NAVOI STATE UNIVERSITY

SDG Education Action Plan 2025 to 2030

University-wide education for sustainable development

Planning period: 2025–2030
Institutional scope: All faculties and departments; undergraduate and postgraduate students
Coordinating authority: Vice-Rector for Academic Affairs
Approval authority: Academic Council

1 Purpose and institutional commitment

This Action Plan sets out the measures through which Navoi State University will embed meaningful education on the Sustainable Development Goals across its educational provision. It combines a common foundation for every student with discipline-specific learning, assessed practical work and annual review of student coverage.

The institutional objective is that every undergraduate and postgraduate student develops the knowledge and skills to apply sustainability principles within their field and community. All degree programmes will include explicit sustainability learning outcomes, relevant teaching activities and assessment. The 2030 target is full programme integration and universal student coverage.

The plan supports through university-wide educational commitment and implementation. Research, partnerships and student initiatives provide practical learning opportunities within this approach.

Planning and implementation basis

The 2025 reference year establishes the starting position through curriculum, enrolment and teaching records. Implementation takes effect on institutional approval. Reviews of earlier years will record the activities and results documented for those years. All numerical milestones in this plan are targets; annual implementation reports will record achieved results separately.

Core delivery principles

Education will address environmental, social and economic dimensions of sustainable development. Common learning will be accessible across study modes and degree levels, with equivalent routes for continuing students. Subject-specific activities will connect the SDGs to regional priorities such as water use, energy, education, livelihoods and industrial development.

2 Governance and student learning

Responsible function	Accountability
Academic Council	Approve the plan and annual priorities; review institutional progress and any changes to targets.
Vice-Rector for Academic Affairs and academic administration	Coordinate curriculum integration, common learning provision, timetabling and annual coverage reporting.
Faculty deans and department chairs	Map every programme; revise relevant syllabi; assign instructors; review assessment and submit reports twice each year.
Research and innovation function	Supervise applied projects and competitive student research support; connect research activities with educational outcomes.
Quality assurance and rankings function	Maintain indicator definitions; check evidence and programme coverage; coordinate the annual evaluation.
Staff development, student affairs and IT functions	Provide teacher training, inclusive learning access, student participation and public document publication.

Responsibilities are assigned by function and implemented through the university's approved organisational structure. Each faculty dean will nominate a coordinator and a deputy within one month of approval.

Learning outcomes for all students

On completion of the common learning component, students will be able to explain the purpose and interdependence of the 17 SDGs; identify sustainability issues in their discipline; interpret relevant evidence; compare solutions and their social, economic and environmental consequences; and propose a feasible action with measurable results.

Learning routes and assessment

Undergraduate provision will combine a common foundation with at least two assessed discipline-specific learning units within each degree programme. The foundation may be delivered through the proposed 3-ECTS Environmental Protection and Sustainable Development course, following curriculum approval, or an approved equivalent embedded across compulsory courses.

Postgraduate provision will use an equivalent required module or assessed component within research methods, professional practice or relevant specialist courses. Continuing students will receive a bridging learning activity so that the rollout reaches existing cohorts as well as new entrants. Assessment will include a knowledge task and an applied case, project or professional reflection using a common rubric.

3 Curriculum coverage of the SDGs

The following disciplinary clusters guide curriculum planning across the university. Deans will map them to the actual faculties and programmes. A cluster may involve several departments; the allocation does not restrict a programme from addressing additional SDGs.

Disciplinary cluster	SDGs	Illustrative teaching and assessed work
Natural sciences and chemistry	2, 6, 12, 13, 14, 15	Sustainable food systems; water quality; green chemistry; waste prevention; climate and land restoration. Link inland pollution to downstream aquatic and marine ecosystems.
Physics mathematics and technical subjects	7, 9, 11, 13	Solar energy; energy audits; efficient buildings; sustainable infrastructure; data analysis and modelling of local resource use.
Education and pedagogy	4, 5, 10	Education for sustainable development; inclusive teaching; gender-responsive practice; equitable access and accessible learning materials.
Languages and humanities	4, 10, 16, 17	Critical reading and communication on sustainability; global citizenship; intercultural dialogue; ethical information use and collaborative projects.
Economics history and social subjects	1, 2, 8, 10, 11, 12, 16, 17	Poverty and livelihoods; food security; decent work; green enterprise; responsible consumption; cultural heritage and accountable institutions.
Health and wellbeing themes across relevant programmes	3, 6, 11	Occupational and community health; sanitation; healthy environments; evidence-based health communication and student wellbeing.

