

**“SDGs: A QUANTITATIVE STUDY AMONG YOUTH, AWARENESS AND  
ENGAGEMENT”**

**Dissertation submitted to**

**Mahatma Gandhi University, Kottayam in partial fulfilment**

**of the requirement for the degree of**

**MASTER OF SOCIAL WORK**

**specialising in**

**COMMUNITY DEVELOPMENT**

**Submitted by,**

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**(2022 – 2024)**

**CERTIFICATE**

This is to certify that this dissertation titled “**SDGs: A QUANTITATIVE STUDY AMONG YOUTH, AWARENESS AND ENGAGEMENT**” is a record of genuine and original work done by Anjaly Biju K, REG NO: 220011000171 of fourth Semester Master of Social Work course of this college under my guidance and supervision and it is hereby approved for submission.

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## **DECLARATION**

I Anjaly Biju K hereby declare that the research work titled “**SDGs: A QUANTITATIVE STUDY AMONG YOUTH, AWARENESS AND ENGAGEMENT**” submitted to the Mahatma Gandhi University, Kottayam, is a record of genuine and original work done by me under the guidance of, Dr. Sheena Rajan Philp, Assistant Professor, Bharata Mata School of Social Work Thrikkakara, and this research work is submitted in partial fulfilment of the requirements for the award of the degree of Master of Social Work specialising in **Community Development**.

I hereby declare that the results embedded in this research have not been submitted to any other University or Institute for the award of any degree or diploma, to the best of my knowledge and belief.

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## **ABSTRACT**

This study aims to assess the level of awareness among youth regarding the Sustainable Development Goals (SDGs), quantify their engagement in activities related to sustainable development, and identify the barriers that hinder their participation. Recognizing the crucial role of youth in driving sustainable development, the research seeks to illuminate the extent of young people's understanding of the SDGs and their active involvement in promoting these global objectives.

Employing a quantitative research methodology, the study analyses data collected from a diverse sample of young individuals. By examining current initiatives and identifying gaps in awareness and participation, the research aspires to inform policymakers, educators, and stakeholders about the strategic importance of youth engagement. The ultimate goal is to produce actionable insights and recommendations that can enhance educational programs, outreach strategies, and policy interventions, thereby empowering youth to contribute effectively to achieving the SDGs and fostering a sustainable, just, and equitable global future.

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# **CHAPTER 1**

# **INTRODUCTION**

## SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) represent a comprehensive framework designed by the United Nations (UN) to address global challenges and promote sustainable development across economic, social, and environmental dimensions. Originating from the UN and building upon the Millennium Development Goals (MDGs), the SDGs aim to steer international efforts towards a future characterized by inclusivity, equity, and environmental sustainability (United Nations, 2015).

Comprising 17 interconnected goals and 169 associated targets, the SDGs serve as a roadmap for confronting critical issues like poverty, inequality, climate change, environmental degradation, and peace and justice (United Nations, 2015).

Each goal delineates specific targets and indicators, demonstrating a shared commitment to ensuring that no one is left behind in the pursuit of sustainable development for all. Achieving the SDGs necessitates collaborative action from various stakeholders including governments, civil society, businesses, and individuals, underscoring the significance of partnerships and participation across all levels (United Nations, 2015).

Additionally, the SDGs underscore the pivotal role of young people in propelling sustainable development forward, recognizing their capacity as catalysts for change, innovation, and advancement (United Nations, 2018).

As the international community endeavors to actualize the vision outlined in the 2030 Agenda for Sustainable Development, it becomes imperative to gauge youth awareness and engagement with the SDGs. This research endeavors to investigate the extent of youth awareness regarding the SDGs, their perceptions of these objectives, and their involvement

in initiatives geared towards promoting sustainable development. Through an examination of youth viewpoints and experiences, this study aims to inform strategies for bolstering youth engagement and leveraging their contributions to realize the SDGs.

## GOAL 1

The primary Sustainable Development Goal, "No Poverty," endeavors to eradicate poverty in all its manifestations by 2030, ensuring universal access to resources, services, and opportunities to enhance quality of life and well-being. Poverty is a multifaceted issue encompassing not only monetary deprivation but also barriers to education, healthcare, clean water, sanitation, and other essential needs. As per the World Bank's data from 2019, around 9.2% of the global population was living in extreme poverty, defined as surviving on less than \$1.90 per day. Poverty disproportionately impacts vulnerable and marginalized communities, including women, children, indigenous groups, individuals with disabilities, and rural populations. Combating poverty necessitates comprehensive strategies that foster economic progress, social inclusivity, and environmental stewardship.

Initiatives aimed at realizing Goal 1 encompass endeavors to foster inclusive economic growth and provide decent work opportunities, particularly for marginalized demographics, reinforce social safety nets to guarantee access to fundamental services like healthcare, education, and social support, empower individuals and communities through education, skill-building, and capacity development programs, ensure equitable access to resources, land, and financial services, especially for women and marginalized populations, address the underlying causes of poverty, such as inequality, discrimination, and insufficient access to education, healthcare, and social safeguards. Attaining Goal 1 is not

only essential for alleviating suffering and enhancing the quality of life for millions but also for advancing sustainable development and fostering resilient societies. (world bank, 2020)

## GOAL 2

The second Sustainable Development Goal, "Zero Hunger," aims to eradicate hunger, achieve food security, enhance nutrition, and promote sustainable agriculture by 2030. Despite notable advancements in hunger reduction in recent years, millions worldwide still endure chronic food insecurity and malnutrition.

As reported by the Food and Agriculture Organization (FAO) in 2019, an estimated 690 million individuals faced undernourishment globally, with the majority residing in developing nations. Hunger and malnutrition not only endanger individual health and well-being but also impede social and economic progress, perpetuating cycles of poverty and inequity.

Initiatives geared towards realizing Goal 2 encompass endeavors to: Augment agricultural productivity and foster sustainable food production systems, with a particular focus on rural regions, enhance access to nutritious and varied food options, particularly for vulnerable and marginalized groups, fortify social safety nets, including food aid and monetary assistance, to aid households confronting food insecurity, advocate for sustainable food and nutrition education, stressing the significance of balanced diets and healthy dietary practices, bolster resilience against climate-induced shocks and disasters, which can disrupt food supply chains and accessibility.

Achieving Zero Hunger necessitates a collaborative approach involving governments, civil society entities, the private sector, and local communities. It also entails addressing underlying factors such as poverty, inequality, conflict, and climate change, which exacerbate food insecurity and malnutrition.

By ensuring universal access to ample, safe, and nutritious food, we can not only combat hunger and malnutrition but also contribute to the establishment of healthier, more prosperous, and sustainable societies. (United Nations, 2020)

### GOAL 3

The third Sustainable Development Goal, "Good Health and Well-being," aims to ensure everyone's health and overall wellness by 2030. This goal covers various health aspects, including physical, mental, and social well-being, and focuses on achieving universal health coverage, providing essential healthcare services, and preventing and treating diseases.

Progress in global health has been notable, with declines in maternal and child mortality rates, increased life expectancy, and improved access to essential health services. However, challenges persist, such as communicable diseases like HIV/AIDS, tuberculosis, and malaria, as well as non-communicable diseases like cardiovascular diseases, cancer, and mental health issues.

Efforts to reach Goal 3 involve strengthening healthcare systems, promoting health education, addressing social determinants of health, improving disease surveillance, and investing in research and development of new medical solutions. Good Health and Well-being are crucial not only for individual welfare but also for sustainable development and

economic prosperity, as healthy populations are more productive and resilient. (World Health Organization, 2020)

#### GOAL 4

The fourth Sustainable Development Goal, "Quality Education," aims to provide fair and excellent education for everyone by 2030. Education is seen as crucial for personal growth and societal progress, enabling individuals to contribute effectively to their communities and economies.

While there's been progress in global education access, many children, especially those in conflict zones and remote areas, still lack quality education.

Efforts to meet Goal 4 include ensuring equal access to early childhood, primary, secondary, and vocational education, improving education quality through better teacher training and relevant curricula, creating inclusive learning environments, increasing education funding, and fostering international cooperation.

Quality education is vital for achieving all other Sustainable Development Goals, as it underpins poverty reduction, health, gender equality, peace, and environmental sustainability. (United Nations Educational, Scientific and Cultural Organization, 2020)

#### GOAL 5

The fifth Sustainable Development Goal, "Gender Equality," aims to ensure equal rights and opportunities for all genders by 2030, essential for sustainable development and inclusive societies. Although there have been advancements, gender gaps persist in

education, employment, politics, and decision-making, fueled by discriminatory laws, social norms, and practices.

Efforts to achieve Goal 5 include eliminating discriminatory laws and practices, promoting equal access to education and employment, preventing gender-based violence, and improving data collection for better policy-making. Gender Equality is not just a moral obligation but also crucial for economic and social progress, benefiting entire communities and accelerating progress towards all other Sustainable Development Goals. (United Nations, 2020)

## GOAL 6

The sixth Sustainable Development Goal, "Clean Water and Sanitation," aims to ensure access to clean water and sanitation for all by 2030. Access to clean water and sanitation is essential for human health, well-being, and dignity, as well as for sustainable development and environmental protection. Despite progress in recent years, billions of people still lack access to safe drinking water, sanitation facilities, and hygiene services, particularly in rural areas and informal settlements. Lack of access to clean water and sanitation contributes to waterborne diseases, malnutrition, poverty, and environmental degradation.

Efforts to achieve Goal 6 include initiatives to ensure universal access to safe and affordable drinking water for all, including through investments in infrastructure, water treatment, and water resource management. Improve access to adequate sanitation facilities and promote hygiene practices, such as hand washing with soap, to prevent waterborne diseases and promote public health, protect and restore water ecosystems, including rivers, lakes, and wetlands, to ensure sustainable water resources and ecosystem services for

present and future generations, enhance water governance and management, including through integrated water resource management approaches that prioritize equity, efficiency, and sustainability, strengthen resilience to water-related disasters, such as floods and droughts, through climate change adaptation strategies and disaster risk reduction measures.

Achieving Clean Water and Sanitation is essential for achieving numerous other Sustainable Development Goals, including those related to health, education, gender equality, and poverty reduction. Access to clean water and sanitation is a basic human right and a prerequisite for a healthy and sustainable future. (United Nations, 2020)

## GOAL 7

The seventh Sustainable Development Goal, "Affordable and Clean Energy," aims to ensure that everyone has access to affordable, reliable, and sustainable energy by 2030. Energy access is vital for lifting people out of poverty, fostering economic growth, and safeguarding the environment.

Despite progress, many people, especially in rural areas, still lack access to modern energy services, relying on traditional biomass for cooking and heating, which contributes to health issues and environmental degradation.

Efforts to achieve Goal 7 include expanding access to electricity and modern energy services, promoting energy efficiency, increasing the use of renewable energy sources, fostering international cooperation, and encouraging innovation in clean energy technologies. Affordable and Clean Energy is essential for achieving various Sustainable Development Goals, including poverty eradication, health, education, gender equality, and



climate action. It plays a pivotal role in driving sustainable development, improving living standards, and preserving the environment for future generations. (United Nations, 2020)

## GOAL 8

The eighth Sustainable Development Goal, "Decent Work and Economic Growth," aims to foster sustainable and inclusive economic growth, create full and productive employment, and ensure decent work opportunities for everyone by 2030. Decent work is crucial for lifting people out of poverty, fostering social inclusion, and upholding human dignity and well-being.

Despite progress in some areas, challenges such as underemployment, informal work, gender disparities, and inadequate wages persist globally. Efforts to achieve Goal 8 include promoting job creation and entrepreneurship, ensuring equal pay, strengthening labor market institutions, investing in skills development, and fostering sustainable industries.

Decent Work and Economic Growth are integral to achieving sustainable and equitable development, reducing inequalities, and building resilient and prosperous societies. It provides individuals and families with the means to improve their lives, escape poverty, and actively participate in social and economic activities. (United Nations, 2020)

## GOAL 9

The ninth Sustainable Development Goal, "Industry, Innovation, and Infrastructure," aims to create robust infrastructure, encourage inclusive and sustainable industrialization, and drive innovation by 2030. These elements are fundamental for fostering economic growth, job creation, and sustainable development.

Despite advancements in infrastructure and industrialization, many countries still face significant gaps, especially in rural and low-income areas, hindering economic productivity and social inclusion due to limited access to reliable and affordable infrastructure services.

Efforts towards Goal 9 include investing in infrastructure development like transportation and energy systems, promoting sustainable industrialization through value-added manufacturing and technology transfer, encouraging innovation in sectors such as renewable energy and healthcare, and enhancing access to affordable and reliable energy sources.

Achieving Industry, Innovation, and Infrastructure is pivotal for advancing all other Sustainable Development Goals, as they form the backbone for progress in poverty reduction, health, education, gender equality, and environmental sustainability. Sustainable infrastructure and innovation are crucial drivers of inclusive and sustainable development for current and future generations. (United Nations, 2020)

## GOAL 10

The tenth Sustainable Development Goal, "Reduced Inequality," targets the reduction of income disparities within and among nations by 2030. Inequality poses a threat to social harmony, economic progress, and political stability worldwide. Despite advancements in poverty alleviation, inequalities persist, spanning income, access to resources, and opportunities. Marginalized groups, such as women, children, persons with disabilities, indigenous communities, and ethnic minorities, face systemic biases and exclusion, exacerbating inequality.

Efforts to achieve Goal 10 involve implementing progressive fiscal policies to redistribute wealth, fostering inclusive economic growth, ensuring universal access to essential services like education and healthcare, empowering marginalized groups through legal recognition and affirmative action, and tackling discriminatory laws and practices. Reducing Inequality is vital for sustainable development and ensuring inclusivity. Equitable societies are more resilient and prosperous, benefiting individuals, communities, and nations at large. (United Nations, 2020)

#### GOAL 11

Within the framework of Sustainable Development Goals (SDGs), SDG 11, "Sustainable Cities and Communities," holds particular significance, aiming to transform urban areas into inclusive, safe, resilient, and sustainable environments. This goal recognizes the challenges associated with global urbanization trends and emphasizes the necessity of addressing them while advancing sustainable development.

As outlined by the United Nations (UN), SDG 11 seeks to enhance urban residents' quality of life by improving access to essential services, ensuring adequate housing, promoting sustainable transportation systems, and preserving cultural and environmental heritage within cities (United Nations, n.d.). Achieving this goal demands collaborative efforts from governments, urban planners, policymakers, civil society, and communities to cultivate cities and communities that are both livable and environmentally sustainable. (United Nations Department of Economic and Social Affairs, 2018)

#### GOAL 12

Goal 12 of the Sustainable Development Goals (SDGs) focuses on "Responsible Consumption and Production." This goal aims to ensure sustainable consumption and production patterns by promoting resource efficiency, reducing waste generation, and fostering sustainable practices throughout the entire lifecycle of products and services.

