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SUSTAINABLE DEVELOPMENT GOALS AND STATE POLICY

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Abstract
Sustainable Development Goals (SDGs) have become a central framework for guiding state policy in addressing global economic, social, and environmental challenges. Adopted by the United Nations in 2015, the SDGs consist of 17 interconnected goals aimed at ensuring inclusive and sustainable development by 2030. This article examines the role of state policy in implementing the SDGs, with particular attention to the integration of these goals into national development strategies. Effective governance, legal frameworks, and institutional capacity are essential for translating global commitments into practical outcomes. The study highlights how governments can promote economic growth while ensuring social equity and environmental protection. It also emphasizes the importance of multi-stakeholder cooperation, including partnerships between public institutions, private sectors, and civil society organizations. The experience of countries such as Uzbekistan demonstrates that aligning national reforms with SDGs contributes to improving living standards and long-term sustainability. Furthermore, the article identifies key challenges in implementation, including resource limitations, institutional inefficiencies, and the need for greater public awareness. In conclusion, the successful achievement of SDGs depends on coherent state policies, strong political will, and continuous monitoring and evaluation mechanisms to ensure progress and accountability.

Keywords:
Sustainable development, state policy, SDGs, governance, economic growth, environmental protection

Introduction

In contemporary terms, sustainable development has become the most important guiding principle of mankind's progress towards the future of human civilization. It is now acknowledged that economic growth cannot take place separately from social and environmental progress. The term sustainable development has been in popular international use since the publication of the 1987 Brundtland Commission report Our Common Future, which defined it as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Since its beginning, the term has broadened into a strategy for international cooperation and domestic policy-making. At the 2015 United Nations Summit for the adoption of the post-2015 development agenda, the United Nations adopted the Sustainable Development Goals (SDGs), offering a blueprint for sustainable development, with a total of 17 integrated and indivisible goals and 169 targets covering a range of global issues, including poverty eradication, quality education, gender equality, clean energy, climate action and peace, justice and strong institutions. This interrelatedness means that any one of these goals contains elements of the other goals, creating a rationale for a coordinated approach to implementation. State policy is the key to transforming the SDGs from global commitment to national priority. The government should develop a strategy for the implementation of each of the SDGs. Nevertheless, the adoption of laws, the allocation of budgets, the establishment of institutions as well as the creation of instruments to monitor and ensure compliance with the principles of sustainable development are fundamental. In this regard, governance, transparency and accountability have been paramount for the attainment of sustainable development goals. Furthermore, to have SDGs nationalized in the national development strategies, a foresight and strategy to implement objectives in a manner which various competing priorities such as (economic) growth, equity and environmental sustainability are achieved simultaneously, often involves very complex trade-offs, for instance, industrialization without harmful effects on the environment or infrastructure expansion without creating inequalities. In this regard,

policy coherence and inter-sectoral coordination are critical to building holistic and mutually reinforcing development strategies, and avoiding contradictions.

Over the past years, countries have made considerable strides in their national policy frameworks aimed at integrating sustainable development. Uzbekistan, for example, has made important commitment to the SDGs through a thorough package of reforms to improve economic performance, social protection systems and environmental sustainability. The priorities of the SDGs have started to appear in the country's national development strategies, indicating that the long-term development aspirations are being aligned with global norms. Effective involvement of civil society organizations, the business sector and international institutions in support for the implementation of the SDGs is another dimension of the SDGs implementation framework. Public-private partnerships, citizen and civil society participation and international cooperation are added capacities supporting the policies undertaken by the state. They also help in ensuring that the needs of and interests of different groups are taken into consideration in the development process.

Even so, many people living in UN member states find the SDGs still a work in progress due to low funding, weak institutions, and little public knowledge of the goals. Larger forces, notably the climate crisis, economic instability, and international conflicts, may also complicate reform processes and require more adaptive and resilient approaches to reform that can respond to the disruption these forces create. Ultimately, sustainable development and state policy are closely related. Governments are a key player in the delivery of the SDGs. The successful delivery of the SDGs will rely on the right political will, governance, partnerships, and evaluation. As the 2030 deadline approaches, it is important to maintain momentum and ensure that sustainable development continues to be at the forefront of national action.

