

Annual Narrative Report

August 1, 2025 – July 31, 2026

Grant's overview

The Worldwide Education Fund of the Dallas Foundation provides the American University of Central Asia (AUCA) with grant funds for financial support to 41 promising and talented Tajik students who would not have had the opportunity to access high-quality university education under their current financial conditions. AUCA will ensure the students' inclusive and dynamic educational environment, self-development and capacity-building opportunities, and knowledge necessary for future success.

Progress to date

Thanks to the generous support of the Donor, 36 students successfully completed the 2025–26 academic year and will continue their studies at AUCA. One student graduated with a bachelor's degree, two students were dismissed at the end of the Fall semester, and two additional students took academic leave during the Spring semester. Overall, 41 students received support during the 2025–26 academic year. The students demonstrated strong academic performance throughout the year, achieving an average cumulative GPA of 3.28. The highest results belong to Nazarshoeva Gulnoro and Qurbonmamadova Dinora.

Students' GPA:

#	Name	ID	Program	Year of enrollment	Fall 2025	Spring 2026	Cumulative GPA
1	Niyatbekova Manizha	12190	ECO	2023	3.8	2.9	3.59
2	Azimshoev Ofarid	12208	ICP	2023	3.2	3.7	3.58
3	Mavlonazarova Rumiya	12210	ICP	2023	3.6	Academic Leave	3.65
4	Rashidbekova Violetta	12603	BA	2023	3.1	3.1	3.11
5	Arabshoev Mashhur	12562	LAS SE	2023	3.8	3.6	3.45
6	Sherbekov Anis	11684	LAS SE	2023	Study Abroad	3.5	3.36
7	Amirshoeva Firuza	12329	PSY	2023	2.9	3.8	3.11
8	Asmatov Odilchon	12354	SFW	2023	2.2	3.2	2.84
9	Nazirova Zaynab	12237	SOC	2023	3.9	3.7	3.84
10	Temurshoeva Dilnoza	11722	BA	2023	3.6	3.6	3.68
11	Gulobov Ruslan	12313	ICP	2023	3.0	3.6	3.08
12	Karimov Parviz*	12267	AMI	2023	1.8	Dismissed	1.73
13	Hukumasthoev Khushvaqtsho	12723	BA	2024	3.4	2.7	2.93
14	Mamytova Chynara	13054	IBL	2024	3.5	3.7	3.46
15	Orumbekova Soleha	13152	TCMA	2024	3.3	3.3	3.15
16	Davlatbekova Shukrona	11828	ICP	2023	Study Abroad	Academic Leave	3.80
17	Silmonova Nilufar	12317	ICP	2023	Study Abroad	3.8	3.58
18	Qubodbekova Shakhina	13265	IBL	2024	1.2	2.3	2.17
19	Alishoeva Gharibsulton	13159	ICP	2024	3.1	2.8	3.11
20	Amonbekov Navruz	11543	LAS SE	2022	2.9	3.5	3.05
21	Nazirov Alisho	13396	IBL	2025	3.1	2.7	2.92
22	Mamadbekova Safarkhotun	13213	ECO	2024	4.0	2.9	3.19
23	Noyobshoeva Adolat	13104	ESCS	2024	4.0	3.9	3.82
24	Bozmamadova Barfiya	11003	ICP	2023	3.2	3.5	3.33

25	Sulaymonshozoda Mustansir	12295	LAS SE	2023	3.1	3.5	3.25
26	Beknazarova Dilangez	12184	ECO	2023	3.1	2.6	3.12
27	Abdulmajidova Nilufar	13390	ICP	2024	3.5	3.3	3.24
28	Nazarshoeva Gulnoro	13857	BA	2025	3.9	3.8	3.86
29	Qurbonmamadova Dinora	13435	ESCS	2025	3.9	3.9	3.87
30	Tolibov Farzin	14059	ECO	2025	3.2	3.1	3.17
31	Paishanbiev Faridun*	14106	IBL	2025	3.4	Dismissed	3.43
32	Davlatbekov Shukron	13988	LAS SE	2025	3.7	3.9	3.82
33	Bozorova Fariza	13394	ICP	2025	3.6	2.6	3.19
34	Farkhunda Idoyatova	14204	ECO	2025	2.9	2.4	2.67
35	Sailon Abibova	14206	ICP	2025	3.9	2.8	3.31
36	Navruzova Sharifa	14213	ANTH	2025	3.0	3.5	3.23
37	Alimamadova Asparmokh	13398	SOC	2025	3.3	3.8	3.57
38	Broimshoev Nazrisho	13391	AMI	2025	3.6	3.6	3.57
39	Abdulasanov Guldastasho	14321	Preparatory Program	2025	Preparatory Program	Preparatory Program	Preparatory Program
40	Mirmastova Yasmina	14322	LAS MM	2025	Preparatory Program	3.7	3.67
41	Nazarkhudoeva Inora	14469	IBL	2026	N/A	2.7	2.67

* Karimov Parviz was dismissed due to poor academic performance on December 31, 2025. Paishanbiev Faridun transferred to another academic institution, hence was dismissed on January 14, 2026.

Students' reports

During the 2025–2026 academic year, **Ofarid Azimshoev** as a junior student successfully completed courses such as Research Methods, Quantitative Research Methods, Diplomatic History, Politics of Truth, Social Entrepreneurship, Intro to Digital Manas, Urban Politics and Qomuz. He maintained a GPA of 3.58, and improved his research and analytical skills through coursework and academic projects. One of his favorite courses was Qomuz because it allowed him to learn how to play a traditional Kyrgyz musical instrument and develop a deeper appreciation of Kyrgyz culture.

For the extracurricular achievements, Ofarid actively participated in several extracurricular activities. One of the most memorable events was Multicultural Week in February 2026. As a member of the Roof of the World Delegation, he participated in the Presentation Day and final concert day and introduced Pamirian traditions, culture, and heritage to the AUCA community. This event gave him an opportunity to represent his community and promote multiculturalism on campus.

Another significant achievement of Ofarid was participation in the AUCA Football Tournament on April 4, 2026, which was organized by AUCA students. He played as a goalkeeper and served as the captain of Team Pamir. His team successfully won first place in the tournament, making it one of his proudest accomplishments during the academic year.



Ofarid Azimshoev, Football Tournament,
April 4, 2026

Abibova Sailon has not only maintained a cumulative GPA of 3.31, but also immersed herself in a vibrant range of academic and extracurricular activities that have truly shaped her university journey. Each experience has added a new layer to her personal and professional growth, helping her become more confident, open-minded, and globally aware.

Outside of classroom, Sailon actively sought opportunities to expand her horizons. She attended several guest lectures and ambassador talks like German, Swiss, Japan, where she gained valuable insights into international relations and future career paths. These events inspired her to think bigger and connect theory with world challenges.

One of the extracurricular highlights for Sailon was Multicultural Week. She had the opportunity of performing her traditional cultural Badakhshi dance, which was more

than just a performance for her. It was a way to share her heritage with the AUCA community and celebrate what makes her culture unique. This event showed her how powerful cultural exchange can be in building bridges and fostering mutual respect.

As a regular member of the Page Turners Club, Sailon dove into fascinating discussions about global literature. Exploring novels from different cultures opened her mind to new perspectives and enriched her understanding of human experiences worldwide. Sailon loved contributing to the exchange of ideas and seeing how a single story can spark so many interpretations.

She also joined an environmental awareness project, where Sailon acted in a short film about proper waste disposal. It was an exciting mix of creativity and activism. Through this project, she learned how powerful storytelling can be in educating others and inspiring positive change. It reminded her that every small action counts when it comes to protecting our planet. The other thing Sailon got from this project was meeting amazing people and find some new friends.

One of Sailon's favorite moments was joining a hiking trip with the Outdoors Club. Being surrounded by nature, breathing fresh air, and working together with fellow students was incredibly refreshing for the student. This experience taught her the value of physical health, teamwork, and taking time to appreciate the world around us. It was a perfect blend of adventure and personal reflection.



Sailon Abibova, Outdoors Club hiking trip

Sailon also attended the Global Encounter Camp in Pakistan, which was one of the most transformative experiences of her life. She was collaborating with young leaders from over 20 countries on impactful projects, which pushed her out of her comfort zone and sharpened her leadership, communication, and intercultural skills. It was not just a discussion of ideas, but putting them into action as well. Beyond the projects, exploring historical sites like the Lahore Fort and the Badshahi Mosque enriched Sailon's understanding of Pakistani history and culture. This journey was not just about building skills, it was about forming lifelong connections and seeing the world through a broader lens.

Sailon was also working part-time as an online English teacher for EnglishDom. It

was both challenging and rewarding. At first, managing studying and working was hard but working as a teacher taught her patience, adaptability, and the importance of clear communication. Managing her time between studies and teaching helped her grow professionally, and seeing her students improve and gain confidence in their language skills was one of the favorites moments for Sailon.

In future, Sailon's primary focus is to improve her academic performance and achieve a higher GPA. To balance her studies and broaden horizons, she plans to actively participate in more university clubs and extracurricular activities. Additionally, she aims to improve her time-management skills to maintain a healthy study life balance. Finally, Sailon intend to attend more campus networking events to connect with peers and professors, laying a solid foundation for her future career.

Adolat Noyobshoeva's 2025–2026 academic year was one of the most productive and transformative years of her university journey. Thanks to the financial support she received, Adolat was able to fully dedicate herself to her studies, while also participating in numerous academic, environmental, and volunteer activities that contributed to her personal and professional growth.

