ANNUAL PROGRESS REPORT ON THE GOALS AND TARGETS WE COMMITTED 2025-2026

Sustainable Development Goal Progress



Introduction

Navoi State University (NSU) is fully committed to advancing the United Nations Sustainable Development Goals (SDGs), with a strong institutional focus on SDG 3: Good Health and Well-being. Through comprehensive campus healthcare initiatives, academic programs, psychological support services, physical education, and community-based health outreach, the university actively promotes the physical and mental well-being of its students, faculty, and the local community.

Key Targets and Actions:

Ensuring Campus Health & Well-being:

Provide accessible medical services, health monitoring, and sanitary-hygienic safety standards across all university buildings and student residences to support a healthy learning environment.

Promoting Mental Health & Counseling:

Establish dedicated welfare, psychological advisory, and counseling services to assist students with personal, academic, and social challenges, ensuring overall psychological resilience.

Encouraging Physical Activity & Healthy Lifestyle:

Organize regular sports events, fitness programs, and physical education initiatives to foster active lifestyles and preventive healthcare habits among youth.

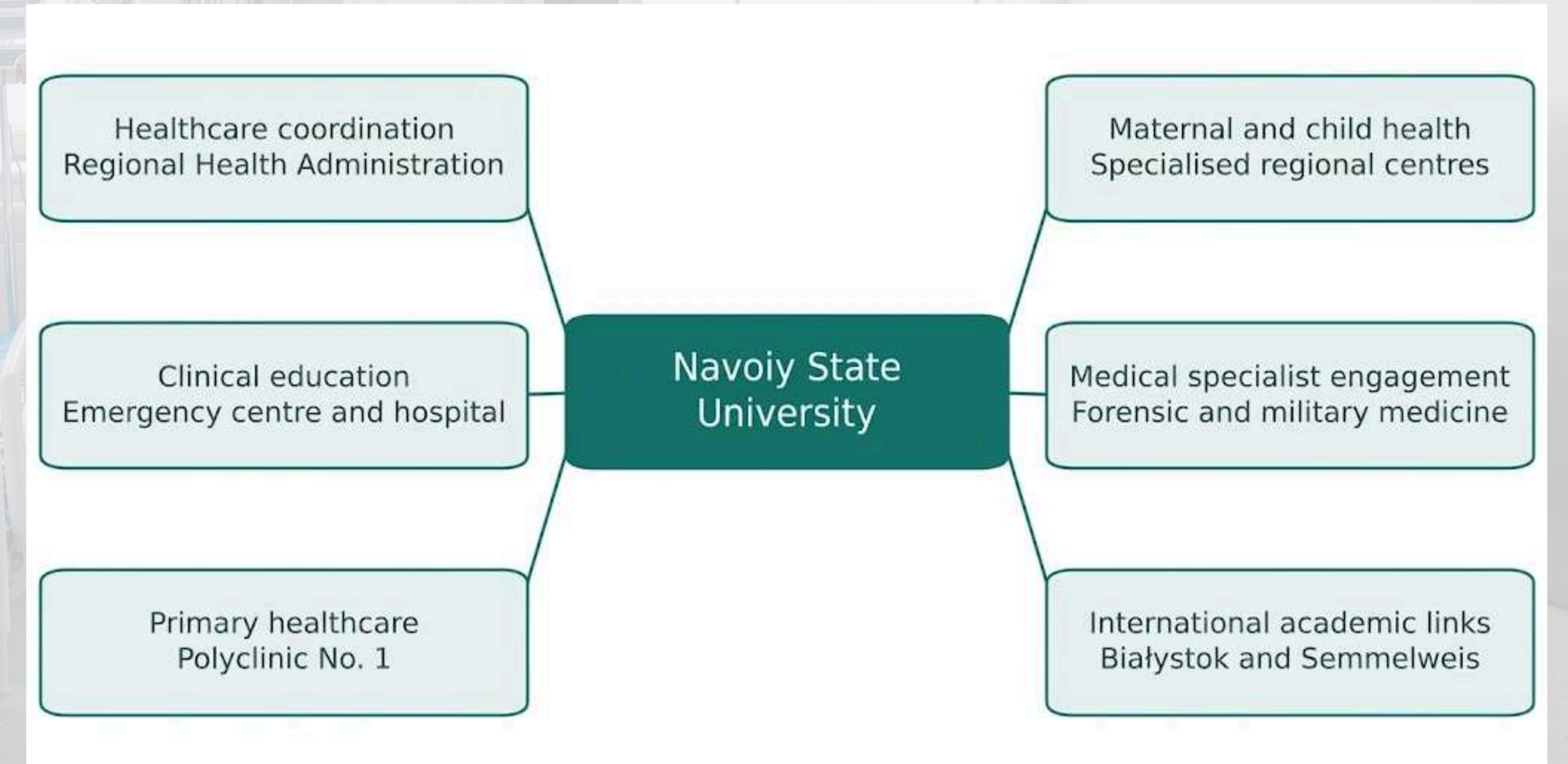
Community Health Outreach & Partnerships:

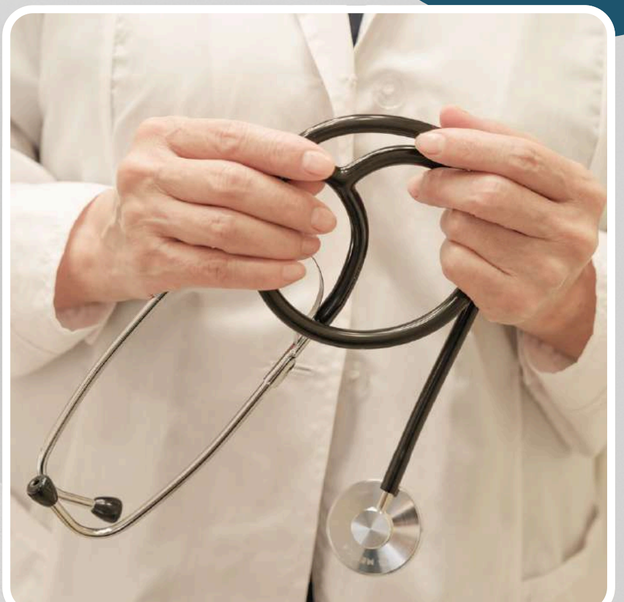
Collaborate with regional healthcare authorities, medical faculties, and local communities to raise health awareness, conduct medical check-ups, and support vulnerable social groups.

Navoiy State University collaborates with healthcare authorities, hospitals, primary healthcare providers, specialised medical centres and international medical universities to strengthen medical education and support the development of the healthcare workforce.

These relationships connect university teaching and research with the clinical facilities, specialist knowledge and professional experience of external institutions. Cooperation encompasses formal agreements, hospital-based education, supervised practical sessions, specialist dialogue and international academic exchange.

The university’s approach brings together the preparation of future medical professionals, the connection between academic learning and healthcare practice, and institutional development through professional cooperation. Formal agreements establish a basis for continued interaction, while practical activities demonstrate how students benefit from access to external medical expertise.





1. The partnership connects the preparation of future doctors with the institutions responsible for regional healthcare. Physician mentorship and coordinated practical education support professional competence and help students understand the needs and responsibilities of clinical service.







2.Emergency Reception and Initial Assessment

An important direction for practical education is understanding how emergency services receive patients and assess the urgency of their needs. Supervised observation and case-based teaching can introduce students to the principles of initial assessment, recognition of serious deterioration and timely escalation to qualified professionals. Learning can also address communication with patients and accompanying relatives during stressful situations.

Contribution to health and wellbeing: Developing awareness of urgent clinical priorities and the importance of timely, coordinated assessment.

3. Resuscitation and Critical Care Education

The emergency healthcare setting provides a relevant context for education in recognising life-threatening conditions and understanding the work of resuscitation and critical care teams.

Joint teaching can include simulation, demonstrations and structured discussion of emergency scenarios. Possible topics include basic life support principles, team roles, communication during emergencies and the importance of prompt requests for specialist assistance.