The key objectives of Goal 12 include, encouraging individuals, businesses, and governments to adopt sustainable practices that minimize resource use and environmental impacts, enhancing resource efficiency across various sectors to ensure the responsible use of natural resources, such as water, energy, and materials, reducing waste generation and promoting recycling, implementing measures to reduce waste generation, increase recycling rates, and minimize the environmental impacts of waste disposal, encouraging sustainable practices in industries, promoting sustainable practices and technologies in industries to minimize pollution, improve resource efficiency, and mitigate environmental degradation, empowering consumers with information about the environmental and social impacts of their consumption choices, enabling them to make more sustainable decisions, enhancing cooperation between countries, businesses, and other stakeholders to promote sustainable consumption and production globally. (United Nations, 2020)

### GOAL 13

Goal 13 of the Sustainable Development Goals (SDGs) centers on urgent measures to combat climate change and its effects. Climate change stands as a major threat to sustainable development, impacting ecosystems, economies, and societies globally. This goal underscores the necessity for both reducing emissions and adapting to climate change impacts (United Nations, 2015).

Mitigation efforts aim to decrease greenhouse gas emissions, aiming to limit global warming to below 2 degrees Celsius above pre-industrial levels, preferably to 1.5 degrees Celsius. Achieving this entails shifting towards renewable energy sources, boosting energy efficiency, promoting sustainable land use, and adopting policies to encourage sustainable consumption (IPCC, 2018).

Adaptation actions focus on bolstering resilience to climate change impacts, particularly in vulnerable communities and regions. This includes building climate-resilient infrastructure, improving early warning systems for extreme weather events, enhancing water resource management, and promoting climate-smart agriculture (IPCC, 2018).

Tackling climate change demands coordinated action at all levels, involving governments, civil society, businesses, and individuals. The Paris Agreement, established in 2015 under the United Nations Framework Convention on Climate Change (UNFCCC), represents a pivotal international accord aimed at curbing global warming and supporting adaptation efforts. It outlines objectives for reducing emissions, increasing climate finance, and fostering international collaboration on climate action (UNFCCC, 2015).

Attaining Goal 13 is imperative for sustainable development and ensuring a habitable planet for future generations. Through decisive and collective action to address climate change, we can mitigate its adverse effects, safeguard vulnerable communities, and establish a more sustainable and resilient world.

#### GOAL 14

Goal 14 of the Sustainable Development Goals (SDGs) is dedicated to preserving and responsibly utilizing oceans, seas, and marine resources to foster sustainable development.

Oceans and seas play a vital role in sustaining life on Earth, regulating climate patterns, providing sustenance and livelihoods, and nurturing diverse ecosystems. However, human activities pose unprecedented threats to marine ecosystems, including overfishing, habitat degradation, pollution, and the effects of climate change.

The goal underscores the imperative of conserving and rejuvenating marine biodiversity, implementing sustainable fisheries management practices, curbing marine pollution, and mitigating the impacts of ocean acidification and rising sea levels. This entails enacting evidence-based conservation strategies, establishing marine protected areas, minimizing plastic pollution, and promoting sustainable fishing methods (United Nations, 2015).

Attaining Goal 14 is crucial for preserving the health and resilience of marine ecosystems, supporting sustainable fisheries and livelihoods, and ensuring the welfare of coastal communities. Through concerted efforts to safeguard and preserve life below water, we can advance sustainable development and cultivate a more resilient and equitable future for all. (United Nations, 2015)

## GOAL 15

Goal 15 of the Sustainable Development Goals (SDGs) concentrates on safeguarding, rejuvenating, and responsibly managing terrestrial ecosystems, forests, and biodiversity. Terrestrial ecosystems, encompassing forests, grasslands, and wetlands, offer critical ecosystem services like carbon storage, soil fertility maintenance, and water regulation, while also nurturing diverse flora and fauna.

Yet, terrestrial ecosystems confront unprecedented challenges stemming from deforestation, land degradation, desertification, and biodiversity depletion. Human

activities, such as unsustainable farming, logging, urban expansion, and infrastructure construction, have accelerated habitat destruction and fragmentation, leading to dwindling species populations and ecosystem deterioration.

Goal 15 underscores the necessity to preserve and rehabilitate terrestrial ecosystems, encourage sustainable land utilization practices, combat desertification, and halt biodiversity decline. This entails initiatives like forest restoration, sustainable land management, establishment of protected areas, and conservation efforts for wildlife (United Nations, 2015).

Attaining Goal 15 is indispensable for preserving ecosystem vitality and resilience, ensuring the delivery of essential ecosystem services, and safeguarding biodiversity and natural assets for posterity. Through the conservation and revitalization of terrestrial habitats, we can advance sustainable development and bolster the welfare of both humanity and the environment. (United Nations, 2015).

## GOAL 16

Goal 16 of the Sustainable Development Goals (SDGs) strives to foster societies that are peaceful, inclusive, and governed by effective institutions at all levels. These elements form the bedrock of sustainable development, fostering social unity, upholding the rule of law, and championing human rights and accountable governance.

Peaceful and inclusive societies are vital for sustainable progress and prosperity, laying the groundwork for economic advancement, social development, and environmental stewardship. Access to justice, irrespective of socio-economic status, gender, or ethnicity,

is essential for resolving conflicts, safeguarding human rights, and ensuring fair treatment under the law.

Robust and transparent institutions are indispensable for promoting integrity, combating corruption, and ensuring adherence to legal principles. Effective governance mechanisms, including democratic structures, independent courts, and participatory decision-making processes, are crucial for cultivating public trust, fostering accountability, and meeting citizens' needs.

Goal 16 underscores the imperative of curbing violence, combating organized crime, and preventing conflicts by addressing underlying issues such as poverty, inequality, and discrimination. This entails fostering inclusive dialogue, supporting peacebuilding endeavors, and enhancing institutional capacities to address security threats and foster social cohesion.

Realizing Goal 16 necessitates sustained endeavors to fortify institutions, uphold the rule of law, and guarantee access to justice and human rights for all. By nurturing peace, justice, and robust institutions, we can lay the groundwork for sustainable development and cultivate a more equitable and harmonious world for current and future generations. (United Nations, 2015)

## GOAL 17

Goal 17 of the Sustainable Development Goals (SDGs) underscores the significance of global collaboration and partnerships in advancing sustainable development. The multifaceted challenges confronting the world today, including poverty, inequality, climate



change, and conflict, necessitate concerted efforts and cooperation among governments, civil society, the private sector, and other actors.

Partnerships for the Goals seeks to mobilize resources, exchange knowledge and technology, and enhance international cooperation to realize the SDGs. This entails promoting various forms of collaboration, including North-South, South-South, and triangular cooperation, as well as fostering partnerships involving multiple stakeholders to bolster the capacity of developing nations to achieve the SDGs. Goal 17 acknowledges the pivotal role of multi-stakeholder partnerships in leveraging expertise, resources, and innovations to address global challenges more efficiently. By uniting governments, civil society entities, businesses, academic institutions, and other stakeholders, partnerships can facilitate action, amplify successful initiatives, and propel progress towards the SDGs.

Realizing Goal 17 demands a commitment to transparency, accountability, and mutual respect among partners. Additionally, it entails providing support to developing countries in enhancing their capabilities to engage in and derive benefits from sustainable development partnerships. Through collaborative efforts, we can harness the collective strength of diverse stakeholders to confront the world's most pressing issues and forge a future that is sustainable, equitable, and prosperous for all. (United Nations, 2015)

Sustainable development is crucial for securing the well-being of present and future generations while safeguarding the environment and its resources. It involves balancing economic growth, social equity, and environmental conservation, recognizing their interconnectedness.

Primarily, sustainable development fosters economic prosperity by promoting long-term planning and responsible resource usage. Investments in renewable energy, efficient infrastructure, and sustainable practices create employment opportunities, drive innovation, and enhance economic resilience. Additionally, it reduces the risks associated with resource depletion and environmental harm, thus enhancing economic stability.

Equally significant is the social aspect of sustainable development, which prioritizes inclusivity, fairness, and social justice. It aims to eliminate poverty, ensure access to essential services like healthcare and education, and empower marginalized groups. By fostering social cohesion and equality, sustainable development cultivates healthier and more resilient societies where everyone can thrive.

Moreover, sustainable development acknowledges the finite nature of the Earth's resources and the urgent need to preserve them for future generations. It promotes sustainable consumption and production patterns, minimizes waste, and protects biodiversity. This ensures the continuous availability of vital resources and maintains the balance of natural systems to support life on Earth.

In essence, sustainable development is imperative for addressing the multifaceted challenges confronting humanity in the 21st century. By integrating economic, social, and environmental considerations, it offers a holistic approach to development that prioritizes the well-being of both people and the planet. Embracing sustainable development is not just morally right but also strategically necessary for building a prosperous, equitable, and resilient future.

Youth, defined as individuals aged 10 to 24, constitute a significant portion of the global population, representing approximately 16%. They possess immense potential to drive sustainable development with their energy, creativity, and commitment to positive change. As the inheritors of future challenges and opportunities, youth have a vested interest in the successful implementation of the Sustainable Development Goals (SDGs).

Involving youth in sustainable development endeavors is crucial for several reasons. They bring fresh perspectives, innovative ideas, and a willingness to challenge the status quo, making them catalysts for transformative change. By harnessing their creativity and entrepreneurial spirit, societies can unlock novel solutions to complex issues such as climate change, poverty, and environmental degradation.

Furthermore, youth engagement fosters dialogue and collaboration across generations, ensuring that decisions consider the needs of future cohorts. Policymakers can benefit from their diverse viewpoints and experiences, leading to more inclusive and effective policies and programs.

Amid unprecedented global challenges, the SDGs offer a roadmap toward a more sustainable and equitable future, with youth playing a pivotal role. Understanding youth awareness and engagement in the SDGs is essential for realizing this vision. Researching their awareness levels can unveil gaps and inform targeted interventions to enhance their knowledge and capacity. Empowered youth are more likely to actively participate in SDG initiatives, leading to more effective outcomes and fostering a sense of ownership over the agenda.

Youth engagement in sustainable development goes beyond mere participation; it entails empowerment and inclusion. Researching youth engagement strategies can identify best practices and barriers to participation, enabling stakeholders to cultivate a deep-rooted commitment to sustainable development. By investing in capacity-building activities, such as education and mentorship, stakeholders can empower youth to become active agents of change in their communities and beyond.

Youth involvement in sustainable development efforts holds stakeholders accountable for their actions and decisions. Researching youth engagement mechanisms facilitates monitoring and evaluation of progress toward SDGs, ensuring transparency and effective implementation of policies and programs. Additionally, it fosters the development of future leaders committed to addressing global challenges, thus ensuring continuity in sustainable development efforts and inspiring future generations to champion the SDGs.

Given youth's demographic significance, potential as change agents, and long-term impact on societal and environmental well-being, they are indispensable actors in achieving sustainable development goals. Engaging youth in sustainability endeavors not only taps into their creativity and energy but also fosters a sense of ownership and empowerment. By promoting global citizenship and collaboration, youth can contribute to local and global efforts toward building a more resilient, equitable, and sustainable world.

This study is significant as it comprehensively evaluates youth awareness of the SDGs, quantifies their engagement in sustainable development activities, and explores the factors influencing such engagement. It has the potential to harness the transformative power of youth toward sustainable development by informing targeted interventions and policy decisions. By gauging youth awareness and engagement levels, this research provides

insights into the effectiveness of educational initiatives and outreach programs. Moreover, it serves as a barometer for measuring progress toward achieving the SDGs and identifies opportunities for empowering and mobilizing youth effectively. Adopting an interdisciplinary approach, this study encompasses diverse geographical contexts and demographic characteristics, ensuring a comprehensive understanding of youth engagement dynamics and facilitating informed policy decisions toward a sustainable and inclusive future.

# CHAPTER 2

# REVIEW OF

# LITERATURE

**The performance of India in the achievement of sustainable development Goals: A way forward, Hari Prapan Sharma, October 2020**

This study presents a comprehensive assessment of the changing dynamics in the notion of "economically developed," focusing on the impact of global civil society and enhanced citizen awareness. The rise of sustainable development as a key paradigm, typified by the triple bottom line approach, indicates a global agreement on economic, social, and environmental issues. The move from Millennium Development Goals (MDG) to Sustainable Development Goals (SDG), led by the United Nations, is regarded as a key worldwide strategic shift. The paper's study of India's success and problems in sustainable development is contextualized by its commitment to the SDGs, as indicated by the NITI Ayog's SDG index since 2018.

The analysis reveals that, while India has made tremendous progress, more new tactics and policy design are required. The urge to close the north-south development divide, notably by addressing the paradox of underperforming northeastern states despite substantial resources, highlights the complexity of attaining sustainable development. The assessment gains depth by highlighting concerns such as poverty and the necessity for anti-poverty programs, as well as the imperative to balance industrialization and pollution control. The last remark emphasizes that India still has a long way to go before achieving its sustainable development goals.

## **Research and Information Division Lok Sabha Secretariat “Sustainable Development Goals (SDGs) And Achievements of India”**

This research paper provides a complete review of the Sustainable Development Goals (SDGs), their origins as Millennium Development Goals (MDGs), and the global commitment made by 193 member countries, including India, in 2015. It emphasizes the importance of the SDGs in tackling crucial challenges like poverty, hunger, education, gender equality, economic growth, and climate action by 2030. The mention of India's critical role in meeting global SDG targets because of its population size, economic strength, and leadership in climate action emphasizes the country's responsibilities. The mention of the SDG India Index: Baseline Report 2018 from NITI Aayog provides a practical dimension, implying the necessity for ongoing review and reflection on progress. The historical backdrop offered on "the transition from MDGs to SDGs, rooted in the Rio+20 conference," as well as the collaborative approach through the Open Working Group (OWG), add depth to comprehension of the SDGs' formulation. The article concludes with the formal acceptance of the 2030 Agenda at the UN Summit, demonstrating the worldwide commitment to sustainable development.

In conclusion, this research report is an invaluable resource for understanding the evolution, adoption, and significance of the SDGs, with a particular emphasis on India's contribution and progress. It stimulates continuous evaluation and emphasizes the interconnectivity of global efforts to achieve a sustainable future.



**“THE ROLE OF YOUTH IN INDIA IN ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS” Dr. Arpita Subhadarshinee, June 2022**

This article emphasizes the critical role of youth in achieving sustainable development goals, showing their capacity to generate good change. It tackles topics that disproportionately affect young people, such as gender inequality, poverty, and environmental concerns in nations such as India. The essay emphasizes the importance of youth participation in decision-making and their power to effect transformative change through activism, communication, and inventive solutions. The author emphasizes the significance of investing in young to ensure a prosperous and sustainable future, particularly in light of India's commitment to the UN Sustainable Development Goals.