Academically, Adolat successfully completed her courses and maintained strong grades throughout the year. Her studies provided her with a deeper understanding of environmental sustainability, climate change, natural resource management, and environmental policy. Through class discussions, projects, and research assignments, Adolat improved her analytical thinking, academic writing, and research skills. As someone who is passionate about environmental issues, every course helped her better understand the challenges facing the region, and the world.

Beyond her regular coursework, Adolat completed the Climate Change Economics course offered by the CERGE-EI Foundation. This experience broadened her perspective on how economic systems and climate policies interact and showed her the importance of integrating environmental and economic solutions when addressing climate challenges.

One of the highlights of this year for Adolat was participating in academic conferences and research events. She had the opportunity to present her research at a conference organized by the Scientific Station of the Russian Academy of Sciences (NS RAN). Presenting her work to researchers and fellow students was both exciting and



Adolat Noyobshoeva, NS RAN Conference, April 24, 2026

challenging. It strengthened her confidence as a young researcher and motivated her to continue pursuing academic and professional opportunities in the environmental field. Adolat is especially proud that her research will also be published as part of the conference proceedings.

Throughout the year, Adolat actively engaged in environmental activities and initiatives. She participated in clean-up campaigns, tree-planting events, including the Elm Grove initiative, and meetings with various environmental organizations. These activities allowed her to contribute directly to environmental protection efforts, while learning from professionals working in sustainability and conservation. They reinforced her belief that meaningful environmental change requires both community involvement and individual responsibility.

Adolat also participated in field trips and fieldwork activities in different parks and natural areas around Bishkek, as well as educational visits to Issyk-Kul. These experiences were particularly meaningful because they allowed her to observe ecosystems and environmental challenges firsthand. Growing up in a mountainous region has always connected her closely to nature, and these field experiences deepened her appreciation for environmental conservation and sustainable resource management.



Adolat Noyobshoeva, Field trip to Issyk-Kul, March 1, 2026

In addition to her academic and environmental activities, Adolat remained actively involved in student life at AUCA. She participated in the Green AUCA Club, Page Turners Club, and Handcrafting Club. Through these clubs, she met students from different backgrounds, developed new friendships, and strengthened her teamwork and communication skills. Each club offered unique opportunities for learning, creativity, and community engagement.

Volunteering was another important part of her year. Adolat served as a volunteer with the AUCA Development Office and supported several university events, including the Career Fair and the Aga Khan Award for Architecture. Through these experiences, she learned how large events are organized and gained valuable organizational and communication skills.

This year, Adolat also took on a leadership role as a coordinator of the Quandeel Project in Bishkek. Coordinating activities and working with different participants taught her how to manage responsibilities, solve problems, and communicate effectively within

a team. It was a rewarding experience that helped her grow as a leader.

Alongside the studies, Adolat worked part-time as an English tutor. Teaching students not only strengthened her communication skills but also taught her patience, adaptability, and responsibility. It was rewarding to help others improve their language skills while continuing to enhance her own language skills.

Another significant achievement was being selected as a UNV Online Volunteer for the project *"Updating the Database of CSOs and Gender Experts in Central Asia."* This opportunity introduced Adolat to regional development work and allowed her to contribute to a project with practical importance for civil society organizations in Central Asia.

Looking ahead, Adolat is excited to begin her internship at Pamir Energy in July 2026. This internship represents an important step toward her professional goals and will provide valuable practical experience in the energy and sustainability sector.

During the past academic period, **Alimamadova Asparmokh** has successfully combined her basic studies at the AUCA with a variety of extracurricular, volunteering, and professional activities.

To help parents pay for her accommodation, tuition, and daily expenses, Asparmokh works as a part-time online English teacher. She works from Monday to Friday, teaching 3-4 lessons a day. In addition, she is actively involved in the work of Sociology department as an SMM manager. She recorded a video Reels for the department's official Instagram page (@sociology.auca), where she talked about addiction to social networks, and explored its pros and cons through the lens of sociology.

Moreover, every Sunday Asparmokh participated in the Basketball for All project in Bishkek, Kyrgyzstan. Her role was to play and interact with children with various disabilities. This rewarding experience has helped her develop strong skills in inclusive communication and social adaptation through sports.

Under the guidance of sociology professor, Asparmokh with her peers conducted a project aimed at assessing how many graduating high school students in Kyrgyzstan are aware of the Sociology department at AUCA. The selected "Secom" educational center as their target location, as it is a major hub where graduates prepare for their National Scholarship Test (ORT). They delivered a comprehensive presentation about AUCA and the sociology program, explained the



Alimamadova Asparmokh, Information and educational campaign in "Secom" educational center, 2026

entrance exams, and organized interactive games with prizes for the winners.

During Multicultural Week, Asparmokh proudly represented her culture throughout the week, sharing traditional dishes and games with the AUCA community. On the final day, she took part in a cultural dance performance, which her team had been preparing for a month.

Asparmokh was also a student volunteer at the AUCA "Open Doors" event. She greeted hundreds of prospective students and parents who were interested in AUCA, answered their questions about the Sociology department, and shared her impressions of student life at the university. She also volunteered to help during the English language proficiency test that took place at AUCA Maker Space. Her responsibilities included maintaining student records, verifying participant IDs, verifying names, and overseeing the testing room to ensure strict adherence to the academic integrity policy.

The Sociology department visited BIOM, a well-known environmental organization, where Asparmokh and other Sociology students participated in a specialized seminar under the direct supervision of the Director. He discussed the most important environmental problems of Kyrgyzstan in the framework of the project "*Where Man Meets Man*", illustrating why future sociologists need to analyze and comprehend these environmental and social dynamics.

Asparmokh also attended the student conference "*Freshman Seminar/Sophomore Seminar (FYS/SYS)*". She listened to various student research essays, and presentations that were particularly thought-provoking to her. She actively participated in the sessions, sharing her ideas and asking questions.

Anis Sherbekov's 2025–2026 academic year was one of the most significant and transformative periods of his academic journey. As a junior student majoring in Social Entrepreneurship and Design Thinking with a minor in Business Administration, he had the opportunity to participate in an exchange program at Poznan University of Economics and Business (PUEB) in Poland.

Studying abroad for one semester allowed Anis to experience a different educational environment and gain valuable international academic exposure. During his studies at PUEB, he successfully completed courses such as *Principles of Accounting*, *Microeconomics*, *Fundamentals of Finance*, *Fundamentals of Management*, *Strategic Management*, and *Corporate Finance*. These courses strengthened his



Anis Sherbekov, during his exchange semester
at PUEB, Poland, Fall 2025

understanding of business operations, financial decision-making, management practices, and strategic planning. Learning these subjects within a European educational system provided him with new perspectives and approaches to problem-solving, teamwork, and critical thinking.

The exchange experience significantly contributed to Anis' academic and personal development. It improved his ability to work independently, adapt to new environments, communicate with people from different cultural backgrounds, and apply theoretical knowledge in an international context. Successfully completing a semester abroad was one of the most rewarding achievements of this academic year for Anis.

In addition to his studies, the student actively sought professional development opportunities. He applied for the Global Encounters internship program and successfully advanced through several stages of the selection process, reaching the final stage. Although he was not selected for the internship, the experience allowed Anis to improve his professional skills, gain interview experience, and better understand the expectations of international organizations and employers.



Anis Sherbekov, Football Tournament,
April 4, 2026

Throughout the academic year, Anis remained actively involved in extracurricular activities that contributed to his personal growth and university experience. One of his most memorable achievements was participating in the annual AUCA football tournament. Together with his teammates, they demonstrated strong teamwork, dedication, and perseverance, ultimately winning first place in the competition. This experience strengthened his leadership, communication, and collaboration skills while promoting a healthy and active lifestyle.

Anis also participated as a volunteer during the Shanghai Cooperation Organization (SCO) conference. This was a unique opportunity to contribute to an international event attended by government representatives and officials from various member countries. Volunteering at such a high-level conference allowed him to gain valuable organizational experience, interact with professionals from different backgrounds, and develop communication and event-management skills.

Additionally, Anis participated in a reading club, where he engaged in discussions on various books and topics with fellow students. These discussions helped him improve his analytical thinking, broaden his perspectives, and develop stronger communication skills.

Despite the above-mentioned achievements, there were also some challenges. The

primary challenge Anis has faced during the 2025–2026 academic year was financial hardship, particularly during his exchange studies in Poland. While studying abroad was an invaluable opportunity, it also brought significant financial difficulties. As he did not receive a stipend or financial support to cover his living expenses, Anis was responsible for financing essential costs such as accommodation, food, transportation, and other daily necessities. Managing these expenses while remaining focused on his studies was often stressful and challenging. Nevertheless, Anis remained committed to his academic goals and worked hard to make the most of the opportunity. It strengthened his ability to overcome obstacles and remain focused on long-term goals despite difficult circumstances.

In future, Anis plans to focus on maintaining strong academic performance and successfully completing all remaining coursework required for his degree program. He also intends to apply the knowledge and skills gained during his exchange semester to his studies and future professional development. In addition, Anis continues seeking internship opportunities and practical experiences that will help him further develop his competencies in business, entrepreneurship, and leadership. The student aims to remain actively involved in university activities, continue participating in student initiatives, and expand his professional network.

Dinora Qurbonmamadova successfully completed her first year at AUCA. Throughout the year, she took a variety of courses related to environmental science, chemistry, academic writing, and university studies. These courses helped her develop both academic knowledge and practical skills. They also help her to improve her knowledge about environment rules.