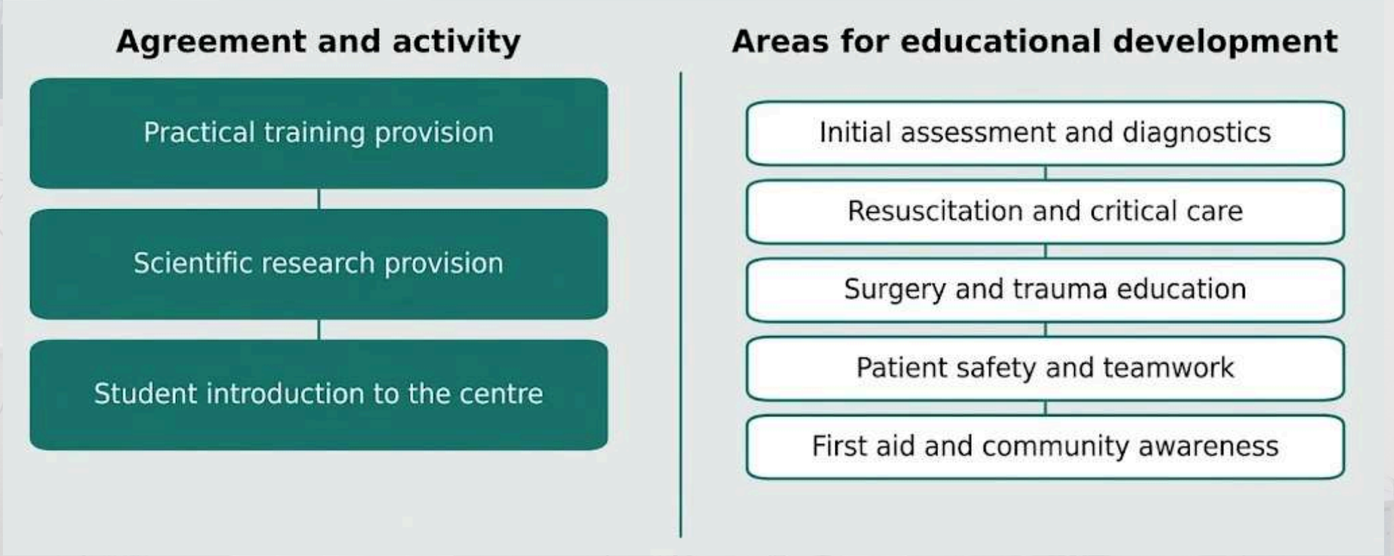
Simulation offers a way for students to practise responses and receive feedback in a controlled educational environment.

Contribution to health and wellbeing: Strengthening emergency preparedness, teamwork and awareness of the responsibilities involved in caring for critically ill patients.

A cooperation agreement was signed between Navoiy State Pedagogical Institute and the Navoiy Regional Branch of the Republican Scientific Centre for Emergency Medical Care.

The agreement provides for medical students to undertake practical training in healthcare institutions, participate in scientific research and engage in other joint activities. Students also became acquainted with the regional branch's facilities and opportunities relevant to their medical studies.

The agreement creates a formal foundation for developing cooperation across the emergency care pathway: initial assessment, urgent clinical decision-making, specialist treatment and coordinated teamwork. Educational activities can be organised according to the branch's available services, supervision arrangements and students' competencies.



Practical Skills Patient Safety and Teamwork

The agreement's provision for student practice offers a basis for structured skills development under professional supervision. Joint educational activities can address clinical communication, infection prevention, responsible handling of patient information and the boundaries of student participation. Skills demonstrations and simulation can help connect procedural knowledge with safe professional behaviour.

Team-based scenarios can also illustrate the complementary roles of doctors, nurses and other healthcare personnel. Contribution to health and wellbeing: Preparing students to contribute responsibly to clinical teams and understand the importance of patient safety throughout emergency care.

3 GOOD HEALTH AND WELL-BEING

1. **The agreement with the regional emergency medical centre establishes a foundation for sustained cooperation in practical education, research and professional development. It connects the university with specialist emergency healthcare expertise and creates opportunities to develop learning across assessment, diagnostics, urgent treatment and teamwork. Through structured implementation, the partnership can strengthen the preparation of future medical professionals and extend the benefits of specialist knowledge to wider emergency awareness and community preparedness.**













2.Contribution to health and wellbeing

Hospital-based education helps students connect theoretical knowledge with clinical practice. The collaboration supports the practical competence, professional responsibility and understanding of healthcare environments required of future doctors.

1.Cooperation with Polyclinic No. 1 connects medical education with the community-facing environment of primary healthcare. The completed practical sessions establish a basis for further collaboration in clinical learning, prevention and patient communication. Its principal contribution is the preparation of future doctors who understand outpatient care and its relationship with patients' continuing health needs.









2.Paediatric education, screening, prevention and specialist knowledge exchange

First-year paediatrics students participated in an educational visit to the regional maternal and child health centre, organised through the university's Faculty of Natural Sciences and Medicine.

