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Kyrgyz State Technical University

# **Roadmap for a Green Transition in Kyrgyzstan's Higher Education**



## Background

The TAM Seminar “Green Campuses and Environmental Education” (23 October 2025) – organized by the National Erasmus+ Office in Kyrgyzstan and Kyrgyz State Technical University (KSTU) – brought together representatives from universities, civil society, youth organizations, and local authorities to discuss how to make higher education more environmentally sustainable. The discussions highlighted that while a few institutions have begun “green campus” initiatives (for example, the University of Central Asia launched a campus reforestation campaign for its Naryn campus [iau-hesd.net](http://iau-hesd.net), and students at Kyrgyz-Turkish Manas University organized green campus activities during its 25th anniversary [students.manas.edu.kg](http://students.manas.edu.kg)), these efforts remain isolated. There is a clear need for a **systematic national approach** to greening higher education – integrating sustainability into university management, campus infrastructure, teaching, research, and community engagement across the board.

This roadmap aligns with Kyrgyzstan’s broader strategic priorities. The government has declared a shift to sustainable “green” development as a national priority in its medium- and long-term plans [ism.edu.kg](http://ism.edu.kg), and since 2019 it has been implementing a **Green Economy Development Program** to promote inclusive green growth, resource efficiency, and environmental safety [ism.edu.kg](http://ism.edu.kg). In the education sector, Kyrgyzstan has committed to the UNESCO-led **Education for Sustainable Development (ESD)** agenda since 2005 [education-profiles.org](http://education-profiles.org). The *Concept of Education Development in the Kyrgyz Republic (2021–2030)* even uses “education for sustainable development” as a guiding term [education-profiles.org](http://education-profiles.org), underscoring that the country’s sustainable development depends on the quality and modernity of its education system. However, concrete integration of environmental sustainability into higher education policy and curricula is still in early stages. Notably, in 2023 the Ministry of Education and Science (MoES) established a National Working Group on ESD and confirmed its readiness to implement ESD principles nationally up to 2030 [kyrgyzstan.un.org](http://kyrgyzstan.un.org). The First Deputy Minister of Education has also emphasized that issues like climate change, biodiversity loss, and resource depletion demand swift action and that **education must rise to these new challenges** to meet the country’s development needs [switch-asia.eu](http://switch-asia.eu).

With 74 universities (34 public and 40 private) and over 220,000 students in Kyrgyzstan as of 2025 [akchabar.kg](http://akchabar.kg), the higher education sector can play a pivotal role in driving the green transition. This roadmap provides a coherent plan – aligned with national development strategies and the Sustainable Development Goals – to transform Kyrgyzstan’s universities into models of sustainability and climate action by 2030.

## Vision

**By 2030, Kyrgyzstan’s universities will be model institutions of sustainability, demonstrating leadership in climate action, resource efficiency, and environmental education.** They will integrate green practices in campus operations, curriculum, research, and partnerships – aligning with the country’s commitment to a “green” economy and sustainable development. In this vision, higher education becomes a key driver of Kyrgyzstan’s climate



goals, showing how economic development can be harmonized with environmental stewardshipsdgs.un.org. Universities will not only reduce their own ecological footprint, but also educate future leaders in sustainability and serve as community hubs for climate solutions.

This vision supports Kyrgyzstan's national strategies such as the *National Development Strategy 2018–2040*, which calls for a transition to sustainable development through “green” growth and climate change adaptation measures[adam.kg](http://adam.kg). It also contributes to achieving the nation's SDG commitments – linking **Quality Education (SDG4)** with **Climate Action and Green Economy (SDG13)** as mutually reinforcing goals. Ultimately, a green higher education system in Kyrgyzstan will exemplify how educational excellence and environmental responsibility go hand in hand.

