

Sustainable Development Goals



Report for 2025/2026

October 2026, Tashkent



ABOUT TASHKENT STATE UNIVERSITY OF ORIENTAL STUDIES

The academic structure of TSUOS includes 2 faculties, 2 institutes, 8 higher schools, and 9 academic departments. The university currently offers 19 bachelor's programs, 17 master's specialisations, and 12 doctoral research areas, supporting the development of future scholars, diplomats, translators, and regional experts. In addition, more than 50 research and student centres, clubs, committees, and other academic and social units operate at the university, supporting research activities, student engagement, and interdisciplinary collaboration.

WHAT IS OUR GOAL?

TSUOS aims to contribute to sustainable development by providing inclusive, high-quality education, advancing research and innovation, and preparing graduates with the knowledge and skills needed to address contemporary global and regional challenges. As a multidisciplinary institution specializing in Oriental Studies, TSUOS develops highly qualified specialists capable of interpreting languages, analysing socio-political and economic processes, and fostering intercultural dialogue and international cooperation.

The University is committed to continuously improving the quality of education in line with international standards, strengthening research capacity, enhancing the professional and pedagogical skills of academic staff, and promoting lifelong learning. By integrating cultural heritage, ethical values, innovation, and global perspectives into education and research, TSUOS seeks to empower students to become responsible professionals and active contributors to society.



FOREWORD

At Tashkent State University of Oriental Studies, we recognise the importance of the United Nations Sustainable Development Goals (SDGs) as a global framework for building a more inclusive, equitable, and sustainable future. As a higher education institution, we are committed to contributing to the achievement of these goals through quality education, research, international cooperation, and responsible institutional development.

Our university seeks to integrate the principles of sustainable development into its academic activities, research initiatives, and engagement with society. We place particular importance on promoting equal opportunities, fostering intercultural understanding, supporting environmental responsibility, and strengthening partnerships with national and international institutions.

We believe that universities have a vital role in advancing the 2030 Agenda for Sustainable Development, not only by educating future generations but also by generating knowledge, encouraging innovation, and fostering cooperation across cultures and disciplines. At TSUOS, we remain committed to strengthening our contribution to this shared global endeavour and continuously improving our practices in line with the principles of sustainability.

Achieving the Sustainable Development Goals requires collective commitment and sustained action. We will continue working together with our academic community, students, staff, and partners to support a more sustainable future for Uzbekistan and the wider international community.

Prof. Gulchekhra Rikhsieva
Rector of Tashkent State University
of Oriental Studies



INTRODUCTION

The United Nations Sustainable Development Goals (SDGs), adopted as part of the 2030 Agenda for Sustainable Development, provide a global framework for addressing major social, economic, and environmental challenges. Higher education institutions play a significant role in advancing this agenda through education, research, community engagement, institutional policies, and international cooperation. Tashkent State University of Oriental Studies recognises its responsibility to contribute to these global priorities and is committed to integrating the principles of sustainable development into its academic and institutional activities.

The Times Higher Education (THE) Sustainability Impact Ratings is a global ranking that assesses the contributions of higher education institutions to the achievement of the United Nations Sustainable Development Goals. The 2026 edition assessed 1,646 universities from 116 countries and territories, evaluating their performance across the 17 individual SDGs and the overall ranking. The results, officially announced on 25 June 2026, reflect the growing importance of sustainability and the role of universities in addressing global challenges.

In the THE Sustainability Impact Ratings 2026, TSUOS was placed in the 1001–1500 band in the overall ranking. Having submitted data for five SDGs, the university demonstrated progress across several areas compared with the previous edition. TSUOS achieved a ranking of 400–601 for SDG 2 (Zero Hunger), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice and Strong Institutions). Notably, its position for SDG 4 improved from 1001–1500 in 2025 to 400–601 in 2026. For SDG 17 (Partnerships for the Goals), TSUOS achieved a ranking of 1001–1500, improving from 1500+ in the previous edition.

These results reflect the university's ongoing efforts to strengthen its contribution to sustainable development through



educational initiatives, research activities, institutional development, and collaboration with national and international partners. At the same time, they highlight opportunities to further improve sustainability practices, expand the scope of institutional engagement, and strengthen the systematic collection and documentation of evidence related to the SDGs.