Students were introduced to the centre's main activities, contemporary medical services and scientific and practical work aimed at protecting maternal and child health. They also became acquainted with the maternal and child screening department and received information about diagnostic and preventive processes.

An open discussion brought together university clinical sciences lecturer and Candidate of Medical Sciences G. Aslanov and the centre's physicians M. Hamrayeva, A. Muhammadiyeva and X. Hasanov.







Professional Engagement with Forensic Medical Specialists

Partner institution: Navoiy Branch of the Republican Scientific and Practical Centre for Forensic Medical Examination

Cooperation focus: Professional dialogue, practical education opportunities and scientific career development

Students of the Faculty of Natural Sciences and Medic participated in a “Leader and Youth” meeting with S Gamidov, head of the Navoiy branch, and the cen specialists.

The meeting addressed developments in the medica conditions available to students and future profes opportunities. Students discussed education, prac training, scientific activity and employment with participating specialists.

The open format enabled students to present questions a initiatives and receive professional recommendations.

Contribution to health and wellbeing

The meeting broadened students’ understanding of forensic medicine as a specialised field. It supported informed professional development and direct contact with specialists whose work requires medical expertise and professional responsibility.







3 GOOD HEALTH AND WELL-BEING

Integrated Contribution to Health and Wellbeing

Navoiy State University's cooperation with external health institutions brings together institutional coordination, clinical education, specialist engagement and international academic development.

Partner or setting	Mechanism of interaction	Contribution
Regional Health Administration	Cooperation memorandum and physician mentorship framework	Alignment of medical preparation with regional healthcare.
Emergency medical centre	Formal agreement for practice and research; student introduction	A basis for emergency medical learning and scientific cooperation.
Regional Multidisciplinary Hospital	Clinical teaching base and practical classes	Connection between academic instruction and hospital practice.
Polyclinic No. 1	Supervised sessions in reception, diagnosis and treatment	Practical exposure to primary healthcare.
Maternal and child health centre	Specialist visit, screening introduction and discussion	Understanding of prevention and specialised care.
Children's Multidisciplinary Centre	Dialogue with paediatric healthcare leaders	Professional orientation and educational engagement.
Białystok and Semmelweis universities	Memoranda for exchange, education and research	Frameworks for international medical academic development.
Forensic medical centre and Military Medical Institute	Specialist dialogue and career engagement	Understanding of specialist practice and career pathways.
Tashkent State Medical University and Zarmed University	Student participation in medical olympiads	Demonstration of medical knowledge and practical skills.

1. Institutional Approach

The university aims to increase community awareness of preventable health risks and strengthen opportunities for health-related support beyond its student and employee population. Priority is given to residents experiencing social or economic vulnerability, including low-income households and older community members. Interventions combine direct community engagement, preventive health education and coordination with relevant local stakeholders.

Outreach priorities

Area	Approach	Primary audience
Preventive screening	Free basic examinations and health awareness	Socially vulnerable local residents
Health needs assessment	Direct household engagement with local representatives	Low-income families registered for social assistance
Physical activity	Healthy lifestyle promotion and public sporting events	Local community participants

2. Documented and Planned Evidence

University role: Preventive healthcare outreach, community engagement and health promotion.

Navoi State University supports preventive healthcare outreach for community members who may experience financial, social or practical barriers to routine medical assessment. The initiative includes free basic examinations, blood-pressure checks and preventive consultations intended to encourage timely recognition of health concerns and promote appropriate medical follow-up. The health education component emphasises regular monitoring, common health risks and everyday measures that support long-term well-being. The programme places particular attention on socially vulnerable residents, including economically disadvantaged families and older people.

Areas of service

Service	Purpose
General medical examinations	Enable access to basic preventive health assessments
Blood pressure monitoring	Support awareness of cardiovascular health indicators
Preventive consultations	Encourage early attention to risks and appropriate follow-up
Health education	Communicate practical disease-prevention guidance



Core service areas of the preventive healthcare outreach

Four service areas frame the university’s preventive healthcare outreach: examinations, blood pressure monitoring, consultations and health education.



Priority audiences described in the outreach framework — not population shares

The outreach approach prioritises residents facing social or economic barriers to accessing routine preventive care. This diagram identifies priority audiences rather than reporting proportions.