Dinora actively participated in academic and professional development activities. She attended guest lectures organized by the ESCS department and took part in the Handshaking Competition, where she won second place. This achievement allowed her to improve her communication and networking skills. Dinora's academic performance remained strong throughout the year. She earned a cumulative GPA of 3.87.

In addition to her studies, Dinora actively participated in extracurricular activities and university events. She volunteered at the AUCA Career Fair 2026, and during a TOEFL examination event held at the university. These experiences helped her improve



Dinora Qurbonmamadova, Multicultural Week,
February 6, 2026

organizational, teamwork, and communication skills. She also participated in Multicultural Week at Roof of the World delegation as a performer, and took part in cultural activities that promoted multiculturalism and intercultural understanding.

Dinora actively participates in university sports. For example, she is a member of the Yoga Club and AUCA women's basketball team. Through these sport activities, she developed discipline, teamwork, and leadership skills.

During the academic year, Dinora also faced several challenges. While playing basketball, she suffered a leg injury that temporarily limited her physical activities. Fortunately, the injury was minor, and she recovered within a week. On top of that, her family also experienced financial difficulties when her father faced a reduction in employment opportunities at the beginning of 2026. Although this situation created some challenges, Dinora remained focused on her studies and continued her academic and extracurricular activities successfully.

For the next academic year, Dinora plans to become even more active in university life. One of her main goals is to achieve a 4.0 GPA. She would also like to participate in more volunteer projects, attend workshops and professional development events, and strengthen her leadership skills. In addition, she is interested in joining the AUCA Mirrors club and becoming more involved in campus activities.

The 2025–2026 school year was a significant and rewarding one for Dinora, both in her academic and personal studies. This year, she developed her research, analytical and professional skills in the program of International and Comparative Politics.

The main highlight of **Ruslan Gulobov's** academic year was his research and presentation for senior thesis. He explored the influence of the US and EU sanctions on Russia, and the effect of Russia's economic performance on remittances to the Central Asian countries from 2000 to 2024. This project enabled him to enhance his research skills, handling academic literature, analyzing economic and political data and gaining a better understanding of the political and economic processes of the region. Ruslan has also done several academic tasks, presentations and research papers on international relations, political economy, nationalism, ethnic politics, and regional security issues in Central Asia apart from his thesis. He was able to develop his Academic Writing and Critical Thinking skills through these projects.

During the academic year, Ruslan was also engaged as a teacher in the platform "*Your Repetitor*" for education. This experience enabled him to enhance students' competencies



Ruslan Gulobov, National Language Day,
September 22, 2025

and academic achievements. As a teacher, he acquired the skills of communication, leadership and organization necessary for his professional development. The student also joined and attended a number of academic discussions, guest lectures and university activities for personal and professional growth throughout the year. He gained insights from experts, discuss ideas with other students and increase his awareness of political and economic issues.

Ruslan also had the opportunity to take part in National Language Day celebration during the 2025-26 academic year. This was a celebration of linguistic and cultural heritage, held in the Philharmonia, bringing together students and community members. During the event, he performed by playing on the Kyrgyz traditional musical instrument – komuz. Playing in front of a large crowd helped him to gain confidence and enhance his public performance skills.

Overall, the 2025–2026 academic year was a year of great progress, learning, and achievement. He could manage his studies, research work and job, while at the same time acquiring significant skills that will assist him in his future endeavors.

Navruzova Sharifa was a freshman in the Anthropology department, and successfully transferred to her second year at AUCA. The 2025–2026 academic year was a period of significant academic, personal, and social development for her. Throughout the year, she remained committed to her studies while actively participating in various extracurricular, cultural, and educational activities that enriched her university experience.

In addition to her academic responsibilities, Sharifa took part in several university events and activities, including Multicultural Week, AUCA Orientation Program, and an anthropology field trip to Kemin. These experiences allowed her to strengthen communication and teamwork skills, learn from people with different backgrounds, and gain a deeper appreciation of cultural and historical heritage.

During AUCA Multicultural Week, one of the most engaging and memorable events of the academic year. Sharifa participated as a member of the “Roof of the World” delegation, representing the cultural heritage and traditions of her county. Multicultural Week provided the student with a valuable opportunity to learn about different cultures, languages, customs, and perspectives



Navruzova Sharifa, Multicultural Week, February 4, 2026

within the AUCA community. Through this event, Sharifa strengthened her intercultural communication skills, collaborated with fellow students, and contributed to promoting mutual understanding and inclusiveness on campus.

AUCA Orientation Program was an important experience that helped Sharifa and other students become familiar with university life, academic expectations, and campus. As a participant, she attended a variety of activities designed to foster teamwork, communication, and engagement within the



Navruzova Sharifa, Orientation Program, August 2025

student community. The program provided an excellent opportunity to meet new classmates, establish friendships, and learn more about the values and opportunities offered at AUCA. Being part of Orientation helped her feel more connected to the university and encouraged her to become actively involved in campus life throughout the year.



Ancient petroglyph,
Navruzova Sharifa, Kemin
fieldtrip, 2026

During an anthropology field trip to Kemin, Sharifa had the opportunity to get familiar with ancient petroglyphs carved into stone, reflecting the rich historical and cultural heritage of the region. The trip was organized as part of Anthropology academic studies and provided valuable field experience beyond the classroom. During the visit, Sharifa observed cultural and historical artifacts firsthand and learn about the methods anthropologists use to study past societies and preserve cultural heritage. This experience deepened her understanding of anthropology and allowed her to connect theoretical knowledge with practical observation in a real-world setting.

Overall, the 2025–2026 academic year was a valuable and enriching period of growth and learning. Through her academic studies and participation in extracurricular activities, Sharifa gained new knowledge, developed important skills, and became more actively involved in the AUCA community. Events such as Multicultural Week, the Orientation Program, and the anthropology field trip to Kemin allowed her to broaden perspectives, strengthen communication and teamwork abilities, and connect classroom learning with real-world experiences. Moving forward, Sharifa remains committed to

achieving academic excellence, engaging in university life, and making positive contributions to both the AUCA community and society as a whole.

Shukrona Davlatbekova's academic year was one of the most memorable and important years for her. Even though she studied only one semester this year because she took academic leave in Spring semester, she learned a lot and grew both academically and personally. During her study semester, she was honored to participate in the Erasmus+ exchange program and spend one semester at Philips University of Marburg in Germany. She had the opportunity to see the world outside Central Asia, and she is very grateful to AUCA and the ICP Department for this chance.

Studying in Germany was a completely new and exciting experience for Shukrona. She took courses such as Political System of Germany, Public Opinion in the Middle East and North Africa, and How Fascism Works. All of these courses were very interesting, but her favorite one was the Political System of Germany. She thinks it was especially interesting because she was not only studying the German political system in class, but also seeing it in real life every day. For example, she could see election posters of political parties on the streets and experience German bureaucracy herself. Because of this, the course felt very practical and realistic.

Another important part of this experience was studying together with students from many different countries. Her classmates came from different parts of the world, and it was very interesting to hear different opinions and perspectives during discussions and group projects. At the same time, Shukrona was also able to share her own perspective as a student from Central Asia. Working in such an international environment helped her improve communication and teamwork skills.

In addition, through the Erasmus+ program Shukrona had the opportunity to attend Erasmus meetings in Frankfurt, where she met exchange students from Europe, Asia, and the Middle East. It was a very valuable experience and helped her become more open-minded and confident.

Overall, this academic year was very intense, educational, and inspiring for Shukrona. Her experience in Germany gave her many new ideas, including ideas for future thesis project. She believes this semester helped her grow not only as a student, but also as a person, and she will definitely use this experience in her future academic and professional life.

Throughout the year, **Sulaimonshozoda Mustansir**, focused not only on his academic responsibilities at AUCA but also on participating in international events, volunteer activities, and professional development opportunities that helped him expand



Shukrona Davlatbekova, Group
Presentation, 2025

his knowledge, leadership skills, and professional network.

One of the most significant experiences of the year was his participation as a volunteer during the Aga Khan Award for Architecture Ceremony held in Bishkek, Kyrgyzstan, from September 14–17, 2025. This prestigious international event brought together guests, architects, researchers, and professionals from more than fifty countries around the world. As a volunteer, Mustansir assisted the organizing team, supported guests throughout the event, and helped coordinate various activities during the three-day program. This experience allowed him to interact with international participants, improve his communication skills, and gain valuable experience in organizing large-scale international events.

Another major achievement was representing the Tajik delegation at the Shanghai Cooperation Organization (SCO) expert meeting on physical education and sports, which took place in Issyk-Kul, Kyrgyzstan, from April 29 to May 4, 2026. During the forum, experts and representatives from SCO member states discussed regional cooperation, youth development, sports initiatives, and future collaborative projects. Participating in discussions with government officials, experts, and delegates from different countries provided Mustansir with valuable insight into international cooperation and diplomacy. This experience strengthened his confidence and broadened his understanding of regional development and international relations.

In addition to these international events, Mustansir actively participated in various student activities organized at AUCA. Throughout the year, he attended university events, engaged with student communities, and participated in sports activities, including volleyball tournaments. These activities helped him maintain a healthy balance between academic responsibilities and personal development while building friendships and connections with students from different backgrounds.

Overall, the 2025–2026 academic year was a year full of learning, opportunities, international exposure, and personal growth. Mustansir is grateful for the support provided through her scholarship and for the opportunities that AUCA has given her to develop academically, professionally, and personally.



Sulaimonshozoda Mustansir, SCO Expert Forum on Physical Education and Sports, April 29 – May 4, 2026.