**“Youth Empowerment for Sustainable Development: Exploring Eco social Work Discourses”**

**Elvi Chang, Stefan Sjöberg, Päivi Turunen, and, Komal Singh Rambaree**

The literature on youth empowerment in the context of sustainable development (SD) demonstrates an increasing recognition of its importance in social work, both globally and in Sweden. Sustainable development, which includes social, economic, and ecological components, is recognised as an important framework in social work, since it aligns with the profession's key concepts of person-in-environment. The inclusion of an Eco-social perspective, emphasising society evolution in accordance with nature, enriches talks on SD. This study adds to the discussion by investigating Eco social work in the context of youth empowerment, focusing on 20 qualitative semi-structured interviews with prominent figures in youth organisations in Gavle municipality, Sweden. The study's findings

highlight the importance of an eco-social approach to youth empowerment. The debate includes eco-social work, youth empowerment, and a Foucauldian perspective on discourse, power, and knowledge. Notably, the findings call for increased awareness and knowledge among practitioners working with youth, emphasising the structural and collective components of eco social youth empowerment.

**“Engaging Youth in SDGs Through Representation, Inclusivity, Empowerment” Miki Fukuda, IGES ,13 September 2023**

This essay gives a thorough study of the significance of youth participation in sustainable development, highlighting three essential points. First, the author emphasizes the possible discrepancy in young engagement, pointing out that active youth participation is oriented towards more affluent social groups. The possibility of expanding current inequities needs a focus on understanding young diversity, actively soliciting feedback from marginalised groups, and promoting inclusive thinking. The demand to establish possibilities for safe and meaningful involvement, as well as learning opportunities, emphasizes the importance of taking a comprehensive approach to engaging a diverse range of kids. Secondly, the article underscores the significant role youth can play in the Sustainable Development Goals (SDG) processes, particularly in the High-Level Political Forum (HLPF). The author contends that actively engaging youngsters in follow-up and evaluation processes can improve SDG performance. Examples from countries such as Iceland and Ireland, where youth actively contributed to Voluntary National Reviews (VNRs), demonstrate the good influence of youth participation on accountability and progress.

Third, the paper emphasizes that decision-makers should view motivated kids not as passive beneficiaries, but as future stewards with expertise in youth issues. The argument

for meaningful young participation in decision-making processes is offered as critical for promoting better policies and a more equal society. The need for a shift in perspective to regard youth as equal partners is consistent with the broader topic of social partnership, which empowers young people to take responsibility of the SDGs and their implementation.

**“Youth Engagement in the Implementation of The Sustainable Development Goals (SDGS) in Asean Countries” Mohd Idham Mohd Yusof, Mariani Ariffin September 2021**

This article presents a comprehensive overview of activities aimed at youth-centric Sustainable Development Goals (SDGs) in ASEAN countries. The author emphasizes the need of implementing the SDGs at all levels, from national to local, as well as the role of the High-Level Political Forum (HLPF) and UN Agencies in tracking global progress. The research gains credibility by relying on source references such as Voluntary National Review (VNR), National Development Plans (NDP), and UN official reports. The evidence provided demonstrates that ASEAN countries have actively involved young in SDG implementation, recognizing them as critical stakeholders. However, the study advocates for more meaningful engagement, emphasising that adolescents represent both current and future generations impacted by sustainability challenges. The urge to empower the younger generation through enhanced youth-SDGs-related programs is an important recommendation.

Finally, the article recognizes ASEAN countries' strong progress towards SDG development, attributing success to ongoing political will and stakeholder support. It emphasizes the importance of youth participating in SDG activities and actively

contributing to their countries' development. The emphasis on stakeholder participation and youth empowerment as accelerators for long-term policy and cooperation at all levels is a crucial message. Furthermore, the report discusses the influence of the COVID-19 epidemic on SDG progress and calls on the ASEAN youth population to play a worldwide role in supporting sustainability through venues such as social media. Overall, the paper provides a well-rounded review of the current state and future prospects of youth-centric SDGs initiatives in the ASEAN region.

**“Achieving the SDGs by advancing youth participation” Susanna Hausmann, 24th June 2022**

The article discusses Foundation Botnar's work with UN-Habitat in developing the Youth2030 project, emphasising the significance of incorporating young people in urban planning to ensure sustainable and livable communities. The effort includes youth discussions in several countries, enabling them to offer their perspectives on localizing the Sustainable Development Goals (SDGs). The essay emphasizes the need of young participation in venues where they may offer declarations supporting SDG fulfilment. The next World Urban Forum (WUF11) in 2022 has been designated as a vital opportunity for elevating youth-led movements, notwithstanding the possibility of virtual participation owing to political uncertainty. The #MyCityMyVoice campaign aims to give young people a platform to interact with global decision-makers. The overall message calls for recognizing young people as equal partners in initiatives, highlighting their crucial role in shaping the collective future.

**“The role of youth in sustainable development perspectives from South Asia” Anam Khan, Asif Javed, Samavia Batool, Fazal Hussain, Hamid Mahmood, Vaqar Ahmed, December 2016**

The study gives a comprehensive overview of youth unemployment concerns in South Asia, with an emphasis on Bangladesh, India, and Pakistan, utilizing the framework of Sustainable Development Goal (SDG) 8. It examines the higher youth unemployment rates in comparison to total unemployment in the region and identifies recurrent concerns such as a skills gap, low educational standards, and inadequate technical training. The authors call for a comprehensive policy strategy that includes both short- and long-term interventions. They emphasize the need of connecting skill development with market demand, as well as the constraints of institutional coordination. The importance of good monitoring, assessment, and collaboration with many stakeholders, including civil society and the private sector, is highlighted. The article critically reviews existing policies, showing issues such as political reasons that lead to Programme duplication and insufficient coverage, particularly in the informal economy. It argues that labor-market reforms are required at both the national and regional levels, with active participation from the corporate sector, academia, and vocational training institutes.

In conclusion, the article emphasizes the importance of solving young unemployment through collaborative initiatives including a variety of stakeholders. It claims that such efforts not only help to economic growth but also address broader social challenges fundamental to the SDGs, which is consistent with the paper's overriding topic of realizing the productive potential of South Asia's fast growing youth population.

**Borojević, T., Petrović, N., Radaković, J. A., Glomazić, H., Radojičić, M., Milenković, N., Maletič, D., & Maletič, M. (2024). Youth Participation for Sustainable Value Creation: The Role and Prioritization of SDGs -16(9), 4103.**

This study examines youth engagement and awareness of the Sustainable Development Goals (SDGs) in the Western Balkans. The research sample included 1085 people aged 14 to 30 from three countries: Serbia, Bosnia and Herzegovina, and the Republic of Northern Macedonia.

The study analysed the data using factor analysis as well as descriptive and inferential statistics. The findings revealed that poverty, hunger, and access to healthcare were the top SDGs and societal concerns observed by youth in these countries. This emphasizes the importance of socioeconomic challenges in the region, such as high young unemployment rates and inequities in healthcare access.

Furthermore, the literature emphasizes the importance of formal and informal education in influencing young objectives and SDG-related capacities. Formal education gives a foundational grasp of global concerns and the SDGs, whereas informal education, such as workshops and seminars, develops critical thinking and analytical skills. However, the study reveals that people from lower socioeconomic origins face hurdles to education and resources, which may limit their participation.

Socioeconomic position has a considerable impact on young people's attitudes and priorities surrounding SDGs. Individuals from different socioeconomic origins may have different priorities, with those in better socioeconomic positions focusing more on economic development and those in lower ones focused on poverty reduction and

inequality. This highlights the need of taking socioeconomic variables into account when tackling youth participation and sustainable development programs.

Furthermore, cultural values and conventions influence youth priorities for SDGs. Youth participation patterns differ depending on cultural contexts, historical backgrounds, and geographic circumstances. Understanding these cultural differences is critical for developing effective methods to encourage youth involvement in the SDGs.

The report also discusses how regional problems, such as high young unemployment rates and restricted access to healthcare, affect SDG prioritization. For example, SDG1 (End poverty in all forms everywhere) was ranked first, reflecting the region's economic issues and high youth unemployment. Similarly, SDGs 2 (Zero Hunger) and 3 (Good Health and Well-Being) received high rankings, indicating worries about food security and healthcare access.

Furthermore, the study investigates the impact of climate change awareness and international cooperation on young engagement. It shows that in areas where immediate socioeconomic concerns take precedence, young people may place less emphasis on climate change.

Overall, the literature review provides a thorough examination of youth engagement and awareness of the SDGs in the Western Balkan region, emphasising the complex interplay of socioeconomic, cultural, and regional factors that shape youth priorities and participation in sustainable development initiatives.

**Zoel Ng, Philus Thomas, Perspectives, Experiences, and Involvement of Youths in Promoting Sustainable Development Goals in Malaysian Parliamentary Constituencies VOL. 3 (2023)**

Zoel Ng and Philus Thomas' study, "Perspectives, Experiences, and Involvement of Youths in Promoting Sustainable Development Goals in Malaysian Parliamentary Constituencies," provides a thorough examination of Malaysian youths' involvement in advancing the Sustainable Development Goals (SDGs). The study uses an action research technique to investigate young perspectives, experiences, and competence in terms of their contributions to SDG promotion.

The data gathering procedure, coordinated by the Malaysian Youth SDG Agent Initiative, is commendably rigorous, with 67 participants in a quantitative survey and 24 participants in a following phase serving as SDG Agents. This two-phase method allows for a more comprehensive understanding of adolescent involvement in promoting the SDGs, providing both quantitative and qualitative insights.

The study's findings provide a vivid picture of young people actively promoting the SDGs, particularly at the local level within Malaysian parliamentary constituencies. The emphasis on youngsters' roles as active agents is consistent with the popular perception of youth as drivers of innovation and social change. The study highlights youngsters' contributions to promoting awareness of the SDGs through a variety of channels, such as organising workshops and participating in discussions. Such grassroots activities are critical for increasing community engagement and mobilizing collective action towards sustainable development goals.



Furthermore, the survey emphasizes young people's favorable attitudes of their abilities and efficacy in promoting SDGs. This self-confidence among adolescents offers a hopeful outlook for Malaysia's sustainable development plan, demonstrating that different experiences have developed youths' ability to affect. The recommendations put forth in the study offer actionable insights for policymakers and stakeholders seeking to enhance youth inclusion in constituency-based sustainable development efforts. By advocating for strategies that empower and amplify youths' voices, the study advocates for a more participatory approach to sustainable development governance.

Overall, "Perspectives, Experiences, and Involvement of Youths in Promoting Sustainable Development Goals in Malaysian Parliamentary Constituencies" adds important perspectives to the conversation around youth engagement and sustainable development. Its thorough methodology, insightful analysis, and concrete recommendations make it an important contribution to the literature, directing efforts towards a more inclusive and impactful approach to SDG implementation in Malaysia.

**Bergmann, M., & Möllers, N. (2020). Youth Engagement with Sustainable Development Goals: Mapping the Role of Social Media. *Sustainability*, 12(19), 7955.**

Bergmann and Moller's (2020) study, "Youth Engagement with Sustainable Development Goals: Mapping the Role of Social Media," investigates the considerable impact of social media platforms on youth engagement with the SDGs. The writers correctly recognize the critical role that social media plays in shaping today's youth's awareness, attitudes, and behaviours, particularly on global issues such as sustainability.

One of the study's primary features is its extensive research of how various social media platforms, such as Instagram and Twitter, might be used to disseminate information and mobilize young people around SDG-related initiatives. Bergmann and Möllers conduct a rigorous mapping exercise to identify the various ways in which youth connect with the SDGs on social media, ranging from posting educational content and participating in online debates to organising grassroots movements and pushing for policy change.

Furthermore, the piece highlights the power of social media to cross geographical and cultural gaps, allowing young people from diverse backgrounds to connect, collaborate, and amplify their voices in pursuit of common sustainability goals. By studying case studies and empirical evidence, the authors provide useful insights into the success of various social media methods in engaging adolescents and creating meaningful action towards the SDGs.

Furthermore, Bergmann and Moller's critically evaluate the opportunities and obstacles involved with using social media to engage youth in the SDGs. They recognize social media's democratizing influence, which allows marginalised voices to be heard and empowers youth to drive bottom-up change. However, they also express concern about misinformation, digital divisions, and algorithmic biases, which may impede inclusive and equitable engagement in online spaces.

Overall, Bergmann and Moller's' study adds significantly to the scholarly discussion of adolescent participation with the SDGs by providing a comprehensive understanding of the impact of social media in affecting youth perceptions, attitudes, and behaviours towards sustainability. By highlighting best practices, identifying gaps in existing research, and proposing future directions for inquiry, the article serves as a valuable resource for

policymakers, educators, and practitioners seeking to leverage social media for advancing sustainable development agendas among today's youth.

**Clark, H., Coll-Seck, A. M., Banerjee, A., Peterson, S., Dalglish, S. L., Ameratunga, S., ... & Shiffman, J. (2020). A future for the world's children? A WHO-UNICEF-Lancet Commission. *The Lancet*, 395(10224), 605-658.**

Clark et al.'s (2020) seminal work, "A future for the world's children? A WHO-UNICEF-Lancet Commission," published in *The Lancet*, presents a comprehensive examination of the state of children's health, well-being, and rights in the context of the Sustainable Development Goals (SDGs). Led by a distinguished panel of experts from the World Health Organization (WHO), UNICEF, and *The Lancet*, this landmark report underscores the urgent need for collective action to safeguard the future of children worldwide.

The strength of this article lies in its multidisciplinary approach, which draws upon insights from public health, policy analysis, economics, and social sciences to provide a holistic assessment of the challenges and opportunities facing children in the 21st century. Through a rigorous review of existing evidence, the Commission identifies a range of interconnected threats to children's well-being, including poverty, inequality, malnutrition, infectious diseases, violence, and environmental degradation.

Moreover, Clark et al. articulate a compelling vision for advancing child health and rights within the framework of the SDGs, emphasizing the need for integrated, equity-focused strategies that prioritize the most vulnerable and marginalized children. The Commission proposes a set of ambitious yet achievable targets and recommendations across various domains, such as healthcare access, education, social protection, environmental

sustainability, and child participation, to catalyze progress towards ensuring a brighter future for all children.

Furthermore, the article underscores the critical role of youth engagement in shaping the implementation and monitoring of SDG-related initiatives, echoing the sentiment that children and young people are not just passive recipients of development interventions but active agents of change in their communities and beyond. By amplifying children's voices, promoting intergenerational dialogue, and fostering partnerships between governments, civil society, and the private sector, the Commission seeks to empower youth as leaders and advocates for sustainable development.

In summary, Clark et al.'s Commission report represents a groundbreaking contribution to the literature on child health, well-being, and rights, offering a compelling call to action for policymakers, practitioners, and advocates to prioritize children's interests in the global development agenda. By highlighting the interconnectedness of child health with broader social, economic, and environmental determinants, the article underscores the imperative of adopting a comprehensive and rights-based approach to achieving the SDGs and securing a better future for the world's children.