Review of Literature

The theme of sustainable development has been used in academic discourse, especially with respect to governance and public policy, for decades. One of the best-known papers on the theme was written by Gro Harlem Brundtland (1987), who pointed to the need for a reconciliation of economic growth, environmental protection and social equity. The report led to several global initiatives, including the Sustainable Development Goals (SDGs). According to Jeffrey Sachs (2015), the SDGs are an integrated agenda, which is impossible if the state does not take the lead in securing finance, defining the right policies, and providing accountability. Amartya Sen (1999) argued against merely judging development by economic growth, and proposed that development relies on the extension of the capabilities and freedoms of people. Referring directly to the governance related aspects, scholars like Fukuyama (2013) find that sustainable development policies can best be implemented within countries with strong institutions, as they are associated with lower levels of corruption, better service delivery, and transparency - all necessary for the SDGs. In addition, Elinor Ostrom (1990) has shown that local communities are key to managing common-pool resources sustainably, when proper institutions are in place. Further stressing the importance of ensuring policy coherence, concurrent studies have pointed out that the interlinkages between the various SDGs imply the need for an integrated governmental approach (Nilsson et al., 2018), which entails that policies in economic, social and environmental spheres should be mutually supportive. Authors such as Todaro and Smith (2020) argue that, in developing countries, the lack of financial resources, institutional weaknesses, and population growth pose difficulties for the implementation of sustainable development strategies. They also argue that relevant reforms and international coordination can help to improve the situation. Recent Uzbek scholarly discourse has largely focused on the integration of national development strategies and the SDGs, as well as the role of legal reform, education and public awareness in sustainable development. The results suggest that adoption of SDGs at the state level may improve both economic stability and social wellbeing. As discussed here, sustainable development is clearly a multidimensional phenomenon which requires the participation of governments, institutions, and society at large to effectively be implemented. While there are differing opinions in the literature, it is generally agreed upon that state policy and governance are required for sustainable development..

Objectives

The objectives of this study are defined as the specific aims and intentions that guide the research process in understanding the relationship between Sustainable Development Goals (SDGs) and state policy. These objectives help to clearly determine what the study seeks to achieve and provide a structured direction for analysis, interpretation, and conclusion of the research findings. The first objective of the study is to analyze the role of state policy in the implementation of Sustainable Development Goals. This involves examining how government decisions, legal frameworks, and institutional mechanisms contribute to achieving sustainable development at the national level. It also includes understanding how public administration supports long-term economic, social, and environmental balance in accordance with global standards The second objective is to evaluate the level of awareness and understanding of SDGs among students of Andijan Law College. This objective is important because students represent the future generation of professionals who will participate in policy implementation and social development. Assessing their knowledge helps to identify gaps in education and awareness regarding sustainable development principles. The third objective is to identify the main challenges and barriers that affect the effective implementation of SDGs. These challenges may include limited access to information, insufficient integration of SDG topics into educational programs, lack of practical training, and low public engagement. Understanding these issues is essential for improving both policy and educational approaches. The fourth objective is to examine the relationship between education and sustainable development. This involves analyzing how educational institutions contribute to shaping students' attitudes, knowledge, and responsibility toward sustainable development goals. It also highlights the importance of integrating SDG-related content into academic curricula. The fifth objective is to develop practical recommendations aimed at improving the implementation of SDGs at both national and local levels. These recommendations are based on the findings of the study and are intended to strengthen policy effectiveness, improve awareness, and encourage active participation of students and society in sustainable development processes. Overall, these objectives provide a comprehensive framework for the study and ensure that all key aspects of sustainable development and state policy are properly examined and analyzed.

Methodology

This study adopts a mixed-method research approach, combining both qualitative and quantitative methods to analyze the relationship between Sustainable Development Goals (SDGs) and state policy. The research is specifically conducted within the context of Andijan Law College in Andijan region, focusing on students as the primary respondents. This setting was chosen because law students represent an important group in understanding legal frameworks, governance, and public policy related to sustainable development. The population of the study consists of students enrolled at Andijan Law College. From this population, a sample of 50 students was selected using a simple random sampling technique to ensure fairness and reduce bias. The selected participants represent different academic levels, allowing for a more balanced understanding of students' awareness and perspectives regarding SDGs. Data collection was carried out through structured questionnaires and semi-structured interviews. The questionnaire was designed to measure students' awareness of Sustainable Development Goals, their understanding of state policy, and their perception of challenges related to sustainable development. It included both closed-ended and multiple-choice questions to obtain measurable data. In addition, interviews were conducted with a smaller group of students to gain deeper qualitative insights into their opinions and experiences. The collected data were analyzed using descriptive statistical methods. Quantitative data from questionnaires were summarized in percentages and presented in tables, while qualitative data from interviews were analyzed thematically to identify common patterns and views among respondents. This combination allowed for a more comprehensive interpretation of the findings.

