

Sustainable Development Goals Youth Ambassadors in the Kyrgyz Republic **SDG Academy: Results Report**

May 2021



Contents

Acknowledgements.....	3
Executive Summary	4
1. Introduction	5
2. SDG Academy Concept.....	7
3. Selection of Participants	10
4. Learning Process Results	14
5. Overall Results, Feedback and Lessons Learned	38
Appendices	42

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Executive Summary

The Sustainable Development Goals Academy was the first stage of the Sustainable Development Goals Youth Ambassadors Programme in the Kyrgyz Republic, a joint pilot project of the United Nations System in the Kyrgyz Republic and the State Agency on Youth, Physical Culture and Sports under the Ministry of Culture, Information, Sports and Youth Policy of the Kyrgyz Republic. The SDG Academy was aimed at building young people's substantive knowledge on sustainable development, the 2030 Agenda for Sustainable Development and the SDGs, as well as their soft skills to help them succeed as potential SDG Youth Ambassadors in the future.

20 youth activists aged 18-25 with previous basic experience of activism and volunteerism from the Kyrgyz Republic were selected from 300 applications to participate in the SDG Academy.

The Academy included five major types of learning activities, comprising a total of 111 learning hours over a course of four months from December 2020 until March 2021.

A series of seven webinars and home assignments curated by an international expert on sustainable development provided participants with in-depth knowledge on the 2030 Agenda, its principles, interconnection of the SDGs, agents for change for the SDGs, key SDG monitoring processes, and instruments for achieving sustainable development.

A series of 21 thematic sessions with the UN System and the State Agency for Youth, Physical Culture and sports helped participants explore a variety of topics under the overall umbrella of sustainable development such as human rights, migration, climate change, decent work, gender equality, food security, biodiversity, reproductive health, gender-based violence, peacebuilding, youth development and others.

An extensive training on project development has enabled participants to gain basic skills in creating and managing social projects and provided them with a platform for drafting their own projects and receiving feedback from the organizing team.

As an individual assignment, from February to March 2021 participants hosted 17 events having promoted the SDGs among 433 participants in Bishkek, Naryn, Talas, Osh, Bokonbayevo in the Issyk-Kul region, Leilek and Isfana in the Batken region of the Kyrgyz Republic. These events included trainings, lectures, quizzes, info sessions, plays, games, group work, training of trainers and debates and helped participants practice the knowledge and skills gained during the SDG Academy.

As the final assignment, each participant developed their individual action plan on promoting the SDGs in the Kyrgyz Republic. Based on the scoring system applied throughout the SDG Academy, the top five participants were selected to officially become the five SDG Youth Ambassadors in the Kyrgyz Republic from May until October 2021.

The project was steered by a joint organizing team from UNFPA, Office of the UN Resident Coordinator, FAO, UN Women and the State Agency for Youth, Physical Culture and Sports, with contributions from OHCHR, UNDP, ILO, UNV, UNESCO and UN PBF.

1. Introduction



The first cohort of the SDG Youth Ambassadors in the Kyrgyz Republic at the inception training in September 2019 in Bishkek (photo: UNDP in the Kyrgyz Republic)

In June 2019 the [United Nations \(UN\) System in the Kyrgyz Republic](#) and the [State Agency for Youth, Physical Culture and Sports](#) under the Government of the Kyrgyz Republic (SAYPCS) have launched a pilot project “Sustainable Development Goals Youth Ambassadors in the Kyrgyz Republic” with the overall aim to increase awareness about [the 2030 Agenda for Sustainable Development](#) (2030 Agenda) and [the Sustainable Development Goals](#) (SDGs) in the country through youth activism.

In August 2019, 34 young activists aged 17 to 27 were selected from almost 700 applications and appointed SDG Youth Ambassadors (two for each of the SDGs). [From September 2019 to June 2020](#), they have hosted 173 events reaching out to 12 859 people to promote the SDGs. The events included info sessions, interactive lectures, online flash mobs, workshops, trainings, cleanups, forums, interactive games, quizzes, masterclasses, social media challenges, debates, fairs, festivals. The Ambassadors also took part in partners’ events, including several high-level state events on the SDGs.

The project was successful, however, the experience has shown that selected applicants in many

occasions did not have sufficient capacity (skills and knowledge) to effectively promote the SDGs, so for the second round of the project (starting October 2020) it was decided to split it into two parts and concentrate the first part on building the participants' knowledge of the SDGs and capacity to promote them. Therefore, the first part was conceptualized as the "SDG Academy" and designed as an intensive learning path for the pool of candidates for the future potential SDG Youth Ambassadors.

This report describes the results of the SDG Academy as the first part of the SDG Youth Ambassadors project in 2020-2021. It provides the description of the overall concept of the SDG Academy and its selection results; outlines the main parts of its curriculum and learning results. With an intention to present this as a pilot and learning experience for the organizers themselves, the report is complemented with reflections on challenges and lessons learned along the process, as well as recommendations for the next possible round of the SDG Academy.

The report is written by the core organizing team consisting of representatives of UNFPA, Office of the UN Resident Coordinator, FAO, UN Women and the SAYPCS.



2. SDG Academy Concept

It is important to note that this chapter describes the original concept of the SDG Academy. As this was a pilot activity, the organisers agreed in the beginning that changes may be made along the process to address emerging needs of participants and make the programme more adaptive overall. The changes that have eventually been made are described in different parts of this report.

The SDG Academy is a four months tailored learning programme that aims to build young people's substantive knowledge on sustainable development, the 2030 Agenda and the SDGs and enhance their soft skills in promoting the SDGs in order to help them succeed as potential SDG Youth Ambassadors in the future.

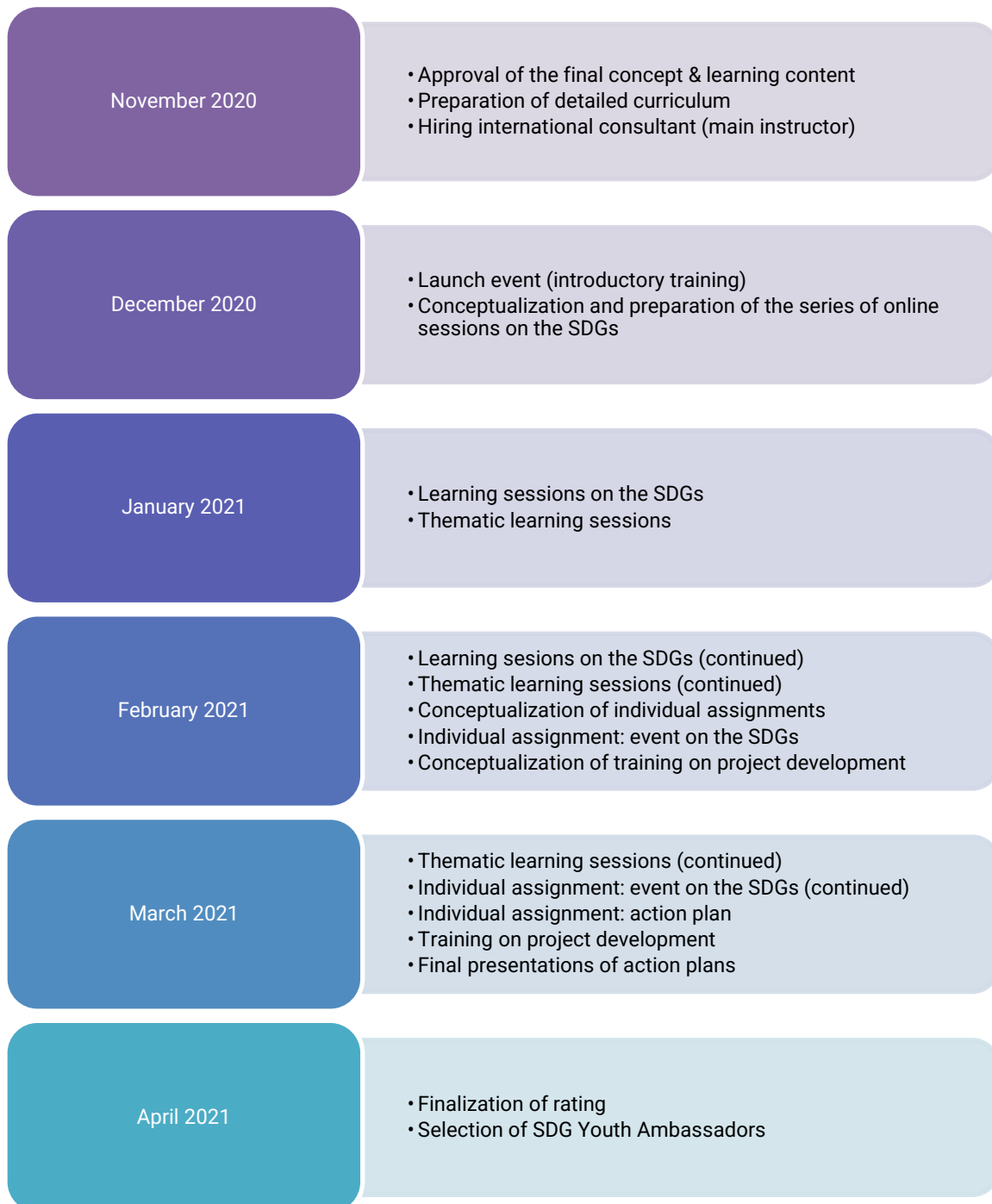
The SDG Academy includes **five major learning activity types ("blocks")**, combining theory and practice:



The first block focused on providing participants with in-depth knowledge of the concept of sustainable development, its history and the 2030 Agenda and the SDGs. It also included a series of individual homework assignments on the SDGs, which were also aimed at training various soft skills. The second block aimed at familiarizing participants with different themes within sustainable development and the UN System and its mandates. The programme also included an introductory training and a tailored training on project development to further enhance participants' skills in communication and project management. Blocks 4 and 5 comprised two complex individual assignments for participants to apply knowledge and skills gained during the SDG Academy in organizing an event and in writing an action plan as the future potential SDG Youth Ambassador.

As it was planned to select five SDG Youth Ambassadors from 20 participants at the end of the Academy, during the SDG Academy it was planned to divide participants into five learning tracks based on five dimensions of sustainable development – people, planet, prosperity, partnership, peace (“5Ps”), so it helps participants focus on one of these dimensions and get deeper knowledge.

SDG Academy Timeline



When implementing the SDG Academy, the organisers agreed to maintain the following principles:

- *accessibility of learning*: ensuring that learning formats and resources are available to all participants, including those whose primary language is Kyrgyz, participants from remote regions, participants with disabilities and etc.;
- *giving and receiving feedback*: ensuring that each participant receives individual feedback on their learning and assignments, and ensuring that feedback is collected from participants on all learning activities in order to continuously improve the programme;
- *availability of the main instructor and organisers*: ensuring that the tutor and organisers are timely and flexibly available to respond to participants' requests;
- *flexibility and adaptability*: ensuring that the programme is adapted in the process according to participants' expectations, feedback and emerging needs.



Offline participants and organizers at the final SDG Academy event in Bishkek in April 2021 (photo: UNFPA in the Kyrgyz Republic)

3. Selection of Participants

This chapter describes the process of selecting participants for the SDG Academy.

3.1 Selection Criteria

The **eligibility criteria** for participants of the SDG Academy were:

1. Age 18 to 28;
2. Citizenship of the Kyrgyz Republic;
3. Completed basic general education (9 grades of school);
4. Written and spoken Russian and/or Kyrgyz skills.

These eligibility criteria were revised compared to the ones in 2019-2020: lowest age threshold was raised from 14 to 18 years and the organisers have introduced a criterion on minimum completed educational level in order to make all participants automatically eligible for potential official engagement contracts with the UN System in the second part of the SDG Youth Ambassadors Programme.

The overall **requirements** for the candidates were:

- at least 2 years of experience in activism / volunteerism / work on advocacy / promotion / improvement of youth-related issues at any level and/or leadership experience;
- knowledge of the SDGs;
- basic knowledge about sustainable development issues in the Kyrgyz Republic at national and local levels;
- understanding of problems and opportunities of youth in the Kyrgyz Republic;
- excellent communication skills;
- personal computer skills and skills in using online communication tools (e.g. Zoom, Skype and other);
- experience in teamwork;
- adherence to values and principles of the UN.

Overall, the requirements were strengthened compared to the Programme's first round in 2019-2020 to ensure that all participants have at least some experiences in similar activities. A requirement on using online communication tools was added as the second round of the programme was launched amid the COVID-19 pandemic and the majority of programme events were expected to take place online.

The following were considered as **advantages**:

- experience in promotion in social media;
- knowledge of basic principles of youth participation and youth policy of the UN;
- good English language skills.

The applications should not have been officially affiliated with political parties and SDG Youth Ambassadors Programme participants from 2019-2020 were not eligible to apply.

3.2 Application Process

Call for Applications

Applications for the SDG Academy were accepted via an open Google form during the period from 18 October until 8 November 2020 in Russian or Kyrgyz languages. The Call for Applications was advertised on UN's and SAYPCS's websites and social media channels in Kyrgyz and Russian languages, respectively. The form consisted of several parts: general information, experience and skills, education, and video pitch. To check participants' knowledge of the SDGs, a quiz consisting of 20 multiple choice questions was made a compulsory part of the application form. While it was possible for applicants to find correct answers on the Internet, the quiz was added by organisers on purpose, to encourage participants to find more information about the SDGs to reflect on their existing level of knowledge and, by spending time on this quiz, to show their commitment to possible participation in the SDG Academy. Full application form questions can be found in Appendix 1.

Eligibility Check

A total of 300 applications were received, of which 69% were in Russian and 31% in Kyrgyz language. Only 110 out of 300 applications were eligible (40% of applications in Russian and 29% of applications in Kyrgyz). 70% applications were from young women and 30% from young men. Applications were received from candidates from all administrative regions of the Kyrgyz Republic, however, most of the eligible applicants (61) came from Bishkek city. There were several applicants from Osh city, Batken region, Djalal-Abad region, Issyk-Kul region and Chui region and very few from Talas, Naryn and Osh region respectively. 48% applicants had a completed higher education degree; 37% have completed a secondary general education (high school), 13% completed a secondary special education and 2% completed basic general education (9 grades).