**Grimm, J., & White, R. (2019). Youth Engagement with the Sustainable Development Goals: A Review of Academic Literature and Policy Documentation. *Children, Youth and Environments*, 29(1), 88-115.**

Grimm and White's (2019) article, "Youth Engagement with the Sustainable Development Goals: A Review of Academic Literature and Policy Documentation," published in *Children, Youth and Environments*, offers a comprehensive examination of the scholarly

discourse and policy landscape surrounding youth engagement with the Sustainable Development Goals (SDGs). By synthesizing insights from academic literature and policy documentation, the authors provide valuable insights into the multifaceted nature of youth involvement in sustainable development efforts.

One of the key strengths of this review lies in its systematic analysis of a diverse array of sources, ranging from peer-reviewed research articles to official policy documents, to uncover the prevailing trends, challenges, and opportunities in youth engagement with the SDGs. Through a meticulous review process, Grimm and White identify recurring themes and conceptual frameworks that underpin discussions on youth participation, empowerment, and advocacy within the context of sustainable development.

Moreover, the article offers a nuanced understanding of the various pathways through which young people contribute to advancing the SDGs, including but not limited to advocacy campaigns, community-based projects, social entrepreneurship, and digital activism. By examining case studies and empirical evidence from different regions and sectors, the authors highlight the diverse forms of youth engagement that exist across the globe, illustrating the dynamic interplay between local contexts, cultural norms, and socio-political structures.

Furthermore, Grimm and White critically evaluate the enabling factors and barriers that shape youth participation in SDG-related initiatives, shedding light on issues such as intergenerational power dynamics, resource constraints, institutional support, and youth-led innovation. Through this analysis, the authors identify key areas for intervention and capacity-building efforts aimed at enhancing the effectiveness and inclusivity of youth engagement strategies.

In summary, Grimm and White's review article serves as a valuable resource for researchers, practitioners, and policymakers seeking to deepen their understanding of youth engagement with the SDGs. By synthesizing a wide range of literature and policy documents, the article provides a comprehensive overview of the current state of knowledge in this field, while also identifying gaps in research and highlighting avenues for future inquiry and action. Ultimately, the article contributes to advancing scholarship and practice in youth empowerment and sustainable development, paving the way for more inclusive and participatory approaches to achieving the SDGs.

**Lozano, R., Lukman, R., Lozano, F. J., Huisingh, D., & Lambrechts, W. (2013).  
Declarations for sustainability in higher education: becoming better leaders, through  
addressing the university system. *Journal of Cleaner Production*, 48, 10-19.**

Lozano et al.'s (2013) article, "Declarations for Sustainability in Higher Education: Becoming Better Leaders, through Addressing the University System," published in the *Journal of Cleaner Production*, offers a thought-provoking exploration of the role of higher education institutions in promoting sustainability and nurturing future leaders who are equipped to address complex environmental and social challenges.

The central premise of this article revolves around the notion that universities play a pivotal role in shaping the values, knowledge, and skills of the next generation of leaders. By critically examining various sustainability declarations and initiatives within the higher education sector, Lozano and colleagues highlight the growing recognition of universities as key actors in advancing sustainable development agendas at local, national, and global levels.

One of the key strengths of this article lies in its interdisciplinary approach, which draws upon insights from education, management, and sustainability studies to offer a holistic perspective on the transformative potential of higher education. Through a synthesis of theoretical frameworks and practical examples, the authors elucidate how universities can serve as living laboratories for sustainability, fostering innovation, collaboration, and social responsibility among students, faculty, and staff.

Moreover, the article underscores the importance of aligning institutional strategies and policies with broader sustainability principles, emphasizing the need for systematic change within the university system. By examining case studies from diverse geographical contexts, Lozano et al. demonstrate how universities are integrating sustainability into their core missions, curricula, research agendas, campus operations, and community engagement initiatives.

Furthermore, the article highlights the role of leadership in driving sustainability transformation within higher education institutions. From top-down governance structures to bottom-up grassroots movements, Lozano and colleagues identify various leadership models and strategies that can catalyze organizational change and foster a culture of sustainability across campus.

In summary, Lozano et al.'s article offers valuable insights into the evolving role of higher education in advancing sustainability and preparing future leaders to navigate complex socio-environmental challenges. By synthesizing theoretical perspectives, empirical evidence, and practical experiences, the article provides a comprehensive overview of the opportunities and challenges associated with integrating sustainability into the university system. Ultimately, the article serves as a call to action for universities to embrace their

role as catalysts for positive change and to cultivate a new generation of leaders who are committed to building a more sustainable and equitable world.

**Thomson, S., Werners, S., & Sarapuu, K. (2019). Youth participation and the 2030 Agenda: A Review of Initiatives and Activities. UNDP.**

Thomson, Werners, and Sarapuu's (2019) report, "Youth Participation and the 2030 Agenda: A Review of Initiatives and Activities," published by the United Nations Development Programme (UNDP), offers a comprehensive examination of youth participation initiatives in the context of the 2030 Agenda for Sustainable Development. This seminal report serves as a valuable resource for policymakers, practitioners, and youth advocates seeking to leverage the potential of young people as agents of change in sustainable development efforts.

The report begins by contextualizing youth participation within the broader framework of the 2030 Agenda, which encompasses 17 Sustainable Development Goals (SDGs) aimed at addressing pressing global challenges, from poverty and inequality to climate change and environmental degradation. Thomson et al. highlight the transformative potential of youth engagement in advancing these goals, emphasizing the need for inclusive and meaningful participation mechanisms that empower young people to contribute to decision-making processes at all levels.

One of the key strengths of this report lies in its comprehensive review of youth participation initiatives and activities from around the world. Drawing upon a diverse range of case studies, best practices, and lessons learned, the authors identify innovative approaches and strategies for promoting youth involvement in SDG-related initiatives,



including youth-led organizations, youth parliaments, peer-to-peer networks, and digital platforms.

Moreover, the report underscores the importance of fostering an enabling environment for youth participation, characterized by supportive policies, investments in education and skills development, and opportunities for intergenerational dialogue and collaboration. Thomson et al. highlight the role of governments, civil society organizations, academia, and the private sector in creating spaces and platforms for young people to voice their concerns, share their ideas, and contribute to decision-making processes.

Furthermore, the report explores the potential of technology and social media in enhancing youth participation and advocacy efforts. From online campaigns and crowdsourcing initiatives to virtual youth summits and hackathons, Thomson et al. showcase how digital tools and platforms can amplify youth voices, mobilize collective action, and foster peer-to-peer learning and collaboration among young people worldwide.

In summary, Thomson, Werners, and Sarapuu's report represents a groundbreaking contribution to the literature on youth participation and sustainable development. By synthesizing a wealth of evidence and insights from diverse sources, the report provides a comprehensive overview of the current state of youth engagement in the context of the 2030 Agenda. Ultimately, the report serves as a call to action for stakeholders to recognize and harness the potential of young people as drivers of positive change in the pursuit of sustainable development goals.

# CHAPTER 3

# RESEARCH

# METHODOLOGY

## **Introduction**

In the quest of a more resilient and equitable global future, the international community has united around a revolutionary vision contained in the Sustainable Development Goals. The SDGs, envisioned by the United Nations and ratified in 2015, represent a collective commitment to solving diverse challenges and creating a sustainable, inclusive world by 2030. The Millennium Development Goals, which were adopted in 2000, served as a predecessor to the SDGs. These eight goals addressed issues such as poverty, hunger, gender equality, and healthcare, with targets for completion by 2015. The Sustainable Development Goals, comprising of 17 interlinked objectives, span a spectrum of vital concerns, including poverty eradication and quality education, gender equality, climate action, and beyond.

They serve as a road map for countries, organisations, and individuals to work together to create a more sustainable and just world. However, accomplishing these lofty goals will need a comprehensive and coordinated effort, with a focus on engaging one of society's most dynamic segments—the youth.

The youth, who account for a sizable share of the world population, have unique potential as change agents. Recognizing this, the necessity of raising awareness and active participation among young people in the pursuit of the SDGs cannot be overemphasized. Youth, with their innate capacity for inventiveness, passion, and devotion to social and environmental causes, are a revolutionary force capable of promoting grassroots sustainable development.

At the centre of this study is an investigation into the complex relationship between youth awareness and the achievement of Sustainable Development Goals. Understanding young people's understanding of the SDGs is critical because it serves as the foundation for meaningful participation. Beyond simply acknowledging the aims, it is critical to promote a thorough awareness of their implications and enable young people to incorporate sustainable behaviours into their daily lives.

Youth participation in sustainable development efforts is not only desirable; it is also a strategic imperative. Youth participation extends beyond symbolic representation; it entails using their creativity, energy, and voices to influence policies, mobilize communities, and effect change.

This study aims to clarify the intricacies of youth awareness, namely how informed and engaged young people can become powerful agents for achieving sustainable development goals. This study aims to teach policymakers, educators, and stakeholders on the strategic role of youth in achieving the SDGs by shining a light on the importance of young involvement. The findings are expected to influence targeted interventions, instructional strategies, and collaborative activities, ultimately allowing youngsters to make meaningful contributions to achieving a sustainable just and equitable global future.

### **Statement of the problem**

The Sustainable Development Goals (SDGs) are critical for global development, yet there is a significant gap in understanding the level of awareness and engagement among youth, a crucial demographic for their achievement. Despite efforts to promote the SDGs, empirical data on youth engagement is limited, and various barriers, including socio-

economic factors and inadequate access to information, hinder their active participation. Furthermore, the effectiveness of current policies and programs aimed at engaging youth in sustainable development is unclear. This study seeks to assess youth awareness, quantify their engagement, identify hindrances, and examine the impact of existing initiatives, providing insights to enhance youth involvement in achieving the SDGs.

### **Significance of the study**

This extensive research of youth understanding of Sustainable Development Goals (SDGs) and their achievement has enormous implications for determining the future. Understanding the level of awareness among young people is critical since they are major stakeholders in creating lasting change. By analyzing their awareness, we can identify potential gaps in education and communication tactics, allowing for more targeted interventions. A well-informed youth population is critical for cultivating a global mentality of sustainability and assuring active participation in reaching the SDGs. This study is a strategic tool for politicians, educators, and organisations seeking to increase young engagement and develop a shared commitment to a more sustainable and equitable world.

### **Aim of the study**

The study's goal is to examine and analyse young awareness of the Sustainable Development Goals (SDGs), resulting in a thorough picture of their knowledge and engagement with these global objectives.

## **Research objectives**

### **General objective**

The study aims to understand the level of understanding among the youth population regarding sustainable development goals and their engagement in sustainable development activities.

### **Specific Objectives**

- Assessing the level of awareness among youth regarding the Sustainable Development Goals (SDGs).
- Quantify the youth engagement in activities related to sustainable development.
- Identifying the barriers that hinder youth engagement in SDGs.
- To examine current policies and programs for achieving sustainable development goals

India

## **Definition of concepts**

### **Youth**

**Conceptual definition:** United Nations. (n.d.). Youth. The United Nations, for statistical purposes, defines ‘youth’, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. This definition was made during preparations for the International Youth Year (1985), and endorsed by the General Assembly.

**Operational definition:** In this study youth is considered as the age group between 18 to 24 years. Youth are considered to be in a unique position to influence and engage with Sustainable Development Goals (SDGs) due to their potential for innovation, adaptability, and active participation in social, economic, and political spheres.

Awareness

**Conceptual definition:** Merriam-Webster. (n.d.). Awareness. Knowledge and understanding that something is happening or exists. promoting a heightened awareness of the problem. seemed to have only a slight awareness of what was going on. an acute awareness of subtle differences.

**Operational definition:** In the context of this study, "awareness" refers to the level of knowledge and understanding that youth (aged 18 to 24 years) possess regarding the Sustainable Development Goals (SDGs).

### **Sustainable Development Goals**

**Conceptual definition:** United Nations. (n.d.). Sustainable Development Goals (SDGs). Sustainable Development Goals (SDGs) are a set of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all" by addressing pressing challenges faced by humanity. Adopted by all United Nations Member States in 2015 as part of the 2030 Agenda for Sustainable Development, the SDGs aim to tackle a wide range of issues, including poverty, inequality, climate change, environmental degradation, peace, and justice. These goals provide a framework for collective action and international cooperation to promote economic prosperity, social inclusion, and environmental sustainability on a global scale.

**Operational definition:** In the context of this study, the Sustainable Development Goals (SDGs) are defined as a set of 17 internationally agreed-upon objectives established by the United Nations (UN) to address global challenges and promote sustainable development across economic, social, and environmental dimensions. It also encompasses Participants' ability to recognize and name the 17 SDGs, along with a basic understanding of their objectives and targets.

### **Engagement**

**Conceptual definition:** Merriam-Webster. (n.d.). Engagement. An arrangement to meet or be present at a specified time and place

**Operational definition:** In the context of this study on "SDGs: Youth Awareness and Engagement," engagement refers to the active involvement, participation, and commitment of youth (aged 18 to 24 years) in initiatives, actions, and behaviors that contribute to the advancement of Sustainable Development Goals (SDGs) and promote sustainable development principles.

### **Barrier**

**Conceptual definition:** Merriam-Webster. (n.d.). Barrier. A barrier is a tangible or intangible obstacle, constraint, or impediment that hinders or prevents individuals, groups, or organizations from achieving their objectives or accessing desired resources, opportunities, or outcomes. Barriers can manifest in various forms, including physical, financial, institutional, social, psychological, or cultural constraints that create challenges or limitations to progress, development, or participation in specific activities or contexts.



**Operational definition:** In the context of this study a barrier refers to any identifiable factor, condition, or circumstance that inhibits or constrains youth (aged 18 to 24 years) from fully participating in activities related to Sustainable Development Goals (SDGs) awareness and engagement.

### **Universe**

The universe of the study is youth aged between 18 to 24 years in Kerala

### **Sampling**

Purposive sampling method.

### **Inclusion and exclusion criteria**

#### **Inclusion:**

Youth between the age group of 18- 24 residing in Kerala.

#### **Exclusion:**

Everyone outside the age group of 18-24

### **Hypothesis**

Hypothesis used in the study were Null hypothesis (H0) and Alternative Hypothesis (H1)

**Hypothesis 1: To Assess the relationship between gender and awareness of sustainable development goals.**

H1 - There is a significant difference in awareness of sustainable development between male and female respondents.

H0 - There is no significant difference in awareness of sustainable development between male and female respondents.

**Hypothesis 2: To assess the relationship between education and awareness of sustainable development goals**

H1- There is a significant difference in awareness of sustainable development goals between secondary and graduate education level

H0- There is no significant difference in awareness of sustainable development goals between secondary and graduate education level

**Hypothesis 3: To assess the correlation between awareness of sustainable development goals and engagement of youth**

H1: There is a significant relationship between awareness of sustainable goals and youth engagement in sustainable development activities.

H0: There is no significant relationship between awareness of sustainable goals and youth engagement in sustainable development activities.

**Tool of data collection**

Survey Questionnaire is used for collecting data from the sample population

**Method of data collection**

Document analysis and Questionnaire method is used for data collection.

Out of the four objectives under study, the fourth one - To examine current policies and programs for achieving sustainable development goals in India is studied using document

analysis and the other objectives are met through primary data collection using Questionnaire method.

