on topics such as understanding contracts, individual rights and obligations, managing personal documents, health insurance, consumer rights, financial literacy, and the legal consequences of everyday actions. The training was particularly tailored to address challenges often faced by women, aiming to empower female participants with practical legal and financial knowledge. By strengthening their awareness and capacity to make informed decisions, the session contributed to advancing gender equality and promoting greater independence and confidence in navigating everyday life.

In April 2025, the global community marked International Girls in ICT Day, celebrating the power of technology to shape inclusive and equitable futures. In recognition of this day, the UNDP project team engaged Afghan female students currently studying in Kazakhstan, asking how they envision using ICT in their future careers. Their responses highlighted a diverse range of aspirations: a Finance student shared her goal of applying ICT tools to analyze business data and

support informed decision-making; an Agriculture student spoke of using sensors, drones, and GPS technology to monitor plant health and optimize field management; an IT student emphasized the potential of AI-assisted diagnostics to improve access to healthcare in underserved areas; and a Marketing student expressed her ambition to harness digital technologies to better understand audience behavior and craft compelling, data-driven narratives.

These perspectives underscore the determination and innovation of Afghan women and their voices reflect not only bold individual futures, but also the broader impact of gender-responsive investments in education and technology.

SO3. Enhanced employability of women participating in the higher education and TVET outgoing learning mobility programme

Despite the increasing restrictions on women's rights in Afghanistan, which continue to hinder access to post-graduation employment, the project remained largely on course and consistent with its original implementation plan. Following a joint decision by the European Union and UNDP, a United Nations Volunteer (UNV) placement was established for one of the project participants with UNDP Iran. As a result, a 2024 graduate of Satbayev University was selected as the most suitable candidate. In December 2024, she was offered a six-month assignment with UNDP Iran, in Tehran, where she would contribute to the work of the Programme Unit. She officially commenced her duties in March 2025.

Moreover, in response to the growing number of employment-related inquiries from Afghan students following the completion of their studies, UNDP Afghanistan supported by the EU Delegation in Afghanistan has launched a United Nations Volunteers initiative. This program, developed in collaboration with the EU, UNDP Country Offices, and national partners, aims to support Afghan women graduates by providing meaningful post-graduation employment opportunities as UN Volunteers. Through this initiative, one project graduate secured employment with UNDP Afghanistan and the other applied to UNDP Kyrgyzstan.

While the UNV initiative was originally designed exclusively for current graduates of the ongoing project, interest in the programme quickly extended beyond this group. Upon learning about the opportunity, several graduates from previous cohorts expressed a strong interest in participating in similar initiatives. In response, UNDP project team, in collaboration with UNV Kazakhstan, arranged an online information session on the UNV Programme for all project graduates.

The announcement was shared with over 100 participants and the session will be delivered by official representatives of the UN Volunteers who will provide participants with comprehensive guidance on the UNV programme, including an overview of available opportunities, eligibility criteria, and detailed instructions on the application process. This level of engagement reflects a clear demand for continued guidance and access to international volunteer pathways among Afghan youth.

Gender-related Lessons Learnt

The initiative to support Afghan women through higher education and TVET mobility in Kazakhstan and Uzbekistan highlighted the importance of a holistic, gender-responsive approach

to educational empowerment in fragile contexts. A rigorous, transparent selection process involving diverse stakeholders ensured credibility and inclusivity from the outset. However, the project also underscored that access alone is not enough—students require sustained support systems addressing mental health, legal literacy, and everyday life skills to successfully transition into independent living and future employment.

Gender-transformative programming, including leadership development, self-defence training, and inclusive policy engagement with partner universities, proved essential for building confidence and resilience among participants. The need for adaptive risk management became clear when rising restrictions on women’s rights in Afghanistan prompted a shift to a low-profile communication strategy to protect students’ safety.

Efforts to support graduates through volunteer placements, including within the UN system, revealed the value of post-study engagement in sustaining momentum and ensuring long-term impact. Additionally, strong demand from alumni for continued involvement pointed to the need for structured follow-up and alumni networks. Ultimately, the project demonstrated that educational mobility programmes must go beyond access to education, embedding comprehensive, gender-sensitive support to empower women in both personal and professional spheres.