Dilangez Becnazarova's 2025-26 academic year has not been very easy. This semester she participated in the majority of required courses. Because of this, she focused primarily on her academic performance and dedicated most of her time and effort to studying and keeping up with her coursework. Nevertheless, she still participated in the other activities, when the opportunity came and whenever she had available time. These experiences have been great to get to know new people, gain insight to other viewpoints and increase her engagement with the AUCA community.



Dilangez Becnazarova, Ambassador
Talks Series, September 17, 2026

This year Dilangez joined in over five Ambassador talks, primarily in the International and Comparative Politics (ICP) Department and the Economics Department. These events were informative and insightful, and she feels like she will get a lot of benefit from the information and ideas she received during these events. She was also involved in the Multicultural Week in the team of Roof of the World. It was an experience of learning to contribute to one of the most important events of the university and get an exposure with students from various cultural backgrounds.

The most important thing Dilangez accomplished this year was completing her first internship. She helped her supervisor on research paper during her internship, and it helped her get hands on experience in academics research and sharpen her analytical skills. She also did her own research project on the impact of FDI on GDP growth, which she undertook for her research methods course. This was a project that provided her with a chance to improve her research, data analysis and academic writing skills.

Dilangez also took a Liberal Arts and Sciences class on Urban Furniture and Public Art: Design and Implementation. During the course, the students took on a number of Design Projects and learnt to make public spaces in SketchUp. For the final project, Dilanger along her groupmates created a model of a public space, and it was later created with a 3D printer. This course gave her both an opportunity to be creative and practical in her design. Within the framework of this course, the Mosaic Tour was organized, which took the students to various places in Bishkek, where they were introduced to examples of using Soviet mosaics in public spaces. This experience was useful to her in gaining an appreciation of the importance of public art in the city and to the local community's cultural heritage.

Dilangez also joined in debates with her Economics classmates as they always did the previous year. The debates took her further with her public speaking, argument and critical thinking skills. She also took part in the Open Doors Day, she did support the Economics Department and helped out as much as she could. The other event she was involved in was the Darmarka event. It's one of her favorite events at the university and

she always enjoys attending it. She likes the feeling of community and sustainability it brings to the students.

Overall, Dilangez had a great academic year as a 3rd year student. Even though she was busy with studies, she had the opportunities to attend and do a number of useful activities that helped her grow personally, academically and professionally.

Bozmamadova Barfiya was engaged in a variety of academic, extra-curricular and professional development activities during 2025-2026 that have had a significant influence in her personal development and academic achievement. This year was a great experience for her to represent AUCA, learn to be a leader, participate in research works and get experience in the international field.

There have been numerous highlights throughout the school year, but one of the most memorable has been the Multicultural Week at AUCA. In this event she participated in a cultural presentation and a dance performance. The event was an opportunity for students from multiple backgrounds to share their cultures, traditions and experiences. As a participant, Barfiya had a chance to promote intercultural understanding and build a stronger bond within the AUCA community. The experience was very beneficial to her in improving communication skills and in understanding the multiculturalism found within the university.

The other important success was attending a climate change conference to present her research proposal. The preparation of the conference was extensive research, critical thinking and presentation skills. The conference was a great place to discuss current issues and exchange ideas with the rest of the participants. When Barfiya presented her proposal, she was able to get some feedback and further enhance her understanding of academic research and public speaking.

Additionally, she had the opportunity to attend a Model United Nations (MUN) conference in Naryn. At the conference Barfiya participated in discussions, negotiations, and debates over world issues as representing her assigned country. She gained a lot from the experience that helped her develop analytical, diplomatic, teamwork and leadership skills. She also received The Best Delegate Award for active contribution and participation in the committees. This was one of the greatest honors that the student received throughout the year and made her want to work harder on her public speaking and problem-solving skills.

Moreover, Barfiya got a job in the Global Encounters Internship Programme, which was a big achievement during this reporting period.



Bozmamadova Barfiya, Model United Nations (MUN), 2026

This opportunity helps to display her academic success, communication skills, and commitment to her growth. During the internship, she had the chance to work in an international setting, help implement education programs, and learn from the experiences she had with people from all kinds of cultures.

The overall academic year 2025-2026 was very fruitful and rewarding. Barfiya did this by attending university events, academic conferences, international programs and leadership activities, which furthered her knowledge and cultivated important skills.

Fariza Bozorova actively participated in a variety of academic, cultural, and volunteer activities at AUCA during the 2025-26 academic year. These experiences helped her develop both personally and professionally while allowing her to engage more actively in university life.

One of the most valuable experiences this year was volunteering at the Aga Khan Award for Architecture event in Bishkek. Through this initiative, Fariza had the opportunity to contribute to community-oriented activities and collaborate with other students. Working in a team environment helped her strengthen communication and organizational skills. Volunteering also taught her the importance of social responsibility and reminded her that even small contributions can positively impact the lives of others. This experience encouraged her to become more involved in community service and to appreciate the value of helping other people.

Another important part of her university experience was attending Ambassador Talks. These events provided a unique opportunity to hear directly from diplomats and distinguished guests about international affairs, diplomacy, education, and global challenges. Listening to speakers from different countries broadened her understanding of international relations and helped her gain new perspectives on current global issues. The discussions inspired her to think critically about world events and motivated her to continue expanding her knowledge beyond the classroom.

Fariza also participated in the Literature Club, where students gathered to discuss books, literary themes, and different perspectives on literature. Through these discussions, she improved her analytical and critical-thinking skills while learning to express her ideas more confidently. The club created an environment where students could exchange opinions respectfully and learn from one another. It also



Fariza Bozorova, Ambassador Talks, April 8, 2026

encouraged her to read more and explore authors and genres that she had not previously encountered.



One of the highlights of the academic year was Multicultural Week. This event celebrated the multiculturalism of the AUCA community and promoted inclusion, respect, and intercultural dialogue. Participating in the event allowed Fariza to learn more about different cultures, traditions, and perspectives represented at the university. The activities and discussions helped strengthen her appreciation for multiculturalism and reinforced the importance of creating an inclusive environment where everyone feels respected and valued.

Throughout the year, Fariza attended various guest lectures, workshops, and educational events organized by AUCA. These events complemented her academic studies by exposing her to new ideas and practical knowledge from professionals and experts in different fields. Attending such events helped her better understand current issues, develop professional interests, and connect classroom learning with real-world experiences.

In addition to her university activities, Fariza continued working as an English tutor. Teaching students allowed her to improve communication, leadership, and time-management skills. Preparing lessons, explaining concepts, and supporting students in their learning process helped her become more patient, responsible, and organized. This experience has been both professionally and personally rewarding.

Overall, the 2025–2026 academic year was a period of growth, learning, and active participation. Through volunteering, educational events, extracurricular activities, and teaching, Fariza gained valuable experiences that strengthened her skills and broadened her perspectives. She is grateful for the opportunities provided by AUCA and looks forward to continuing her academic and personal development in the coming years.

Mamytova Chynara actively continued her studies at AUCA as a sophomore student majoring in International and Business Law. This year was full of academic growth, extracurricular achievement and professional development. One of her valuable experiences was completing an internship at the Osh City Court. Through this internship she became familiar with legal documentation, daily work of judicial institutions and the most interesting part is judicial procedures. Through this experience she connected her academic knowledge with practical legal work and strengthened her interest in the legal profession.

Chynara also actively participated in Open Doors AUCA as a volunteer. During

this event, she assisted students and visitors, helped with event organization and represented the university community. Through this experience she developed teamwork and communication skills while contributing to university life.

In addition, Chynara participated in the FYS/ SYS Conference for the 2025-2026 academic year. This conference provided an opportunity to engage in academic discussions and exchange ideas with fellow students, and mostly it helped her develop her presentation and research skills.



Chynara Mamytova, FYS/SYS Conference, April 2026

Outside of her academics, Chynara participated in the Drawing Club several times during the academic year. Each session allowed her develop creativity skill, engage in artistic activities while meeting with students who have similar interests. One of her favorable experiences was designing her own bag during that workshop. This activity helped her express her creativity and provided a balance to academic and professional responsibilities.

Overall, the 2025-2026 academic year was productive and rewarding. Through her coursework, internship, volunteering activities, conference participation and extracurricular involvement. Chynara gained valuable knowledge, personal growth and practical experience. She is grateful for the opportunities provided to her and looks forward to continuing her studies in the coming years.

During the 2025-26 academic year, **Dilnoza Temurshoeva** focused on her studies while also participating in different university activities and working part-time. This year helped her gain new knowledge, improve skills, and become more involved in the university community.

Throughout the academic year, Dilnoza attended classes regularly, completed assignments, and participated in class discussions and group projects. Her courses helped her improve academic knowledge as well as her communication and teamwork skills.

Besides studying, Dilnoza was involved in several extracurricular activities at AUCA.

- Multicultural Week: She participated in Multicultural Week activities, where she learned about different cultures and traditions and met students with different backgrounds.
- Green Space Initiative: She took part in Green Space activities that focused on creating a cleaner and more environmentally friendly campus. This experience helped Dilnoza understand the importance of environmental responsibility and teamwork.

- **Alumni Scholarship Activities:** As an Alumni Scholarship recipient, Dilnoza participated in events and activities organized for scholarship students. These events helped her connect with other students and learn from the experiences of AUCA alumni.
- **University Events and Seminars:** Dilnoza attended different seminars, workshops, and student events organized by AUCA, which helped her gain new knowledge and perspectives.

Along with her studies and extracurricular activities, Dilnoza worked part-time during the academic year. Balancing work and studies helped her become more responsible, organized, and independent. It also allowed her to develop practical skills that will be useful in her future career.