First Stage

Eligible applications were then reviewed against the main selection criteria by a UN task force composed of staff members of UNFPA, RCO, FAO and ILO. Each application was reviewed by three members of the taskforce. A scale of overall 100 points was applied to rate each application:

Criterion / Part of the application	Maximum points	Weight	Scoring scale
Min. 2 years of experience in activism / volunteering / advocacy / promotion / improving youth issues on any level and / or leadership experience	10 points	10%	<ul style="list-style-type: none"> No experience - 0 points 0 to 2 years of experience - 2 points Between 2 and 5 years of experience - 6 points

Criterion / Part of the application	Maximum points	Weight	Scoring scale
			<ul style="list-style-type: none"> Over 5 years of experience - 10 points
Description of experience (as above), including achievements and results	20 points	20%	<ul style="list-style-type: none"> Poor - 5 points Satisfactory - 10 points Good - 15 points Excellent - 20 points
Video pitch Question 1 (Why you should be SDG Youth Ambassador?). Assessment of presentation and communication skills, but also the motivation of the applicants	20 points	20%	<ul style="list-style-type: none"> Poor - 5 points Satisfactory - 10 points Good - 15 points Excellent - 20 points
Video pitch Question 2 (How to achieve SDG X in the Kyrgyz Republic?). Assessment of overall understanding of selected topic and relevant SDG(s) and feasibility of implementation of suggested actions.	30 points	30%	<ul style="list-style-type: none"> Poor - 10 points Satisfactory - 20 points Good - 25 points Excellent - 30 points
SDG Quiz (20 questions)	20 points	20%	1 point per each correctly answered question
Total:	100 points	100%	

Second Stage

Having reviewed all applications, the taskforce set 70 points as the threshold for shortlisting the applicants to ensure broader representation of different youth groups and regions. 80 points was set as the threshold for participation in the SDG Academy, respectively.

Based on received applications and to ensure language balance, the taskforce found it reasonable to determine the representation of Russian and Kyrgyz speaking participants based on proportion of received eligible applicants, i.e., approximately 3:1. As a result, in total 32 applications were shortlisted (incl. Kyrgyz and Russian speaking ones), out of which 16 applications with 80 points and above were automatically selected. The remaining four candidates whose score was less than 80 points were selected based on secondary review of the shortlisted applications and consensus of the task force members. As the overall result, the selected 20 participants seemed to be well balanced in terms of gender, age, primary spoken language, and administrative region of the Kyrgyz Republic.

3.3 Selection Results

Based on the selection process described above, the selection of 20 participants was completed on 24 November 2020, after the SAYPCS reviewed and confirmed the list of selected participants. All selected candidates reconfirmed their commitment and availability to participate in the SDG

Academy.

Out of 20 participants, five submitted their applications in Kyrgyz and 15 in Russian, five were male and 15 were female, the youngest was 18 and the oldest was 25 (average age of participants - 20 years), 12 were based in Bishkek and the rest were based in Issyk-Kul, Batken, Naryn, Jalal-Abad, Osh, Talas and Chui regions. The list of selected participants and their profiles can be found in Appendix 2.

3.4 Lessons Learned and Recommendations

When scoring the applications, the organisers noticed that many were not filled completely or did not satisfy eligibility criteria. Many applications were missing the video pitch part; videos were submitted by applicants separately and organisers did not have a process to track submission of videos before the deadline, as a result, a lot of applicants seemed to have forgotten to submit their video and their applications were deemed ineligible.

To improve the quality of applications and make the selection process quicker and easier, the following is recommended:

- *organise targeted open info sessions during the application period on how to fill out the application forms in the best way, including providing more information on the SDG Academy to applicants in general, including dedicated sessions in Kyrgyz language;*
- *use a variety of communication channels to disseminate the call for applications, including the UN's and the SAYPCS's existing contact networks to reach wider audiences, including at the community level, to increase the number of applicants who are not based in Bishkek;*
- *ensure in advance that it is possible to organise a joint evaluation panel between the UN System and the SAYPCS and commit sufficient staff time to reviewing applications in a time efficient manner;*
- *design a detailed step-by-step instruction for selecting participants in advance to conduct selection in a quick and organized way.*

4. Learning Process Results

The SDG Academy was launched in early December 2020 and lasted until the end of March 2021. The Academy enrolled 20 participants aged 18-25 and required a part-time commitment of around 10 hours of study every week. All activities were delivered in Russian with partial translation into Kyrgyz. Due to the COVID-19 pandemic, most activities within the Academy were held online, however, it was possible to organise major trainings offline considering all safety measures.

All learning activities were organised in accordance with the original concept. The learning sessions were organised with the help of an international consultant (main instructor on the sessions on the SDGs), multiple UN agencies and the SAYPCS. Coordination of all activities, technical support for learning sessions, communication with participants and reporting were handled by the organizing team consisting of six staff members from UNFPA, RCO, FAO, UN Women, and the SAYPCS.

4.1 Launch and Introductory Training



SDG Academy participants during one of the team building exercises at the launch event (photo: UN RCO in the Kyrgyz Republic)

The launch event of the SDG Academy took place at a resort at the Issyk-Kul Lake in the Kyrgyz Republic on 8-9 December 2020 in a combined (face-to-face + online) format. All 20 participants

took part in the event.

The goals of this event were to:

- introduce participants to the context around the SDG Youth Ambassadors Programme: youth policy and issues in the Kyrgyz Republic, the UN, the SDGs and their implementation in the Kyrgyz Republic;
- provide dedicated space and time for the participants to meet each other, thereby creating a safe space for them to share experiences during the SDG Academy;
- introduce the SDG Youth Ambassadors Programme, its overview and timeline to participants;
- share practical information on the SDG Academy and its activities with participants;
- introduce the organizing team to participants.

After the welcoming words by Azamat Baialinov, Head of UNFPA Office in the Kyrgyz Republic, a video-address by Ozonnia Ojielo, UN Resident Coordinator in the Kyrgyz Republic three active representatives of the first cohort of SDG Youth Ambassadors from 2019-2020 made a short presentation about their participation in the programme and their achievements. The Office of the UN Resident Coordinator made a general presentation about the UN and the first day ended with an informal team building session for participants.



Creative session on SDG visioning at the introductory training (photo: FAO in the Kyrgyz Republic)

The second day began with presentations on youth policy in the Kyrgyz Republic by the SAYPCS and a broad presentation on the 2030 Agenda, the SDGs, and their implementation in the country, which

set the context and allowed participants to check their existing knowledge on these topics. The highlight of the second day was a creative session on the SDGs with the purpose to help participants reflect (through drawing) on the role of the SDGs in our lives, which path should be taken to achieve the SDGs, who should be involved, whether the SDGs are realistic to achieve and what are participants' individual visions of 2030. After the drawing exercise all participants were asked to share their reflections and it brought many interesting thoughts to the group. The introductory training ended with a comprehensive presentation on the SDG Academy and the SDG Youth Ambassadors Programme itself given by the organizing team to introduce participants to the overall process and timeline and answer their questions.

Overall, the introductory training was successful on setting the stage for the SDG Academy and providing participants with time and space to get to know each other. In the final feedback round, participants noted that the training had made them inspired and motivated, especially since they met people with similar aspirations and interests. Participants were satisfied with the presentations and speakers, noting that the information was not too heavy to comprehend but also not too light. Many noted that it would have been great to extend the duration of the training and add more team building activities.

4.2 Needs Assessment Survey

As it was meant to make the SDG Academy's programme adaptive and tailored to the needs of participants, a needs assessment survey among them was launched right after the introductory training with questions mainly covering what kind of knowledge and skills participants would like to gain during the Academy.

As the result of the survey, it was evident that there was a big need to cover such questions as what the UN System in the Kyrgyz Republic does, how it cooperates with national partners, how it promotes the SDGs, which development issues it prioritizes and how to seek support from the UN. The participants also noted that they would like to meet UN staff in person and get to know more about UN agencies.

60% of participants were most interested in the 'people' dimension of sustainable development, the rest 40% were split equally between 'planet', 'prosperity', 'peace' and 'partnership'. When asked about what kind of knowledge they are missing to successfully promote the SDGs, many participants mentioned statistics, practical examples, deep analysis of each SDG and its implementation. The group was most interested in SDGs 4 (Quality Education), 5 (Gender Equality), 8 (Decent Work and Economic Growth), 17 (Partnerships for the Goals) and 3 (Good Health and Wellbeing).

One of the big questions for the organisers was what kind of soft skills participants would like to train, as it was not possible to cover all such learning needs within the SDG Academy's timeline and budget. The list of skills they mentioned could eventually be clustered into six main areas: creating social projects, communications, teamwork, creativity and critical thinking, leadership and research skills.

Through this survey participants were asked to provide the organisers with initial recommendations or their views on how the SDG Academy should function. Participants suggested that organisers

keep more frequent and regular communications, including in between major events. Many asked for more activities that would create spaces for them to interact like team building activities and generally for the Academy to be packed with different types of activities. It was a common recommendation to prioritize offline events over online format. Several participants said that it would be great if the UN System provides them with internship opportunities or some other type of opportunities to directly engage in UN's work. Some also noted that it would be important to receive open feedback from organisers.

In the same survey participants also voted for the most convenient times and days of the weeks for learning activities. None voted for work in small groups as a preferred learning format, with 85% voting for mixed formats and 15% for individual work.

Overall, the survey was very useful for organisers to collect initial expectations from participants and later the SDG Academy's curriculum was designed in more detail considering most of the expressed needs.

4.3 Scoring System

As the SDG Academy was meant to lead to a selection of five top performing participants as the SDG Youth Ambassadors, a scoring system was introduced from the very beginning. Scores were given for participation in learning sessions and events of the SDG Academy and completion of home assignments and tests. For each assignment, organisers developed a tailored scoring matrix. If a participant missed a particular session, they could receive the points for watching its recording. Points were reduced for late submissions. Each participant could get a maximum of 790 points for the whole set of the SDG Academy activities:

Block	Type of Activity	Maximum Points	Scoring System
1. Online sessions on the SDGs	Attending sessions (7 sessions)	35 points	5 points for each session
	Comprehension tests (6 tests)	60 points	1 point for correct answer; 10 points for each test
	Home assignments (6 assignments)	210 points	35 points for each assignment as per scoring matrices
2. Thematic sessions	Attending sessions (21 sessions)	105 points	5 points for reach session
3. Training on project development	Attending training days (4 days)	100 points	25 points for each day
4. Individual assignment: event on the SDGs	Submitting event report	70 points	as per scoring matrix
5. Individual assignment: action plan	Submitting action plan	180 points	as per scoring matrix
	Presenting action plan	30 points	as per scoring matrix
Total maximum:		790 points	

Along the process, the organisers shared the number of points with all participants individually to inform them about their progress. At the end of the Academy each participant received a detailed individual scoring table with breakdown of average points for each criterion in all assignments, as well as written individual feedback from assessors, where available.

4.4 Communication with Participants

A group Telegram chat served as the main communication channel with participants, as it was suggested by them as the most convenient tool for sharing information. Some important communications were also done via email. For sharing learning materials such as slides and recordings from sessions, the organisers used a shared Google Drive folder. Most participants communicated in Russian and those whose primary spoken language was Kyrgyz were also able to understand Russian, however, the organisers tried to translate the key information into Kyrgyz as well to improve accessibility.

4.5 Online Sessions on the SDGs

Learning Goals and Curriculum

The main goal of this series of sessions was to build participants' in-depth knowledge on the concept of sustainable development, the 2030 Agenda and the SDGs. To deliver these sessions, Ms. Nelya Rakhimova, an international expert on sustainable development was contracted as the main instructor. Ms. Rakhimova has a PhD in natural sciences and is the founder and director of Open School of Sustainable Development, an author of the first massive open course on sustainable development in Russian, associate professor at the University of Tyumen (Russia), Russian community manager at Sustainability Literacy Test Sulitest) and an expert in education for sustainable development.

The curriculum for the sessions was developed jointly by the main instructor and the UN team with the main aim to provide participants with solid knowledge on sustainable development and the 2030 Agenda. In the end, it was agreed to organise seven online sessions (once a week, each two hours long). In the first session (see brief agenda below), students received theoretical knowledge on the concept of sustainable development, its history and principles leading up to the formation of the 2030 Agenda and the SDGs. In subsequent sessions, students received more detailed information about what the SDGs are and how they interact with each other. Further, the series of sessions examined the roles of various stakeholders in the implementation and mainstreaming of the SDGs, and outlined various existing tools for achieving the Goals, with a focus on new economic paradigms that can act as alternative approaches to "business-as-usual". In the concluding sessions, participants turned to the SDG progress measurement frameworks and examined different approaches to monitoring and reporting on the SDGs. The students were presented with various sources of quantitative data to track progress on the SDGs. At the final session, participants learned about the role of youth and volunteers in the implementation of the SDGs. During this course, special attention was also paid to the implementation of the SDGs in the Kyrgyz Republic. UN staff also acted as lecturers and helped cover topics such as the Voluntary National Review 2020 of the Kyrgyz Republic, availability of open data on the SDG progress in the country, as well as existing national opportunities for youth and volunteers to engage in the 2030 Agenda. A more detailed curriculum can be found in Appendix 3.