Importantly, the project created an entry point for advancing gender equality within partner higher education institutions. Collaboration with local universities enabled the integration of gender-sensitive workshops and sparked open dialogue on harassment prevention and gender equality culture—issues that had previously received limited attention. This experience revealed a significant opportunity to mainstream gender in the higher education system more broadly. Building on this momentum, UNDP has initiated discussions with the Ministry of Science and Higher Education to explore a dedicated programming track focused on institutional transformation toward safe, inclusive, and gender-equal learning environments.

VI. Cross-Cutting Themes

UNDP offices in Kazakhstan and Afghanistan have remained steadfast in their support for Afghan women, facilitating access to education and training at tertiary institutions in Almaty. However, geopolitical situation in Afghanistan have introduced significant challenges to project implementation. Movement restrictions imposed by the *de facto regime* since 15 August 2021 have particularly impacted the achievement of specific programme objectives.

Despite these challenges, collaborative efforts by the EU, UNDP country offices, and national partners have showcased an adaptive and responsive approach to the evolving crisis. As part of these efforts, UNDP Afghanistan has launched a United Nations Volunteers (UNV) program aimed at supporting Afghan women post-graduation. This initiative seeks to provide employment opportunities for 30 project graduates, enabling them to serve as volunteers with UNDP offices in Afghanistan, Kazakhstan, Uzbekistan, and Kyrgyzstan.

VII. Lessons Learned

While the UNV initiative was originally designed for current graduates of the ongoing project, several graduates from earlier cohorts also expressed strong interest in participating. In response, the UNDP project team, in collaboration with UNV Kazakhstan, organized an online information session to introduce the UNV Programme to all project graduates. The announcement on upcoming session was shared with over 100 participants, and the session is set to cover available opportunities, eligibility criteria, and step-by-step guidance on the application process. This high level of engagement reflects a sustained demand among Afghan women for continued support and access to international volunteer opportunities.

VIII. Conclusions and Way Forward

The project has successfully achieved its key objectives by empowering Afghan women through access to higher education, professional development, and post-graduation employment opportunities. Despite various challenges, it created meaningful pathways for personal growth and self-reliance. All planned objectives of the project were successfully achieved. The targeted number of Afghan women arrived in Kazakhstan and commenced their academic programmes across selected universities. Although a small number of participants discontinued their studies due to personal or external circumstances, they were promptly replaced by reserve candidates, ensuring continuity and full utilization of available slots. Throughout the project, all enrolled students actively participated in their academic programmes, successfully completed required coursework, and took part in various training sessions and extracurricular activities designed to support their personal and professional development.

However, one planned activity, the organization of a study tour to Kazakhstan for representatives of Afghan authorities and NGOs, could not be implemented. This component, which aimed to foster institutional exchange and learning between Afghan and Kazakh higher education stakeholders, was rendered unfeasible due to the evolving political situation in Afghanistan in 2021. The significant changes in governance and increased restrictions on mobility and international engagement made it impossible to proceed with the tour. Consequently, activities under this specific objective had to be suspended and were ultimately not carried forward.

IX. Communication and Visibility Report

The communication strategy for the first phase of the programme to empower Afghan women remained committed to enhancing the visibility while adhering to the low-profile model to ensure the beneficiaries' safety. The low-profile communication strategy was implemented in response to the political changes of August 2021 in Afghanistan.

Precise efforts have been implemented to ensure the media materials produced, including but not limited to photos, videos, and editorials, are suitable for public use. The produced media materials do not contain any family names, occasionally, real names, or portraits of the programme participants. These measures also necessitate certain events to be documented for internal use only.

All media materials are produced according to UNDP's and the European Union's visibility guidelines:

- A documentary video about the conclusion of the pilot phase.
- TVET students' graduation ceremony.
- Social media campaign for International Girls in ICT Day.

1. At the end of 2024, a **documentary video** was released about the conclusion of the first phase. The video told the story of one of the last graduates in the pilot phase and followed her journey from the university graduation ceremony to the farewell dinner organized by the Project Team.