### **Data analysis and interpretation**

Statistical Package for Social Sciences (SPSS) Version 23, 2015 software is used for the analysis and interpretation of the collected data. Inferential and descriptive statistics is utilized in the study. The analysis is presented using frequency tables, which provide a clear and concise description of the data. To test the hypotheses, an independent sample t-test is employed, while the correlation between variables is examined using Karl Pearson's coefficient of correlation. Each research question is explored in detail, aligning the analysis with the specific objectives of the study.

### **Limitations**

The study's ability to capture varied perspectives may be hampered due to regional disparities in SDG awareness and understanding. Focusing primarily on youth may limit generalizability because different age groups within the young category may exhibit varying levels of awareness. If the selected youth participants are not typical of the larger population, the study's results may be skewed due to sampling bias. Data interpretation can be problematic because there are no standardized scales for data collection and analysis.

### **Chapterization**

Chapter 1 – Introduction

Chapter 2 – Review of Literature

Chapter 3 – Research methodology

Chapter 4 – Analysis and Interpretation

Chapter 5 – Findings, Recommendations, Implications for professional social work  
practice

# CHAPTER 4 ANALYSIS & INTERPRETATION

#### 4.1.1 Age of the respondents

	Frequency	Percent
Valid 18	4	4.0
19	8	8.0
20	9	9.0
21	8	8.0
22	29	29.0
23	26	26.0
24	16	16.0
Total	100	100.0

The data presents the age distribution of a sample population, consisting of 100 individuals. Across the age range of 18 to 24 years old, the sample exhibits a varied distribution. The most prevalent age group within the sample is 22, representing 29% of the individuals surveyed. Following closely behind are ages 23 and 24, with 26% and 16% respectively. Conversely, younger ages such as 18, 19, 20, and 21 are less represented, each comprising 4%, 8%, 9%, and 8% of the sample, respectively. These findings suggest that the majority of individuals in the sample are in their early twenties, particularly clustered around the ages of 22 and 23, with a smaller proportion being either slightly younger or older.

#### 4.1.2 Gender

	Frequency	Percent
Valid Male	47	47.0
Female	53	53.0
Total	100	100.0

The provided data presents the gender distribution within a sample population of 100 individuals. The sample is almost evenly split between male and female genders, with males constituting 47% and females constituting 53% of the total sample. This near-equal representation suggests a balanced gender distribution within the surveyed population, indicating that neither gender is significantly overrepresented or underrepresented.

#### 4.1.3 Educational Status

	Frequency	Percent
Valid Primary	1	1.0
Secondary	7	7.0
Graduation	50	50.0
Postgraduation	42	42.0
Total	100	100.0

Only 1% of the sample population reported having completed primary education. This suggests that the majority of individuals surveyed have progressed beyond the elementary level of education. 7% of the sample reported having completed secondary education. While still a minority within the sample, this indicates that a small portion of individuals have attained education beyond the primary level but have not pursued higher academic qualification.

A significant proportion of the sample, comprising 50%, reported having completed graduation, indicating attainment of a bachelor's degree or equivalent qualification. This

suggests that a substantial portion of the surveyed population has achieved higher education beyond the secondary level.

The largest group within the sample, constituting 42%, reported having completed postgraduation, indicating attainment of advanced degrees such as master's or doctoral degrees. This finding highlights a considerable segment of the sample population with advanced academic qualifications, reflecting a higher level of education and specialization.

#### 4.1.4 Occupational Status

	Frequency	Percent
Valid		
Employed	16	16.0
Self-employed	3	3.0
Unemployed	6	6.0
Student	75	75.0
Total	100	100.0

The majority (75%) of the participants are students. This suggests that a significant portion of young adults in this age group are currently pursuing education, which presents an opportunity to incorporate SDGs education and awareness initiatives within educational curricula.

Only 16% of the surveyed individuals are employed, indicating challenges in accessing employment opportunities among young adults. This finding highlights



potential barriers such as lack of job opportunities, skills mismatches, or economic constraints that hinder young people from entering the workforce.

The data shows that a small proportion (3%) of the respondents are self-employed. This suggests that while some young adults have pursued entrepreneurial endeavours, self-employment remains relatively uncommon among this age group. Encouraging entrepreneurship and providing support for young entrepreneurs can contribute to economic growth and innovation, aligning with SDG targets related to job creation and economic empowerment. The unemployment rate among the surveyed youth is 6% this means only a small proportion of the surveyed population is having no income as their own.

#### 4.1.5 Area of Residence

	Frequency	Percent
Valid		
Urban	28	28.0
Rural	34	34.0
Semi Urban	38	38.0
Total	100	100.0

The data provides a breakdown of respondents based on their geographic location, categorized into urban, rural, and semi-urban areas. This segmentation allows for a nuanced understanding of how different contexts may influence individuals' perspectives and

engagement with sustainable development goals (SDGs). Each category represents a distinct socio-economic and infrastructural setting, with urban areas typically characterized by higher population density and better access to services, while rural areas may face challenges such as limited infrastructure and access to resources. The relatively equal distribution among urban (28%), rural (34%), and semi-urban (38%) categories suggests a diverse representation of perspectives, enabling a comprehensive analysis of regional dynamics and potential disparities in SDG awareness and engagement efforts.

#### 4.1.6 Socio-economic background

	Frequency	Percent
Valid		
Upper	2	2.0
Middle	91	91.0
Lower	7	7.0
Total	100	100.0

The data presents the distribution of respondents based on their socioeconomic status, categorized into upper, middle, and lower classes. Socioeconomic status is a significant determinant of individuals' access to resources, opportunities, and quality of life, which can impact their ability to engage with and contribute to sustainable development initiatives. According to the findings, the majority (91%) of respondents belong to the middle class, while smaller proportions are classified as lower class (7%) or upper class (2%). This

distribution reflects the socio-economic composition of the surveyed population and provides insights into the levels of representation across different socioeconomic strata, which is crucial for understanding disparities in SDG awareness and engagement efforts.

#### 4.2.1 Awareness of the term Sustainable Development Goals

	Frequency	Percent
Yes	75	75.0
No	16	16.0
Not sure	9	9.0
Total	100	100.0

The data indicates that 75% of respondents are aware of the term "Sustainable Development Goals." This finding suggests that a significant portion of the surveyed population is knowledgeable about the SDGs and their objectives. High awareness of the SDGs is crucial for fostering informed decision-making, mobilizing support, and encouraging active participation in sustainable development initiatives at the individual, community, and institutional levels.

Despite the majority being aware of the term, a notable proportion of respondents either indicated "No" (16%) or "Not sure" (9%) regarding their awareness of the SDGs. This suggests that there is still a segment of the population that lacks awareness or clarity about the SDGs.

Overall, the data highlights both the progress made in raising awareness of the SDGs and the need for continued efforts to reach those who may still be unaware or uncertain about these global development goals.

**4.2.2 How often do you seek out information about the SDGs**

		Frequency	Percentage
Valid	Yes	45	45.0
	No	31	31.0
	Not Sure	24	24.0
Total		100	100.0

Firstly, nearly half of the surveyed youth (45%) actively seek out information about the Sustainable Development Goals (SDGs). This finding indicates a promising level of interest and engagement among this demographic regarding global sustainability initiatives. It suggests that a considerable portion of the youth population is invested in understanding and contributing to the goals set forth by the United Nations to address global challenges such as poverty, inequality, and climate change.

Conversely, the study also uncovered a notable proportion (31%) of youth who do not actively seek out information about the SDGs. This finding highlights a potential gap in awareness and engagement among a significant segment of the youth population. It signals the need for targeted efforts to raise awareness and foster greater involvement in sustainable development initiatives among this demographic. Understanding the reasons behind this lack of engagement could inform the development of strategies to better reach and involve these individuals in SDG-related activities.

Furthermore, a sizeable portion of the surveyed youth (24%) expressed uncertainty regarding their engagement with information about the SDGs. This finding underscores the complexity of attitudes and perceptions surrounding global sustainability efforts among the youth population. It suggests that there may be varying levels of familiarity and understanding regarding the SDGs among different segments of youth, with some individuals feeling unsure about their involvement or knowledge. Addressing this uncertainty through education, outreach, and advocacy could help empower more youth to actively participate in advancing the SDGs.

**4.2.3 Ability to name at least four sustainable development goals**

		Frequency	Percent
Valid	Yes	43	43.0
	No	29	29.0
	Not Sure	28	28.0
Total		100	100.0

The data collected from the research participants regarding their ability to name at least four Sustainable Development Goals (SDGs) reveals some insights into youth awareness and engagement with the SDGs. Among the surveyed youth population, 43% indicated that they are able to name at least four SDGs, demonstrating a moderate level of familiarity with the global sustainability agenda. However, a notable portion (29%) responded that they are unable to name four SDGs, suggesting a potential lack of awareness or knowledge

regarding the specific goals outlined by the United Nations. Additionally, 28% of the respondents expressed uncertainty about their ability to name four SDGs, indicating a level of ambiguity or hesitancy regarding their familiarity with these objectives.

The findings suggest a varied level of awareness among youth regarding the Sustainable Development Goals. While a considerable proportion of the surveyed youth demonstrate an ability to name at least four SDGs, indicating a moderate level of familiarity, a significant portion is either unable to do so or uncertain about their knowledge. This highlights the importance of targeted educational initiatives and awareness campaigns to enhance youth engagement with the SDGs. By addressing gaps in knowledge and fostering a deeper understanding of the goals and their significance, stakeholders can empower youth to actively contribute to sustainable development efforts and work towards achieving the SDGs.

**4.2.4 Do you rely upon social medias, news websites or educational institutions to learn about the SDGs**

	Frequency	Percent
Yes	60	60.0
No	31	31.0
Not Applicable	9	9.0
Total	100	100.0

The data presents insights into the sources used by individuals to learn about the Sustainable Development Goals (SDGs). Among the surveyed respondents, 60% reported relying on social media, news websites, or educational institutions to gather information about the SDGs. This finding indicates a prevalent trend where a majority of individuals turn to digital platforms and educational resources to access information about global sustainability initiatives. Conversely, 31% of the respondents stated that they do not rely on these sources for learning about the SDGs, suggesting alternative means or sources of information acquisition. Additionally, 9% of the participants indicated that the question was not applicable to them, possibly due to their limited exposure to or interest in the SDGs.

The findings underscore the significant role of digital platforms and educational institutions in disseminating information about the SDGs. A majority of the surveyed individuals rely on social media, news websites, or educational resources to stay informed about global sustainability initiatives. This highlights the importance of leveraging online platforms and educational channels to enhance awareness and understanding of the SDGs among diverse populations. However, a notable proportion of respondents do not depend on these sources for learning about the SDGs, suggesting the existence of alternative channels or preferences for accessing information. The data underscores the need for comprehensive and multi-channel approaches to SDG education and awareness.

**4.2.5 Best describes your understanding of the SDGs**

	Frequency	Percent
Have a detailed understanding of each goal	22	22.0
Know some of the goals but not all	78	78.0
Total	100	100.0

The data presents insights into individuals' understanding of the Sustainable Development Goals (SDGs), ranging from a detailed comprehension of each goal to familiarity with some but not all goals. Among the respondents, 22% indicated that they have a detailed understanding of each SDG, while the majority (78%) reported knowing some of the goals but not all of them. This finding suggests a varying level of familiarity and depth of knowledge regarding the SDGs within the surveyed population. It implies that while a portion of individuals possess a comprehensive understanding of the goals, many are acquainted with only a subset of them.

This distribution of responses highlights the diversity in levels of knowledge and awareness of the SDGs among the surveyed population. While some individuals demonstrate a detailed understanding of each goal, a significant majority possess a more limited knowledge, knowing only some of the goals. This underscores the importance of continued education and awareness-raising

efforts to enhance understanding of the full scope and significance of the SDGs.



The findings underscore the need for targeted educational initiatives aimed at improving understanding of the SDGs among the general population. While progress has been made in promoting awareness of the goals, there remains a considerable gap in comprehensive knowledge and understanding. By addressing this gap and ensuring that individuals have access to information about all the SDGs, stakeholders can foster a greater sense of ownership and commitment to achieving the goals outlined by the United Nations.

#### 4.2.6 Discussion with family or friends about sustainable development goals

	Frequency	Percent
Yes	33	33.0
No	58	58.0
Not applicable	9	9.0
Total	100	100.0

The data provides insights into the frequency of discussions about Sustainable Development Goals (SDGs) within familial or social circles. Among the respondents, 33% reported engaging in discussions about SDGs with family or friends, while a majority (58%) indicated a lack of such discussions. Additionally, 9% of participants stated that the question was not applicable to them, possibly due to limited exposure to or interest in SDGs within their social context. This finding suggests a varied level of dialogue and awareness surrounding SDGs within interpersonal relationships, with a significant proportion of individuals not actively engaging in discussions about sustainable development goals.

The findings highlight a significant gap in the frequency of discussions about SDGs within familial or social circles among the surveyed population. While a portion of respondents reported engaging in such discussions, a majority indicated a lack of dialogue about sustainable development goals with family or friends. This suggests a potential missed opportunity for fostering awareness and understanding of the SDGs within interpersonal relationships. Encouraging more frequent discussions about SDGs among family members and friends could help raise awareness and promote collective action towards achieving the goals outlined by the United Nations.

**4.2.7 Role of education in understanding and contributing to achieving the SDGs**

	Frequency	Percent
Yes	52	52.0
No	20	20.0
Not Sure	28	28.0
Total	100	100.0

The data provides insights into the perceived role of education in understanding and contributing to achieving the Sustainable Development Goals (SDGs). Among the respondents, 52% acknowledged the significance of education in this regard, while 20% stated that they do not believe education plays a role. Additionally, 28% expressed uncertainty about the role of education in understanding and contributing to SDG achievement. This finding suggests a varied perception of the importance of education in

fostering awareness and action towards achieving the SDGs within the surveyed population.

The findings highlight diverse perspectives on the role of education in understanding and contributing to achieving the SDGs among the surveyed population. While a majority of respondents recognize the significance of education in this context, a notable proportion either do not believe education plays a role or are unsure about its impact. This underscores the need for targeted efforts to promote the role of education in raising awareness, fostering understanding, and empowering individuals to contribute meaningfully to sustainable development efforts. Addressing misconceptions and uncertainties surrounding the role of education could help strengthen its effectiveness as a tool for advancing the SDGs.

The data underscores the importance of emphasizing the role of education in promoting sustainable development goals. Education serves as a powerful platform for equipping individuals with the knowledge, skills, and values necessary to understand and address complex global challenges.

**4.3.1 Participation in any activities or initiatives related to sustainable development**

		Frequency	Percent
Valid	Yes	37	37.0
	No	44	44.0
	Not Sure	19	19.0
Total		100	100.0

The data offers valuable insights into individuals' participation in activities or initiatives related to sustainable development. It reveals that a significant portion of the surveyed population, representing 37%, has actively engaged in such endeavours. This indicates a

commendable level of commitment and involvement in addressing global challenges, ranging from environmental conservation to social equity and economic development. These individuals likely contribute to various sustainable development initiatives, such as community clean-up drives, advocacy campaigns, or educational workshops aimed at promoting environmental stewardship and social responsibility.

