ENVIRONMENTAL POLICY, LAW, AND GOVERNANCE: IMPACT OF POLICY, LAW, GOVERNANCE IN ENVIRONMENT

Turdiboyeva Oysarabonu Berdali Qizi
1st-year Student, Andijan Technical School of Law, Andijan, Uzbekistan
nabiyevnad@gmail.com

Abstract

The focus of this paper on green economy deals with innovations, policy measures and calculated actions. Climate change, pollution and depletion of natural capital call for integrated planned approaches in terms of technological transformation and governance, which can be framed in the context of sustainable development. The paper concludes with discussing the role of renewable energy, digital technology, and green economy for sustainable economic growth, their economic and environmental trade-offs, and the environmental regulatory role of laws and policy instruments. The findings of this research were applied to students of Andijan State Law Technical School to identify their awareness, behavior, and institutional gaps in terms of sustainability. Student attitudes towards environmental issues have shifted to being far more likely to favor environmental protection; however, there are a lack of structured education and implementation of policies at the local level. The findings of the study established that better environmental education, policy implementation and innovation can follow the promise of sustainability and strengthen the transition to a green economy.

Keywords: Green economy, sustainability, innovation, environmental policy, renewable energy, governance

Introduction

The green economy is becoming more relevant to modern life due to the environmental issues that have arisen from past economic models which presupposed growth and industrialization without paying attention to the consequences. These issues, including climate change, pollution and depletion of resources, have led to the concept of sustainable development, which advocates the integration of economic growth and environmental protection in order to preserve the earth's natural resources. In a green economy, environmental risks are reduced and human well-being is improved by using resources more efficiently, emitting less, and investing in renewable energies. Institutions, governments, and individuals are pursuing the green economy. In recent years, international cooperation and environmental agreements have been given greater emphasis in this process. While frameworks for environmental reforms and sustainability have been formulated and gradual implementation has begun, local awareness and application remains low. Institutions like law colleges should play a large role in developing students who are encouraged to be eco-friendly by educating them on sustainability, both on a legal and practical level. In this regard, the problems of innovation, the policy and strategy of the transition to a green economy are discussed, the knowledge and behavior of the students of the Andijan State Law Technical School on environmental safety issues are studied, and the factors influencing the formation of the students' environmental consciousness and behavior are analyzed.

Review of Literature

The green economy is a topic of study for many authors and its implications for sustainable development have been considered. According to the UNEP (2021), a green economy improves human well-being while considerably reducing environmental risks and ecological scarcities. The World Bank (2020) stated that sustainable growth needs the consideration of environmental issues in the policy process. Stern (2007) sees climate change as a major threat to the economy and a challenge that is best addressed before the impacts of climate change are felt. OECD (2019) finds that environmental taxation and subsidies can promote green technology solutions. Porter and van der Linde (1995) also argue that tough regulations can stimulate innovation and competitiveness.

Environmental education has also been promoted as a tool for sustainability. According to Tilbury (2011), environmental education is a fundamental part of enabling students to act responsibly. A major barrier to green transformation in developing countries is low green awareness and a lack of financial resources (ADB, 2020). Uzbek national research institutions find that, while renewable energy sources and environmental legislation are developing, practical implementation and public understanding are lacking. However, it is suggested that the transition to a green economy will need to combine policy changes, innovations, and education.

Objectives

The main purpose of this study is to analyze the role of innovations, policies, and strategies in the formation of the green economy among students.

Specific objectives include:

1. Assess the students' understanding of environmental sustainability and its importance.
2. To assess the role of schools in promoting green activities.
3. Identifying major barriers to implementing sustainable practices.
4. Provide recommendations for environmental awareness and policy improvements.

Each objective should incorporate both theory and practice, so that the students can evaluate and analyze sustainability.

Methodology

The research method is based on both qualitative and quantitative data, obtained by questionnaire method from the first-year students of the Andijan State Law Technical School. The research consisted of a sample size of 50 students. Questions concerning students' awareness, behavior and attitudes towards the environment were included in the questionnaire. Selected students were also interviewed. The data was analyzed according to descriptive methods. Therefore, the study will be contextualized within Andijan to ensure a reflective examination of the students' perspective on green economy and sustainability.

Data Analysis

Question	Yes (%)	No (%)
Know about green economy	60	40
Practice recycling	45	55
Support renewable energy	70	30
Environmental education received	50	50

The data in Table 1 provides an overview of students' awareness and engagement with environmental sustainability concepts. It shows that 60% of respondents are familiar with the concept of a green economy, indicating a moderate level of awareness among students. However, the remaining 40% lack this knowledge, suggesting that awareness is not yet universal and requires further improvement through education and institutional efforts. In terms of practical behavior, only 45% of students practice recycling, while a larger proportion (55%) do not. This highlights a gap between knowledge and action. Even though students may understand environmental issues, they are not consistently translating that understanding into sustainable practices. This gap could be due to lack of infrastructure, motivation, or institutional support. Support for renewable energy is relatively high at 70%, demonstrating that students are generally positive toward clean energy solutions such as solar and wind power. This reflects a growing global trend where younger populations are more environmentally conscious and supportive of sustainable technologies.