Outline of Online Sessions on the SDGs

1. Introduction to sustainable development

- Concept of sustainable development and its brief history
- 3 and 5 dimensions of sustainable development
- Principles of sustainable development

2. The 2030 Agenda and the SDGs

- History and principles of the 2030 Agenda
- Relationship between UN's agendas and agreements
- SDG targets and indicators
- Why the 2030 Agenda is important for everyone

3. Interconnection of the SDGs and the topic they cover

- Coverage of 3 and 5 dimensions of sustainable development
- Interconnection of the SDGs

4. Agents of change for the SDGs

- Why stakeholder engagement is important
- Role of the government
- Role of the private sector
- Role of the civil society
- Role of the academia

5. Instruments for achieving sustainable development

- Main means of implementation
- 6 transformations for sustainable development
- Green and circular economy
- Education for sustainable development

6. Follow-up and review & data for the 2030 Agenda

- Voluntary National Reviews (VNRs)
- Global progress and SDG Index
- Follow-up and review after VNR
- National Voluntary Review of the Kyrgyz Republic
- Civil society reviews

7. Role of youth and volunteers in the SDGs

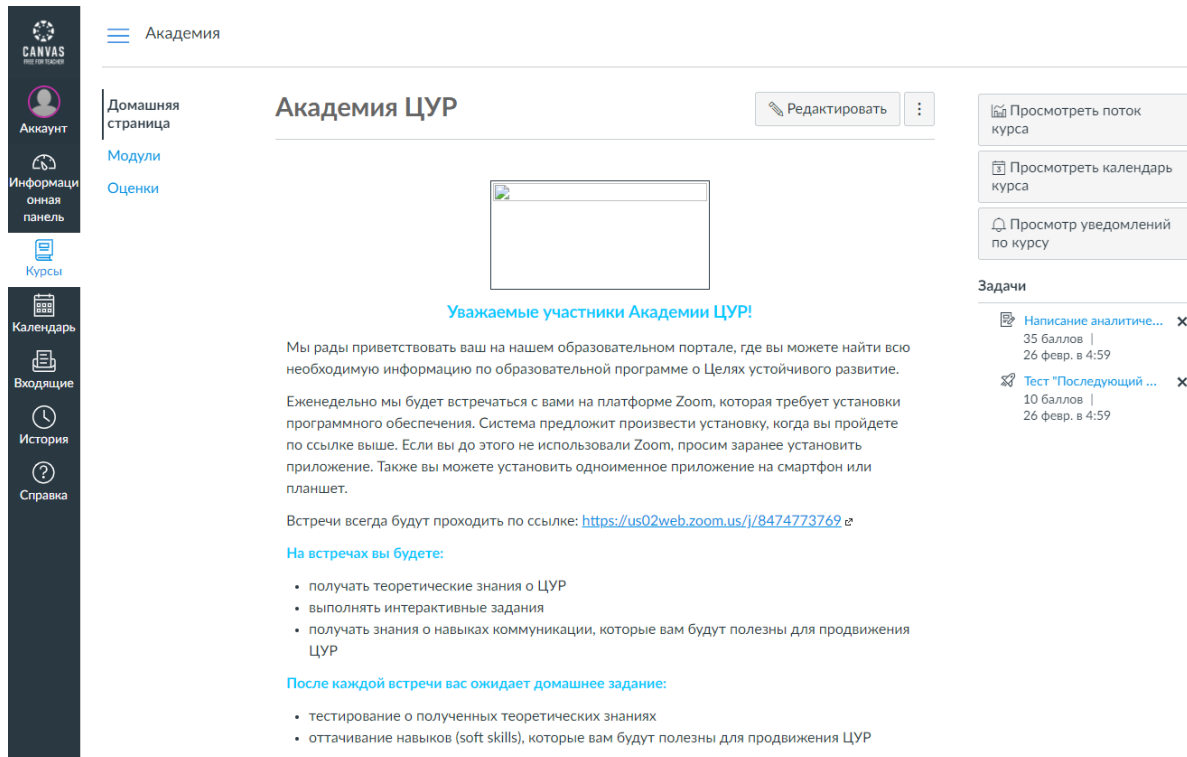
- Why it is important to involve youth and volunteers
- Major Group for Children and Youth
- Opportunities for youth in the SDGs
- Engagement of Kyrgyzstani youth into the SDGs through the UN

Attendance in all sessions was compulsory and each participant could receive five points for attending a session (attendance was monitored by the programme coordinator). Participants who could not take part in certain sessions due to legitimate reasons were requested to watch the session's recording afterwards. All sessions took place in Zoom and were recorded. Participants and instructors were strongly encouraged to use cameras during the sessions and ask questions and share comments. All sessions were delivered in Russian as the main language spoken and understood by SDG Academy participants. At the end of the sessions series participants were provided with a list of additional literature for further learning.

Online Learning Platform

A dedicated space was created for this course in the online Canvas learning tool. The space allowed convenient online communication and learning materials between the main instructor and participants. The canvas page of the course contained:

- curriculum outlines;
- learning materials (links to slides and session recordings);
- comprehension tests and their grades;
- attendance lists;
- space to submit individual assignments;
- grades for individual assignments;
- evaluation space for assessors of individual assignment.



The screenshot shows the Canvas LMS interface for a course titled 'Академия ЦУР' (SDG Academy). The interface includes a left-hand navigation menu with icons for 'Аккаунт' (Account), 'Информационная панель' (Information Panel), 'Курсы' (Courses), 'Календарь' (Calendar), 'Входящие' (Inbox), 'История' (History), and 'Справка' (Help). The main content area displays the course title 'Академия ЦУР' and a 'Редактировать' (Edit) button. Below the title, there is a placeholder for a video or image. The main text area contains the following content:

Уважаемые участники Академии ЦУР!

Мы рады приветствовать вас на нашем образовательном портале, где вы можете найти всю необходимую информацию по образовательной программе о Целях устойчивого развития.

Еженедельно мы будем встречаться с вами на платформе Zoom, которая требует установки программного обеспечения. Система предложит произвести установку, когда вы пройдёте по ссылке выше. Если вы до этого не использовали Zoom, просим заранее установить приложение. Также вы можете установить одноименное приложение на смартфон или планшет.

Встречи всегда будут проходить по ссылке: <https://us02web.zoom.us/j/8474773769>

На встречах вы будете:

- получать теоретические знания о ЦУР
- выполнять интерактивные задания
- получать знания о навыках коммуникации, которые вам будут полезны для продвижения ЦУР

После каждой встречи вас ожидает домашнее задание:

- тестирование о полученных теоретических знаниях
- оттачивание навыков (soft skills), которые вам будут полезны для продвижения ЦУР

On the right side of the dashboard, there are three utility buttons: 'Просмотреть поток курса' (View course stream), 'Просмотреть календарь курса' (View course calendar), and 'Просмотр уведомлений по курсу' (View course notifications). Below these is a 'Задачи' (Tasks) section showing two items: 'Написание аналитиче...' (35 баллов, 26 февр. в 4:59) and 'Тест "Последующий ..."' (10 баллов, 26 февр. в 4:59).

Screenshot of the course dashboard in the Canvas online learning platform

Home Assignments

When designing the individual homework assignments for these sessions, the main instructor and the organisers concluded that ideally such assignments should be very practical and should target soft skills, which are relevant to potential SDG Youth Ambassadors. The organisers then created a list of priority soft skills, based on which the instructor developed a set of six homework assignments (see an overview below). To provide participants with better instructions on home assignments and start building their skills, six sessions included a practical mini lecture on relevant skills, hosted by an invited expert or UN staff . See Appendix 4 for the list of assignments and their evaluation criteria.

Overview of Home Assignments

	Skills to be trained	Assignment description	Format
1	Storytelling	Create a story and record it on video (5 min max) about how the sustainable development concept appeared in your life. While doing this, try to logically embed the main stages of development of the sustainable development concept into the story	Video (public or private)
2	Writing news pieces	Write a news piece about a recent event in the Kyrgyz Republic based on one of the dimensions of sustainable development (5Ps). Link it to the 2030 Agenda and a particular SDG.	Written document (public or private)
3	Promotion in social media	Create an example social media post where you demonstrate the linkage of one of the SDGs from your assigned dimension (5Ps) to another SDG(s) and why this linkage is important. Try to make the post as interesting for the audience as you can. Think of specific hashtags or use existing hashtags that can attract new audiences.	Written document (private) or real social media post
4	Writing statements	Create, read out a statement and record it on video (3 min max) about which of the agents of change influences or can particularly influence the implementation of SDGs from your assigned dimension (5Ps) in the Kyrgyz Republic. Base your statement on clear arguments and provide recommendations.	Video (private or public)
5	Writing official letters of request	Write a formal letter to an appropriate government agency with a proposal to introduce one of the tools for sustainable development in the Kyrgyz Republic so that the country progresses in this dimension (5Ps). Provide clear reasons for this proposal.	Written document (private)
6	Writing analytical notes, conducting qualitative & quantitative research	Choose one of the SDGs in your dimension (5Ps) and prepare a brief analytical note on how the indicators for this SDG have changed since 2015 in the Kyrgyz Republic. Use open data. You can also use additional independent sources, for example, data from independent NGOs working on your topic. Analyze how the information you found compares with the information provided in the Voluntary National Review of the Kyrgyz Republic 2020.	Written document (private)

To improve learning outcomes, for most of these assignments the 20 participants were divided into five groups based on 5Ps dimensions of sustainable development and these groups rotated, so that each participant gets a chance to focus on different dimensions in different assignments.

The format of the assignment was different depending on the specific skill it was aimed at; whenever they wanted, participants were allowed to submit their assignments publicly (e.g. via a public post on their social media accounts), and that helped raise awareness of the SDGs and attract attention to the SDG Academy in general.

Participants had four days to complete each assignment. All assignments were submitted by participants through a dedicated course space in the Canvas online platform, and participants received their overall grades there as well. The assignments were assessed within a few days after the participants handed them in. For each of the assignments, participants could receive a maximum of 35 points. Each task was assessed according to several tailored criteria on a 5 or 10-point scale, and checked by four assessors: main instructor, two programme coordinators at the UN and the external expert (the one hosting a practical mini-lecture within a session). The final grade was based on the overall average score of the four assessors. Assessors provided overall feedback to the group on assignments at the beginning of each session.

Comprehension Tests

The series of sessions on the SDGs also included six comprehension tests after each session for participants to consolidate the theoretical knowledge gained. Each test consisted of 10 questions with various types of test items. Tests were put online onto the Canvas platform and each participant was given six days and two attempts to pass each test. A maximum of 10 points could be received for each test. The comprehension tests were automatically assessed inside the Canvas platform.

Learning Outcomes and Feedback

All sessions were held on schedule. On average, more than 90% of participants have always attended the sessions. To assess the learning outcomes, organisers ran an anonymous feedback survey, in which all the 20 participants took part.

The results of the survey showed that the participants were very satisfied with the series of thematic sessions on the SDGs, on average they gave them 4.7 out of 5 points. Almost everyone noted that they learned a lot of new things at the sessions. Of the seven sessions, each received a score higher than 4.55 out of 5 points. Participants highly rated the quality of the slides and the user-friendliness of the Canvas online platform and rated the work of the main instructor at 4.9 out of 5.

Most of the participants completed individual assignments and tests. Some of the practical assignments turned out to be particularly difficult. For instance, only 75% of the participants completed the last assignment on writing an analytical note. At the same time, only for two participants the tasks turned out to be very difficult in general, most of the participants rated them as neither too simple nor too difficult. The comprehension tests were not too difficult for any of the participants.

Most of the participants noted that the homework assignments were fully consistent with the theme of the SDG Academy and considered them interesting. Most of the participants noted that the homework helped them consolidate the knowledge and skills they learned from the SDG sessions, however, several participants rated the usefulness of the homework differently.

Based on the results of scoring the comprehension test, the average score of participants was 8 points out of 10. The average score for the completion of all individual assignments was 24 points out of 35. The participants were most successful in the assignment related to social media promotion (supposedly because they have already done social media promotion in their previous personal/work/volunteer engagement) and least successful in writing analytical notes and news pieces due to perhaps very little previous experience in this. Zero scores for writing news pieces were also given to those who plagiarized.

Overall, the participants noted that this series of sessions was very useful for them. For example, several participants noted for themselves that the achievement of the SDGs is the responsibility of states, not the UN Secretariat, which turned out to be a revelation for many and which was one of the key ideas the organisers wanted to convey. Some participants discovered the SDGs at the level of not only the goals themselves, but also their targets and indicators. Several noted that through these sessions they had learned more about the UN and that their horizons broadened in general. Overall, many participants noted that they learned a lot about the SDGs, SDG agents of change and tools for achieving the SDGs.

The assignments helped the participants to practice certain skills. For example, one participant noted that through doing homework she learned how to shoot videos well. Another noted that she was no longer shy in front of the camera. Many noted that they learned how to write official letters of inquiry, statements, analytical notes.

Participants also noted that communicating with each other during the sessions left a positive impression and energized them for further action. Several participants noted that because of the sessions, they concluded for themselves the importance of personal organization, flexibility, and efficiency, as well as the ability to work very quickly.