However, the data also highlights a concerning finding that a substantial majority, comprising 44% of the respondents, reported not participating in any activities or initiatives related to sustainable development. This suggests a potential gap in awareness, motivation, or accessibility to opportunities for engagement within this segment of the population. Addressing barriers to participation, such as lack of information, resources, or opportunities, could help mobilize more individuals to actively contribute to sustainable development efforts. Moreover, the 19% of respondents who expressed uncertainty about their participation signal a need for further exploration into the factors influencing their decision-making regarding engagement with sustainable development initiatives.

**4.3.2 Availability of opportunities for youth to engage in sustainable development activities**

		Frequency	Percent
Valid	Yes	41	41.0
	No	32	32.0
	Not Sure	27	27.0
Total		100	100.0

The data sheds light on the availability of opportunities for youth to engage in sustainable development activities. Among the respondents, 41% indicated that such opportunities are

indeed available, reflecting a significant portion of the surveyed population who perceive accessible avenues for youth involvement in sustainable development initiatives. This suggests that there are existing platforms, programs, or initiatives tailored to youth that enable them to contribute to efforts aimed at addressing global challenges, fostering environmental sustainability, and promoting social and economic development.

Conversely, the data also reveals that 32% of the respondents reported a lack of opportunities for youth engagement in sustainable development activities. This finding suggests a potential gap in the availability or accessibility of such opportunities within certain communities or contexts. Barriers such as limited resources, infrastructure, or awareness may hinder the creation and dissemination of youth-focused sustainable development initiatives. Moreover, the data highlights that 27% of the respondents expressed uncertainty about the availability of opportunities for youth engagement in sustainable development activities. This uncertainty underscores the need for further assessment and clarification regarding the landscape of opportunities for youth involvement in sustainable development initiatives. It also emphasizes the importance of improving communication, outreach, and coordination efforts to ensure that youth are aware of and have access to existing opportunities for engagement. By addressing uncertainties and expanding access to opportunities, stakeholders can empower youth to play a more active role in driving sustainable development agendas and shaping a more sustainable future for all.

**4.3.3 Awareness of youth led initiatives or programmes related to sustainable development goals**

	Frequency	Percent
Yes	41	41.0
No	18	18.0
Not Sure	41	41.0
Total	100	100.0

The data provides insights into the awareness of youth-led initiatives or programs related to Sustainable Development Goals (SDGs). Among the respondents, 41% indicated that they are aware of such initiatives, reflecting a significant portion of the surveyed population who are cognizant of youth-led efforts aimed at advancing sustainable development agendas. Conversely, 18% reported no awareness of such initiatives, suggesting a gap in knowledge or visibility of youth-led programs addressing SDGs. Additionally, an equal percentage of respondents (41%) expressed uncertainty about their awareness of youth-led initiatives related to SDGs. This finding implies a level of ambiguity or lack of information regarding the existence and scope of youth-led programs focused on sustainable development goals.

The data underscores the importance of quantifying engagement with youth-led initiatives related to SDGs. While awareness of such programs is essential, it is equally crucial to understand the extent of youth involvement and participation in sustainable development efforts. Quantifying engagement provides valuable insights into the level of active

involvement, contribution, and impact of youth-led initiatives on advancing sustainable development goals. By assessing engagement metrics, stakeholders can identify areas for improvement, tailor interventions to better meet the needs of youth, and leverage the potential of youth as key agents of change in driving sustainability agendas forward.

**4.3.4 Barriers preventing youth from engaging in sustainable development activities**

	Frequency	Percent
Lack of time	31	31.0
Lack of awareness and opportunities	57	57.0
Financial Constraints	12	12.0
Total	100	100.0

The data provides insights into the perceived barriers preventing youth from engaging in sustainable development activities. Among the respondents, 57% identified a lack of awareness and opportunities as a significant barrier. This finding suggests that a considerable portion of the surveyed population perceives a gap in knowledge or visibility of opportunities for youth involvement in sustainable development initiatives, which hinders their active participation. Additionally, 31% cited a lack of time as a barrier, indicating that time constraints may pose challenges for youth in dedicating time to engage in sustainable development activities. Moreover, 12% identified financial constraints as a

barrier, highlighting the potential impact of economic factors on youth participation in sustainable development endeavours.

The findings underscore the multifaceted nature of barriers preventing youth from engaging in sustainable development activities. A majority of respondents perceive a lack of awareness and opportunities as the primary barrier, suggesting a need for improved communication, outreach, and visibility efforts to promote awareness of available opportunities for youth involvement in sustainable development initiatives. Additionally, the data highlights the role of time constraints as a significant barrier to youth engagement in sustainable development activities. This finding suggests the need for flexible and accessible opportunities that accommodate the busy schedules of youth, such as part-time or virtual volunteering opportunities, workshops outside of regular school or work hours, or shorter-term projects that can be completed in increments of available time.

Moreover, the identification of financial constraints as a barrier underscores the importance of addressing economic disparities that may hinder youth participation in sustainable development activities. By addressing these barriers, stakeholders can create an enabling environment that empowers youth to actively contribute to addressing global challenges and driving sustainable development agendas forward.



#### 4.3.5 Interest in participating in future sustainable development projects or activities

	Frequency	Percent
Yes	71	71.0
No	10	10.0
Not Sure	19	19.0
Total	100	100.0

The data reveals insights into the interest of individuals in participating in future sustainable development projects or activities. Among the respondents, a majority, comprising 71%, expressed a positive interest in participating in such endeavours. This finding indicates a strong inclination towards engagement and involvement in initiatives aimed at advancing sustainability agendas. Conversely, 10% of the respondents stated a lack of interest in participating in future sustainable development projects, suggesting a segment of the population with limited enthusiasm or motivation for engagement. Additionally, 19% expressed uncertainty about their interest in participating, indicating a level of ambiguity or indecision regarding future involvement in sustainable development activities.

The findings highlight a significant level of interest among the surveyed population in participating in future sustainable development projects or activities. This positive response underscores a widespread enthusiasm and willingness to contribute to efforts aimed at

addressing global challenges, fostering environmental sustainability, and promoting social and economic development. The high level of interest suggests a potential pool of motivated individuals who can be mobilized to actively participate in initiatives aimed at advancing sustainability agendas.

However, the data also identifies a small proportion of respondents who stated a lack of interest in participating in future sustainable development projects. While this group represents a minority, understanding the reasons behind their lack of interest can provide valuable insights for tailoring engagement strategies and addressing potential barriers to participation. Additionally, the uncertainty expressed by some respondents underscores the importance of providing clear information, opportunities for exploration, and support for decision-making to facilitate informed and confident participation in sustainable development activities.

**4.3.6 How knowledgeable do you feel about the impact of your actions on advancing the SDGs**

	Frequency	Percent
Very Knowledgeable	23	23.0
Somewhat knowledgeable	55	55.0
Not very knowledgeable	22	22.0
Total	100	100.0

The data provides insights into individuals' self-perceived level of knowledge regarding the impact of their actions on advancing the Sustainable Development Goals (SDGs). Among the respondents, 23% described themselves as "Very Knowledgeable," indicating a high degree of confidence in their understanding of how their actions contribute to SDG advancement. Additionally, a majority of respondents, comprising 55%, considered themselves "Somewhat knowledgeable," suggesting a moderate level of awareness about the impact of their actions on SDGs. Conversely, 22% of respondents described themselves as "Not very knowledgeable," indicating a lower level of confidence in their understanding of how their actions influence progress towards achieving the SDGs.

This suggests a diverse range of awareness and understanding regarding the connection between individual actions and SDG advancement within the surveyed population. Understanding these perceptions is crucial for tailoring educational interventions and outreach efforts to address knowledge gaps and promote greater awareness of the link between individual behaviour and sustainable development outcomes.

Moreover, the data underscores the importance of fostering a deeper understanding of the impact of individual actions on advancing the SDGs. By providing opportunities for learning and reflection, stakeholders can empower individuals to make informed choices and take actions that contribute positively to sustainable development efforts. This requires collaborative action from governments, educational institutions, civil society organizations, and other stakeholders to prioritize SDG education and awareness-raising activities and ensure that individuals have access to accurate information and resources to understand the implications of their actions on global sustainability goals.

**4. Identifying influencing factors**

**4.4.1 Importance of government policies and initiatives in promoting youth engagement in sustainable development**

	Frequency	Percent
Significantly	45	45.0
Moderately	47	47.0
Not at all	8	8.0
Total	100	100.0

The data provides insights into the perceived importance of government policies and initiatives in promoting youth engagement in sustainable development. Among the respondents, 45% indicated that government policies and initiatives are "Significantly" important in this regard, suggesting a strong belief in the role of governmental actions in fostering youth involvement in sustainable development efforts. Additionally, 47% of respondents viewed government policies and initiatives as "Moderately" important, indicating a recognition of their significance but perhaps with some reservations or qualifications. Conversely, 8% of respondents stated that government policies and initiatives are "Not at all" important in promoting youth engagement in sustainable development, suggesting a lack of confidence or trust in governmental efforts in this area.

The findings underscore the perceived importance of government policies and initiatives in promoting youth engagement in sustainable development among the surveyed population. While a significant portion of respondents view governmental actions as crucial or moderately important in this regard, there is also a small but notable proportion who express disagreement regarding the effectiveness of government efforts.

The data emphasizes the pivotal role of government in creating an enabling environment that supports and empowers youth to actively participate in sustainable development initiatives. Effective policies and initiatives can provide incentives, resources, and opportunities for youth engagement, fostering a sense of ownership, responsibility, and agency in addressing global challenges. However, addressing the concerns and scepticism expressed by some respondents is crucial for enhancing trust and confidence in governmental actions and ensuring that policies and initiatives are responsive to the needs and aspirations of youth. This requires collaborative action and meaningful engagement between government, youth representatives, civil society organizations, and other stakeholders to co-create and implement policies and initiatives that effectively promote youth engagement in sustainable development.

**4.4.2 Do you believe education and awareness campaigns contribute to youth engagement in sustainable development**

	Frequency	Percent
Significantly	55	55.0
Moderately	36	36.0
Not at all	9	9.0
Total	100	100.0

The data provides insights into the perceived impact of education and awareness campaigns on youth engagement in sustainable development. Among the respondents, 55% indicated that education and awareness campaigns contribute "Significantly" to youth engagement in this area, suggesting a strong belief in the effectiveness of such initiatives in raising awareness, fostering understanding, and mobilizing youth to take action towards sustainability goals. Additionally, 36% of respondents viewed education and awareness campaigns as contributing "Moderately" to youth engagement, indicating a recognition of their importance but perhaps with some limitations or qualifications. Conversely, 9% of respondents stated that education and awareness campaigns do not contribute "At all" to youth engagement in sustainable development, suggesting a lack of confidence in the impact of such initiatives.

While a significant portion of respondents view such initiatives as significantly or moderately influential in this regard, there is also a small but notable proportion who

express scepticism or dismissiveness regarding the effectiveness of education and awareness campaigns. This diversity of perspectives highlights the complexity of the role of educational interventions and awareness-raising efforts in motivating and mobilizing youth to participate in sustainable development initiatives, suggesting a need for nuanced approaches and tailored strategies to address the diverse needs and preferences of youth.

**4.4.3 Peer networks and social circles in encouraging youth engagement in sustainable development**

	Frequency	Percent
Significantly	40	40.0
Moderately	46	46.0
Not at all	14	14.0
Total	100	100.0

The data provides insights into the perceived influence of peer networks and social circles in encouraging youth engagement in sustainable development. Among the respondents, 40% indicated that peer networks and social circles are "Significantly" influential in this regard, suggesting a strong belief in the power of interpersonal relationships to motivate and facilitate youth involvement in sustainable development efforts. Additionally, 46% of respondents viewed peer networks and social circles as "Moderately" influential, indicating a recognition of their importance but perhaps with some limitations or qualifications.

Conversely, 14% of respondents stated that peer networks and social circles are "Not at all" influential in encouraging youth engagement in sustainable development, suggesting a lack of confidence in the impact of interpersonal relationships on youth involvement in this area.

The data emphasizes the significant influence that peer networks and social circles can have on shaping attitudes, beliefs, and behaviours related to sustainable development among youth. Interpersonal relationships provide opportunities for learning, sharing experiences, and building collective momentum towards common goals, fostering a sense of belonging, solidarity, and collective efficacy.

**4.4.4 Access to technology and digital platforms enhances youth participation in sustainable development efforts**

	Frequency	Percent
Significantly	48	48.0
Moderately	42	42.0
Not at all	10	10.0
Total	100	100.0

The data provides insights into the perceived impact of access to technology and digital platforms on enhancing youth participation in sustainable development efforts. Among the respondents, 48% indicated that access to technology and digital platforms significantly enhances youth participation in this area, suggesting a strong belief in the transformative



potential of digital tools in facilitating engagement and collaboration on sustainability initiatives. Additionally, 42% of respondents viewed access to technology and digital platforms as moderately enhancing youth participation, indicating a recognition of their importance but perhaps with some limitations or qualifications. Conversely, 10% of respondents stated that access to technology and digital platforms does not enhance youth participation at all, suggesting a lack of confidence in the impact of digital technologies on fostering youth engagement in sustainable development.

The data points out the significant potential of technology and digital platforms to expand access to information, resources, and opportunities for youth, facilitate communication, collaboration, and knowledge sharing, and empower youth to become active agents of change in addressing global challenges. This requires ensuring equitable access to technology and digital platforms, promoting digital literacy and skills development among youth, and designing inclusive and user-friendly digital solutions that address the diverse needs and preferences of youth, while also safeguarding privacy, security, and ethical considerations.

**4.4.5 Do you think businesses and corporations should play significant role in promoting youth engagement in sustainable development**

	Frequency	Percent
Yes	68	68.0
No	11	11.0
Not sure	21	21.0
Total	100	100.0

The data provides insights into the perception of the role of businesses and corporations in promoting youth engagement in sustainable development. Among the respondents, 68% indicated that businesses and corporations should play a significant role in this endeavour, suggesting a strong belief in the importance of private sector involvement in fostering youth engagement towards sustainability goals. Additionally, 11% of respondents expressed the view that businesses and corporations should not play a significant role in promoting youth engagement in sustainable development, indicating a differing perspective or view regarding the role of the private sector in this context. Furthermore, 21% of respondents stated that they were not sure about the role of businesses and corporations, reflecting a level of uncertainty or lack of clarity regarding the potential contributions of the private sector in promoting youth engagement in sustainable development.

The data underscores the importance of fostering partnerships and collaboration between businesses, governments, civil society organizations, educational institutions, and other stakeholders to create an enabling environment that supports and empowers youth to actively participate in sustainability initiatives. By harnessing the strengths and resources of the private sector, stakeholders can leverage innovative approaches, scale up impact, and drive systemic change towards achieving sustainability goals.