UNDP Kazakhstan	https://www.undp.org/kazakhstan/stories/afghan-women-agriculture
UNDP Kazakhstan	https://www.youtube.com/watch?v=JB6UIyoOFt4&t=1s
UNDP Kazakhstan	https://www.youtube.com/watch?v=pBjflpUwKFw
UNDP Kazakhstan	https://www.youtube.com/watch?v=4QFjug5rfLc
UNDP Kazakhstan	https://www.instagram.com/reel/DDtgppMOuU7/?igsh=MWYzbzdpYXk1NDdybg==
UNDP Kazakhstan	https://www.facebook.com/UNDPKazakhstan/videos/614260057617954
UNDP Kazakhstan	https://x.com/UNDPKAZ/status/1869283832853360736

2. The **last cohort of TVET students** in Almaty graduated in February 2025. The Project Team attended the ceremony to support the programme participants.

UNDP Kazakhstan	https://www.instagram.com/p/DG0TH5qIRDA/?igsh=cXVtaWxlZjllOTVk
UNDP Kazakhstan	https://www.facebook.com/share/p/16buNSmBCb/
UNDP Kazakhstan	https://x.com/UNDPKAZ/status/1897267782917685601



3. For **International Girls in ICT Day 2025**, the programme participants shared how they plan to use technologies and innovations to advance their careers.

UNDP Kazakhstan	https://www.instagram.com/p/DI3NXgrMGne/?igsh=dnIObnEOaGY2YjR5
UNDP Kazakhstan	https://www.facebook.com/share/p/16satD2ptX/
UNDP Kazakhstan	https://x.com/UNDPKAZ/status/1915687775124303993

X. Financial Status

Activity	Approved budget, total	Expenses accrued	2019	2020	2021	2022	2023	2024	2025	Total expenses (2019-2025)
Activity 1	955 551	72105 - Svc Co-Construction & Engineer	112 588	-	-971	8 508	-	-	-	120 125
		72160 - Svc Co-Education & Health Serv	161 218	349 833	192 892	74 688	38 410	18 385	-	835 426
		total Activity 1								955 551
Activity 2	392 283	75705 - Learning costs	1 663	356	-	102 892	-	-	-	104 911
		72145 - Svc Co-Training and Educ Serv	-	8 947	87 128	85 129	52 397	54 298	8 420	287 372
		total Activity 2								392 283
Activity 4	466 516	72125 - Svc Co-Studies & Research Serv	-	-	-	3 669	-	6 579	-	10 248
		61105 - Salaries - NP Staff	122	-	-	-	213	-	-	335
		61205 - Salaries - GS Staff	2 621	-	-	-	821	6 903	4 422	14 767
		62105 - Dependency Allowance-NP Staff	1	-	-	-	-	-	-	1
		62110 - Contrib Joint Staff Pension-NP	25	-	-	-	-	-	-	25
		62115 - Contrib to Med,SocIns-NP Staff	9	-	-	-	-	-	-	9
		62140 - Annual Leave Expense - NO	11	-	-	-	-	-	-	11
		62205 - Dependency Allow - GS Staff	1	-	-	-	-	-	-	1
		62210 - Contrib to Jt Staff Pens Fd-GS	12	-	-	-	-	-	-	12
		62215 - Contrib. to Medical, social In	4	-	-	-	-	-	-	4
		62220 - Language Allowance - GS Staff	2	-	-	-	-	-	-	2
		62240 - Annual Leave Expense - GS	7	-	-	-	-	-	-	7
		63360 - Medical Exams(incl Pre-empl)	-	-	-	-	-	-	-	0
		63530 - Contribution to EOS Benefits	7	-	-	-	-	-	-	7
		63535 - Contribution to Security	8	-	-	-	-	-	-	8
		63540 - Contribution to Training	1	-	-	-	-	-	-	1