One of the main challenges Dilnoza faced this year was balancing her academic responsibilities, extracurricular activities, and work. Although it was sometimes difficult, she learned how to manage her time better and stay focused on her goals.

She is grateful for the opportunities she received at AUCA during the 2025–2026 academic year. Through her studies, extracurricular activities, and work experience, Dilnoza learned many valuable lessons and developed important skills. She looks forward to continuing her growth and achieving her goals in future.

Gulnoro Nazarshoeva successfully completed her first year as a Business Administration student at AUCA. This year has been a period of significant academic growth, professional exploration, and active engagement in university and community life. She has remained committed to maintaining high academic standards while actively contributing to extracurricular initiatives that have strengthened her leadership, communication, and organizational skills.

Throughout the academic year, Gulnoro maintained a cumulative GPA of 3.86 while completing a rigorous course load. During the Fall semester, she studied Introduction to Business and Management, Introduction to Microeconomic Theory, English Composition for Liberal Arts I, First Year Seminar I: English Language for Liberal Arts, First Year Seminar I: Philosophy, and Mathematics for Business and Economics I. In the Spring semester, she completed Introduction to Macroeconomic Theory, English Composition for Liberal Arts II, Introduction to Finance, First Year Seminar II: English Language for Liberal Arts, First Year Seminar II: Philosophy, and Mathematics for Business and Economics II.



Gulnoro Nazarshoeva, Hult Prize Kyrgyzstan, May 15, 2026

Beyond the classroom, Gulnoro actively sought opportunities to develop her professional skills and expand her understanding of the business environment. She participated in Career Simulation Day, where she engaged with professionals from leading companies in Kyrgyzstan and explored real-world business challenges and career pathways. The student also attended a Business Talk with Meerim Askarbekova, CEO of Senti Financial Company, which provided valuable insights into leadership, entrepreneurship, and the financial sector.

One of the most meaningful aspects of her first year at AUCA has been her involvement in the Enactus AUCA team, where Gulnoro has been an active member of the fundraising and finance department since November 2025. Before joining a specific department, she participated in project development and research activities, including conducting interviews with local flower shop owners and analyzing project costs, revenues, and profitability. She also contributed to organizing various events and initiatives, communicating with potential speakers, preparing agendas and speaker briefs, coordinating logistics, and managing event-related resources. She actively participated in all Enactus meetings, team-building activities, the Hult Prize initiative, and the Enactus Pre-Expo. She was also proud to learn that the AUCA Enactus team



Gulnoro Nazarshoeva, Enactus Youth Startup Pre-Expo, December 7, 2025

received the “Best Innovative Project” award at the Enactus Youth Startup Expo 2026.

In addition to her involvement in Enactus, Gulnoro participated in Academic Skills and Personal Development Workshops organized by the Academic Advising Office in October 2025. These workshops helped her strengthen her time management, communication, and academic planning skills.

During the “Failure Night” event, Gulnoro supported speaker engagement and organizational planning. For the CashFlow game event, she served as the event coordinator, where she welcomed participants and speakers, ensured all materials and logistics were prepared, managed communication through participant group chats, and addressed participants’ questions throughout the event.

The student also engaged in creative and recreational activities through the Art and Handcrafting Club, participating in sessions held in Fall 2025. Furthermore, she joined the Outdoor Club hiking trip to the flagpole, which allowed her to connect with fellow students, develop teamwork skills, and maintain a healthy balance between academics and personal well-being.

Beyond university activities, Gulnoro remained actively involved in her community. On October 12, 2025, she served as a master of ceremonies for the Salgirah Khushiali celebration held at the AUCA Conference Hall with more than 100 attendees. This role required over 25 hours of preparation, including rehearsals, meetings with her co-host, and the development and delivery of a bilingual script. This experience significantly enhanced her public speaking, communication, and event management skills.

Transitioning to university life and living independently away from home has been one of the most significant adjustments during Gulnoro's first year at AUCA. Sharing an apartment with people she had not previously known required her to develop greater adaptability, communication skills, and personal responsibility. Another challenge was balancing academic responsibilities with extracurricular involvement. As a first-year student, Gulnoro was eager to participate in various clubs and activities; however, she quickly realized that some events overlapped with her class schedule or required more time than she could reasonably commit while maintaining strong academic performance. Managing a demanding course load alongside extracurricular activities taught her the importance of effective time management, prioritization, and establishing a structured routine.

For the future academic year, Gulnoro plans to continue striving for academic excellence and work toward increasing her GPA closer to 4.0 while maintaining eligibility for the Dean's List. She intends to remain actively involved in Enactus AUCA, contribute to future projects and events, and further develop her leadership, communication, and project management skills. Additionally, she aims to secure an internship related to Business Administration to gain practical experience and strengthen her understanding of the professional environment. Gulnoro is also exploring the possibility of establishing her own student club at AUCA to create additional opportunities for collaboration, knowledge sharing, and student engagement.

She is sincerely grateful for the scholarship support that has enabled her to pursue education at AUCA. This opportunity has allowed Gulnoro to focus on her academic and personal development while actively contributing to the university community.

Farkhunda Idoyatova, as a first-year student in the Economics Department at AUCA, spent this academic year adapting to university life, developing her academic skills, and participating in campus activities. This year has been an important stage in her personal and educational growth, allowing her to gain new knowledge, meet people from different backgrounds, and become a part of the AUCA community.

Participating in Multicultural Week was one of the most memorable experiences at AUCA for Farkhunda. During this event, she had the opportunity not only to present her own culture, traditional dishes, and national clothing, but also to meet many students from different countries and cultural backgrounds. She learned a great deal about various traditions, customs, and ways of life, which broadened her perspective and helped her better understand the multiculturalism.



Farkhunda Idoyatova, Multicultural Week, February 4, 2026

Throughout her first year at AUCA, Farkhunda attended classes regularly, completed coursework and assignments, and worked hard to build a strong foundation in Economics. She also developed important skills such as time management, responsibility, and independent learning.

In addition to her academic goals, Farkhunda had an idea to establish a cultural club together with students from her region. The purpose of this club would be to teach her native language, introduce traditions and customs, and share traditional dishes with the AUCA community. However, as a first-year student, she decided to focus primarily on her studies and academic adjustment during this year. Nevertheless, she remains enthusiastic about this idea and hopes to create such a club in future if the opportunity arises. She believes it would be a meaningful way to promote cultural exchange and help other students learn more about her heritage.

Farkhunda's first year at AUCA was not only a period of academic growth but also a significant personal challenge. Moving to a new country and adapting to a completely different environment was not easy for her. Before coming to AUCA, she had never lived abroad without her parents or stayed away from her family for such a long period of time. Arriving in a new place where she did not know anyone and had no close relatives nearby was emotionally difficult at first. Therefore, one of the biggest challenges she faced was finding accommodation. When Farkhunda first arrived, she did not have a place to live

because the university dormitory did not have available spaces. Many apartments were already occupied, and it was difficult to find an affordable option; eventually, she managed to find a place despite difficulties. These experiences taught her independence, responsibility, and resilience. She successfully adapted to her new environment, continued her studies, and learned how to manage challenges.

Overall, she is grateful for the opportunity to study at AUCA and for the financial support that makes her education possible. This year helped her grow both academically and personally, and she looks forward to continuing her studies, developing new skills, and taking part in even more university activities in future.

Khushvaqtsho Hukumatshoev is currently enrolled in Business Administration program at AUCA. This year he has been taking courses in Applied Mathematics and Informatics (AMI) program, since he is planning to transfer to that department. He wants to complete this transition in the upcoming academic year.

During Fall 2025 semester, his GPA was 3.4, which is a good result. His overall academic performance across the courses was good as well. He took an A- in Introduction to Programming and Geography of Kyrgyzstan, an A in History of Kyrgyzstan, Kyrgyz Language and Literature. Also, he completed Introduction to Probability and Statistics course with a B.

The Spring 2026 semester was much more difficult than Fall semester. His GPA dropped to 2.7. Khushvaqtsho got an A in Object-Oriented Programming and Digital Literacy. A- in Second Year Seminar course (SYS) Challenges of 21st Century. However, he received an F in Discrete and Mathematical Logic 2 course. This outcome was influenced by a few factors: a medical condition affecting his eyesight that made it difficult to focus and concentrate for a long time, financial stress, and the pressure of



Khushvaqtsho Hukumatshoev, Cultural Performance, November 2025

taking coursework. These challenges significantly affected his academic performance during the Spring 2026 semester. He took the responsibility for these results and he is committed to improve them. The student plans to retake the failed course in the upcoming academic year and apply a more structured approach to his studies going forward.

Khushvaqtsho was also actively involved in university life outside the classroom. In November 2025, he participated in a celebration of the Birthday of Hazir Imam, organized by the Pamirian and Ismaili community of Bishkek. As AUCA students, he along with his peers prepared a full cultural program. He was involved as a performer and volunteer. This was a good experience that connected his cultural identity with his life at AUCA.

In February 2026, Khushvaqtsho participated in AUCA's Multicultural Week. He was a member of the Roof of the World Delegation, representing Tajikistan, Pamirian culture. He was involved as a dancer, introducing his culture with wider AUCA community. It helped him connect with students from different cultures.

Khushvaqtsho also participated in AUCA's sport tournaments. In the volleyball tournament, his team took the second place, and in the football tournament, held on April 4, 2026, his team won the tournament. These experiences were really important to him because he is extremely proud of what they achieved as a team.

In addition to university activities, Khushvaqtsho independently pursued a cybersecurity field. He is currently learning SOC Level 1 learning path on TryHackMe platform and Google Cybersecurity Certificate.