Lessons Learned and Recommendations

Participants' recommendations based on an anonymous survey can be summarized as follows:

- *prioritize hosting sessions in the offline format over online);*
- *include more practical and interactive tasks during the sessions, set time for group discussions among participants, add group assignments;*
- *increase the number of sessions by splitting the content to ensure that each session is not too intensive;*
- *provide individual feedback and a breakdown of points against each of the evaluation criteria in each home assignment;*
- *consider providing more time for home assignments.*

Recommendations on improving the course from the main instructor:

- *Even though the time of the sessions was determined by the participants themselves, it would be more rational to hold the sessions at earlier hours, since in the evenings the participants no longer had the opportunity to concentrate on gaining knowledge. Moreover, it would make it possible to slightly lengthen the duration of each session and include an interactive component, for example, small group discussions.*
- *When inviting external experts (for practical mini lectures on soft skills) it is necessary to clearly define their expected workload, including scoring the assignments, and clearly coordinate the format of the presentation of external experts with the assignment to be completed by participants. To make the process more effective, the expert's lecture should be focused precisely on evaluation criteria of the assignment. Often experts gave very extensive information within their mini-lectures and participants were confused about what is required of them in the end, which sometimes also reduced their final scores as a result.*
- *To improve instruction on assignments, it would be advisable to give specific examples of how a certain task can be completed. At the same time, it would be reasonable to base these examples on local data, events, or activities, that is, to show and talk about what is happening in the Kyrgyz Republic.*
- *Even though the participants rated their own activity in the sessions as quite high, it would have been nice to see more questions and comments from them during the online session and the process overall. Therefore, it is advisable to include as a separate graded activity as part of their overall rating - at each session participants who ask questions or give comments could receive additional points.*

Based on organizers' observations, the following can be recommended:

- *integrated project-based learning to improve participants' project communication skills – this learning method would allow participants to better consolidate gained knowledge, improve personal competences and self-organisation; study projects should be aimed at solving a real practical or theoretical issue related to an SDG and formulated as a final product that can be presented and applied in practice;*
- *gamify the learning experience to an extent possible to avoid fatigue with too many online sessions;*
- *simplify the learning material and make it more accessible.*

4.6 Thematic Sessions

This learning block included a series of thematic sessions with the UN agencies and the SAYPCS aimed at expanding participants' understanding of the variety of subjects and themes under the overall concept of sustainable development and the SDGs. They were also aimed at improving participants' overall understanding of the UN System and the SAYPCS and their work in the Kyrgyz Republic. All sessions were compulsory to attend for all participants and recordings and presentations were made available for those who could not join online. While the sessions were not meant to include homework, points were given for attendance.

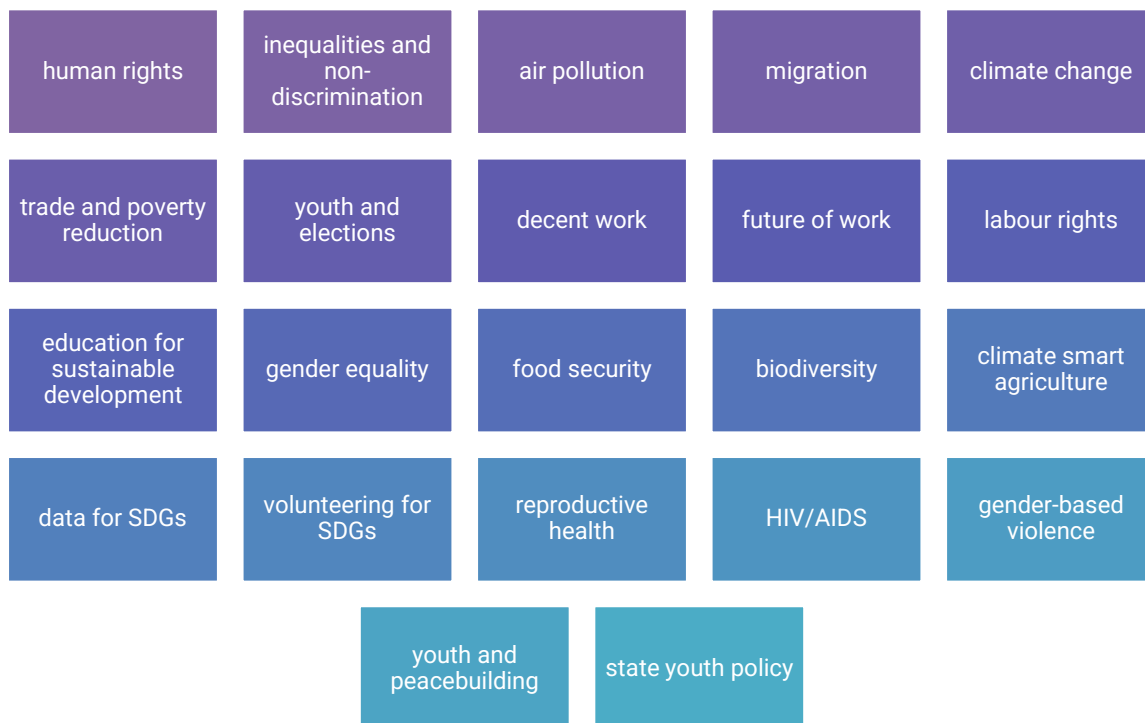
Before the SDG Academy started, the organizing team sent an open call for expression of interest to all UN agencies active in the Kyrgyz Republic to propose topics and formats for discussions and

organise their sessions in offline/online or mixed format from January until end of March 2021. The call included the results of the needs assessment survey that outlined topics that were most interesting to participants. The overall aim was to cover as many SDGs as possible.

The session hosts were asked to organise sessions preferably in offline format and make them as interactive as possible. The following list of guiding questions was provided by organisers:

- *What's the main mandate of your agency?*
- *What sustainable development issues your agency is tackling and what is your focus in the Kyrgyz Republic?*
- *Which SDGs are relevant to your work? How do you work with reporting and data on the SDGs? How do you promote the SDGs?*
- *Which state bodies do you cooperate with and how?*
- *What kind of projects is your agency leading in the Kyrgyz Republic now?*
- *How does your agency work with youth?*
- *Which questions/requests can participants address to your agency? How can your agency support SDG Academy participants?*
- *How can SDG Academy participants get involved in your projects?*
- *What challenges does your agency experience in the Kyrgyz Republic?*
- *What career prospects exist in your agency?*

The session hosts were also encouraged to share reports and publications as supplementary reading material for participants.



As a result, a total of 21 learning sessions were hosted, mostly online due to epidemiological situation

and its limitations, totaling at 42 learning hours, involving the SAYPCS and 10 UN agencies (OHCHR, UNDP, UNFPA, ILO, FAO, RCO, UNV, UNESCO, UN Women and PBF). Each session lasted from 1 to 3 hours and included theoretical presentations, presentations of projects and interactive discussions with participants. A variety of topics were covered (full list of sessions can be found in Appendix 5):

Based on the sessions hosted, a lot of topics under the following SDGs were covered: SDG 1, 2, 3, 4, 5, 8, 10, 13, 15, 16 and 17.

Feedback, Lessons Learned and Recommendations

Based on the anonymous feedback survey at the end of the SDG Academy, all participants were very satisfied with the series of thematic sessions. All of them noted that the sessions helped them gain new knowledge, including more knowledge on the UN System and the SAYPCS, as originally intended. For the majority of participants (82%) the content of these sessions was neither simple nor difficult, however, 12% considered it difficult.

Due to scheduling difficulties and different time availability of hosts, 21 sessions were stretched unevenly between late January and later March and sometimes sessions were scheduled for every working day of the week. Although the attendance was always above 70%, only half of the participants thought that the overall quantity of sessions was normal; for 36% it was many sessions and for the remaining 11% - too many.

Very often participants noted that they strongly prefer mixed format (when sessions are hosted face-to-face and those outside Bishkek join online), however, the overall epidemiological situation with COVID-19 and its limitations to organizing events, including strict limitations in the UN System, did not allow to organise many sessions in mixed formats, so the majority took place online and it was a particular challenge to make them interactive and interesting for participants.

Among the learning takeaways mentioned by participants were general insights on sustainable development and the SDGs, the UN system and the SAYPCS; how different UN agencies work, the specifics of UN's work, including on the SDGs. They mostly highlighted the topics of human rights, decent work agenda, food systems and HIV/AIDS issues. One of the most important learning takeaways was that participants gained an overall understanding of the UN as facilitator but not the donor and implementer of development processes. Several participants also mentioned that thanks to the learning sessions, they now see migration not only as a negative issue, but also an opportunity. The variety of topics offered during the sessions definitely helped expand participants' horizons: some mentioned that they would otherwise never touch upon such topics as agriculture and reproductive health. Several participants also mentioned that through thematic sessions they have better understood their interest within the SDGs and were able to develop more ideas for their action plans, some have even changed their general direction as they felt more empowered or interested in other topics after discussing those at the sessions.

The participants noted the diversity and informativeness of the sessions, the interactive presentation of the material, the skills and expert knowledge of the speakers, the good preparation of the materials, the focus of the presentations on local challenges and tasks, as well as the opportunity to watch the missed sessions in the recording. In terms of feedback on improvement, they noted that some of the

material was not presented interactively enough, in the end they felt general tiredness from the online format and that timing was exceeded in some sessions.

Based on the feedback from participants and analysis of the experience with conducting thematic sessions by organisers, the following recommendations are proposed for the future:

- *reach out to the UN agencies not present in the Kyrgyz Republic and other partners beyond the UN System and the SAYPCS to provide participants with thematic sessions on topics that cannot be covered or go beyond the current expertise of organisers with an overall ambition to cover all SDGs; involve as many agencies as possible;*
- *approach potential session hosts with well-thought instructions for organizing the sessions and offer them additional support in making their session more interactive;*
- *build a logical sequence of sessions so that topics are not too mixed, and participants can concentrate better on specific themes (such breakdown can be based, for instance, on the “5Ps”);*
- *contextualize the content in the sessions, linking it with examples and case studies from the Kyrgyz Republic;*
- *optimize the schedule to avoid overload and tailor it to the needs of participants; shorten the duration of sessions;*
- *organize all sessions in offline format, if possible;*
- *explore other potential formats of thematic learning activities (for instance, company or project visits) to offer more learning on the ground.*

4.7 Training on Project Development

Based on original plans, and as confirmed by the results of the needs assessment survey in the beginning of the SDG Academy, it was evident that one of the key skills needed for participants to become successful SDG Youth Ambassadors in the future was the skill to design social projects, that is, the ability to plan structured projects with an aim to make an impact in the social domain with clear goals and budgets. To address this need, it was decided to organise a very intensive four days offline training with experienced coaches with extensive experience in designing and delivering social projects.

The training took place on 18-21 March 2021 in Bishkek in offline format only (to ensure effectiveness), with 18 out of 20 participants attending. It included a series of theoretical and practical sessions on a variety of topics.

The agenda of the training was based on immediate application of gained knowledge into practice – during four days participants were asked to develop their own social projects using the workbook specifically designed for the training. Between the days participants were also given homework to improve their projects further. Full agenda of the training can be found in Appendix 6.

The goals of the training were to:

- provide participants with information and skills to analyze and formulate a problem;

- train participants in the skills of formulating project goals and objectives according to the SMART criteria;
- provide insights into the logical framework of a project and the importance of monitoring and evaluation;
- discuss with participants the key budget items and the rules for the formation of project budget;
- provide information on effective fundraising techniques to support project ideas.

Overview of Training Topics



The whole training was designed and led by two senior coaches: Ms. Galina Chirkina, executive director of the public association “Reproductive Health Alliance”, trainer on sexual and reproductive health, UNFPA national expert, expert on institutional development of civil society organisations and strategic planning with over 20 years of experience; and Mr. Aidar Mambetov, director of the public fund “Civic participation”, expert on civil society organisations development with over 25 years of coaching experience. At the end of the event participants presented their projects to representatives of the UN System and the SAYPCS, who provided initial feedback.

To assess the progress, a pre-test and a post-test were run among participants, with the post-test showing a significant improvement of understanding of the key terms related to project design and management. The coaches noted that while the SDG Academy participants did not have solid volunteering/activism experience and little understanding of project implementation and teamwork, their enthusiasm and motivation to make a contribution to the SDGs in the Kyrgyz Republic was very inspiring. Ideas developed by participants during the training could become full-fledged projects if further supported by organisations working on the SDG agenda. It is important to note that the training helped participants understand that they can make an impact even by small

specific and well-defined realistic actions and projects.



SDG Academy participants Miraida Almazbekova and Eliza Uraimova with coach Aidar Mambetov at the training (photo: UNFPA in the Kyrgyz Republic)

Feedback, Lessons Learned and Recommendations

Based on organizers' observations, the training was intensive and quite difficult for some participants, however full of new insights and knowledge. Almost all participants noted the usefulness of this training for them. They noted that they got an idea about design, approaches used in assessing needs, identifying problems. Many said that now they will be able to better understand how to evaluate the results of programmes and projects of other players (for instance, governments and non-governmental organisations) and have a good idea of which indicators demonstrate the result and impact of the project. The coaches also noted that it was very important that participants presented their project ideas to representatives of the UN System and the SAYPCS, as their feedback helped participants understand the importance of each stage of the project design. That session also inspired many to further promote their project ideas.

Participants provided very positive feedback on the training through an anonymous survey. They noted that the training comprised all key aspects of project development and was positively emotional, inspiring, and motivational. Although some noted that the training pushed them out of the comfort zone, they still admit that it helped their learning tremendously. For several participants, this training was the first time they studied project development and they noted that it helped them understand the essence of projects. The training also had a positive impact on other

skills, as at the end of it participants noted that they learned how to receive feedback, how to “step down to reality”, fought the fear of public speaking, understood that dreams too need clear goal-setting, systematized knowledge, stopped being afraid and began to act and found a project team.



SDG Academy participants Danil Tsoi and Ayana Urmatbekova presenting their project ideas (photo: UNFPA in the Kyrgyz Republic)

The recommendations from the coaches were the following:

- consider offering to participants an internship based on state and non-state governmental organisations, as it is important that participants continue to develop their skills in designing and implementing project ideas, so that participants can apply the knowledge gained in practice with mentorship of specialists and so that the developed project ideas can find a real opportunity to be realized;
- consider adding an extra task for participants to prepare and present the vision of what and how the state and the society in the Kyrgyz Republic should do to implement the 2030 Agenda to improve their understanding of the “action-result-goal” logical structure.

The face-to-face format of the training has improved its effectiveness for participants. It was also important to closely work with coaches in advance to make sure they have a good understanding of the group and their expectations and overall level of knowledge to tailor the agenda. As the training was very intensive and some topics could not be covered due to lack of time, the recommendation for next time is to extend its duration to one week (6-7 days) and make it external (outside Bishkek), allowing more time for practical tasks in between theoretical sessions and teambuilding. Other recommendations for the future from the organizing team include:

- consider an opportunity to offer small grants for the best projects developed by participants;
- invite representatives of target groups, non-governmental organisations, and youth to participants' project presentations;
- extend the training part on identifying beneficiaries' and target groups' needs.