## Strategic Objectives

To realize this vision, the following strategic objectives are proposed, each addressing a critical dimension of the higher education system:

- **Institutional Transformation:** Embed sustainability principles into the **strategic plans, governance, and quality management** of higher education institutions (HEIs). This means universities will incorporate environmental and social responsibility into their mission statements and development strategies, appoint sustainability focal points or committees, and reform their administrative processes to support green initiatives. Currently, only a small fraction of Kyrgyz HEIs have dedicated sustainability offices or policies, so mainstreaming these practices is crucial. By making sustainability a core criterion in university management (with support from MoES in accreditation and standards), the entire system will be oriented toward long-term environmental responsibility.
- **Greening Campuses:** Promote resource efficiency and eco-friendly operations on campuses. Universities should improve **energy efficiency**, adopt cleaner energy sources, enhance waste management (reduce, recycle, compost), conserve water, and invest in green infrastructure (such as campus green spaces and energy-efficient buildings). Many university buildings in Kyrgyzstan are aging and energy-inefficient, so retrofitting them with insulation, efficient heating systems, and solar panels or other renewables can both lower carbon emissions and reduce utility costs. Pilot projects – for example, installing solar panels or a biogas unit at a campus as demonstrations – will be expanded. These actions resonate with the national Green Economy program's aim to use resource-saving and energy-efficient technologies[ism.edu.kg](http://ism.edu.kg). Over time, “green campus” standards (potentially adopting international environmental management standards like ISO 14001) will become the norm at all HEIs.
- **Curriculum Integration:** Integrate environmental sustainability into **teaching and learning across all disciplines**, while also creating dedicated programs and courses on sustainable development. This involves updating curricula to include topics such as climate change, renewable energy, sustainable agriculture, biodiversity, and environmental economics in relevant courses – from engineering to finance to teacher education. New interdisciplinary modules (for example, “Foundations of Sustainable Development” or “Green Engineering Practices”) should be developed, and students of



all majors should be exposed to sustainability concepts. The Kyrgyz government's *Comprehensive Action Plan for Climate Change Education (2021)* already calls for sustainable development and climate change topics to be **cross-cutting in all subject standards**[education-profiles.org](https://education-profiles.org), signaling official support for curriculum reform. Teacher training and capacity-building in Education for Sustainable Development (ESD) will ensure faculty have the skills to deliver this updated curriculum. By 2030, sustainability education should become an integral part of higher education, producing graduates with “green” skills and mindset.

- **Research and Innovation:** Boost research, innovation and entrepreneurship in areas that support the green transition. Universities should establish “**Green Labs**” or **research centers** focused on practical solutions in fields like renewable energy technology, energy efficiency, climate-resilient agriculture, water resource management, waste recycling, and circular economy models. This objective seeks to leverage the intellectual capital of universities to address Kyrgyzstan-specific environmental challenges – for example, developing small-scale solar/wind solutions suitable for the country’s mountainous regions, or studying sustainable pasture management to support rural communities. Student-led research and innovation projects will be encouraged (through grants, competitions, or integration into thesis requirements) to harness youth creativity for sustainability. Strengthening partnerships with international research programs (such as EU Erasmus+ projects or UNDP initiatives) can provide funding and expertise. The outcome will be an increase in home-grown innovations and scientific data that inform Kyrgyzstan’s environmental policies and green businesses.
- **Student and Community Engagement:** Empower students as change agents and expand community outreach on sustainability. Universities will support active **eco-clubs, volunteering programs, and public awareness campaigns** led by students and youth. This might include campus environmental clubs organizing tree-plantings, clean-up events, recycling drives, or awareness seminars on climate change. Annual events like an inter-university “Green Campus Award” competition will spur friendly rivalry and recognize the best sustainability practices at campuses. Beyond campuses, universities should engage with local communities – for instance, offering workshops on energy saving to the public, or partnering with municipalities on projects like urban gardening or air quality monitoring. Such engagement not only provides students with practical experience but also helps raise environmental consciousness in society at large. Notably, an **Alliance of Universities for Green Economy and Sustainable Development** has already begun forming in Kyrgyzstan[switch-asia.eu](https://switch-asia.eu), indicating a readiness among academia to collaborate and reach out. This roadmap will build on that momentum, ensuring that the “green transition” is inclusive of youth voices and community needs.
- **Partnerships and Policy Support:** Strengthen collaboration among all key stakeholders – including **universities, government ministries (Education, Environment, Economy, Energy, etc.), local authorities, businesses, and international partners** – to drive joint green initiatives and integrate higher education efforts into national policy. A multi-stakeholder approach is vital: for example, the Ministry of Education and Science, being a core partner in the Erasmus+ GREENKG project[ism.edu.kg](https://ism.edu.kg), can champion policy changes (such as incorporating sustainability