Unfortunately, this academic year also brought to Khushvaqtsho a lot of challenges. He experienced a medical issue with his eyes. It is involuntary eye-rolling condition. These problems made it difficult sometimes to attend lectures. He tried to attend classes; however, he was not able to fully concentrate during them. Second, financial difficulties remained one of the biggest challenges for the student. Paying tuition and supporting his expenses was difficult to him and his family.

For the next academic year, he had set a plan. First of all, retake and pass Discrete Mathematics and Mathematical Logic 2 course and improve his overall GPA. Khushvaqtsho will seek academic support at AUCA's student centers such as Writing and Academic Resource Center (WARC) and Academic Advising Center (AAC), when he faces difficulties, and will not wait until they become critical. He also plans to complete transfer from BA department to the AMI. Also, he is planning to continue his path in cybersecurity and take an official ISC2 Certified in Cybersecurity (CC) exam. This is an important step toward his goal becoming a Security Analyst professional.

Khushvaqtsho is really thankful for this continued support of the donor and the AUCA Grant Office; this scholarship has made it possible for him to pursue education at AUCA, and work toward achieving his goals despite all difficulties that comes across.

Manizha Niyatbekova's 2025-26 academic year has been incredibly busy and

rewarding, allowing her to grow both academically and professionally through internships and university roles.

- Department of Economics Internship: One of the most important experiences this year for Manizha was her internship with the Economics Department. Working alongside the faculty gave her a real inside look at how departmental initiatives and academic research operate, helping her see how the economic theories she studies work in practice.

- Alumni Scholarship & Development Office Internship: Being chosen as an Alumni Scholarship recipient was a huge honor for Manizha. Alongside this, she interned at the AUCA Development Office, where she got hands-on experience with donor relations, fundraising, and institutional administration. It was amazing to see how the university builds connections to support its students.

- WARC Math Tutoring: Manizha really enjoyed being a part of the team at the Writing and Academic Resource Center (WARC) as a Mathematics Tutor. Helping fellow students break down tough mathematical and statistical concepts and seeing them understand the material was one of the most fulfilling parts of her week.

- Part-Time Online Interpreter: Outside of her university life, Manizha worked part-time as an online interpreter. Doing real-time translation across English and Russian taught her how to stay focused under pressure, manage her time sharply, and communicate confidently in a fast-paced environment.

- Guest Lectures & Seminars: To get more perspective outside of regular classes, Manizha frequently attended guest lectures and economic seminars at AUCA. Listening to visiting experts and researchers helped her connect current global trends with what she learned in textbooks.

- Plans for the Rest of the Academic Year (Summer & Upcoming Term Prep): Now that the academic year has wrapped up, Manizha is spending her summer focusing on professional language development. She is also using this time to review her internship experiences and do some prep work for her upcoming senior courses so she can start the next semester strong.

Finding a balance between studies and campus life was very important to Manizha, and she tried to make the most of what AUCA has to offer.

- Student Clubs (Networking, Who You Art, Page Turners, & Yoga): The student loved being an active member of several student clubs this year. Being in the Networking Club and Who You Art allowed her to connect with creative and ambitious peers. For some quiet time and mindfulness, Manizha turned to the Page Turners book club and regular Yoga Club sessions, which were perfect for clearing her mind and staying grounded.

- AUCA Career Fair Volunteering: Giving back to the community is always important to Manizha, so she volunteered at the annual AUCA Career Fair. Helping out

with the logistics and welcoming corporate partners was a great experience, and it felt good to help create an event that opens doors for so many students.

- **Mountain Trip:** To take a break from the intense academic schedule and recharge, Manizha joined a mountain trip with fellow students. Spending time out in nature and hiking through the beautiful mountains was the perfect way to bond with friends, refresh her energy, and clear her head during a busy year.

The biggest challenge this year for Manizha was, without a doubt, balancing everything on her plate. Managing a full course load, juggling two internships (with the Economics Department and the Development Office), tutoring at WARC, working as a part-time remote interpreter, and staying involved in four clubs required a lot of energy and strict self-discipline. On top of that, adjusting to a major household and workspace relocation later in the spring took a lot of resilience. It wasn't always easy, but it taught her how to manage her time effectively and stay focused on her goals without letting her commitments slide.



Manizha Niyatbekova, WARC Mountain Trip, May 1, 2026

Mashhur Arabshoev is pleased to report that he maintained strong academic performance throughout the academic year. He achieved a GPA of 3.8 in the Fall semester and 3.6 in the Spring semester. These results reflect his dedication, perseverance, and commitment to academic excellence. Maintaining a high GPA while balancing extracurricular activities and professional experience has been a significant achievement and has motivated the student to continue striving for even greater success in his studies.

During this academic year, Mashhur actively participated in a variety of extracurricular and community activities that contributed to his personal and professional development. He was involved in AIESEC AUCA, where he developed leadership, organizational, teamwork, and communication skills through participation in local projects and events. He also actively participated in Multicultural Week at AUCA, engaging with students from different cultural backgrounds and helping promote multiculturalism and inclusion within the university community.

In addition, Mashhur participated in the AUCA Football Tournament, representing his team and strengthening his teamwork, discipline, leadership, and ability to work effectively under pressure. The tournament provided an excellent opportunity to maintain an active lifestyle while building strong relationships with fellow students outside the classroom. Furthermore, he attended the Green Club, which promoted environmental awareness through creative activities, including making origami from recycled and various types of paper.

Mashhur also continues his professional development efforts. Thus, during the academic year, he served as a volunteer with AKDN (Aga Khan Development Network), contributing to community-oriented initiatives and gaining valuable experience in teamwork, responsibility, and social engagement. He also successfully completed a two-month internship at Pamir Energy in the Finance Department. During this internship, he gained practical experience in financial operations, improved his analytical skills, and developed a better understanding of financial management within a professional work environment. This experience significantly contributed to his career development and strengthened his interest in the field of finance and business.

One of the major challenges Mashhur faced during the academic year was financial difficulty. Covering tuition fees and personal expenses remained a significant obstacle for him and his family. Despite these challenges, he remained focused on his studies and continued to pursue academic and extracurricular opportunities that would contribute to his personal growth and future career goals.

Looking ahead, Mashhur plans to continue developing his professional skills through additional internships and practical work experiences. He also intends to strengthen his academic performance, expand professional network, and participate in more leadership and community engagement activities that will help him contribute positively to society and prepare for his future career.

Rumiya Mavlonazarova has completed the Fall semester, maintaining a good academic performance with a GPA of 3.6. List of the courses she took during the first semester: Research Methods in Political Science, Urban Politics and Governance, Foreign Policy Analysis, Manas Studies, Climate Change and Sustainable Development Goals, Introduction to Psychology, Pilates.

Besides studying, Rumiya has engaged in several academic and out-of-classroom activities which helped her grow personally and professionally. She attended ambassador talks and diplomatic discussions organized by the ICP department and gained a deep understanding of international relations, diplomacy, and current global topics. This was an opportunity for her to relate what she learned in the classroom to the political events of the time, and to have a better appreciation of international affairs.

Rumiya also had the opportunity to attend the Graduate Student Conference, and listen to a series of presentations on different political, social, and regional issues with a focus on Central Asia in Global Politics. The conference provided her with a wider view on the latest research and made her more perceptive about issues concerning international relations and the study of Eurasia.

Another academic experience was



Rumiya Mavlonazarova, Graduate Student Conference, December 9, 2025

attending some guest lectures at course events. For example, within the framework of the course “Urban Politics and Governance”, Marina Fyodorovsky delivered a great presentation. This lecture presented real world tips and industry knowledge in addition to class materials, specifically touching up on the topic of urbanization of Bishkek during the Soviet period and its difference from the modern aspects.

Rumiya also attended the Youth Peace Dialogue at the Ala Too University and she got a certificate of participation. She shared ideas with other participants, engaged in discussions, and participated in group activities to help her better understand peacebuilding and conflict resolution and the role of youth in the resolution of global issues. It gave her the opportunity to meet with participants from other universities, who have different points of view and experiences on the topic of geopolitics, and the role of

the younger generation in addressing and solving modern challenges.



Rumiya Mavlonazarova, Model UN in Caspian University, January 10, 2026

During the winter break Rumiya had the opportunity to attend the Model UN in Caspian University in Almaty, Kazakhstan. As a member of the Senegalese delegation to the committee of the African Union, she attended meetings discussing the increasingly dire situation in the Republic of Sudan and honed her talents for diplomacy, negotiation, public speaking and policy analysis. It deepened her passion for international cooperation and multilateral dialogue.

Besides academic events, Rumiya was also able to attend a few of the sessions organized by the Art Club. The activities enabled her to interact with the students from various backgrounds and share her interest in arts. She also provided informal English tutoring to students, helping them to learn the basics of the language, practice communication and other essential skills.

Moreover, in the summer of 2025, Rumiya had the opportunity to do an internship at Amonatbank in Khorog, Tajikistan. The experience gave her some exposure to a professional work environment and enhanced her communication and organizational skills. Through the internship she was able to gain a practical insight into professional practices, and understand the duties of a financial institution.

The biggest challenge Rumiya has faced during the semester was balancing course load and extracurriculars as well as personal commitments. This was a great experience for her to further develop her time management and organizational skills. She continued with her studies and participated in the university activities as much as she could, but despite difficulties, she was determined to continue her studies.

Due to academic and personal circumstances, Rumiya took an academic leave

during the second semester of the 2025-26 academic year. Therefore, the activities described in this report primarily include her academic and extracurricular involvement during the first semester.