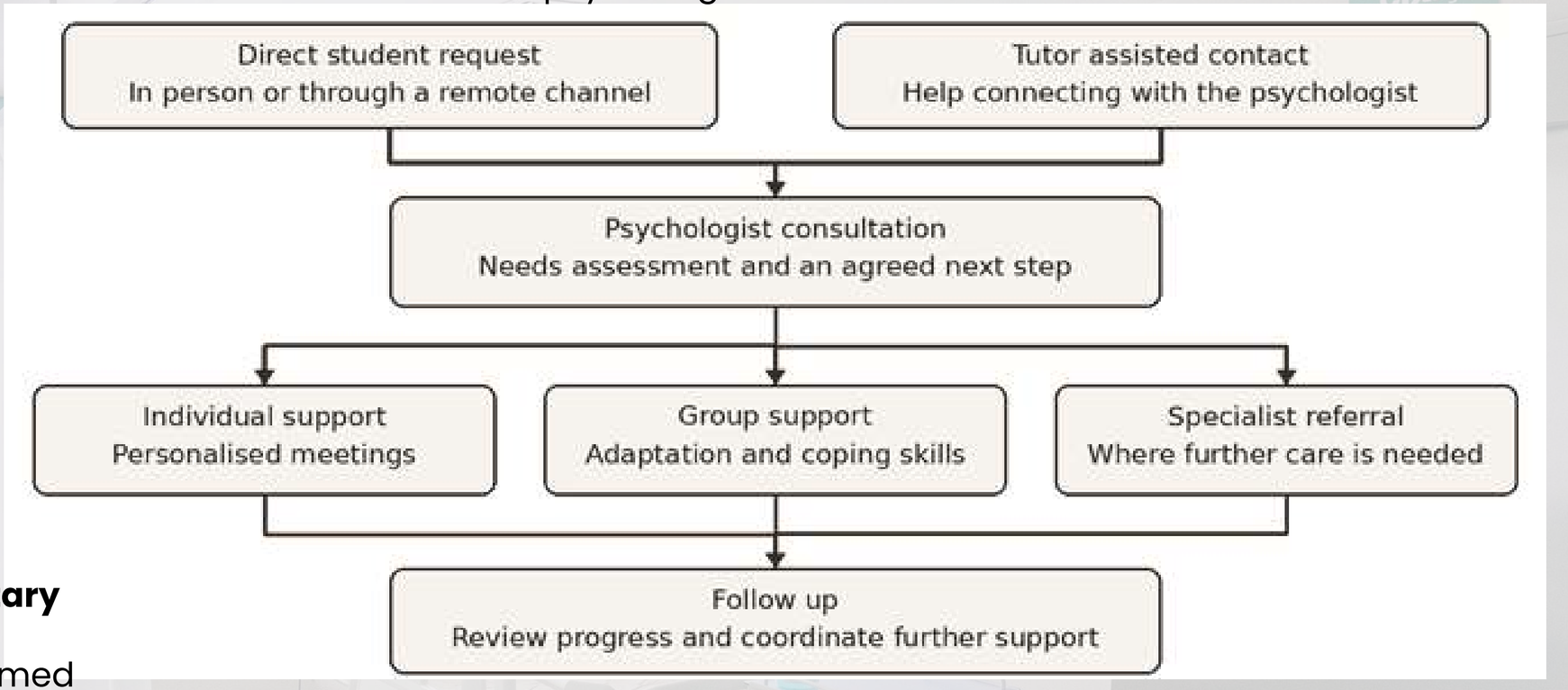


Complementary pathways for community health and well-being

The three areas shown above describe the outreach framework and do not represent relative programme sizes or participant counts.

Access to psychological support

The framework combines direct student contact with tutor assisted access. First-year orientation explains service options, confidentiality and how to make contact. Residence outreach and remote channels broaden opportunities to reach the psychologist.



Confidentiality and voluntary participation

The work plan requires informed consent, restricted access to psychological records and careful handling of personal information. Confidentiality and its limits are explained to students. Screening participation and group programmes are voluntary; screening findings guide professional conversations and are not clinical diagnoses.

Timely response and continuing care

Routine remote requests have a planned response period of no more than 3–5 working days. Urgent concerns follow the crisis response pathway without waiting for the routine response period. Where screening indicates substantial concern, the plan specifies same-day contact; moderate concerns lead to an individual conversation within 10 working days.

Cases beyond the psychologist's professional remit are referred to appropriate specialists. For crisis cases, the plan specifies follow-up on days 1, 3, 7 and 30, with decisions about continued support documented in the individual record.