This report presents TSUOS's policies, initiatives, activities, and achievements in relation to the Sustainable Development Goals. It aims to demonstrate the university's contribution to the 2030 Agenda, document progress through relevant evidence and indicators, and identify areas for continued development. Through these efforts, TSUOS seeks to reinforce its commitment to responsible higher education, inclusive development, and meaningful cooperation towards a more sustainable future.

Goal 6: Clean Water and Sanitation



Ensure availability and sustainable management of water and sanitation for all

In 2025, Tashkent State University of Oriental Studies recorded total water consumption of 93,730 m³, remaining 106,270 m³ below its allocated annual water limit. According to the institutional audit interpretation, this represents water consumption below 50% of the allocated capacity. Maintaining consumption within this limit, despite growth in the student population and participation in student mobility programmes, demonstrates the university's management of water resources in relation to its allocated capacity. Further information on water consumption and environmental resource management is available in the university's [Greenhouse Gas \(GHG\) Report](#).

TSUOS Scopus Publications Supporting SDG 6: Clean Water and Sanitation

- [*Investigating the Necessity of Water Recycling and Reuse of Unconventional Water in the Context of Water Resources Management: A Case Study of Uzbekistan*](#)

Author: Saodat Nosirova, Director of the Confucius Institute at TSUOS, with co-authors from the relevant research field.

The study examines the potential for recycling and reusing unconventional water resources in Uzbekistan in response to climate change and increasing pressure on water supplies. Drawing on water sampling, interviews, and documentary analysis in Fergana, Khorezm, and Bukhara, the research evaluates treated wastewater, brackish water, and agricultural drainage as alternative water sources. Its findings identify an estimated 1.33 billion cubic metres of potential unconventional water resources annually and highlight the importance of water-quality management, investment in treatment infrastructure, and coordinated policy measures. The study also compares the



economic feasibility of wastewater treatment and brackish-water desalination.

Contribution to SDG 6: The research directly supports sustainable water management and the potential expansion of water recycling and reuse, particularly in water-stressed regions. It provides evidence relevant to improving water-use efficiency and increasing the availability of alternative water resources, aligning especially with SDG targets 6.3 and 6.4.

- *Educational Programs on Environmental Engineering for Water Ecosystem Protection in Uzbekistan's Schools*

Author: Professor Alisher Doniyorov of TSUOS, in collaboration with researchers from TSUOS and other institutions.

This study explores educational programmes designed to strengthen environmental engineering education in Uzbekistan's secondary schools, with a particular focus on water ecosystem protection. The proposed curriculum includes water-cycle processes, water and wastewater treatment, water-resource management, awareness campaigns, and student-led responses to local water pollution. The study also highlights the value of cooperation among universities, government institutions, and environmental NGOs in providing educational resources and technical expertise. Reported pilot findings indicate increased student participation in environmental initiatives and greater interest in environmental issues.

Contribution to SDG 6: The research promotes water-related environmental education and awareness, helping equip younger generations with knowledge and practical skills for protecting water resources. It is particularly relevant to SDG target 6.3,

concerning water quality and wastewater, and target 6.b, concerning community participation in water and sanitation management. Its educational dimension also supports SDG 4.

- *Historical Evolution of Water Resource Management Terminology in Central Asia's Linguistic Landscape*

Author: Qudratilla Omonov, Professor and First Vice-Rector of TSUOS, in collaboration with researchers from TSUOS and other institutions.

The study investigates the historical development of water-management terminology across Turkic, Persian, Arabic, and Russian linguistic traditions in Central Asia. By analysing legal documents, administrative records, and oral histories from different historical periods, the research examines how terminology related to irrigation, water administration, and resource governance has evolved alongside political and institutional changes. It highlights the cultural and historical significance of concepts such as *aryk* (irrigation canal) and *mirab* (water manager), demonstrating how language reflects changing approaches to water governance and resource management.

Contribution to SDG 6: The research contributes a historical, linguistic, and cultural perspective to understanding water governance in Central Asia. It supports interdisciplinary knowledge of sustainable water management and the region's water-related heritage. Its contribution is primarily indirect, as the study does not itself assess water quality, conservation interventions, or measurable improvements in water management.