Her future goals are to further develop her academic abilities, increase her participation in academic and professional development opportunities, and enhance her research and analytical skills. Rumiya also hopes to attend conferences, guest lectures, and student activities on international relations and political studies. Additionally, she would like to receive additional professional experience from internships and other experiences that enhance her future academic and career objectives.

During the 2025–2026 academic year, **Nilufar Abdulmajidova** actively participated in a variety of academic, cultural, and community-oriented activities that enriched her university experience and helped her develop valuable personal and professional skills.

Nilufar participated in the Central Asian and Türkiye Youth Talks held in Istanbul, Türkiye. The program brought together young people from different countries to discuss regional cooperation, cultural exchange, leadership, and contemporary social and political issues. She also participated in the ICP Ambassador Talks, where she had the opportunity to listen to discussions on international relations, diplomacy, and global challenges. This experience strengthened her intercultural communication skills, expanded her international network, and motivated her to pursue further academic and professional opportunities abroad. The events also provided valuable insights into the work of international relations, and encouraged her to think critically about current global issues.

Nilufar also volunteered as an AUCA student during the Aga Khan Award for Architecture events. Her responsibilities included assisting with organizational and logistical tasks, helping coordinate activities, and supporting participants throughout the program. This experience allowed her to observe how large international events are organized, and gave her the opportunity to interact with professionals, scholars, and guests from different backgrounds. Through this experience, she strengthened her communication, teamwork, and problem-solving skills while gaining a deeper appreciation for the role of architecture and cultural heritage in society. She also was volunteering at the international conference *"At the Crossroads of Cultures: The Jews of*



Nilufar Abdulmajidova, volunteering at two different events, 2025-26

Central Asia and the Caucasus” hosted at AUCA. She assisted with conference operations, supported participants and speakers, and contributed to the smooth organization of the event. Working closely with scholars and researchers allowed her to gain insight into academic conferences and interdisciplinary research.

As part of Multicultural Week at AUCA, Nilufar attended different activities such as Food Day, Games Day and the Final Concert. The event highlighted the value of respecting different cultures and fostering an inclusive environment within the university community.

Nilufar also participated in AUCA Summer Fest, an event that brought together students, faculty, and guests to celebrate the end of the academic year. The festival created a welcoming and vibrant atmosphere that encouraged social interaction and community engagement. It was an enjoyable opportunity to connect with fellow students, celebrate shared achievements, and reflect on the experiences of the academic year. The event reinforced the sense of community that makes AUCA a unique and supportive environment for learning and personal growth.



Overall, this year was rewarding, inspiring, and filled with opportunities that supported Nilufar’s personal, academic, and professional development. Therefore, she intends to apply for more conferences, workshops, and student programs that will contribute to her academic and professional growth. In addition, she plans to pursue opportunities for an exchange year abroad to broaden her educational experience, develop intercultural competencies, and gain new perspectives that will support her future academic and career goals.

Asmatov Odilchon continued his studies in the Software Engineering program as a senior student, while also developing his research interests and creative projects. This year gave him the chance to grow academically, take part in a scientific conference, and stay active in university life.

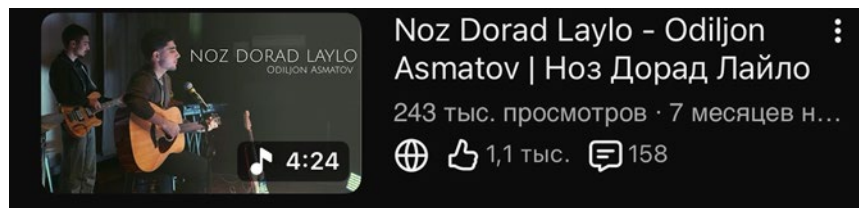
Throughout the year Odilchon attended classes regularly, took part in discussions,

and completed his assignments, labs, and group projects. His coursework helped him strengthen programming, problem-solving, teamwork, and critical-thinking skills.

Besides his studies, Odilchon took an active part in university life at AUCA.

- **Student Life Assistant:** The student worked as an assistant in the Student Life Office, the team is responsible for organizing and promoting events across the university. This role allowed him to help with campus activities and to use university facilities, including the studio.

- **Music Video Project:** Using the opportunities and studio facilities provided by the university, Odilchon produced his own music video, "*Noz Dorad Laylo*," which was released on his YouTube channel and reached more than 240,000 views in total. This project helped him develop his creativity and promote his artistic work.



- **Climate Change Conference:** One of the most important achievements of this year was his work in the Climate Change course. Odilchon prepared a research project titled "Climate Change in the Pamir Region," in which he studied how global warming affects this remote mountain area of Central Asia — from shrinking snow cover and melting glaciers to their impact on water security and local communities. He presented this work at the XVIII International Conference of Young Scientists and Students held at the Research Station of the Russian Academy of Sciences in Bishkek (April 2026), and he successfully completed the course with a final grade of A.



Asmatov Odilchon, Climate Change research – examining rock and mineral samples, April 2026

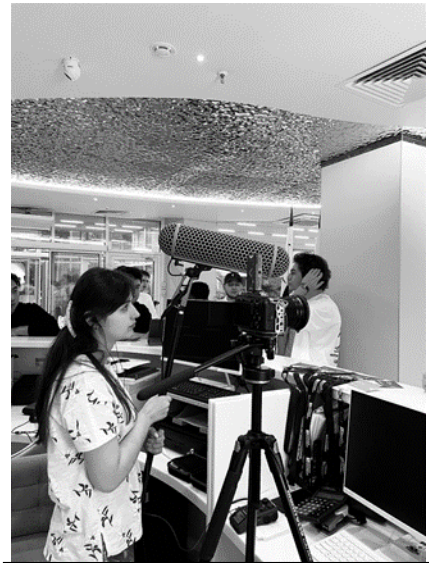
- **Multicultural Week:** Odilchon was an active participant in Multicultural Week 2026, an event that brings students together to share and celebrate different cultures and traditions. It helped students understand each other better and feel closer as a community.

Odilchon is grateful for the opportunities and experiences he had at AUCA during the 2025–2026 academic year. This year helped him grow both academically and personally, and it allowed him to combine his studies with research and his creative work. He will continue working hard and staying actively involved in university life for the rest of the academic year.

Soleha Orumbekova's one of the highlights of the semester was her participation in Multicultural Week. As a member of the "Roof of the World" delegation, she represented her culture and heritage through a traditional dance performance on

February 4. This experience allowed her to share her cultural background with the AUCA community and strengthened her appreciation for intercultural understanding.

In addition to campus activities, Soleha had the opportunity to work as a sound operator in a film directed by a senior AUCA student. As part of the production team, she traveled to Khujand and was responsible for sound recording during the filming process. This experience allowed her to apply practical skills, work in a professional environment, and better understand the process of film production.



Soleha Orumbekova, working as a sound operator, March 2026

Because of her dedication and responsibility, Soleha was recommended by AUCA seniors to participate in another media project. In this project, she was able to demonstrate the skills and knowledge she gained through her studies at AUCA and the TCMA department. Working on different projects has helped her improve technical abilities, teamwork, and communication skills.

Soleha also volunteered at one of the biggest film festivals in Bishkek. She learned about this opportunity through her supervisor, who recommended her for the position. Volunteering at the festival gave the student valuable experience in event organization and allowed her to meet professionals and filmmakers from different backgrounds. It was an inspiring experience that broadened her understanding of the film industry and strengthened her interest in media and creative work.

These experiences enriched her university life and contributed to her academic, professional, and personal growth. Through participation in cultural events, media projects, volunteer activities, and educational trips, Soleha developed valuable skills in communication, teamwork, leadership, and creativity. She is grateful for these opportunities and look forward to continuing to contribute to the AUCA community and further developing her abilities.

Throughout the 2025–2026 academic year, **Safarkhotun Mamadbekova** actively participated in a variety of extracurricular activities that complemented her academic studies in the Economics program and contributed to her personal and professional development. By taking part in volunteer initiatives, academic events, and student organizations, she expanded her knowledge beyond the classroom, strengthened her communication skills, and became more engaged in university and community life.

On September 10, 2025, Safarkhotun joined the Page Turners Club, a student-led book discussion group organized by her fellow student. The club provided a welcoming environment where students could exchange ideas, discuss contemporary literature, and develop critical thinking through meaningful conversations. During one of the meetings, participants discussed the novel *“Destroy Me”*, sharing their perspectives on its themes, characters, and emotional impact. Participating in the club encouraged her to explore

different viewpoints, improve her analytical skills, and strengthen her ability to communicate and express her opinions in group discussions.

On September 15, 2025, Safarkhotun volunteered during an event dedicated to the Aga Khan Award for Architecture. As a volunteer, she assisted with organizational tasks and helped ensure that the event ran smoothly for guests and participants. The experience allowed her to contribute to an important cultural and educational initiative while improving her teamwork, organizational, and communication skills. It also gave her an opportunity to interact with people from different backgrounds and gain valuable experience in event coordination.

As part of her academic development, on March 17, 2026, Safarkhotun attended a guest lecture titled *“Navigating Industrial Policy.”* The lecture introduced participants to contemporary approaches to industrial policy and explored the role of governments in supporting economic



development, innovation, and sustainable growth. As an Economics student, she found the lecture particularly valuable because it connected theoretical concepts studied in class with current global economic challenges and real-world policy decisions. The session broadened her understanding of economic development strategies and encouraged her to think more critically about the relationship between public policy and economic progress.