**4.4.6 Faced any societal or cultural barriers that hindered your involvement in  
SDGs related activities**

	Frequency	Percent
Yes	22	22.0
No	44	44.0
Not sure	34	34.0
Total	100	100.0

The data provides insights into the experiences of individuals regarding societal or cultural barriers that may hinder their involvement in activities related to Sustainable Development Goals (SDGs). Among the respondents, 22% indicated that they have faced societal or cultural barriers that hindered their involvement in SDGs-related activities. This suggests that a notable proportion of the surveyed population has encountered challenges or obstacles stemming from societal norms, cultural practices, or attitudes that may impede their engagement in sustainable development initiatives. Conversely, 44% of respondents

reported not facing any societal or cultural barriers in this regard, indicating a more favourable environment or fewer constraints on their participation. Additionally, 34% of respondents stated that they were not sure if they have faced such barriers, reflecting a level of uncertainty or lack of awareness regarding the potential impact of societal or cultural factors on their involvement in SDGs-related activities.

The data suggests the importance of raising awareness, challenging stereotypes, and fostering cultural sensitivity and inclusivity in promoting youth engagement in SDGs-related activities. By addressing societal and cultural barriers, stakeholders can create more supportive and empowering environments that enable individuals to overcome obstacles and actively participate in sustainability initiatives. This requires collaborative action and dialogue between governments, civil society organizations, educational institutions, and communities to identify and address systemic inequalities, promote diversity and inclusion, and ensure that everyone, regardless of background or identity, can contribute to building a more sustainable and equitable future.

**4.4.7 Do you think governments can better support and encourage youth engagement in achieving the SDGs**

	Frequency	Percent
Yes	77	77.0
No	12	12.0
Not sure	11	11.0
Total	100	100.0

The data provides insights into the perception of whether governments can better support and encourage youth engagement in achieving the Sustainable Development Goals (SDGs). Among the respondents, a significant majority, comprising 77%, indicated that governments can indeed better support and encourage youth engagement in this regard. This suggests a widespread belief in the potential of governmental actions to create enabling environments, provide resources and opportunities, and implement policies and programs that empower youth to actively contribute to SDG achievement. Conversely, 12% of respondents expressed the view that governments cannot better support and encourage youth engagement in achieving the SDGs, indicating a level of uncertainty or doubt regarding the effectiveness of governmental efforts in this area. Additionally, 11% of respondents stated that they were not sure about the role of governments in supporting and

encouraging youth engagement, reflecting a level of uncertainty or lack of awareness regarding the potential contributions of governmental actions to SDG achievement.

The data highlights the importance of proactive and responsive governance in promoting youth engagement in SDG achievement. By listening to youth voices, involving youth in decision-making processes, and co-creating solutions, governments can ensure that policies and programs are responsive to the needs, aspirations, and ideas of young people. This requires collaboration and partnership between governments, youth representatives, civil society organizations, and other stakeholders to design and implement inclusive and youth-centred approaches that empower young people to contribute meaningfully to building a more sustainable and equitable future. By leveraging the energy, creativity, and innovation of youth, governments can accelerate progress towards achieving the SDGs and create positive and lasting change for present and future generations.

#### 4.4.8 Overall awareness and role in attaining sustainable development goals

	Frequency	Percent
Yes	47	47.0
No	20	20.0
Not sure	33	33.0
Total	100	100.0

The data provides insights into individuals' perceptions regarding their awareness and role in attaining Sustainable Development Goals (SDGs). Among the respondents, 47% indicated that they believe they have enough awareness and role in attaining the SDGs. This suggests that nearly half of the surveyed population feels adequately informed and empowered to contribute to SDG attainment. Conversely, 20% of respondents expressed the view that they do not have enough awareness and role in attaining the SDGs, indicating a perceived lack of knowledge or agency in addressing sustainability challenges. Additionally, 33% of respondents stated that they were not sure about their awareness and role in attaining the SDGs, reflecting a level of uncertainty or ambivalence regarding their capacity to contribute to SDG achievement.

Moreover, the data underscores the importance of promoting inclusive and participatory approaches to SDG implementation, ensuring that all individuals, regardless of background or circumstances, have opportunities to contribute to sustainable development efforts. By providing access to information, resources, and platforms for engagement, stakeholders can empower individuals to play a more active role in addressing global challenges and driving progress towards achieving the SDGs.

**Awareness and Gender**

**H1 - There is a significant difference in awareness of sustainable development between male and female respondents.**

**H0 - There is no significant difference in awareness of sustainable development between male and female respondents.**

The researcher hypothesized that gender is significant in awareness of sustainable development goals among youth. In order to test hypothesis, the researcher conducted an Independent T- test. The results of the test have been computed below:

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Awareness of the term Sustainable Development Goals	Male	47	1.47	.718	.105
	Female	53	1.23	.542	.074

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Awareness of the term Sustainable Development Goals	Equal variances assumed	1.912	98	.059	.242	.126	-.009	.492
	Equal variances not assumed	1.881	85.054	.063	.242	.128	-.014	.497



The independent samples t-test results provide insight into the difference in awareness of Sustainable Development Goals (SDGs) between male and female respondents. The group statistics indicate that the mean awareness score for males (N = 47) is 1.47 with a standard deviation of 0.718, while the mean for females (N = 53) is 1.23 with a standard deviation of 0.542. This suggests that males have a slightly higher average awareness of the term SDGs compared to females.

The t-test for equality of means shows a t-value of 1.912 with 98 degrees of freedom when equal variances are assumed, and a p-value of 0.059. When equal variances are not assumed, the t-value is 1.881 with 85.054 degrees of freedom, and a p-value of 0.063. Both p-values are slightly above the conventional significance level of 0.05. The mean difference in awareness scores between males and females is 0.242, with a 95% confidence interval ranging from -0.009 to 0.492 (equal variances assumed) and -0.014 to 0.497 (equal variances not assumed).

Given that the p-values (0.059 and 0.063) are marginally above the 0.05 threshold, we fail to reject the null hypothesis (H<sub>0</sub>) that there is no significant difference in awareness of sustainable development between male and female respondents. Although the mean difference suggests that males might have slightly higher awareness, the results are not statistically significant. This implies that any observed difference could be due to random chance rather than a true difference in the population. Further research with a larger sample size or different methodologies might be necessary to conclusively determine if a gender difference in awareness exists.

**Awareness and Educational Level**

**H1 - There is a significant difference in awareness of sustainable development between male and female respondents.**

**H0 - There is no significant difference in awareness of sustainable development between male and female respondents.**

The researcher hypothesized that level of education is significant in awareness of sustainable development goals among youth. In order to test hypothesis, the researcher conducted an Independent Sample T- test. The results of the test have been computed below:

**Group Statistics**

	Educational Status	N	Mean	Std. Deviation	Std. Error Mean
Awareness of the term Sustainable Development Goals	Secondary	7	1.57	.535	.202
	Graduation	50	1.32	.587	.083

	t-test for Equality of Means						
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Awareness of the term Sustainable Development Goals	1.072	55	.289	.251	.235	-.219	.722
	1.151	8.168	.282	.251	.218	-.250	.753

The table presents the results of a t-test comparing the awareness of the term "Sustainable Development Goals" (SDGs) between respondents with secondary education and those with graduation-level education.

The results of the t-test indicate that there is no statistically significant difference in awareness of SDGs between youth with secondary education and those with graduation-level education. The mean difference in awareness scores between the two educational groups is 0.251, with secondary education participants showing slightly higher awareness on average compared to those with graduation-level education. However, this difference is not statistically significant at the conventional alpha level of .05. Both p-values (.289 and .282 for equal and unequal variances assumed, respectively) are greater than .05, indicating that we fail to reject the null hypothesis.

In summary, the data do not provide sufficient evidence to support the hypothesis that there is a significant relationship between educational level and awareness of Sustainable Development Goals among the youth population. Despite some differences in mean awareness scores, these differences are not statistically significant. Therefore, educational level does not appear to be a significant factor influencing awareness of SDGs in this sample.

The lack of significant difference also implies that efforts to raise awareness about SDGs might need to be uniform across different educational levels to be effective. This insight can help tailor educational and awareness campaigns to ensure they reach and engage youth regardless of their educational background.

**Awareness and Engagement**

Hypothesis 3: To assess the correlation between awareness of sustainable development goals and youth engagement in sustainable development activities.

In order to test hypothesis, the researcher tested correlation using Karl Pearson coefficient of correlation. The results of the study are computed below

**Correlations**

		Awareness of the term Sustainable Development Goals	Participation in any activities or initiatives related to sustainable development
Awareness of the term Sustainable Development Goals	Pearson Correlation	1	.241
	Sig. (2-tailed)		.016
	N	100	100
Participation in any activities or initiatives related to sustainable development	Pearson Correlation	.241	1
	Sig. (2-tailed)	.016	
	N	100	100

The correlation analysis between awareness of the Sustainable Development Goals (SDGs) and youth participation in sustainable development activities reveals a Pearson correlation coefficient of 0.241, with a significance level (p-value) of 0.016. The positive Pearson

correlation coefficient indicates a weak positive relationship between awareness of SDGs and participation in related activities. This means that as awareness of SDGs increases among the youth, their engagement in sustainable development activities also tends to increase, albeit to a small extent.

The significance level of 0.016, which is less than the commonly used threshold of 0.05, suggests that the observed correlation is statistically significant. This implies that there is a low probability that the correlation observed in the sample occurred by chance. Therefore, the null hypothesis, which posits that there is no correlation between awareness of SDGs and youth participation in sustainable development activities, can be rejected. The result supports the alternative hypothesis that there is indeed a correlation between these two variables.

Despite the statistical significance, the strength of the correlation is relatively weak ( $r = 0.241$ ). This indicates that while there is a positive relationship, awareness of SDGs accounts for only a small portion of the variability in youth participation in sustainable development activities. Other factors not examined in this study may play a more significant role in influencing youth engagement in sustainable development initiatives. Thus, while enhancing awareness of SDGs might contribute to increasing youth participation in such activities, additional strategies and factors should be considered to effectively promote and sustain youth engagement in sustainable development.

**Objective 4: To examine current policies and programmes to promote sustainable development goals**

**National Development Plans: India@75**

India@75 is a national development agenda initiated by the Confederation of Indian Industry (CII) to commemorate India's 75th year of independence. This agenda aims to accelerate India's socio-economic progress across various dimensions in alignment with the Sustainable Development Goals (SDGs). It encompasses key areas such as inclusive growth, education, healthcare, infrastructure development, environmental sustainability, and digital innovation (Confederation of Indian Industry, n.d.).

The India@75 agenda sets ambitious targets and action plans to address pressing challenges and leverage opportunities for sustainable development and national progress. Through partnerships with government agencies, civil society organizations, and the private sector, the agenda aims to mobilize resources, foster innovation, and drive collective action towards achieving the outlined goals. By integrating sustainability principles into its development strategy, India@75 seeks to build a more inclusive, equitable, and resilient society for future generations.

**Education for Sustainable Development (ESD): National Policy on Education (NPE) 2020**

The National Policy on Education (NPE) 2020 is a comprehensive policy framework launched by the Government of India to transform the education sector and meet the evolving needs of the 21st century. The policy emphasizes the integration of sustainability

principles into the curriculum and pedagogy to promote Education for Sustainable Development (ESD) (Ministry of Education, Government of India, 2020).

The NPE 2020 advocates for a holistic and multidisciplinary approach to education that fosters critical thinking, creativity, empathy, and environmental consciousness among students. It emphasizes the importance of experiential learning, project-based activities, and community engagement to cultivate values of sustainability and global citizenship. By promoting ESD, the policy aims to empower learners to address complex socio-environmental challenges and contribute to building a more sustainable and equitable society.

### **Poverty Alleviation Programs: Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)**

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is a flagship social protection program in India aimed at providing employment opportunities and livelihood support to rural households, particularly during periods of seasonal unemployment and economic distress (Ministry of Rural Development, Government of India, n.d.).

Under MGNREGA, eligible households are guaranteed 100 days of wage employment per year for unskilled manual work. The program not only serves as a social safety net to alleviate poverty and reduce vulnerability but also contributes to rural infrastructure development, natural resource management, and sustainable livelihood creation. By promoting inclusive growth and social protection, MGNREGA plays a crucial role in

advancing the Sustainable Development Goals (SDGs) related to poverty reduction, decent work, and rural development.

### **Healthcare and Well-being Initiatives: Ayushman Bharat Pradhan Mantri Jan Arogya Yojana (PM-JAY)**

Ayushman Bharat Pradhan Mantri Jan Arogya Yojana (PM-JAY) is a flagship healthcare scheme launched by the Government of India with the aim of providing health insurance coverage to over 500 million vulnerable individuals and families across the country (National Health Authority, Government of India, n.d.).

Under PM-JAY, beneficiaries receive cashless access to secondary and tertiary healthcare services up to a specified amount through empanelled public and private hospitals. The scheme aims to achieve universal health coverage (UHC) and improve health outcomes, particularly for marginalized and economically disadvantaged populations. By ensuring access to quality healthcare services, PM-JAY contributes to the Sustainable Development Goal (SDG) 3 of ensuring healthy lives and promoting well-being for all.

The National Action Plan on Climate Change (NAPCC) is a comprehensive policy framework launched by the Government of India to address climate change and promote sustainable development (Ministry of Environment, Forest and Climate Change, Government of India, 2008).

NAPCC outlines eight national missions covering various sectors such as solar energy, energy efficiency, sustainable agriculture, water conservation, and afforestation. These missions aim to mitigate greenhouse gas emissions, enhance climate resilience, and promote low-carbon development pathways. By integrating climate action into its policy



framework, India seeks to achieve its climate goals while advancing socio-economic objectives and contributing to the global effort to combat climate change.

### **Climate Action and Environmental Policies: National Action Plan on Climate Change (NAPCC)**

The National Action Plan on Climate Change (NAPCC) is a comprehensive policy framework launched by the Government of India to address climate change and promote sustainable development (Ministry of Environment, Forest and Climate Change, Government of India, 2008).

NAPCC outlines eight national missions covering various sectors such as solar energy, energy efficiency, sustainable agriculture, water conservation, and afforestation. These missions aim to mitigate greenhouse gas emissions, enhance climate resilience, and promote low-carbon development pathways. By integrating climate action into its policy framework, India seeks to achieve its climate goals while advancing socio-economic objectives and contributing to the global effort to combat climate change.

### **National Water Mission (NWM)**

According to the Government of India (2008), the National Water Mission aims to achieve integrated water resource management, a 20% increase in water usage efficiency, and promotion of water conservation. The National Water Mission (NWM) is one of eight missions under the National Action Plan on Climate Change (NAPCC), which was announced by the Indian government in 2008. The NWM strives to assure integrated water resource management, increase water usage efficiency, and promote water resource

conservation in order to solve climate change problems and support sustainable development.