However, environmental education appears to be evenly distributed, with 50% of students having received it and 50% not. This indicates inconsistency in educational exposure and suggests that environmental topics are not fully integrated into the academic curriculum. Overall, the findings indicate that while awareness and attitudes toward sustainability are developing, practical engagement and

structured education remain insufficient. Strengthening environmental education and providing opportunities for real-life application are essential for improving sustainability outcomes.

Table 2: Awareness of Climate Change Issues

Climate Change Aspect	Yes (%)	No (%)
Aware of global warming	75	25
Aware of pollution effects	70	30
Aware of deforestation impact	65	35
Aware of water scarcity issues	60	40

Interpretation

Table 2 illustrates students' awareness of key climate change issues. A significant majority (75%) are aware of global warming, making it the most recognized environmental problem among respondents. Similarly, 70% understand the effects of pollution, indicating strong awareness of visible environmental challenges.

Awareness of deforestation (65%) and water scarcity (60%) is slightly lower but still indicates a generally good level of understanding. However, the presence of 25–40% of students who are unaware of these issues highlights a critical gap in environmental knowledge.

This suggests that while major global issues like global warming receive more attention, other equally important issues such as resource depletion and ecosystem destruction are less emphasized. Enhancing awareness programs and integrating these topics into education can improve students' understanding of the broader environmental context.

Table 3: Student Participation in Environmental Activities

Activity	Yes (%)	No (%)
Participated in tree planting	40	60
Joined environmental campaigns	35	65
Attended sustainability workshops	45	55
Involved in clean-up drives	50	50

Interpretation

Table 3 examines student participation in environmental activities. The results indicate relatively low engagement levels across all activities. Only 40% of students have participated in tree planting, while a majority (60%) have not. Similarly, participation in environmental campaigns is low at 35%, suggesting limited active involvement in organized sustainability initiatives. Attendance at sustainability workshops (45%) and involvement in clean-up drives (50%) show slightly better engagement but still reflect a lack of widespread participation. These findings highlight that students are not consistently involved in environmental actions, even if they are aware of sustainability issues.

The low participation rates may be due to lack of opportunities, insufficient awareness of events, or limited institutional encouragement. Increasing the number of environmental programs and promoting student involvement can significantly improve engagement.

Table 4: Attitudes Toward Environmental Responsibility

Statement	Agree (%)	Disagree (%)
Individuals can reduce climate change	70	30
Government should take more action	80	20
Institutions should enforce policies	75	25
Students have responsibility for environment	65	35

Interpretation

Table 4 reflects students' attitudes toward environmental responsibility. A strong majority (70%) believe that individuals can contribute to reducing climate change, indicating a sense of personal

responsibility. Even higher (80%) believe that governments should take more action, showing trust in policy-level interventions.

Similarly, 75% agree that institutions should enforce environmental policies, highlighting the perceived importance of organizational support. However, only 65% believe that students themselves have a responsibility, suggesting that while students recognize external responsibility, their sense of personal accountability is slightly lower. This indicates a tendency to rely on governments and institutions rather than individual action. Encouraging personal responsibility alongside institutional support is crucial for achieving meaningful environmental sustainability.

Conclusion

The combined analysis of all tables shows that students possess moderate awareness and positive attitudes toward environmental sustainability, particularly in areas like renewable energy and climate change. However, there is a clear gap between awareness and action, as seen in low participation in recycling and environmental activities. Institutional support, education, and engagement opportunities play a key role in shaping sustainable behavior. Strengthening these areas will help transform awareness into practical action, contributing to long-term environmental sustainability and effective climate change mitigation. Ultimately, greening the economy is fundamental to sustainable development and environmental protection, and innovations in policies and education are important in promoting and achieving these goals. The data indicate that while students have a general awareness of environmental problems, more education and implementation of environmentally conscientious behavior is necessary. Universities can promote sustainable practices for environmental protection by integrating conflicts in education and providing students and faculty with opportunities to participate in sustainability activities. Government policies and institutional support are needed to promote green practices in universities. It also stresses the need to go beyond awareness-raising to encourage recycling, energy efficiency and renewable energy sources. All three are equally important to effective education and training. All-in-all it can take time and come from a collaborative effort, but developing a green economy can lead to a more sustainable economy through ucation, innovation, and policy.

References

1. United Nations Environment Programme. (2021). Global Environment Outlook.
2. World Bank. (2020). Environmental Sustainability Report.
3. OECD. (2019). Environmental Policy Outlook.
4. Stern, N. (2007). The Economics of Climate Change.
5. Porter, M., & van der Linde, C. (1995). Green competitiveness.
6. ADB. (2020). Sustainable Development Report.
7. UNDP. (2022). Climate Action Report.
8. IEA. (2021). Energy Outlook.
9. FAO. (2020). Sustainability Report.
10. Government of Uzbekistan. (2021). Environmental Stra