Participants and coaches at the training (photo: UNFPA in the Kyrgyz Republic)

4.8 Events on the SDGs

To train their skills and apply all knowledge gained during the Academy, each participant was asked to organise an event on promoting the SDGs in the Kyrgyz Republic. It was also meant as the final practical test for participants to decide whether they are committed to become SDG Youth Ambassadors, with all the effort it requires. The main aim of their events had to be spreading awareness about the ideas of sustainable development and the SDGs, including from the practical point of view, so that event participants understand their role in implementation of the SDGs and spreading information about them.



SDG Academy participant Aigerim Aidarova with participants of her training on the SDGs (photo: Aigerim Aidarova)

Each participant was free to choose any target audience and any format for their event, including online or offline (considering the epidemiological situation) and was encouraged to make their event as interactive as possible. While the organisers provided general advice to participants on how to organise events, they were supposed to fundraise for their event themselves. There was a total of six weeks' time given to participants to complete this assignment. At the end participants were asked to submit written event reports, based on which the scoring was done. Each event was assessed against six criteria: coverage of the SDGs, audience and format, creativity, promotion, event report, and sustainability. The full description of this assignment and the scoring matrix is provided in Appendix 7.

From February to March 2021, SDG Academy participants hosted 17 events with the participation of 433 people. Several events were hosted online, while most of the offline events took place in Bishkek, Naryn, Talas, Osh, Bokonbayevo in the Issyk-Kul region, Leilek and Isfana in the Batken region. The events included trainings, lectures, quizzes, info sessions, plays, games, group work, training of trainers and debates, and mainly covered SDGs 1-5 and SDGs 10-17. Most of the participants used social media such as Instagram, Telegram, WhatsApp, Twitter, and Facebook to promote their events.



SDG Academy participant Aizirek Erkebaeva with participants of her event dedicated to SDG 5 “Gender Equality” (photo: Aizirek Erkebaeva)

Among the events conducted by participants were:

- a two days offline training on the SDGs in Naryn for school students aged 14-18, that also included information sessions and interactive games;
- a two days offline training on sustainable development, the SDGs and project development in Bishkek for school students aged 15-17 within the “Startup School” project, students of the Kyrgyz College of Economics and Services, Enactus participants, students and lecturers of the Kyrgyz Economic University;
- an offline training and quiz dedicated to International Women’s Day and SDG 5 (Gender Equality) in Bishkek for high school students and university graduates;
- an offline event on the SDGs with focus on child labour issues in Talas, including an info session, plays, games and quizzes for the volunteers of the Talas branch of the National Red Crescent Society;
- an offline training of trainers on the SDGs, including info sessions and group work in Bishkek for activists from Bishkek and Naryn region aged 15-30, who were already familiar with the SDGs;
- offline Third Youth Games on the SDGs (#SDGGamesKG) in Bishkek for high school students, students of secondary specialized and higher educational institutions aged 15-20, which included info sessions, quiz and debates;
- a mixed format (online + offline) info session and training focusing on SDG 3 (Good Health and Wellbeing) and healthy lifestyle for youth aged 18-30;
- two online trainings and lectures on sustainable built environment and SDG 11 for students

of the architecture, design and built environment faculty of the Kyrgyz-Russian Slavic University;

- an interactive online lecture on the role of youth in the implementation of the SDGs for youth and students aged 14-28;
- an offline quiz on the SDGs in Bishkek for high school and university students;
- an online quiz on the SDGs for students from Leilek area of the Batken region and Bishkek;
- an offline info session and group work event on the SDGs for the 3rd year ecology and energy students in Naryn;
- an offline lecture and discussion on SDG 3 (Good Health and Wellbeing) with a focus on HIV/AIDS in the context of foreign direct investment for the last year school students of the Lyceum 74 in Bishkek;
- an offline lecture and game on the SDGs and health in Bokonbayevo (Issyk-Kul region) for 8th grade school students;
- an offline info session on the SDGs and the role of youth for the 4th year students at the Bishkek Musical Pedagogical College;
- a fireside talk on the SDGs for the alumni of the Flex and Access programmes in Bishkek;
- an interactive offline training on how to make an impact in the development of the Kyrgyz Republic for young activists in Osh city.

Results, Feedback and Lessons Learned

The assignment was scored by four assessors, with the lowest score being 42 points and the highest – 68 points out of total 70 points. Three participants failed to complete the assignment. Overall, most of the participants have managed quite well. 29% participants rated their work as “excellent”, 41% - as “good”, 12% - as “satisfactory”, 12% - as “unsatisfactory” and the remaining 6% as “poor”. While the organisers were not present at the events, based on the event report submitted, the quality and the range of topics and target audiences exceeded the organizing team’s expectations. It was especially great to see the participants mobilizing their resources for ambitious events such as two days trainings and even training of trainers. Based on the feedback survey, all SDG Academy participants agreed that this assignment was in line with the overall goals of the SDG Academy. For 65% this assignment was normal in terms of difficulty, however, 29% found it difficult to organise such an event. Only 11% of participants noted that they did not have enough time to complete the assignment.

It was particularly important for the organizing team to make sure that this assignment would be a great learning experience for participants, so each participant was asked to provide their reflections on the lessons learned in their event report. Based on those reflections, organizing such an event turned out to be a great learning curve for many participants indeed. Their main learning takeaways were:

- need to aim for less participants and hence better quality;
- need to engage all participants during the event;
- need to include icebreakers and energizers to event agenda to improve participants’ focus and build safe space for sharing;
- need to do event planning in advance, including the level of small details;

- need to adjust event content to a particular target audience and make the language simpler if needed;
- need to be prepared for disruptions (such as power cuts) in advance;
- the benefit of having a team to organise events;
- the benefit of attracting partners for events.



SDG Academy participant Perizat Alybekova with a participant of her lecture on the SDGs and health (photo: Perizat Alybekova)

As for the event content, some participants noted the need to be able to explain to participants why the SDGs are relevant and important (what's in it for them), include more practical examples and interactive elements and make sure invited speakers are diverse, so they do not repeat the same content. Overall, based on this experience many participants committed to improve their teamwork, public speaking and communication skills, and continue strengthening partnerships which they have established while organizing these events.



SDG Academy participant Aidai Vadimova with participants of her training on the SDGs in Naryn (photo: Aidai Vadimova)

4.8 Action Plans

The final assignment for participants was to design an individual action plan as the future potential SDG Youth Ambassador. The goal of this assignment was to test the participants' ability to put knowledge gained throughout the SDG Academy into a clear plan of action for promoting the SDGs in the Kyrgyz Republic to be implemented within the six months of the planned mandate of the future SDG Youth Ambassadors. The plan had to aim at increasing the awareness about the SDGs in the Kyrgyz Republic and include an outline of at least five clear actions in terms of event titles, formats, geography, target audiences, intended results, indicative budget, resources, and partners, as well as plans for promotion. Participants had five weeks to complete their plans, the original deadline was extended to allow them to incorporate changes as the result of the training on project development.

Plans were submitted in writing to the organizing team using a template that organizers provided in advance. Each plan was scored by four assessors against eight criteria: alignment with the SDGs; alignment of actions to the goals; audience and format; variety of target audiences; creativity; realism of proposed actions; partnerships and action plan format. Full instructions for this

assignment and the scoring matrix can be found in Appendix 8.

Presentations of the action plans were organized as a separate event (online + offline), whereby each participant had five minutes to present the main highlights of their plan and another five minutes to answer the questions of the judging panel, consisting of representatives of the UN System and the SAYPCS.

Overall, based on observations of the organisers, the assignment has been very useful for participants in terms of consolidating their skills and knowledge trying to translate it to clear action. It was evident that the training on project development significantly helped participants get better at formulating their goals and intended results of their actions. However, it was also evident that one of the most difficult parts of this assignment for participants was to calculate a tentative budget for events and have a full picture of what kind of various resources are needed to organise events. Several participants noted that this assignment was especially difficult for them as they had no prior experience of conducting events.

Based on the experience with this assignment, the organisers would recommend the following for the future:

- *allow more time for this assignment in general – there should be at least two months' time between announcing the assignment and its deadline;*
- *provide very clear instructions for the assignment at the start, including in terms of expectations and offer advisory support to participants throughout the Academy to clarify questions about this assignment;*
- *elaborate very clear instructions for the presentations of action plans and hand them out to participants in advance; include a session with mock presentations to ensure that final presentations to the panel of judges are of sufficient quality;*
- *organise presentation of action plans as a full face-to-face format as online presentation does not offer the same level of presence and may impact scoring.*

5. Overall Results, Feedback and Lessons Learned

As the result of the SDG Academy, the following learning activities were conducted totaling at 111 learning hours (excluding home assignments):

- seven online sessions on the 2030 Agenda and the SDGs with an international expert, combined with six tests and six individual assignments targeted at key knowledge on the 2030 Agenda and a variety of soft skills;
- 21 thematic sessions (online and in mixed format) with 10 UN agencies covering a variety of topics under the overall sustainable development umbrella;
- an intensive four-day training on project development;
- as an individual assignment, participants hosted 17 events on promoting the SDGs with 433 participants in six regions of the Kyrgyz Republic;
- participants developed 18 individual action plans as potential future SDG Youth Ambassadors.

Summary of all learning activities can be found in Appendix 5.

All participants received a certificate of completion of the SDG Academy signed by the UN Resident Coordinator and the Director of the SAYPCS. 5 top performing participants, based on the scoring system, were selected to be the SDG Youth Ambassadors for May – October 2021.

Based on the anonymous final feedback survey (completed by 17 out of 20 participants), all participants were satisfied with the Academy in general (77% were “very satisfied” and 23% “satisfied”). Overall, the organizing team was very satisfied with the results that were achieved and with the activity and results of the participants.

59% of participants assessed the number of learning activities as normal, however, for 29% it was many and for 12% - too many activities. The programme was intentionally made to be quite extensive as the organizers pursued the ambition to cover as many themes as possible under the overall umbrella of the 2030 Agenda, the SDGs and sustainable development, within quite a limited time frame of four months.

Another ambition of organizers was to adapt the curriculum to the learning needs of this particular group of participants and make learning as convenient as possible. A vast majority of participants (94%) agreed that the Academy was adaptive towards their learning needs and that they felt that their opinion was heard when organizing learning activities. 77% noted that the Academy met their expectations and 88% noted that the SDG Academy activities were well structured.

One of the major weak spots, however, was that participants were not that satisfied with the feedback provided to them on their home assignments, usually as common feedback for the same

group as organisers and assessors did not have capacity to provide individual feedback each time. It was clear that there was a need for individual feedback - 29% of participants did not feel that there was enough feedback on home assignments provided to them.

Open final feedback from participants was quite positive, citing key learning outcomes that were originally intended by organisers and bigger outcomes beyond the goals of the Academy.

“Now I’m even more sure that the SDGs are not just an international agreement, but a whole system or a new societal ideology to achieve common peace, prosperity and stability”

“While attending the SDG Academy, I realized that each SDG has a lot of goals behind it and that there is a wealth of effort to achieve them. Before I used to think that there were only 17 goals.”

“I realized that before the SDG Academy I didn’t know anything about the SDGs at all, now I’m confident saying that I know a lot about them.”

“I understood how I can make an impact to the implementation of the SDGs as an active young person.”

“Before I paid attention to particular SDGs only and thought that they could be achieved in silos. All my superficial knowledge was laid out by the Academy and now I understand and realize how much the SDGs are interconnected. I will invest strength and knowledge to achieve the SDGs.”

“I used to see one element only, now I see the full picture.”

“In the beginning I perceived the concept of the SDGs as a kind of challenge for the entire population, now after the Academy I realized that, first of all, this is a huge and conscious step into a brighter future.”

“After the SDG Academy I realized how difficult it is to systematically achieve sustainable development.”

– SDG Academy participants

An interesting outcome was that several participants noted that during the SDG Academy they have changed their interests as it helped expand topics where they might have not had previous knowledge. This was a good outcome as it meant that the SDG Academy offers a solid basis for participants to re-think their priorities and focus, therefore preparing them better to be potential SDG Youth Ambassadors in the future.

Another positive outcome participants noted is the opportunities for networking that the SDG Academy had offered them through meeting each other and meeting new people while doing assignments and attending sessions. Many times, participants noted that they felt energized because in the SDG Academy they found themselves among likeminded activists.

During the Academy it has become obvious that dividing participants into five groups according to the “5 Ps” would have not been the best solution as some dimensions were much more

popular among them and some were not popular at all, so the decision was made not to fix their participation and subsequent selection of the SDG Youth Ambassadors on the five dimensions to avoid mismatch between possible assigned SDGs and their actual interest and passion.

One of the challenges was that the SDG Academy was a pilot project, so many details on its implementation (for example, assignment instructions) were developed in the process, while in most cases participants liked to see the full details outlined for them at the start.

When implementing the SDG Academy, the organizers realized that scoring assignments takes a lot of time, however, did not have sufficient capacity to provide individual feedback to all 20 participants for all eight written assignments.

The COVID-19 pandemic brought several challenges to the project too: inability of the organizing team to meet as often as was required; dropping out of some members of organizing team and participants due to illness and limitations on public gatherings, which added additional stress in organizing face-to-face event and led to most events held online, hence with less learning effectiveness.

While 20 participants were originally selected for the SDG Academy, two could not participate fully: one participant had to relocate due to COVID-19 restrictions and changes in study mode that followed, and another participant took up a job that did not allow her enough time to commit to the Academy.