1 Towards Wellbeing and Aspirations

Navoi State University organised the “Ruhiyat va orzular sari” psychological training session for first-year female students in the Pediatrics programme at the Faculty of Natural Sciences and Medicine. University psychologists working with female students and tutors participated.

The session focused on emotional wellbeing, self-confidence, motivation and identifying personal goals. Students took part in interactive activities to develop concentration, memory and thinking, together with practical teamwork exercises. Participants shared positive impressions and described the value of such activities for their personal development.

This activity demonstrates psychologist-led group engagement during the transition to university life and connects with the work plan’s adaptation and personal development provisions.









2 Faculty and residence psychological outreach

Institutional psychologist Dilfuza Abduraimova conducted seminars and training with students from the Faculties of Preschool and Primary Education, Uzbek Language and Literature, and Russian and Kazakh Philology, as well as students living in Student Residences No 2 and No 3. The source account identifies the institution under its former name, Navoiy State Pedagogical Institute.

Activities included art-based psychological work addressing emotional wellbeing, stress, low mood, anxiety, self-awareness and concerns about family relationships. Creative participation offered students another way to engage with psychological themes and express emotions.

Delivery across faculties and residences illustrates outreach in the settings where students study and live. The activity supports the report’s emphasis on accessible group assistance and residential engagement.

Staff Mental Health Support

1. Staff support service portfolio

01 Individual psychological consultation A private discussion of emotional strain, workplace stress, difficult transitions or personal concerns affecting wellbeing. The psychologist and employee agree a practical support plan.	**02 Burnout assessment and feedback** Voluntary professional assessment, a private explanation of individual results and discussion of support options. Department-level analysis follows the safeguards in item 31.
03 Stress management and prevention Psychologist-led group sessions on recognising stress, everyday coping, recovery and sustainable work routines. Participation does not require disclosure of personal experiences.	**04 Workplace communication support** Facilitated discussion of communication difficulties, professional boundaries and constructive interaction. Employment complaints remain with the appropriate institutional process.
05 Specialist referral Where needs exceed the university psychologist's remit, discuss suitable external professional support and agree the referral process with the employee.	**06 Follow up and continuing support** Review agreed actions, ask whether support is useful, and decide with the employee whether to continue, adjust, refer or close the support episode.