Minimum curriculum mapping record

Each programme will record the course or learning unit, compulsory or elective status, year of study, student cohort, relevant SDGs, learning outcomes, teaching hours or credits, assessment method, responsible instructor and syllabus reference. The register will identify the common learning route and the discipline-specific route for every programme.

Regional application

Teaching teams will develop local cases on the Zarafshan water system, solar technologies, resource use in industrial settings, sustainable agriculture, inclusive education and community development. External specialists may contribute subject knowledge through approved cooperation arrangements. Students will evaluate evidence and present practical recommendations.

4 Annual milestones and performance targets

The implementation sequence moves from a documented starting position to common learning provision and full curriculum integration. Progress is measured at programme and student level, with undergraduate and postgraduate results reported separately.

Measure	2025 reference	2026	2027	2028	2029	2030
Programme mapping completed	Establish baseline	100%	100% reviewed	100% reviewed	100% reviewed	100% reviewed
Programmes with required assessed SDG learning	Establish baseline	40%	65%	85%	100%	100%
Annual student participation in required SDG learning	Establish baseline	40%	65%	85%	100%	100%
Programmes with at least two discipline-specific assessed units	Establish baseline	25%	50%	75%	100%	100%
Teaching staff completing approved ESD training	Establish baseline	30%	50%	65%	75%	85%
Students meeting the learning assessment standard	Establish baseline	70%	75%	80%	80%	85%

Measurement rules

Programme coverage equals programmes meeting the specified requirement divided by all active degree programmes. Staff training coverage equals active teaching staff with recorded completion divided by all active teaching staff. Programme mapping will be reviewed annually to include new and revised programmes.

Annual student participation equals unique enrolled students taking part in a required assessed SDG learning activity during the reporting year divided by all enrolled students in that year. Completion will be reported separately. Students taking several activities will be counted once in institutional participation totals. Faculties will provide approved arrangements for students requiring deferred assessment.

Learning attainment equals students meeting the approved assessment standard divided by students assessed. Reports will also show the numbers enrolled, participating, completing, assessed and meeting the standard. Attendance at an event alone will not establish completion of assessed learning.

Additional delivery targets

From the first full implementation year: deliver at least two staff development sessions and two partner learning sessions annually; maintain at least two assessed disciplinary units per programme by 2029; and publish one institutional progress report each year. Targets for grants and project funding are addressed in the resource provisions.

5 Actions for curriculum and teaching

Action and deliverable	Lead responsibility	Schedule	Target and verification
A1 Establish governance and baseline Nominate faculty coordinators and compile a programme and student coverage register using 2025 records.	Academic Affairs; deans; quality assurance	2025 reference review; first 3 months after approval	All faculties represented; baseline record and agreed indicators. Evidence: appointments, programme list, baseline register.
A2 Audit and map curricula Review every active programme and its syllabi; identify common and disciplinary learning routes.	Department chairs; programme leaders	2026; annual updates to 2030	100% programme mapping in 2026. Evidence: mapping matrix, reviewed syllabi, review minutes.
A3 Approve and deliver common learning Prepare content, accessible materials, assessment and undergraduate, postgraduate and bridging routes.	Academic Affairs; designated subject leads; IT	2026 design and initial rollout; 2027–2030 expansion	Annual participation targets in Section 4; 100% by 2029. Evidence: approved provision, enrolment and assessment records.
A4 Embed disciplinary learning Introduce local cases and at least two assessed sustainability units in each programme.	Deans; department chairs; teaching teams	2026–2029 integration; 2030 consolidation	100% of programmes meet the two-unit standard by 2029. Evidence: syllabi, rubrics and anonymised student work.
A5 Develop teaching capacity Run workshops, peer observation and practical syllabus development sessions.	Staff development function; Academic Affairs	At least 2 sessions annually during implementation	85% staff training coverage by 2030. Evidence: attendance, completed training tasks and peer review records.