Overall Recommendations

Based on the overall analysis of the SDG Academy by organizers and feedback from participants, the following is recommended to the organizing team for the future:

- *develop an improved curriculum, considering the balance between too difficult and too simple, too time consuming and too loose, with an overall goal to provide participants with quality extensive knowledge while making the learning path comfortable, avoiding too many sessions, and elaborating a logical sequence of thematic sessions;*
- *expand learning tools with a set of workbooks with key messages on the SDGs to support participants' learning; consider having a final theoretical test on the SDGs to consolidate participants' knowledge;*
- *have the curriculum fully thought and developed and shared with participants in advance to better manage their expectations, including assignment instructions and scoring systems;*
- *conduct more team building events for participants, keeping in mind the potential of peer-to-peer learning and having the group as the platform to create safe space among participants;*
- *prioritize offline face-to-face formats for all events over online format (if the epidemiological situation allows) to ensure maximum effectiveness of learning; for big events such as trainings or teambuilding, prioritise hosting them outside big cities to ensure better attendance and focus;*
- *strive to provide content equally in Russian and Kyrgyz to ensure the same level of*

accessibility;

- *fundraise and lock budget for the project at the start to ensure intended quality of envisioned results;*
- *have a dedicated team of at least one full time staff member (coordinator) who would be able to manage the project to ensure timely communications with participants; consider expanding the core team of organizers to raise capacity;*
- *improve the overall concept of the SDG Academy by adding clear SMART goals and indicators to take better stock of learning outcomes in the end;*
- *plan the project in advance to allow sufficient time for selection of participants and contracting necessary experts;*
- *explore potential partnerships with state bodies, non-governmental organisations, educational institutions, and private sector, that would contribute to the achievement of learning outcomes of the SDG Academy;*
- *involve ex-SDG Youth Ambassadors and SDG Academy graduates to explore peer-to-peer learning.*

Appendices

Appendix 1. Application Form

The application form consists of 6 parts:

1. General information
2. Experience and skills
3. Education
4. SDG Quiz
5. Participation in SDG Academy
6. Video pitch

Compulsory fields are marked with *.

1. General information

- Name*
- Last name*
- Mobile phone number*
- E-mail address*
- Additional contacts (Leave additional phone number or e-mail address if available).
- Date of birth*
- Gender (female / male / other)
- In which administrative region of the Kyrgyz Republic are you based at?* (Select your actual address during SDG Academy - November 2020 to March 2021) (City of Bishkek / City of Osh / Chui oblast / Osh oblast / Batken oblast / Talas oblast / Issyk-Kul oblast / Naryn oblast / Jalal-Abad oblast)
- Links to social media profiles* (Insert links to your profiles in Instagram, Facebook, LinkedIn and other media, if available)
- Do you consider yourself a representative of a vulnerable group (for example, people with disabilities)? If yes, which group?*

2. Experience and skills

- How many years of experience do you have in activism / volunteering / work on promoting / improving youth-related issues and challenges?*
- Briefly describe your experience in such initiatives, your results and achievements*. (If you don't have such experience, please note it here).
- Writing and speaking skills in Kyrgyz language* (excellent / good / basic / no skills)
- Writing and speaking skills in Russian language* (excellent / good / basic / no skills)
- Writing and speaking skills in English language* (excellent / good / basic / no skills)
- Do you have experience in promotion / marketing / blogging in social media?* (yes / no)

3. Education

- What is your level of education now?* (completed basic education (9 grades) / completed basic secondary education (11 grades) / completed secondary professional education / completed higher education - specialist, bachelor, candidate, doctor)
- Field of study (If you already have or are getting a degree in secondary or higher professional education, what is your main field of study? For example, international relations, medicine, foreign languages, etc.)
- Extracurricular education* (List, if available, your certificates of extracurricular education, for instance, extra

classes at educational institutions, online course certificates, training, certificates of participation in conferences, etc.)

4. SDG Quiz*

- 1) When were the SDGs adopted?
 - October 2000
 - September 2014
 - March 2010
 - September 2015

- 2) Is it true that all 193 states officially adopted a new global programme in 2015?
 - Yes
 - No

- 3) The SDG agenda includes...
 - 169 targets
 - 196 targets
 - 189 targets
 - 198 targets

- 4) How many people in the world live in acute poverty?
 - 358 mln
 - 585 mln
 - 600 mln
 - 836 mln

- 5) According to the SDG Index, SDG 1 in Azerbaijan, Kazakhstan, Russia...
 - Is achieved
 - Is not achieved
 - Is partially achieved
 - I don't know

- 6) How many people in the world still suffer from hunger?
 - Around 400 mln
 - Around 200 mln
 - Around 600 mln
 - Around 800 mln

- 7) What is a 'food bank'?
 - It's a bank that finances agriculture
 - It's an organisation that collects food products and redistributes them to people in need
 - It's a bank that finances programmes for delivering food to people in need
 - It's a food sharing community

- 8) What is NOT included in SDG 3 targets?
 - Reducing mortality in traffic accidents
 - Enriching people's diets with vitamins
 - Reducing the intake of drugs
 - All answers are correct

- 9) The most widespread reason of death in the world is ...
 - Coronary artery disease and stroke
 - Respiratory tract infections
 - Traffic accidents
 - Pyelonephritis

- 10) Who has problems with getting education most often?
- Young people under the age of 25
 - Girls and women
 - Men under 35
 - Girls under 18
- 11) Who is Malala Yusufzai?
- Pakistani human rights defender, advocating for accessible education for women
 - Leader of the "Fridays for the Future" movement
 - Indian actress advocating for women's rights
 - Nepalese activist, UN ambassador
- 12) What is NOT included into SDG 5 targets?
- Eradicate female genital mutilation
 - Recognize and value women's unpaid care and homework
 - Provide equal opportunities for men to care for a child
 - All answers are correct
- 13) What percentage of their time on average do women spend on unpaid work?
- 19%
 - 10%
 - 38%
 - 15%
- 14) How many percent of the Kyrgyzstani population have access to basic sanitation services?
- 97%
 - 89%
 - 65%
 - 79%
- 15) How many percent of the world's people do not have access to electricity?
- 5%
 - 10%
 - 20%
 - 60%
- 16) How many percent of business worldwide is held by small and medium-sized enterprises?
- 43%
 - 74%
 - 90%
 - 66%
- 17) How many percent of the world's population have some degree of disability?
- 3%
 - 15%
 - 9%
 - 21%
- 18) How many billion tons of garbage does mankind throw away every year?
- 2.12
 - 1.12
 - 3.35
 - 4.5
- 19) How many centimeters did the world mean sea level rise from 1901 to 2010?
- 36

- 19
- 7
- 22

20) How many hectares are lost per minute due to drought and desertification?

- 42
- 23
- 6
- 12

- Which of the SDGs do you think you have already contributed personally to?* List the relevant SDGs (or several) and briefly describe your contribution.

5. Participation in the SDG Academy

- The five pillars of sustainable development are people, prosperity, planet, partnership and peace. All 17 Sustainable Development Goals can be conditionally distributed along these 5 areas. Which of these areas is most interesting to you?* (people / prosperity / planet / peace / partnership)
- How did you find out about the SDG Youth Ambassadors Programme?* (Website of UN in the Kyrgyz Republic / Website of the State Agency for Youth, Physical Culture and Sports / social media / media / from people I know / other)

6. Video Pitch

To complete the application for participation in the SDG Academy, you need to send the recorded video answers to 2 questions (in Russian or Kyrgyz):

Why should you become an SDG Ambassador?

How to achieve Sustainable Development Goal X in the Kyrgyz Republic? Choose one of the 17 Goals and offer your solutions.

Video length should not exceed 2 minutes (!). Applications without a video presentation will not be considered.

I hereby confirm that I give my consent to the UN System in the Kyrgyz Republic to process and use the personal data mentioned by me in this application for consideration of my candidacy for participation in the first stage of the SDG Youth Ambassadors Programme.* (confirm / do not confirm)

Appendix 2. Participant Profiles

Aigerim Aidarova, 20 years old, Bishkek

3rd year student at Kyrgyz University of Economics, majoring in foreign economic activity and international trade. Aigerim has also been UNDP volunteer coordinator and English tutor. She has made many reports at international conferences, completed an internship at the Higher School of Economics in Russia and the UK, and organised a Model UN. Aigerim actively raises issues of environmental protection, gender equality and education among her community and contributes to solving these problems through her projects.

Miraida Almazbekova, 18 years old, Batken

Student of the Kyrgyz-Turkish University "Manas". For 3 years Miraida has been actively involved in public events on climate change, and also works to eliminate inequalities in education, support those in need, respect human rights, improve the cleanliness and potential of the city of Batken.

Perizat Alybekova, 20 years old, Bishkek

3rd year student at the Institute of Business and Law of Kyrgyz State Law Academy, a member of its Enactus team and an intern in the Network for the Protection of the Rights of Victims of Human Trafficking. Perizat was a volunteer at the Youth Center at the Karakol City Hall and the Red Crescent Society. Her main goal is to become a highly qualified lawyer. Perizat focuses on gender equality and combating violence against girls and women.

Umut Asylbekova, 20 years old, Talas

Volunteer at the Red Crescent and the Talas Regional Council of Youth. She is an Ambassador of Preventive Diplomacy at UN Regional Center on Preventive Diplomacy in Central Asia and is preparing a message on the common ideology of mankind for the Deputy Foreign Ministers of the Central Asian countries and Afghanistan.

Aigul Davranova, 21 years old, Bishkek

In everyday life Aigul deals with issues of gender inequality, quality education and legal awareness of youth. At the moment, she is implementing the projects "School of Leadership" and "School of Law" on leadership and legal literacy for youth, making her own contribution to the development of the country. She works as a deputy director at the public fund "Country Network of Women Living with HIV" and helps women with HIV-positive status to develop, acquire new skills, and also provides them with legal assistance.

Kaukhar Duishekeeva, 20 years old, Bishkek

4th year student at the Ala-Too International University, member of the Model UN, where she was a delegate of the Kyrgyz Republic to the Human Rights Council. She believes that education is the foundation of everything and the key to the development of the country. Kaukhar's motto is to "think globally, act locally".

Aizirek Erkebaeva, 18 years old, Bishkek

Aizirek was involved in volunteering since high school, which helped her see the urgent problems of the country, such as discrimination against girls and women. In her final school year, she conducted a study of the ala-kachuu phenomenon. She is an activist and wants to contribute to the improvement of education in the regions of the Kyrgyz Republic, so that the place of residence or income is not an obstacle to getting quality education.

Ulugbek Kadyrbekov, 18 years old, Bishkek

After studying in the USA, Ulugbek completed an internship at Codify Lab in the Kyrgyz Republic, where he took part in the development of a platform for the management of educational institutions. During the internship, he analyzed the IT infrastructure in Central Asia and saw several new perspectives in improving and introducing innovations in technological development. The main goal is to engage the government and key stakeholders to find durable solutions to economic

problems through technological innovation for the development of the Kyrgyz Republic.

Nargiza Korgoldoeva, 20 years old, Chui region

3rd year student of the Faculty of International Relations of the Kyrgyz-Russian Slavic University. Nargiza is studying social marketing and has already implemented 3 large projects, having been a volunteer since her school years. She organised such activities as plogging, job opportunities for housewives, developed agriculture on new platforms, taught garbage sorting, taught foreign languages in the regions of the country, and digital literacy to schoolchildren. The main goal is to solve the problems of gender inequality and quality education. Nargiza wants to teach citizens of the Kyrgyz Republic to consume and produce responsibly, and to promote partnerships for sustainable development.

Aigerim Kurmanbekova, 21 years old, Bishkek

Studies industrial and civil construction at the Kyrgyz-Russian Slavic University, also studied civil engineering in the USA and environmental management in the Russian Federation. Aigerim is a graduate of the Global UGRAD program, the Club of Progressive Kyrgyzstanis, the USG Alumni Mentoring Program and is a member of the ProKG leadership program and the AmCham mentoring program. She is fond of engineering and language learning, and also contributes to the development of remote regions of Kyrgyzstan through the spread of STEM and the fight for gender equality. She believes that the path to change lies through education, therefore she is actively involved in educational projects.

Aliya Mamyrganova, 22 years old, Bishkek

Aliya is an activist and acts on the principle of "think globally, act locally". She has experience in organizing projects for teaching youth leadership skills and English. Aliya believes that if as many people as possible are aware of global problems, then they can be solved faster.

Azat Medetov, 21 years old, Bishkek

3rd year student of the Faculty of International Relations of the Kyrgyz-Russian Slavic State University, a graduate of the Club of Progressive Kyrgyzstanis, a member of the Youth Council and university's football team. Azat is interested in environmental protection, legal education, anti-terrorism and healthy lifestyles.

Emily Monoldorova, 20 years old, Naryn

3rd year student at the Faculty of Linguistics at the Kyrgyz State University. In her free time, Emily is engaged in self-development, participating in competitions, trainings, debates. She completed an internship at AIESEC. One of her most important goals in life is to become a person who improves herself and the society. She wants to contribute to the development of mankind by helping people get quality education.

Kubanychbek Narynbekov, 19 years old, Bishkek

Volunteer at the Asian Child Care Foundation, where he is the curator of the "Start Up" course for teaching English to school children for free. As a member of the student council of the Bishkek State University, he works with students in education and participates in social events. He works as a mentor in the Education Society ELDEMI, informing graduates about universities and preparing them for nationwide testing. His main goal is to successfully complete their studies and implement their projects in the field of education.

Myktybek Sabirov, 25 years old, Jalal-Abad

Graduated with a degree in environmental management and sustainable development, worked on projects in the field of organic agriculture and soils, as well as women's rights and education. Myktybek writes articles about nutrition on the MAAN platform, takes part in marches and events related to the accessibility of environment for people with disabilities. His main goal is to expand his knowledge of forest ecology and earn a master's degree in the field, in order to make an impact in the reforestation of Arslanbob.

Tolgonai Talaibekova, 20 years old, Bokonbayevo (Issyk-Kul region)

2nd year student of the Faculty of Communications at the Kyrgyz-Turkish University “Manas”, was a volunteer at the Red Crescent Society in Issyk-Kul and Community-Based Tourism association, now a volunteer for AIESEC. Tolgonai believes that a nation that treats women badly does not and cannot have a bright future, therefore she is actively involved in the empowerment of all women and girls in the Kyrgyz Republic.