On April 16, 2026, she volunteered at the AUCA Career Fair 2026 in collaboration with Global Compass Company. During the event, she assisted with coordinating activities, welcoming participants, and supporting the overall management of the fair. The experience gave her an opportunity to observe interactions between employers and students, learn more about current labor market expectations, and gain insight into career opportunities available for university graduates.

Overall, her participation in these activities demonstrates her commitment to personal growth, community engagement, and continuous learning. In addition to her academic studies, she actively sought opportunities to broaden her knowledge, gain practical experience, and contribute to university initiatives.

Shukron Davlatbekov finished his first year in the Social Entrepreneurship and Design Thinking program. He achieved a GPA of 3.7 for the first semester, completing courses in English Composition for Liberal Arts 1, First Year Seminar I: English Language for Liberal Arts, First Year Seminar I: Philosophy, Design Thinking and Social Innovation,

Intensive College Algebra, and Concepts of Modern Sciences, and a 3.9 for the second semester, completing courses in English Composition for Liberal Arts II, First Year Seminar II: English Language for Liberal Arts, First Year Seminar II: Philosophy, World Literature, Digital Business Model, and The Lean Startup: Social Business Modeling. His best performance was in The Lean Startup: Social Business Modeling course, where he won the nomination for *"The Best Business Idea"* for his unique business model, by the way, the first subscription box business model in Kyrgyzstan.

Outside of the classes, Shukron was an active member in campus life. He took part in AUCA's Multicultural Week, where he danced for the *"Roof of the World"* delegation. It was an unbelievable experience for him, because it was his first-time dancing in such a multicultural event. Also on April 30, he attended a special in-person event, *"Building Ideas That Matter"* with product, impact, and AI leaders coming all the way from Silicon Valley. It was an interesting event to attend because he learned how AI can be integrated into social enterprises and different business models and how much benefit it brings. After the main lecture he took part in a vibe coding masterclass, which was new to him.

Outside the campus, Shukron volunteered in *"Makerspace Open House"* on February 14, 2026. At this event he helped visitors to make a candle from building plaster and etching patterns from honeycombs. This was his first time running the master class and will be remembered forever. He hopes to take part in such events in the following years in AUCA.



Shukron Davlatbekov *"The Best Business Idea"* certificate, May 15, 2026



Silmonova Nilufar, Munchen Germany, during her exchange semester, October 20, 2025

Additionally, Shukron is a member of the chess club at AUCA. He finds chess a very interesting game, and that's why he joined the club. Every club meeting, students played a lot of games and learned some useful tactics. Unfortunately, he did not take part in AUCA's annual chess tournament, but he hopes to participate next year.

During the 2025–2026 academic year, **Silmonova Nilufar** actively participated in both academic and extracurricular activities that contributed significantly to her personal and professional development. One of the most important achievements of this academic year for her was participation in an exchange semester at Goethe

University in Germany during the Fall Semester. This international academic experience allowed her to study in a multicultural environment, gain new knowledge in her field of study, and improve academic and intercultural communication skills. Throughout the semester, she attended various courses, collaborated with international students, and learned about different educational approaches and perspectives.

In addition, Nilufar had the opportunity to represent AUCA and introduce the university to Goethe University students so that they can also come to AUCA as an exchange student. She shared information about AUCA's academic programs, student life, and opportunities available for international cooperation. This experience strengthened her presentation and communication skills while promoting AUCA abroad. Besides her exchange studies, Nilufar actively participated in several student clubs and university activities. These activities helped her develop teamwork, leadership, and networking skills while engaging with students from different backgrounds. She also took part in Ambassador Talks organized by the ICP department. These events provided valuable opportunities to interact with professionals, alumni, and guest speakers, allowing Nilufar to gain insights into career development, international relations, and professional growth. Throughout the academic year, she remained committed to expanding her knowledge, developing new skills, and representing AUCA in both local and international settings. Her participation in academic and extracurricular activities has contributed greatly to her personal growth and future career aspirations.



Silmonova Nilufar, South Korea's Ambassador Talks, April 21, 2026

The 2025–2026 academic year has been a productive and enriching period for Nilufar. The exchange semester at Goethe University, participation in student clubs, and involvement in departmental events have enhanced her academic experience and broadened her international perspective. She is grateful for these opportunities and looks forward to continuing her academic and personal development in future.

Tolibov Farzin's first year at AUCA was a year full of new experiences. He has learned a lot from his freshmen year not just lessons relevant to his academic path but lessons useful and crucial in his everyday lives. He thinks that this academic year was not

successful enough for him. His expectations were far away from the plans that he had during this year. He planned to master his skills, specifically to learn the programming languages which are related to his field of studying (SQL, Python, Power BI, Excel). Unfortunately, balancing his work and study was challenging to him, so he did not perform at the maximum of his capabilities.

As a volunteer Farzin participated in an initiative *“Basketball for All”* that supports children with the physical and mental disabilities. He worked with different children and gained teamworking skills. He really liked this event and appreciate the people who organize such kind of initiative to support children with disabilities. While standing beside them, the heartfelt moment he felt and understood that there must be someone who spend moment of happiness with this part of community. Personally, he feels amazed, when he shared the joyful moments with children during this event and taking care of them.



Tolibov Farzin, Basketball for All, 2026

During the preparatory semester, **Mirmastova Yasmina** successfully completed her studies with a GPA of 4.0. In her first semester as a bachelor student at AUCA, she demonstrated strong academic performance with a GPA of 3.7. She attended core university courses, including Computer Science, Artificial Intelligence in a Human World: Skills, Ethics and Impact, World Literature, Globalization and Social Sciences, and Urban Furniture and Public Art: Design and Implementation. These courses helped her develop both technical and analytical skills, as well as improve her academic English and critical thinking abilities. Overall, these semesters contributed significantly to her academic growth and adaptation to university-level studies.

During this academic year, Yasmina participated in volunteering at the AUCA Admissions Office during the Open Day, where she assisted with event organization and supported prospective students. This experience helped her improve communication and

teamwork skills. She was also actively involved in the AUCA Quiz Club, attending training sessions and participating in competitions. Her team achieved 3rd place in a Quiz Club competition, which was a valuable experience that improved her teamwork, critical thinking, and ability to work under pressure. Additionally, she was engaged in tutoring mathematics, where she



Mirmastova Yasmina, AUCA Quiz Club Grand Final,
December 9, 2025

helped students improve their understanding of the subject. This experience strengthened her communication skills and deepened her knowledge of mathematics.

During this academic year, Nilufar faced family-related health challenges, as her mother experienced serious health issues. This situation had an emotional impact; however, she remained focused on her studies and continued to fulfill her academic and extracurricular responsibilities.

During her junior year, **Nazirova Zaynab** worked to balance her professional and personal growth. She found herself participating in various initiatives, projects, clubs, and workshops, most of which were offered by AUCA.



Nazirova Zaynab, volunteer at Career
Fair, May 2026.

In the Fall semester, Zaynab took the course History of Art, which provided students with the opportunity to go on a field trip to Kemin town—she really enjoyed it and was very excited. Later, during the Spring semester, she took another course, Ecosystem Services, which also included two trips to Issyk-Kul and Karagachovaya Grove. This was a truly interesting and exciting experience.

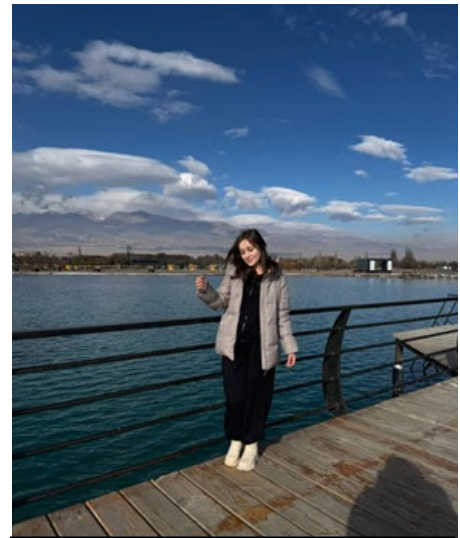
Apart from these courses, Zaynab attended workshops at AUCA, the majority of which focused on well-being and mental health, offered before midterms and finals. She was eager to participate in them because they related to psychology, which she finds quite fascinating. She also volunteered at the Career Fair, attended a reunion with AUCA alumni, and volunteered in her friend's project within the Sociological Club. Another major activity was her participation in a real project.

Also in Spring semester, Zaynab received an email from one of her professors inviting her to participate in a project with the World United People Korea, titled: *"Korea and Kyrgyzstan Sustainable Development Project Connecting Climate, Jobs, and Future Industries."* Her tasks were to identify social entrepreneurship opportunities within Kyrgyzstan that can be developed and implemented, and to work with a sensor monitoring air conditions here in Bishkek.

Another thing Zaynab would like to share is that recently she received an email from the AUCA team inviting her to join the tutoring team. This involves helping other students with different subjects. she believes AUCA invited her to tutor writing due to her scores from the first semester; she completed First Year Seminar (FYS) and Second Year Seminar (SYS) with good grades, and now she has the opportunity to have a part-time job starting next year. Currently, she is completing a training course that will prepare her to be a writing tutor.

Additionally, starting this year, Zaynab began working online as an English tutor. She now has two individual students. She wants to gain more experience in teaching and, hopefully, work on different platforms in future.

Lastly, this summer Zaynab applied for the AUCA Alumni Scholarship and became one of the forty recipients. Receiving this scholarship has significantly reduced the financial burden on her family. She is truly grateful for this support. Ultimately, these were the most important activities she has undertaken so far, but she continues to strive to be an active student within the AUCA community.



Nazirova Zaynab, during her work on the project with the World United People Korea, 2026