Teaching quality requirements

Learning outcomes, teaching activities and assessment must address the same sustainability competencies. Programme leaders will review samples of student work annually. Staff development will cover ESD methods, interdisciplinary case teaching, inclusive participation and consistent assessment.

Common learning materials

A shared digital collection will provide an introduction to all 17 SDGs, regional case studies, teaching guidance and assessment rubrics. Materials will be available in accessible formats and suitable languages of instruction, with downloadable or printed alternatives where required.

6 Actions for application and accountability

Action and deliverable	Lead responsibility	Schedule	Target and verification
A6 Support applied student research Run a competitive sustainability project call with supervision and a published selection rubric.	Research and innovation; faculty supervisors	Annual call from 2027 to 2030	Target: 10 mini-grants a year within approved funding. Evidence: call, decisions, awards and project outputs.
A7 Connect teaching with partners Hold expert sessions and develop supervised local problem-solving projects.	Academic Affairs; research function; external relations	At least 2 learning sessions annually from 2027	Target: 4 active joint educational or applied projects by 2030. Evidence: agreed briefs, participation and assessed outputs.
A8 Organise student sustainability challenges Run an annual campus challenge and 2–3 supervised field activities linked to learning.	Student affairs; teaching teams; student organisations	Annual cycle from 2027	Targets: 50 proposals, support for the best 5, and 1,500 unique participants annually. Evidence: registers, rubrics, project records.
A9 Measure learning and coverage Assess sustainability knowledge and applied competence; reconcile student and programme records.	Quality assurance; Academic Affairs; deans	Each academic year; reviews twice yearly	100% of faculties report; annual targets verified. Evidence: assessment analysis and a reconciled institutional register.
A10 Publish and improve Publish the approved plan, selected curriculum evidence and an annual progress report; assign follow-up actions.	Quality assurance and rankings; IT; communications	Plan within 30 days of approval; annual report within 3 months of year end	One public institutional page and annual report; links reviewed quarterly. Evidence: public URLs and Council review minutes.

Educational value of participation

Campus challenges, research and field activities will include defined learning objectives, supervision and reflection. Where used to meet required learning, they must include assessment and equivalent accessible options. Voluntary participation will be reported separately from universal curriculum coverage.

Documentation and public access

The public page will contain the approved commitment and plan, representative syllabi, a summary of programme coverage and annual results. Personal student information and individual grades will remain within authorised university systems.

7 Resources monitoring and institutional review

Resource allocation

Academic Affairs will prepare an annual delivery budget covering curriculum development time, staff training, learning materials, accessible digital provision, assessment and evaluation. Faculty work plans will allocate staff time for curriculum mapping and delivery. Existing teaching facilities, laboratories and the learning management system will support practical learning.

Research and innovation will cost the annual mini-grant call. Student affairs will cost challenge awards and field activities. The annual budget will identify allocations, responsible budget holders and any approved external contributions. Grant numbers and funded awards will be confirmed through the annual budget approval process.

Monitoring and review cycle

Department chairs will submit implementation updates twice each year. Deans will consolidate faculty results and resolve gaps in coverage, assessment and teaching provision. Quality assurance will check denominators, prevent duplicate student counts, sample evidence and prepare the institutional review for Academic Affairs and the Academic Council.

The annual review will compare achieved results with each milestone, identify the action owner and deadline for follow-up, and approve the next year's priorities. Targets may be revised only through a recorded institutional decision. A comprehensive review in 2030 will evaluate learning attainment, curriculum integration and priorities for the next planning period.

Implementation controls

Delivery issue	Required response
Uneven programme or cohort coverage	Use the coverage register to allocate bridging learning and named faculty follow-up actions.
Timetable or credit constraints	Use an approved embedded learning route with equivalent outcomes and assessment.
Access or participation barriers	Provide accessible formats, alternative participation routes and appropriate assessment adjustments.
Delayed project funding	Prioritise required teaching and assessment; adjust grant awards through the approved annual budget.