Danil Tsoi, 19 years old, Bishkek

3rd year student at the Faculty of Law of Kyrgyz-Russian Slavic University. Involved in volunteering for about 2 years. Danil started as a volunteer at UNDP in the Kyrgyz Republic, now he runs the “Young Leaders for Social Progress” public platform, where he and his team are engaged in the development and implementation of creative initiatives and projects of a new format. Danil actively promotes the SDGs with a focus on goals that are directly or indirectly related to environmental protection and biodiversity conservation, development of legal institutions and protection of human rights, as well as quality education for young people and introduction of new approaches and innovative methods to solve such problems.

Eliza Uraimova, 18 years old, Osh

Eliza believes that social cohesion and stability in society play a key role on the path to development, but they can only be achieved through quality education. Through volunteering and activism, she spreads the ideas of tolerance and non-discrimination towards women, girls, and ethnic minorities. Her main goal in life is to contribute to the development of society.

Ayana Urmatbekova, 21 years old, Bishkek

Ayana graduated from Kyrgyz State Law Academy and worked for 2 years in AIESEC, where she implemented three social projects, as well as the YouthSpeak and the World’s Largest Lesson events. Currently she works as a lawyer and is interested in the issues of youth employment and development of local production. Ayana’s main goal is to assist in building a society where everyone has an opportunity to develop.

Aidai Vadimova, 18 years old, Bishkek

1st year student at the Faculty of Liberal Arts and Sciences of the American University of Central Asia, she studies social entrepreneurship and design thinking. Aidai is actively involved in mentoring and volunteer activity, gains new knowledge and skills through books, trainings and self-development seminars. Her main goal is to obtain quality education and experience, with the help of which she can benefit the society. As an activist, Aidai promotes high quality and affordable education for all, because she considers this a serious problem for today’s youth and children in the Kyrgyz Republic.

Appendix 3. Curriculum of online sessions on the SDGs

Session 1: Introduction to sustainable development

- Stockholm Conference (1972)
- “Our Common Future” Report (1987)
- Definition of ‘sustainable development’
- Earth Summit (1992)
- Shifts in UN’s focus from 1960s to 1990s in relation to development of the sustainable development concept
- 3 components of sustainable development
- Difference between ‘sustainable development’ and ‘sustainability’
- What sustainable development is not
- Millennium Development Goals and World Summit on Sustainable Development (2002)
- Rio +20 (2012)
- International processes that led to development agenda after 2015
- The 2030 Agenda and the Sustainable Development Goals (2015)
- 5 dimensions of sustainable development (5Ps)
- Principles of sustainable development

Session 2: The 2030 Agenda and the Sustainable Development Goals

- Millennium Development Goals and World Summit on Sustainable Development (2002)
- Rio +20 (2012)
- Millennium Development Goals
- International processes that led to development agenda after 2015
- MyWorld Survey
- The 2030 Agenda and the Sustainable Development Goals as a UN resolution
- 17 Sustainable Development Goals
- Difference between Millennium Development Goals and Sustainable Development Goals
- Classification of the Sustainable Development Goals based on 3 components of sustainable development and 5 dimensions of sustainable development
- SDG Index and World Happiness Index
- Principles of the Sustainable Development Goals
- UN resolutions important for the Sustainable Development Goals
- Addis Ababa Action Agenda
- Paris Agreement of the United Nations Framework Convention on Climate Change
- Sendai Framework Programme on Disaster Risk Reduction
- New Urban Agenda

Session 3: Interconnection of the Sustainable Development Goals and topics they cover

- Sustainable Development Goals’ targets
- Brief overview of targets and instruments of each Sustainable Development Goal
- 3-Tier system of Sustainable Development Goals’ indicators
- Methodological readiness of global indicators
- Importance of disaggregated data on the Sustainable Development Goals
- Interconnection of the Sustainable Development Goals
- Positive linkages and interaction of Sustainable Development Goals’ targets, spillovers
- Negative linkages and interaction of Sustainable Development Goals’ targets
- Sustainable Development Goals’ interactions portal
- Sustainable Development Goals as buffers and multipliers

Session 4: Agents of change for implementation of the Sustainable Development Goals

- Who created the 2030 Agenda?
- Government (public) sector, commercial (private) sector and non-commercial sector
- Role of state in the 2030 Agenda. What is expected from states in the 2030 Agenda?
- Voluntary National Reviews and SDSN Scorecard: Government efforts towards achieving the Sustainable Development Goals
- Political, economic, and social instruments of governments for achieving the Sustainable Development Goals
- Role of business in the 2030 Agenda
- Main means of corporate social responsibility
- Priorities of business according to WBCSD's survey
- Role of civil society in the 2030 Agenda
- Instruments of civil society in the implementation of the 2030 Agenda
- Civil society reports on the implementation of the Sustainable Development Goals
- Role of the academia in the implementation of the 2030 Agenda
- UN SDSN guides on promotion of the Sustainable Development Goals in universities
- Importance of cooperation - stakeholder engagement into the 2030 Agenda
- The 2030 Agenda provisions on cooperation (paragraphs 72, 74, 79)
- Sustainable Development Goals' targets on cooperation
- Major groups of the Agenda 21
- Other stakeholders
- 2 levels of stakeholder engagement

Session 5: Instruments for achieving sustainable development

- Global Sustainable Development Report 2019: 6 transformations and levers
- Green economy
- Planetary boundaries
- 'Doughnut economics'
- Circular economy
- Diplomacy and international relations
- Technology and innovations
- Education for sustainable development. Skills for sustainable development
- Challenges in the achievement of the Sustainable Development Goals
- COVID-19 pandemic and its impact on the achievement of the Sustainable Development Goals

Session 6: Follow-up and review and data for the 2030 Agenda

- Follow-up and review (paragraphs 72 and 79 of the 2030 Agenda)
- Voluntary National Reviews on the Sustainable Development Goals
- Who carries out Voluntary National Reviews?
- Principles of Voluntary National Reviews
- Process of preparation of Voluntary National Reviews
- High Level Political Forum on Sustainable Development 2020
- Civil society reviews on the Sustainable Development Goals. Civil society reviews conducted in the Kyrgyz Republic
- Voluntary National Review of the Kyrgyz Republic 2020
- Coordination structure of the review (institutional mechanisms)
- Stakeholder engagement
- Contents of the review
- Main conclusions of the review
- Data on the Sustainable Development Goals
- UN statistics

- Sustainable Development Goals Atlas by World Bank
- SDG Index by SDSN
- SDGs Today portal
- Report of the Interstate Statistical Committee of the CIS
- Report "Monitoring of Sustainable Development Goals Indicators in the Kyrgyz Republic"

Session 7: Role of youth and volunteers in the achievement of the Sustainable Development Goals

- Why the role of youth in the Sustainable Development Goals is important
- UN Major Group on Children and Youth
- SDSN Youth
- UNITED 2030
- Volunteerism and the Sustainable Development Goals
- UN Youth Envoy
- UN Youth 2030 Strategy
- UN Volunteers Programme
- Career opportunities for youth in the UN: Young Professionals Programme, Junior Professional Officer (JPO) Programme, internships
- Publications with ideas on Sustainable Development Goals action by the UN System and partners
- World Youth Reports 2018 and 2020
- UN Youth Delegate of the Kyrgyz Republic Programme
- International opportunities in education on the Sustainable Development Goals

Appendix 4. Sessions on the SDGs: home assignments and evaluation criteria

Assignment 1: Storytelling

Assignment Instructions: Create a story and record it on video (5 min max) about how the sustainable development concept appeared in your life. While doing this, try to logically embed the main stages of development of the sustainable development concept into the story.			
Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum Points
1. Understanding of the sustainable development and SDG concepts	The story includes clear references to the concept of sustainable development and the SDGs, the participant demonstrates an understanding of these concepts through the story.	<ul style="list-style-type: none"> • poor - 1 point • unsatisfactory - 2 points • satisfactory - 3 points • good - 4 points • excellent - 5 points 	5 points
2. Aim/Message	The story has to have a clear goal to call the audience to a particular action(s).		5 points
3. Structure	The story should have an introduction (thesis), an event(s) that affects the situation (or arguments to support your thesis), a conclusion(s).		5 points
4. Creativity	The story should include creative elements.		5 points
5. Emotions	The story should evoke an emotional connection with your audience.		5 points
6. Clarity	The story should be conveyed intelligibly (in simple language), but at the same time not deviate from the main message.		5 points
7. Public speaking skills	Quality of speech and intonation on the video		5 points
Total:			35 points

Assignment 2: Writing News Pieces

Assignment Instructions: Write a news piece about a recent event in the Kyrgyz Republic based on one of the dimensions of sustainable development (5Ps). Link it to the 2030 Agenda and a particular SDG.			
Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum Points
1. Understanding of the sustainable development and SDG concepts	The piece includes clear references to the concept of sustainable development and the SDGs, the participant demonstrates the link between the news piece and one of the "5Ps".	<ul style="list-style-type: none"> • poor - 1 point • unsatisfactory - 2 points • satisfactory - 3 points • good - 4 points • excellent - 5 points 	5 points
2. Title	The piece has a catchy title.		5 points

3. Lead text	The piece has an effective lead text.		5 points
4. Body	The body of the text provides sufficient information.		5 points
5. Quote	The piece includes at least one quote.		5 points
6. Visual communication	The piece is complemented with visual materials (e.g. photo, graphic).		5 points
7. Formatting	The text is correct and formatted neatly.		5 points
		Total:	35 points

Assignment 3: Promotion in Social Media

Assignment Instructions: Create an example social media post where you demonstrate the linkage of one of the SDGs from your assigned dimension (5Ps) to another SDG(s) and why this linkage is important. Try to make the post as interesting for the audience as you can. Think of specific hashtags or use existing hashtags that can attract new audiences

Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum Points
1. Understanding of SDG interlinkages	The social media post should clearly articulate the relationship between SDG and why it matters.	<ul style="list-style-type: none"> • poor - 1 point • unsatisfactory - 2 points • satisfactory - 3 points • good - 4 points • excellent - 5 points 	5 points
2. Title	The post has a catchy title.		5 points
3. Visual elements	The post includes catchy visual elements (e.g. photos, graphics and etc.)		5 points
4. Body	The body of the post is informative.		5 points
5. Targeting	The post is clearly targeted at a specific audience.		5 points
6. Promotion	The post uses mechanisms for promotion (e.g. hashtags, tags)		5 points
7. Formatting	The text is correct and formatted neatly.		5 points
		Total:	35 points

Assignment 4: Writing Statements

Assignment Instructions: Read out a statement and record it on video (3 min max) about which of the agents of change influences or can particularly influence the implementation of SDGs from your assigned dimension (5Ps) in the Kyrgyz Republic. Base your statement on clear arguments and provide recommendations.

Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum
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			Points
1. Knowledge of SDG agents of change	The statement demonstrates knowledge of the main agents of change in achieving the SDGs and justify the importance of the role of one of them.	<ul style="list-style-type: none"> poor - 2 point unsatisfactory - 4 points satisfactory - 6 points good - 8 points excellent - 10 points 	10 points
2. Structure	The statement has a clear structure: definition of the problem + 2-3 proposed solutions	<ul style="list-style-type: none"> poor - 1 point unsatisfactory - 2 points satisfactory - 3 points good - 4 points excellent - 5 points 	5 points
3. Targeting	The statement is clearly aimed at a specific audience and addresses the proposed solutions to this particular audience. The audience has the potential to influence the problem.		5 points
4. Argumentation	The statement has proof that the problem exists, or that the solution is beneficial to the audience.		5 points
5. Levers of influence	The statement has leverage, reminds of benefits, hypothetically can force the audience to follow the speaker's recommendation.		5 points
6. Formatting	The text is correct and formatted neatly.		5 points
Total:			35 points

Assignment 5: Writing Official Letters of Request

Assignment Instructions: Write a formal letter to an appropriate government agency with a proposal to introduce one of the tools for sustainable development in the Kyrgyz Republic so that the country progresses in this dimension ("5Ps"). Provide clear reasons for this proposal.			
Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum Points
1. Preamble	The letter has an introduction, which includes the formulation of the purpose of the letter or the reasons that caused its writing.	<ul style="list-style-type: none"> poor - 1 point unsatisfactory - 2 points satisfactory - 3 points good - 4 points excellent - 5 points 	5 points
2. Body	The body of the letter provides a statement of the situation, proposes solutions, formulates conclusions and makes recommendations.	<ul style="list-style-type: none"> poor - 2 points unsatisfactory - 4 points satisfactory - 6 points 	10 points

3. Knowledge of instruments for achieving the SDGs	The letter should mention at least one instrument for achieving the SDGs.	<ul style="list-style-type: none"> • good - 8 points • excellent - 10 points 	10 points
4. Recap	The letter has a summary and formulated expectations from the addressee of the letter.	<ul style="list-style-type: none"> • poor - 1 point • unsatisfactory - 2 points • satisfactory - 3 points • good - 4 points • excellent - 5 points 	5 points
5. Formatting	The text is correct and formatted neatly.		5 points
Total:			35 points

Assignment 6: Writing Analytical Notes, Conducting Qualitative & Quantitative Research

Assignment Instructions: Choose one of the SDGs in your dimension (5Ps) and prepare a brief analytical note on how the indicators for this SDG have changed since 2015 in the Kyrgyz Republic. Use open data. You can also use additional independent sources, for example, data from independent NGOs working on your topic. Analyze how the information you found compares with the information provided in the Voluntary National Review of the Kyrgyz Republic 2020.