criteria in university accreditation and funding). The State Committee for Ecology and Climate and municipal governments can provide expertise and co-financing for campus greening projects (like waste management systems or green public procurement for university supplies). Private sector partners (energy companies, tech firms, agricultural enterprises) can offer internships, research opportunities, or sponsorship for green innovation challenges. International donors and programs (EU Erasmus+, UNDP, UNESCO, etc.) are already supporting green university initiatives in Kyrgyzstan [ism.edu.kgswitch-asia.eu](http://ism.edu.kgswitch-asia.eu) and will continue to be important allies. By formalizing partnerships – through MoUs, joint working groups, or a National Green Campus Platform – and securing policy support (e.g. Ministry directives encouraging all HEIs to develop sustainability plans), the impact of this roadmap will be amplified and sustained.

These strategic objectives are interrelated and mutually reinforcing. Together, they aim to transform not just individual campuses but the **entire higher education system** of Kyrgyzstan, embedding sustainability into its DNA in coherence with national educational development goals and environmental policies.

## Priority Actions (2025–2030)

To achieve the above objectives, specific priority actions are identified across six key areas. The table below outlines these actions along with the lead actors and timeline:

### Priority Area 1: Policy and Governance (2025–2026)

- **Key Actions:** Establish **Green Campus Committees** or working groups at all HEIs to coordinate sustainability efforts. Integrate sustainability goals and metrics into each university's development strategy and internal policies. Begin adopting environmental management standards (such as ISO 14001) or equivalent green campus certifications to formalize practices.
- **Lead/Partners:** Ministry of Education and Science (MOES) and each HEI's leadership will lead. The National Erasmus+ Office (NEO) and State Committee for Ecology and Climate can partner by providing guidance, training, and possibly auditing progress.
- **Timeline:** Immediate start in 2025, with foundational policies and committees in place by 2026.

### Priority Area 2: Infrastructure and Resource Efficiency (2025–2028)

- **Key Actions:** Conduct **campus eco-audits** (energy, water, waste audits) at each university to establish baselines for resource consumption and carbon footprint. Based on audit findings, implement action plans for energy saving (e.g. upgrading insulation, switching to LED lighting, optimizing heating systems) and waste reduction (introduce recycling, reduce single-use plastics, improve waste sorting). Launch pilot projects on **renewable energy** – for example, installing solar panels on rooftops, deploying a small biogas digester for cafeteria waste, or geothermal heating for campus buildings. Invest



in green infrastructure like tree planting for shade and windbreaks, rainwater harvesting systems, and creating bicycle-friendly campuses.

- **Lead/Partners:** Universities themselves will implement these projects (facility management departments), supported by local authorities (city/municipal governments can assist with waste management systems and public utilities). EU-funded projects and grants can co-finance pilots (for instance, several HEIs are already part of the EU's GreenKG and PERETO initiatives for energy efficiency [switch-asia.eu](https://switch-asia.eu)). The private sector (e.g., solar energy companies) may partner for technology and services.
- **Timeline:** Eco-audits completed by 2025–2026, with phased implementation of upgrades and pilot renewable projects from 2026 to 2028 across campuses.