63545 - Contribution to ICT	3	-	-	-	-	-	-	3
63550 - Contributions to MAIP	0	-	-	-	-	-	-	0
63555 - Contribution to UN JFA	5	-	-	-	-	-	-	5
63560 - Contributions to Appendix D	0	-	-	-	-	-	-	0
64110 - Separations - NP Staff	2	-	-	-	-	-	-	2
64210 - Separations - GS Staff	1	-	-	-	-	-	-	1
65115 - Contributions to ASHI Reserve	18	-	-	-	-	-	-	18
65135 - Payroll Mgt Cost Recovery ATLA	1	-	-	-	-	-	-	1
66105 - Overtime & Night Differential	5	-	-	-	-	-	-	5
71405 - Service Contracts-Individuals	10 258	48 394	56 173	-	15 576	-	-	130 401
71410 - MAIP Premium SC	5	21	24	-	-	-	-	50
71415 - Contribution to Security SC	380	1 695	1 593	891	-	-	-	4 559
71605 - Travel Tickets-International	1 582	432	179	1 290	-	-	-	3 483
71615 - Daily Subsistence Allow-Intl	3 740	812	524	2 084	-	-	-	7 160
71635 - Travel - Other	6 846	1 606	104	716	-	-	-	9 272
72505 - Stationery & other Office Supp	39	3 893	-	4	-	-	-	3 936
72805 - Acquis of Computer Hardware	16	-	-	-	-	-	-	16
72810 - Acquis of Computer Software	171	-	-	-	-	-	-	171
72815 - Inform Technology Supplies	7	-	-	-	-	-	-	7
73125 - Common Services-Premises	2 304	3 378	4 207	782	-	-	-	10 671
73505 - Reimb to UNDP for Supp Srvs	69	415	-	-	-	-	-	484
74205 - Audio Visual Productions	3 837	1 281	2 124	-	11 297	393	-	18 932
74210 - Printing and Publications	328	26	487	-	852	-	-	1 693
74510 - Bank Charges	14	131	376	1 964	-2 154	75	-	406
75105 - Facilities & Admin - Implement	21 592	30 739	26 463	23 545	8 706	6 143	1 091	118 279
76120 - Unrealized Loss	9 686	21 220	6 288	37 804	180	-	-	75 178
76125 - Realized Loss	0	2 331	29	839	1 128	1 802	-	6 129

		76130 - Unrealized Gain	-2 973	-24 852	-6 158	-35 341	-	-	-	-69 324
		76135 - Realized Gain	-21	-	-945	-1 419	-537	-415	-618	-3 955
		77250 - Reimb for Med Costs (GS)-TA	100	-	-	-	-	-	-	100
		77630 - Dep Exp Owned - ITC	63	-	-	-	-	-	-	63
		64397 - Services to projects -CO staff	-	11 647	8 266	10 329	-	235	-	30 477
		72135 - Svc Co-Communications Service	-	192	8 824	6 417	9 936	446	-	25 815
		72165 - Svc Co-Social Svcs, Social Sci	-	4 275	3 250	-	-	-	-	7 525
		72330 - Medical Products	-	695	-	-	-	-	-	695
		72405 - Acquisition of Communic Equip	-	1 456	9 032	-	-	-	-	10 488
		72430 - Postage and Pouch	-	7	15	26	9	-	-	57
		72445 - Common Services-Com-s	-	677	-	-	-	-	-	677
		74125 - Investment Management Fees	-	-4 255	-	-	-	-	-	-4 255
		74215 - Promotional Materials and Dist	-	2 198	-	-	-	-	-	2 198
		74325 - Contrib.To CO Common Security	-	1 012	2 793	1 933	-	-	-	5 738
		72435 - E-mail-Subscription	-	-	994	324	560	28	-	1 906
		72130 - Svc Co-Transportation Services	-	-	24	-	-	-	-	24
		71205 - Intl Consultants-Sht Term-Tech	-	-	-	233	-	-	-	233
		71211 - Intl Consult Security Charge	-	-	-	7	-	-	-	7
		71470 - Natl Personnel Svcs Agreement	-	-	-	34 448	-	-	7 175	41 623
		72415 - Courier Charges	-	-	-	10	-	-	-	10
		74596 - Services to projects -GOE	-	-	-	13	-	101	-	114
		total Activity 4								466 516
Grand total	1 814 350		336 378	459 615	403 715	361 785	137 394	94 973	20 490	1 814 350

Askhat Zhumabayev

Project Manager, UNDP Kazakhstan

DocuSigned by:

Askhat Zhumabayev

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