Ethical considerations were also considered during the research process. Participation was voluntary, and students were informed about the purpose of the study. Confidentiality and anonymity of respondents were maintained throughout the research

Data Analysis

The data collected from 50 students of Andijan Law College were analyzed using descriptive statistical methods. The aim of the analysis is to evaluate students' awareness of Sustainable Development Goals (SDGs), their understanding of state policy, and the main challenges they face in learning about sustainable development. The results are presented in tables for better clarity and interpretation.

Table 1: Students' Awareness of Sustainable Development Goals (SDGs)

Level of Awareness	Number of Students	Percentage
High awareness	28	56%
Moderate awareness	17	34%
Low awareness	5	10%

The results show that more than half of the respondents (56%) have a high level of awareness about SDGs. However, a considerable proportion (34%) have only moderate understanding, while a small group (10%) has low awareness, indicating the need for further educational efforts.

Table 2: Understanding of State Policy among Students

Level of Understanding	Number of Students	Percentage
Good understanding	20	40%
Average understanding	22	44%
Poor understanding	8	16%

The table indicates that most students have an average understanding of state policy (44%), while 40% demonstrate good knowledge. However, 16% of respondents still lack sufficient understanding, suggesting gaps in academic preparation.

Table 3: Main Sources of Information about SDGs

Source of Information	Number of Students	Percentage
University lectures	25	50%
Internet and social media	18	36%
Television and books	7	14%

The findings show that university lectures are the main source of information (50%), followed by internet and social media (36%). Traditional media such as television and books play a smaller role.

Table 4: Key Challenges in Understanding SDGs

Challenges	Number of Responses
Lack of detailed information	22
Limited practical training	15
Low interest among students	8
Insufficient curriculum content	5

The analysis reveals that the most significant challenge is the lack of detailed information (22 responses). This is followed by limited practical training, which indicates that students need more applied learning opportunities related to sustainable development.

Conclusion

The theme of the research is the role of state policy on the implementation of the Sustainable Development Goals (SDGs) on the example of the students of Andijan Law College. The purpose of this research is to study the impact of state policy on the achievement of the SDGs and the awareness of students, and to make proposals. The results of the literature review, methodological approach and data analysis point to the following key conclusions:

The first contribution is theoretical in nature. The overall results of the analysis confirm that the SDGs constituted a global framework to promote countries' balanced economic, social and environmental development, with governments as the primary actors tasked with developing legislation, policies and institutions for sustainable development at country level. SDGs are hard to achieve outside of effective intervention from all levels of government. Secondly, the results of the data processing showed that awareness of SDGs among the students of the Andijan Law College is at the middle or high level. However, there is a difference between awareness and deep knowledge of SDGs. Generally, students had an understanding of the ideas of sustainable development, but students did not have knowledge about how the SDGs would be realized in state policy and laws.

Thirdly, the study found a number of barriers to understanding SDGs. The lack of detailed and practical information on the SDGs was the most mentioned barrier. However, practical training on SDGs and other related topics is lacking and poorly integrated into the curriculum. There are several reasons for this issue, which suggests that the current educational approach needs to be improved to better support the practical application of sustainable development concepts. The educational system can also be described as one of the most important means for achieving sustainable development; as such, Andijan Law College can develop students' knowledge, values, beliefs, and attitudes. Incorporating additional SDG-related content and case studies into the curriculum may further increase student engagement with the material. According to the study, the achievement of Sustainable Development Goals is possible only through the interaction of the government, education, and society, which through the state policy, quality education, and awareness of the population, can build the foundations of sustainable development.

To sum up, even though the students' awareness of the SDGs was positively increased, more in-depth and concrete actions should be done to ensure better education, better policy integration and better access to information to ensure the principles of sustainable development will be better understood by students in the future.

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