### Priority Area 3: Curriculum and Teaching (2026–2028)

- **Key Actions:** Develop and introduce interdisciplinary “**green education**” modules that can be taken by students of any major (covering topics like sustainable development, climate change, and environmental management). Integrate ESD concepts into existing curricula – for example, adding climate change case studies to economics courses, or sustainable design principles to engineering courses. Create new academic programs or specializations in fields such as Environmental Science, Renewable Energy Engineering, Sustainable Agriculture, etc., in line with job market needs for the green economy. Provide **teacher and faculty training** on Education for Sustainable Development methods, so instructors are equipped to teach these new modules and incorporate participatory, problem-solving pedagogies. Faculty exchanges and Erasmus+ Capacity Building in Higher Education (CBHE) projects will support curriculum modernization by sharing EU best practices.
- **Lead/Partners:** Individual universities (academic departments and curriculum committees) lead the development of courses. The Kyrgyz Academy of Education and MoES can provide curriculum frameworks and approvals. Erasmus+ CBHE projects (and other donors like UNESCO) are key partners for technical assistance and training. Notably, Kyrgyzstan's ongoing collaboration with UNESCO is guiding ESD integration into the national curriculum [kyrgyzstan.un.org](https://kyrgyzstan.un.org).
- **Timeline:** Start module development in 2026, pilot new courses by 2027, and have sustainable development content woven into **all** relevant study programs by 2028.

### Priority Area 4: Research and Innovation (2026–2029)

- **Key Actions:** Establish **Green Research Hubs or Innovation Labs** at select universities (or regional hubs) focusing on priority areas: e.g., a Renewable Energy lab, a Sustainable Agriculture research center, a Climate Change adaptation study unit. Secure funding for these through government research grants or international programs. Encourage and fund **student-led research** projects or start-up ideas on sustainability (for example, a student competition to design low-cost air pollution sensors or to prototype energy-efficient stoves for rural areas). Foster partnerships between universities and industry for applied research – such as testing solar equipment in university labs in partnership with energy companies, or agriculture faculties working with farms on water-saving irrigation techniques. Host annual “Green Innovation





Forums” or science fairs where researchers and students showcase solutions and connect with policymakers.

- **Lead/Partners:** Research centers at universities and postgraduate programs will spearhead this. The Ministry of Education and Science’s science department can allocate competitive research grants prioritizing green technology and climate studies. International partners (EU, World Bank, UNDP) can be tapped for funding and expertise. The private sector and NGOs can co-fund or co-supervise certain projects (for example, a local renewable energy NGO partnering on a solar research project).
- **Timeline:** Set up initial Green Research Hubs by 2026–2027 and scale up activities through 2029. By 2029, aim to see a significant increase in published research and prototypes in green technology originating from Kyrgyz universities.

#### Priority Area 5: Student & Community Action (2025–2030)

- **Key Actions:** Support the formation and operation of **eco-clubs and volunteer groups** at all universities. These student groups can lead on-campus sustainability activities (recycling programs, tree planting, environmental seminars) and connect with community initiatives. Develop service-learning or volunteering programs where students help local communities with green projects – for instance, assisting a village in installing efficient irrigation or conducting energy literacy workshops for the public. Conduct **local awareness campaigns** on topics like air pollution (a pressing issue in Bishkek), water conservation, or waste, leveraging students as ambassadors in schools and neighborhoods. Introduce an annual “**Green Campus Award**” (starting by 2025) to recognize the most sustainable HEIs – criteria might include energy savings, student engagement, innovation, etc., fostering a healthy competition. The award ceremony can be part of a national “Green Universities Forum” to share best practices.
- **Lead/Partners:** HEIs (student affairs offices) and student unions will lead at the campus level. Youth NGOs and movements (e.g., those focusing on climate action or urban ecology) are natural partners, linking campus efforts with broader youth activism. Municipalities can support community engagement by providing platforms for student-led projects in cities and towns. The NEO Kyrgyzstan and Erasmus+ programs can facilitate networking among eco-clubs across different universities.
- **Timeline:** Begin empowering student eco-clubs and launch the Green Campus Award by 2025. Intensify community outreach programs by 2027 and continue annually through 2030, expanding the scale of student participation each year.