Evaluation Criteria	Description of Evaluation Criteria	Scoring Scale	Maximum Points
1. Working with SDG data	The note has data on the SDGs.	<ul style="list-style-type: none"> • poor - 1 point • unsatisfactory - 2 points • satisfactory - 3 points • good - 4 points • excellent - 5 points 	5 points
2. Synthesis of literature and critical review	The note includes not just a description of data, but their rethinking.		5 points
3. Clarity and structure	The structure of the note is not too confusing and doesn't have too much text.		5 points
4. Sequence of presentation of the topic	The thoughts described in the note are complete and the note is well-sequenced in terms of transition of thoughts.		5 points
5. Key message	The note has a clear key message.		5 points
6. Data sources	The note is based on data from multiple data sources.		5 points
7. Formatting	The text is correct and formatted neatly.		5 points
Total:			35 points

Appendix 5. Summary of All Learning Activities

Themes	Organizers	Quantity of Learning Hours	Format	Date
1. Series of sessions on sustainable development and the SDGs				
Introduction to sustainable development	UN System	2	online	15 January 2021
The 2030 Agenda and the SDGs		2		22 January 2021
Interconnection of the SDGs and the topics they cover		2		29 January 2021
Agents for change for the SDGs		2		5 February 2021
Instruments for achieving sustainable development		2		12 February 2021
Follow-up and review and data for the 2030 Agenda		2		19 February 2021
Role of youth and volunteers in the SDGs		2		26 February 2021
2. Series of thematic sessions				
Introduction to human rights	OHCHR	2	mixed	25 January 2021
International human rights law and protection mechanisms		2		26 January 2021
SDG 10 "Reduced Inequalities", non-discrimination and equality principle		2		27 January 2021
Atmospheric air pollution	UNDP	2	online	8 February 2021
Migration		2		9 February 2021
Climate change		2		10 February 2021
State youth policy	SAYPCS	2	online	11 February 2021
Reproductive health, combating HIV/AIDS and gender-based violence	UNFPA	2	online	15 February 2021
Decent work and the 2030 Agenda	ILO	2	online	16 February 2021
People-oriented agenda for the future of work		2		17 February 2021
Basic labour principles and rights. Overview of the situation in the Kyrgyz Republic		2		18 February 2021
Food security and biodiversity	FAO	2	mixed	22 February 2021

Climate smart agriculture		2	online	25 February 2021
Data on the SDGs in the Kyrgyz Republic	UN RCO	1	online	1 March 2021
Volunteers and the SDGs	UN RCO and UNV	2	online	10 March 2021
Participation of youth in elections	UNDP and the Central Electoral Commission of the Kyrgyz Republic	3	mixed	11 March 2021
Youth and education for sustainable development. CAYSPACE Platform	UNESCO	2	online	16 March 2021
Gender equality concept	UN Women	2	online	25 March 2021
Peacebuilding	UN PBF	2	online	26 March 2021
Joint session with YUNGA Ambassadors (Japan)	FAO	2	online	29 March 2021
Trade, employment and reduction of poverty	UNDP	2	online	31 March 2021
3. Trainings on skills development				
Introductory training	UN System and SAYPCS	20	mixed	8-9 December 2020
Training on social project development		35	offline	18-21 March 2021
Total:		111 learning hours		

Appendix 6. Project Development Training Agenda

Session	Objectives
Day 1	
Welcoming words by organisers Getting to know the participants and trainers Collection of expectations and getting to know the programme of the training Icebreakers	Form an idea of the learning objectives and “break the ice”, introduce trainers and participants.
Session 1. SDGs – what do they mean for the youth of Kyrgyzstan?	Determine the level of knowledge and understanding among participants of the significance of the SDGs for the development of society and youth of Kyrgyzstan.
Session 2. Introductory part. Social projects and programmes	Consider the difference between a programme and a project. Discuss possibilities of creating projects.
Session 3. Who do we work with and for whom? Beneficiaries and target groups with whom we work in social programs and projects. Characteristics and definition of needs.	Define the terms “beneficiaries” and “target groups”. Discuss what basic needs of the beneficiaries can be met, what are the main roles of target groups.
Session 4. “Seeing the problem”. Analysis skills, research of problems related to the SDGs. Methods of collecting information.	Provide basic techniques for defining and describing the problem we want to address in the context of the SDGs.
Practical work on problem formulation and presentation of developments	
Session 5. How can you solve the problem? Project cycle. Defining the purpose of the project. Practical work	Formulating project goals. Criteria for a “good” goal. Work on formulating project goals.
Questions on Day 1. Homework for Day 2	
Day 2	
Day 1 Refresher	Interactive exercise to summarize the knowledge gained
Session 6. Defining project objectives. Criteria for well-defined objectives.	Provide knowledge on the development of project objectives and discuss the main mistakes made by project designers.
Practicing writing objectives for projects	Applying knowledge gained in a practical exercise, getting feedback from the team.
Session 7. What does the project produce? Products and services that the project produces. Technologies, methodology for description.	Consider a project analysis of products and services. Provide participants with technology development skills.
Practical exercise. Project products and services	Apply in practice knowledge of technology development and presentation of project products and services.
Session 8. Achieving objectives. Action plan of the project. How to write the plan correctly? What is project sustainability and how to ensure it?	Consider the technology for drawing up action plans. Discuss challenges to sustainability of projects.
Workshop on drafting a project implementation plan	Practical skills in planning and shaping sustainable projects

Session 9. "How much does a pencil cost?" Project budget. Features that project designers forget.	Provide knowledge on budgeting, expenditure, and accounting for needs
Day 2 wrap-up	
Day 3	
Day 2 Refresher	Interactive exercise to summarize the knowledge gained
Practical work on project budgeting	Practice the skills of drafting budgets for participants' projects
Session 10. Where to find funds to implement the project idea? Fundraising.	Provide knowledge on attracting resources for the project.
Session 11. Effective communications	How to effectively promote your social projects on the SDGs to donors/sponsors? How to use social media to promote your idea/project/organisation? Participants will gain basic knowledge and presentation skills.
Session 12. "Plan B"	Provide participants with knowledge on risk analysis, the role of supporters and opponents of the project. Logical framework
Practical exercise on risk analysis	Practical exercise on analyzing participants' projects
Day 3 wrap-up Q&A	
Day 4	
Day 3 Refresher	Interactive exercise on filling knowledge gaps
Session 13. Monitoring and evaluation of the project	Provide knowledge on monitoring and evaluation processes in projects and programs
Session 14. Input and output indicators. Impact indicators	Provide participants with the knowledge and skills to identify quantitative and qualitative indicators for projects
Practical work on formulating project indicators and developing a monitoring and evaluation plan	Practical exercise
Session 15. Who implements the project? Project team.	Consider the need for specialists, discuss the planning, preparation and development of the project's human resources.
Project fair	Participants present their projects and received feedback from trainers and organisers
Participants' projects and the SDGs. Analysis of the possible contribution to the development of the country	Consider how participants' projects meet the SDGs and can achieve their indicators
Q&A. Day 4 wrap-up	
Q&A Feedback Closure of the training	

Appendix 7. Assignment Instructions: Event on the SDGs

Assignment Description

This compulsory assignment is targeted at application of knowledge and skills gained and trained during the SDG Academy in practice. Each SDG Academy participant must conduct an event with an overall goal to raise awareness of a particular group of people in the Kyrgyz Republic about the SDGs. The main goal of the event should be spreading awareness about sustainable development and the SDGs from the practical point of view so that event participants understand their role in the implementation of the SDGs and their promotion.

Each participant is free to select whatever format for their event. It can be, for example, a workshop, a quiz, a game, a lecture, a flash mob or other type of event. The event can be conducted online or offline, with consideration of epidemiological limitations. Participants are encouraged to make the event as interactive as possible.

The organisers can provide overall advice to participants but cannot support events financially. Conducting such events for participants is also an opportunity to test fundraising skills.

Each participant must hand in an event report based on which organisers will provide scoring.

Participants can organise events jointly, but it should not affect the number of events, so that each participant eventually has one distinct event for scoring, as this is an individual assignment under the overall competitive scoring system. If a group of participants unites for organizing events, then each event should have a different leader, and the event is then scored based on the event report of that leader.

The event can be conducted in Kyrgyz, Russian or English. Participants are free to select their target audiences. It can be, for example, young people, parents, children, activists, non-governmental organisations, students, local communities, or others. It is important to ensure that the format and content of the event is relevant for the chosen target audience. The quantity of participants at the event will not be assessed.

Participants are free to choose which SDGs to cover at their event. It can be an event dedicated to all SDGs, or several, or just one SDG. It is important, however, that within the event participants reflect on the interconnected nature of the SDGs and their overall principles.

Events can be conducted in partnerships with organisations whose mandate is relatable to the SDGs, but the event itself should be initiated by SDG Academy participants in their personal capacity.

Event report must be submitted based on the templated shared by organisers and must include the following elements:

1. SDG Academy participant's name
2. Event date
3. Event title
4. Description of event goals and themes
5. Event format
6. Event location
7. Short description of the target audience
8. List of participants, including number (scan or screenshot)
9. Brief description of event content
10. Description of event results
11. Brief description of event promotion actions
12. Visual proofs of the event (photos and/or videos)
13. Brief description of lessons learned
14. Plan of follow-up actions
15. Summary of participants' feedback (*not compulsory*)

Assessment Criteria

Criteria	Explanation	Scoring Scale	Maximum Points
1. Coverage of the SDGs	The event covered main ideas and concepts related to the SDGs (SDG principles, their themes, stakeholders,	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points 	20 points

	role of people in implementing the SDGs).	<ul style="list-style-type: none"> • excellent – 20 points 	
2. Audience and format	Format and content of the event complied with the specifics of selected target audience.	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
3. Creativity	The event included creative elements	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
4. Promotion	The event was accompanied by appropriate information support before, during and after the event	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
5. Event report	The event report is formatted competently and accurately and includes all necessary elements	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
6. Sustainability	The event report includes a brief plan of the follow-up actions after the event	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
Total:			70 points

Appendix 8. Assignment Instructions: Action Plan

Assignment Description

This compulsory individual assignment is targeted at integrated application of all knowledge and skills gained by participants throughout the SDG Academy. Each participant should develop an action plan as the future potential SDG Ambassador. The plan should cover a period of 6 months. Actions described in the plan should be aimed at increasing the awareness about the SDGs in the Kyrgyz Republic overall among one or more target audiences.

The action plan should include the following:

1. **Aim and goals.** Describe what is your main goal in promoting the SDGs and their implementation? What do you want to achieve as the result of your actions? What goals do you set for yourself? Try to use the SMART criteria when formulating the goals.
 2. **Outline of actions.** Describe at least 5 key actions you want to take to increase awareness about the SDGs in the Kyrgyz Republic. For each action, outline:
 - a. Title
 - b. Format, geography, duration, and brief description
 - c. Target audience and intended number of attendees
 - d. Intended results
 - e. Tentative dates/timelines
 - f. Potential partners
 - g. Necessary resources
 - h. Tentative budget
 - i. Promotion plan
- All actions should correspond to the aims and goals you set.
 - Each participant is free to select formats and target audiences for their events, but it is important that all events are in coherence with the specifics of selected target audiences. It is not encouraged to target all events within one plan to the same target audience.
 - Participants are encouraged to be creative and think beyond current epidemiological limitations.
 - It is also encouraged to seek partnerships from different sources for events outlined in action plans (e.g., from non-governmental organisations, international organisations, educational institutions, private funds, private sector etc.).
 - Action plans should be concise and clear, as well as realistic and based on participants' own assessment of their capabilities.
 - Participants can plan joint actions or a joint campaign, however, action plans of different participants cannot include identical actions and target audience.
 - Plans can be submitted in either Kyrgyz or Russian.
 - Participants are free to select whether their event should be focused on all SDGs, a group of the SDGs or a particular SDG.

Action plans must be submitted in writing to the organisers based on the template provided by the organizers.

The presentation of the action plans will be organised separately. Each participant will have 5 minutes for their presentations and 5 minutes for questions from the panel consisting of representatives of the UN System and the SAYPCS.

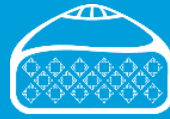
Assessment Criteria

Criteria	Explanation	Scoring Scale	Maximum Points
1. Alignment with the SDGs	All actions outlined in the plan align with the SDGs, ideas of sustainable development, mandates and main principles of the SDGs	<ul style="list-style-type: none"> • poor – 8 points • unsatisfactory – 16 points • satisfactory – 24 points • good – 32 points • excellent – 40 points 	40 points

2. Actions correspond to the set goals	All actions outlined in the plan correspond to the aims and goals set by participant in their plan	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points • excellent – 20 points 	20 points
3. Audience and format	Formats of all actions outlined in the plan correspond to the specifics of selected target audiences	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points • excellent – 20 points 	20 points
4. Variety of target audiences	The plan includes events targeted at at least 3 target audiences	<ul style="list-style-type: none"> • 1 target audience – 10 points • 2 target audiences – 20 points • 3 or more target audiences – 30 points 	30 points
5. Creativity	Actions include creative and unordinary elements	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points • excellent – 20 points 	20 points
6. Realism of proposed actions	All actions outlined in the plan seem realistic for implementation by the participant as a potential SDG Youth Ambassador during a 6-month period considering proposed format, target audience, geography, timeline, budget, resources, etc.	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points • excellent – 20 points 	20 points
7. Partnerships	Actions proposed by participants include potential partnerships with relevant organisations	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 5 points • satisfactory – 10 points • good – 15 points • excellent – 20 points 	20 points
8. Action plan format	The plan is based on the template, is formatted neatly, and includes all the necessary elements	<ul style="list-style-type: none"> • poor – 2 points • unsatisfactory – 4 points • satisfactory – 6 points • good – 8 points • excellent – 10 points 	10 points
9. Presentations of action plans	Oral presentation of the action plan by participant is structured, clear, includes main highlights and within the time limit	<ul style="list-style-type: none"> • poor – 10 points • unsatisfactory – 15 points • satisfactory – 20 points • good – 25 points • excellent – 30 points 	30 points
Total:			210 points



**DECADE
OF >>>
ACTION**



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DEVELOPMENT
GOALS IN THE KYRGYZ REPUBLIC**