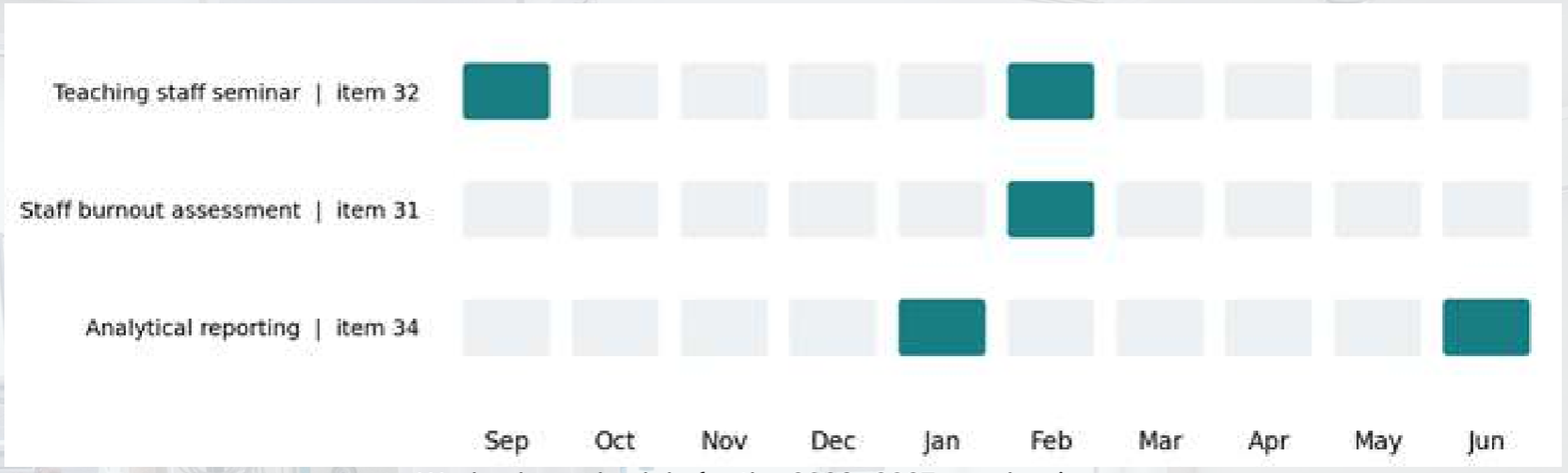
2. Access and continuing support



Stage	Proposed procedure	Responsible role
Request	Employee contacts the psychologist through the institution's published professional contact route. HR may provide service information.	Employee and psychologist
Initial conversation	Clarify the concern, explain confidentiality and its limits, obtain consent and agree a suitable appointment.	Psychologist
Support agreement	Agree the focus, format and review arrangements. Consider practical access requirements and professional scope.	Psychologist and employee
Review	Discuss progress and the employee's experience. Continue, adjust support, arrange referral or close by agreement.	Psychologist and employee

3. Delivery calendar and training programme

The calendar visualises the timing stated in the model work plan. Coloured cells indicate scheduled periods, not completed activities or participant totals. Individual consultations and additional staff workshops are part of the proposed service design and are not assigned an invented delivery history.



Work-plan schedule for the 2026–2027 academic year

Facilitation and staff participation

The psychologist should lead workshops within professional competence. Exercises use neutral examples, personal sharing remains optional, and individual concerns are discussed separately. Session materials should explain how employees can request support after the activity.

Proposed staff workshop programme

Workshop	Practical activity	Intended learning
Recognising professional strain	Map common workplace stressors using fictional or non-sensitive examples.	Identify pressure and distinguish individual coping from organisational issues.
Recovery and sustainable routines	Build a realistic weekly recovery plan around an ordinary working schedule.	Choose manageable routines and recognise when additional support is useful.
Communication and boundaries	Practise respectful requests and active listening in a neutral workplace scenario.	Communicate needs and respond constructively to colleagues.
Seeking support early	Walk through the proposed consultation pathway using a fictional case.	Understand access, confidentiality and the role of professional referral.

4. Monitoring and evidence management

Service monitoring

The proposed monitoring approach records access and service activity without disclosing personal concerns. Analytical reporting should distinguish unique employees from consultation visits, planned sessions from completed sessions, and internal referrals from confirmed external attendance. Outcome claims require an appropriate baseline and follow up.

Monitoring measure	Definition	Evidence record
Staff using individual support	Unique employees attending at least one consultation during the reporting period.	De-identified service register.
Consultation activity	Completed appointments, counted separately from unique employees.	Appointment register without public case details.
Group participation	Attendance at staff wellbeing workshops, with repeat attendance identified.	Programme and attendance record.
Assessment coverage	Participating employees divided by eligible staff, with the denominator stated.	Aggregated survey administration record.
Experience of access	Voluntary feedback on clarity, privacy and usefulness of the service.	Anonymous feedback summary.
Organisational response	Recommendations considered and workplace actions recorded.	Management response and review record.

Evidence supporting an institutional submission

A staff-specific service notice or adopted procedure establishes the institutional offer. The psychologist’s staff work plan and the ministry model plan explain the framework. De-identified consultation records, staff workshop reports and aggregated burnout analysis demonstrate delivery. Management responses show how wellbeing findings inform working conditions.

Conclusion

Navoi State University (NSU) demonstrates a firm institutional commitment to Sustainable Development Goal 3 (Good Health and Well-being) by fostering a healthy, safe, and supportive environment for students, staff, and the surrounding community.

Key achievements and strategic health initiatives include:

Comprehensive Campus Healthcare & Safety: The university maintains high standards of campus hygiene, medical check-ups, and sanitary safety across academic facilities and residential dormitories, ensuring early prevention and access to essential medical care.

Mental Health & Student Welfare: Through dedicated psychological counseling centers and student advisory systems, NSU provides accessible mental health support, stress management programs, and personal guidance to bolster academic resilience and emotional well-being.

Active Lifestyle & Physical Culture: The university actively integrates sports infrastructure, campus fitness events, and physical education into university life, promoting preventive healthcare and healthy living habits among young adults.

Community Health Initiatives & Partnerships: In collaboration with regional healthcare departments, public health agencies, and local mahallas, NSU conducts medical awareness campaigns, sanitation outreach, and preventive health screenings for vulnerable social groups.

In summary, Navoi State University serves as a proactive advocate for holistic health, combining medical infrastructure, psychological support, and community outreach to build a healthier and more resilient educational community.