#### Priority Area 6: Monitoring & Dissemination (ongoing, 2025–2030)

- **Key Actions:** Develop a set of **indicators to track progress** in greening higher education (for example, energy consumption per campus floor area, number of sustainability courses offered, number of students in green activities, etc.). Use these indicators to monitor implementation of this roadmap annually. Require each HEI to publish an **annual “Green Campus” report** or a sustainability report that documents actions taken, improvements achieved, and plans for the next year. These reports will promote transparency and allow benchmarking between institutions. Organize regular knowledge-sharing events – such as **national conferences or forums on Green**



**Universities** (e.g., starting with a forum in 2026 to review early progress, then periodically up to 2030). Through these events and reports, compile and **disseminate best practices** and success stories, both within Kyrgyzstan and with international networks. NEO Kyrgyzstan can also facilitate publishing case studies (in print or online) to showcase how Kyrgyz universities are advancing the green transition.

- **Lead/Partners:** NEO Kyrgyzstan and the MoES will coordinate the monitoring process and reporting guidelines. Each HEI is responsible for data collection and report publication. The National Statistics Committee and Kyrgyz Academy of Education may provide support on indicators and data consistency. Development partners (EU, UNESCO) can assist in organizing conferences and publishing findings to international audiences.
- **Timeline:** Define the indicator framework by early 2025 and collect baseline data. Publish the first Green Campus reports by the end of 2025 (at least for pilot universities), with updates annually. National conferences or review meetings to be held in 2026, 2028, and 2030 (or as needed) to assess progress and adjust actions.

## Key Performance Indicators (KPIs)

To measure success, the following KPIs are proposed, with baseline values for 2025 and targets for 2030:

- **Percentage of HEIs with active “Green Campus” Committees:** Baseline ~10% (2025) → **Target: 100%** of universities have established sustainability committees by 2030.
- **Number of HEIs that have conducted a formal eco-audit:** Baseline 3 (2025) → **Target: 20** HEIs by 2030.
- **Number of new sustainability-related modules or courses introduced:** Baseline 5 (2025) → **Target: 25** by 2030.
- **Number of universities generating or using renewable energy on campus:** Baseline 2 (2025) → **Target: 10** by 2030.
- **Number of student-led green initiatives (documented projects or events):** Baseline 20 (2025) → **Target: 100** by 2030.
- **Annual “Green Campus” national reports published:** Baseline 0 (2025) → **Target: 5** reports by 2030 (at least one every two years, compiled from HEI data).

These indicators will help track both quantitative expansion (e.g., more courses, more solar panels installed) and qualitative institutional change (e.g., governance structures put in place). They are aligned with the overall goals – for instance, a rise in sustainability committees and audits indicates institutional embedding of green practices, while more courses and student projects indicate deeper integration into teaching and learning.

## Expected Outcomes

By 2030, the implementation of this roadmap is expected to yield significant benefits for the higher education sector and society in Kyrgyzstan:





- **Network of “Green Universities”:** A national network or alliance of universities committed to sustainability will have formed, enabling continuous sharing of best practices and collaborative projects. Universities will regularly learn from each other on topics like energy-saving techniques or effective environmental education methods, creating a positive feedback loop of improvement.
- **Policy Integration:** Environmental sustainability will be **mainstreamed in higher education policy and standards**. The Ministry of Education and Science is anticipated to formally integrate green metrics into higher education quality assurance and development plans [kyrgyzstan.un.org](http://kyrgyzstan.un.org). This means future education strategic documents and regulations will explicitly reference sustainable development goals for the sector, ensuring longevity of these efforts beyond individual projects.
- **Enhanced Capacity and Awareness:** Thousands of students and faculty members will have increased their awareness and capacity in green skills and knowledge. Graduates from Kyrgyz universities will be leaving not only with degrees, but also with literacy in sustainability – ready to contribute to green jobs and climate-resilient development. University staff will also have new competencies in campus sustainability management and ESD pedagogy. In short, the human capital of the country will be better prepared to advance a green economy and tackle environmental challenges.
- **Reduced Environmental Footprint of HEIs:** Tangible reductions in campus **energy and resource consumption** will be achieved. For example, universities will report lower electricity and heat usage per student (due to efficiency measures), reduced water waste, and lower volumes of trash sent to landfills (thanks to recycling and waste reduction). Some campuses will partially meet their energy needs from renewables (solar, biogas, etc.), cutting carbon emissions. Collectively, the higher education sector will contribute to Kyrgyzstan’s climate change mitigation efforts by leading by example in decarbonization and adaptation practices.
- **Strengthened Multi-sector Collaboration:** The roadmap’s execution will foster stronger links between education, government, industry, and civil society on sustainable development initiatives. Universities will become hubs where these stakeholders meet – for instance, a university might host a regional climate adaptation planning workshop with local government and farmers, or partner with a tech company to test a new solar device. This collaborative spirit will benefit not only the education sector but also help align actions across sectors toward Kyrgyzstan’s green transition goals.

In essence, by 2030 the higher education system should become both **greener (in operations and teachings)** and a **driver of broader societal change**, supplying expertise and leadership for Kyrgyzstan’s environmental sustainability journey.

## Implementation and Support

Implementing this roadmap will require coordination at the national level and the mobilization of various support mechanisms. The National Erasmus+ Office (NEO) in Kyrgyzstan, in collaboration with key national stakeholders, will coordinate the overall initiative. Major partners include:



- **Ministry of Education and Science of the Kyrgyz Republic (MoES):** Will provide policy guidance, endorse the roadmap as part of national education strategy, and facilitate integration of sustainability criteria into higher education standards and funding. MoES's backing is crucial for formalizing the changes (e.g., mandating university green committees, approving new curriculum standards). The Ministry has already shown commitment by forming an ESD working group [kyrgyzstan.un.org](http://kyrgyzstan.un.org) and partnering in projects like GREENKG [ism.edu.kg](http://ism.edu.kg).
- **Universities and Technical Institutes:** Each HEI is on the front line of implementation – from setting up their green campus teams to executing curriculum changes and infrastructure projects. University rectors and leadership need to champion the cause internally. Kyrgyz universities have demonstrated they can collaborate on such reforms (10 major universities plus MoES are partners in the GreenKG consortium [ism.edu.kg](http://ism.edu.kg)), so a spirit of cooperation will continue through a formal or informal network.
- **EU-funded Erasmus+ CBHE Projects:** Ongoing and upcoming Erasmus+ projects will serve as key vehicles for capacity building and funding pilot initiatives. For example, the **GREENKG project** (“Green and Digital Universities for Sustainable Development of Kyrgyzstan”, 2023–2026) is directly aligned, aiming to develop a national green university model and build HEI capacities [ism.edu.kg](http://ism.edu.kg). Other projects like EU-funded **PERETO** (Promoting Energy Efficiency in Tourism Education) have engaged universities and can provide learnings [switch-asia.eu](http://switch-asia.eu). Additionally, related Erasmus+ projects (e.g., on digitalization or disaster resilience) may incorporate sustainability components that complement this roadmap.
- **Local Authorities and Civil Society:** City administrations (especially in Bishkek and Osh) and local government bodies will be involved, particularly in infrastructure and community engagement actions. They can align municipal green programs (such as urban greening, air quality improvement plans) with university initiatives. Civil society organizations, including youth-led NGOs and environmental groups, are important for advocacy and for extending the reach of campus projects into the wider community. Partnerships with organizations experienced in environmental education can enhance student and faculty training.

To support implementation, a variety of mechanisms and resources will be tapped:

- **Small Grants for Green Campus Initiatives:** Establish a funding program (through MoES or donor support) to provide seed grants to universities for projects like setting up a recycling center, building a solar charging station, or creating a campus garden. Even modest funds can spur innovative projects led by students and faculty.
- **Capacity-Building Workshops and Exchanges:** Organize regular training workshops for university staff on topics such as green campus management, eco-auditing, sustainable procurement, and ESD teaching methods. Staff and student exchanges (possibly funded by Erasmus+ mobility or similar programs) with universities abroad that excel in sustainability can provide first-hand exposure to best practices.
- **National Green Campus Online Platform:** Develop a platform or portal (possibly an extension of an existing MoES or NEO website) where resources, guidelines, and case studies are shared. This platform can host tools like a template for conducting campus



eco-audits, a curriculum repository for sustainability courses, and a forum for university green teams to communicate. Over time, it can also serve as a showcase for each university's progress (for example, featuring annual sustainability reports or profiles of "Green University of the Year").

Crucially, this roadmap's implementation will be an **iterative and inclusive process**. Regular feedback will be gathered from universities (administrators, faculty, and students) to adjust actions. The presence of the MoES on the coordination team ensures alignment with educational reforms, and the involvement of the State Committee for Ecology and Climate links it with national environmental policy. International partners (EU, UNESCO, UNDP, etc.) not only offer funding but also technical expertise and visibility for Kyrgyzstan's efforts on the global stage.

## Next Steps (2025–2026)

In the immediate term, the following steps will kick-start the roadmap:

1. **Official Endorsement:** Present this roadmap to the Ministry of Education and Science for formal endorsement in late 2025. Gaining high-level approval will lend authority to the initiative and encourage all universities to take it seriously. Ideally, the roadmap could be integrated into or referenced by national strategic documents (for instance, as a component of the Education Development Strategy or the country's SDG action plans).
2. **National Working Group Formation:** Establish a dedicated **National Working Group on Green Transition in Higher Education** by early 2026. This body can mirror the already formed ESD Working Group [kyrgyzstan.un.org](https://kyrgyzstan.un.org) but with a focus on higher education institutions. It should include representatives from MoES, a few leading universities (perhaps those that hosted pilot projects or have strong environmental programs), NEO Kyrgyzstan, the State Committee for Ecology and Climate, and youth representatives. The working group will oversee implementation, coordinate among stakeholders, and monitor progress on the roadmap's actions.
3. **Pilot Universities Implementation:** Launch a pilot phase in 2026 with **3–4 volunteer universities** implementing model green campus initiatives in a holistic way. These could include, for example: Kyrgyz State Technical University (KSTU) integrating sustainability into its engineering curriculum and installing a solar plant; Osh State University greening its campus and mobilizing community tree planting; American University of Central Asia expanding its existing green office and student projects; and perhaps a regional university like Naryn State University focusing on sustainable agriculture research. The pilots will generate practical insights and locally adapted models that can be replicated at other institutions. They will also serve as inspiration – success stories to be shared nationally.
4. **National Forum 2026:** Organize the first **National Forum on Green Universities** in late 2026 to showcase the pilot universities' experiences and review overall progress after one year. This conference will gather all HEIs, relevant ministries, and partners to discuss challenges, exchange solutions, and refine the roadmap actions if needed. It will also be an opportunity to publicize the initiative (attracting perhaps media coverage to



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build public support) and to recognize achievements (possibly awarding the first “Green Campus Award” to the best-performing pilot university). Such a forum institutionalizes the dialogue and keeps momentum high moving into 2027 and beyond.

By taking these concrete next steps in 2025–2026, Kyrgyzstan will move from planning to action, setting in motion the transformations envisaged in this roadmap. With strong commitment, coordination, and the collective effort of all stakeholders, the country’s higher education system can become a shining example of **green transition in action**, aligned with both national development priorities and global sustainability goals. The journey to 2030 starts now – making “green campuses” not just an idea discussed in seminars, but a lived reality across Kyrgyzstan’s universities.