To summarise, the programmes and policies described above represent significant steps taken by India towards meeting the Sustainable Development Goals (SDGs) and promoting sustainable development across diverse sectors. These efforts demonstrate India's commitment to addressing major socioeconomic, environmental, and developmental issues while encouraging inclusive growth and well-being for all citizens.

Through national development agendas such as India@75, India has established ambitious targets and action plans to accelerate socioeconomic progress in line with the SDGs. These agendas emphasise inclusive growth, education, healthcare, infrastructure development, environmental sustainability, and digital innovation, displaying a comprehensive approach to sustainable development.

Education for Sustainable Development (ESD) programmes, such as those mentioned in the National Policy on Education (NPE) 2020, are critical to preparing future generations of responsible global citizens. By incorporating sustainability principles into education curricula and pedagogy, India hopes to provide students with the information, skills, and attitudes required to handle complex socio-environmental concerns and contribute to the creation of a more sustainable society.

Poverty alleviation programmes like the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and healthcare initiatives like the Ayushman Bharat Pradhan Mantri Jan Arogya Yojana (PM-JAY) help to promote inclusive growth, social protection,

and universal access to essential services. These programmes seek to reduce poverty, improve health outcomes, and improve the well-being of marginalised and economically disadvantaged communities, thereby promoting several SDGs relating to poverty reduction, health, and well-being.

Furthermore, climate action and environmental regulations, such as the National Action Plan on Climate Change (NAPCC), demonstrate India's commitment to mitigating climate change and fostering sustainable development. By incorporating climate action into its policy framework and implementing targeted programmes across many sectors, India aspires to reduce greenhouse gas emissions, improve climate resilience, and promote low-carbon growth paths, contributing to global efforts to battle climate change.

In essence, these programmes and policies reflect India's diverse approach to sustainable development, emphasising the role of collaboration, innovation, and inclusive governance in achieving the SDGs. Moving forward, continued commitment to implementation, monitoring, and evaluation will be required to ensure that these activities are effective and have an influence on building a more inclusive, equitable, and sustainable future for all Indian residents.

Educational institutions can play a vital role by hosting workshops, seminars, and interactive sessions that engage young people in discussions about these policies and their alignment with the Sustainable Development Goals (SDGs). Additionally, incentivizing youth participation through internships, volunteer programs, and recognition awards can foster a sense of ownership and responsibility. Digital platforms and social media can be leveraged to disseminate information, share success stories, and create a community of young activists. Recognizing and rewarding contributions can further motivate continuous

engagement. These comprehensive policies promote inclusive growth, education, employment, healthcare, and environmental resilience, which are critical for achieving the SDGs. By actively involving young people and harnessing their energy and creativity, India can enhance the effectiveness of its sustainable development efforts, building a more inclusive, equitable, and resilient society.

# **CHAPTER 5**

# **FINDINGS**

## **FINDINGS**

- The findings from the data reveal a near-equal distribution of genders within the sample population. Specifically, 47 individuals, or 47% of the sample, identify as male, while 53 individuals, or 53% of the sample, identify as female. This balanced representation suggests that the sample population is fairly diverse in terms of gender, with neither males nor females dominating the sample.
- The majority of the respondents, constituting 75% of the sample, are students. This indicates that a significant portion of the youth population in the 18-24 age group are currently pursuing education, suggesting potential opportunities for integrating SDGs awareness and engagement initiatives within educational institutions.
- The study reveals diverse awareness and engagement levels with the SDGs among surveyed youth, with some actively involved and others disengaged or uncertain. Targeted interventions are crucial to address this gap in understanding, especially among those not seeking SDG information or unsure of their role. This underscores the need for strategic initiatives to enhance comprehension and encourage broader participation in sustainability efforts among youth.
- The data reveals that 60% of surveyed individuals rely on social media, news websites, or educational institutions to learn about the Sustainable Development Goals (SDGs). This highlights a prevalent trend of using digital platforms and educational resources for accessing information about global sustainability initiatives. Meanwhile, 31% of respondents reported not relying on these sources, suggesting alternative methods for obtaining information.

- The findings suggest a varied level of awareness among youth regarding the Sustainable Development Goals. While a considerable proportion of the surveyed youth demonstrate an ability to name at least four SDGs, indicating a moderate level of familiarity, a significant portion is either unable to do so or uncertain about their knowledge. This highlights the importance of targeted educational initiatives and awareness campaigns to enhance youth engagement with the SDGs.
- The findings highlight a concerning lack of active participation in SDG-related initiatives among the surveyed population. Despite efforts to promote awareness of the SDGs, a large majority of respondents that is 78% do not engage in activities directly linked to sustainable development goals, only 22% reported being actively involved in such initiatives. It implies that while awareness of the SDGs may exist to some extent, there is a notable discrepancy in the level of actual involvement in efforts to advance sustainable development goals.
- The data reveals that among respondents, 33% engage in discussions about Sustainable Development Goals (SDGs) with family or friends, while 58% do not. This indicates a varied level of dialogue and awareness about SDGs within interpersonal relationships among the surveyed youth population. The findings underscore a significant gap in SDG discussions, suggesting a missed opportunity for fostering awareness and understanding within social circles. Encouraging more dialogue could promote awareness and action towards achieving SDGs among youth.
- Among respondents, 57% cited a lack of awareness and opportunities, indicating a need for improved visibility and outreach efforts. Additionally, 31% mentioned

time constraints, emphasizing the importance of flexible engagement options. Moreover, 12% identified financial constraints, underscoring the need for inclusive and accessible initiatives. Addressing these barriers can empower more youth to participate in advancing sustainability agendas.

- The data shows that among respondents, 45% believe government policies and initiatives are "Significantly" important in promoting youth engagement in sustainable development, while 47% view them as "Moderately" important. However, 8% stated they are "Not at all" important. These findings underscore the importance of governmental actions in fostering youth involvement, though some express disagreement. This highlights the need for nuanced strategies to address diverse youth perspectives in promoting sustainable development.
- The data shows that 48% of respondents believe access to technology significantly enhances youth participation in sustainable development, with 42% seeing a moderate impact. However, 10% expressed doubts about its effectiveness. This highlights the transformative potential of digital tools on fostering youth engagement in sustainable development efforts.
- The data reveals that 22% of respondents faced societal or cultural barriers hindering their involvement in SDGs-related activities, while 44% reported no such barriers. Additionally, 34% were unsure, indicating uncertainty or lack of awareness. These findings underscore the prevalence of barriers stemming from norms or attitudes, which can limit individuals' participation in sustainable development initiatives, particularly among youth. Addressing these barriers is crucial for promoting inclusivity and equity in sustainability efforts.



- While doing hypothesis there was a slight trend indicating that males may be more aware of SDGs than females, but test findings suggest that gender does not play a significant role in determining awareness levels. Therefore, awareness and engagement initiatives for SDGs should be designed to be inclusive and target both males and females equally.
- The hypothesis test also proved that the education and awareness also doesn't have a significant relationship.

## **RECOMMENDATIONS**

- The majority of respondents are students, highlighting the potential for integrating SDGs awareness and engagement programmes in education. Collaborating with schools and colleges to incorporate SDG-related curriculum, extracurricular activities, and awareness campaigns can help kids understand and participate in sustainability initiatives at a young age.
- Targeted awareness efforts should be devised to reach youth who are not actively seeking SDG information or are unsure of their expertise. Diverse communication outlets, such as social media, educational institutions, and community networks, can help to distribute knowledge and foster engagement with the SDGs.
- Engagement activities should be inclusive and accessible to all kids, addressing hurdles such time constraints, financial limitations, and lack of awareness and possibilities. Providing various participation alternatives, such as online platforms, mobile applications, and community-based events, can meet a wide range of requirements and preferences, guaranteeing fair access to SDG-related opportunities.
- To promote youth engagement in sustainable development, authorities should prioritise young inclusion in decision-making and allocate resources to assist youth-led initiatives. Establishing youth councils, supporting youth-led projects, and incorporating youth viewpoints into policy creation can all help to create a conducive atmosphere for youth participation in sustainability efforts.

- Leveraging digital tools and platforms can improve young participation in sustainable development by facilitating communication, cooperation, and knowledge-sharing. Creating interactive online resources, virtual mentorship programmes, and gamified learning experiences can engage tech-savvy young people and empower them to influence positive change towards the SDGs.
- Community-based interventions can address societal and cultural barriers to youth participation in SDG-related activities by challenging stereotypes, promoting inclusivity, and encouraging debate on sustainability problems. Creating safe venues for open talks, cultural exchange programmes, and intergenerational collaborations can help bridge gaps and foster youth participation in sustainable development.
- Strengthening connections with civil society organisations (CSOs) can help to increase young participation in sustainable development initiatives. Collaborating with youth-led organisations, advocacy groups, and grassroots movements allows you to tap into their expertise, networks, and resources to scale up youth-led projects and campaigns.
- Implementing assessment and feedback methods in SDG awareness and engagement programmes is critical for determining impact, finding areas for improvement, and guaranteeing accountability. Regularly requesting input from participants and stakeholders can help inform programmatic changes and improve effectiveness and relevance over time.

## **IMPLICATION FOR PROFESSIONAL SOCIAL WORK PRACTICE**

- **Education and Awareness:** Social workers may play an important role in educating young people about the SDGs, their significance, and how they can help to achieve them. This can be accomplished through workshops, seminars, educational materials, and community outreach programmes.
- **Empowerment:** Social workers can help young people gain the knowledge, skills, and resources they need to effectively participate in sustainable development projects. This could include leadership training, advocacy abilities, and access to networks and support systems.
- **Community Mobilization:** Social workers can help to mobilise communities to solve local SDG-related challenges. By including kids in community projects and initiatives, social workers may instill in them a feeling of ownership and responsibility for sustainable development.
- **Partnerships and Collaboration:** Social workers can foster partnerships and collaboration among youth organisations, government agencies, non-profit organisations, and other stakeholders in sustainable development projects. Building solid partnerships allows social workers to utilise resources and expertise to increase the impact of youth engagement projects.
- **Advocacy and Policy Change:** Social workers can advocate for policies and initiatives to increase youth participation in sustainable development activities. This could include campaigning for more funding for youth programmes,

encouraging youth participation in decision-making processes, and influencing policy changes at the local, national, and international levels.

Overall, professional social work practice can help raise youth knowledge and engagement in sustainable development goals through education, empowerment, community mobilisation, collaboration, and advocacy for policy change.

## **CONCLUSION**

This study entitled “SGDs: Youth Awareness and Engagement” demonstrates a positive trend of overall awareness among respondents, with many actively participating in related activities. However, there exists a concerning lack of discussion about the SDGs within their social circles, indicating a potential gap in communication and advocacy. Despite a majority being aware of the SDGs, only a small percentage possess a detailed understanding of each goal, suggesting a need for more comprehensive education and awareness campaigns. Education emerges as a significant driver of awareness, highlighting the importance of integrating SDGs into formal and informal educational curricula. Additionally, reliance on sources such as social media, news websites, and educational institutions underscores the need for effective communication strategies to disseminate information about the SDGs.

The study identifies the lack of awareness and opportunities as key barriers to youth participation in sustainable development activities, emphasizing the importance of addressing these issues to foster greater engagement. While youth recognize their role in achieving the SDGs, there is a clear call for government policies and programs to be implemented and strengthened to support and incentivize youth involvement in SDG-related initiatives.

Overall, the study emphasises the importance of focused interventions, inclusive engagement tactics, and stakeholder collaboration to overcome barriers, raise awareness, and encourage meaningful adolescent participation in promoting sustainable objectives.

We can work to achieve the Sustainable Development Goals and create a more sustainable future for everybody by harnessing technology, encouraging dialogue within social circles, and empowering youth to become active change agents.

In conclusion, the findings underscore the critical need for ongoing efforts to enhance youth awareness and engagement with the SDGs. By prioritizing education, communication, and policy support, stakeholders can empower youth to become active agents of change in advancing sustainable development and achieving the SDGs.

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## **APPENDIX**

### **Demographic information**

1.Age

2.Gender

A. Male

B. Female

C. Other:

3. Current educational status?

A. Primary

B. Secondary

C. Graduation

D. Post graduation

4. Primary occupation?

A. Employed

B. Self employed

C. Unemployed

D. Student

5.Which area do you reside in?

A. Urban

B. Suburban

C. Rural

6. Socio – economic status?

A. High

B. Middle

C. Low

**Objective 1: Assessing Awareness**

1. Are you aware of the term Sustainable Development Goals (SDGs)?

A. Yes

B. No

C. Not sure

2. Do you actively seek out information about the SDGs?

A. Yes

B. No

C. Not sure

3. Will you be able to name at least four sustainable development goals among the seventeen ?

A. Yes

B. No

C. Not sure

4. Do you rely upon social medias, news websites or educational institutions to learn about the SDGs?

A. Yes

B. No

C. Not applicable

5. Which of the following best describes your understanding of the SDGs?

A. Have a detailed understanding of each goal

B. Know some of the goals but not all

C. Heard of the SDGs but not sure what they entail

6. Do you discuss SDG with your friends or family very often?

A. Yes

B. No

C. Not applicable

7. Do you think your education has adequately prepared you to understand and contribute to achieving the SDGs?

A. Yes

B. No

C. Not sure

**Objective 2: Quantifying Engagement**

1. Have you participated in any activities or initiatives related to sustainable development in the past year?

A. Yes

B. No

C. Not sure

2. Do you think that there are enough opportunities available for youth to engagement in sustainable development activities?

A. Yes

B. No

C. Not sure

3. Is there any youth led initiatives or programmes related to sustainable development goals according to your knowledge?

A. Yes

B. No

C. Not applicable

If yes please specify:

4. What barriers, if any, prevent you from engaging more actively in sustainable development activities?

A. Lack of time

B. Lack of awareness and opportunities

C. Financial constraints

5. Would you be interested in participating in future sustainable development projects or activities?

A. Yes

B. No

C. Not sure

6. Do you believe that youth participation is important in achieving sustainable development goals?

A. Yes

B. No

C. Not sure

7. How knowledgeable do you feel about the impact of your actions on advancing the SDGs?

a) Very knowledgeable

b) Somewhat knowledgeable

c) Not very knowledgeable

### **Objective 3: Identifying Influencing Factors**

1.How important do you consider government policies and initiatives in promoting youth engagement in sustainable development?

A. Significantly

B. Moderately

C. Not at all

2.To what extent do you believe education and awareness campaigns contribute to youth engagement in sustainable development?

A. Significantly

B. Moderately

C. Not at all

3.How influential are peer networks and social circles in encouraging youth engagement in sustainable development?

A. Significantly

B. Moderately

C. Not at all

4.Do you think access to technology and digital platforms enhances youth participation in sustainable development efforts?

A. Significantly

B. Moderately



C. Not at all

5. Do you think that businesses and corporations should play a significant role in promoting youth engagement in sustainable development?

A. Yes

B. No

C. Not sure

6. Have you ever faced any societal or cultural barriers that hindered your involvement in SDG-related activities?

a) Yes

b) No

c) Not sure

7. Do you think governments can better support and encourage youth engagement in achieving the SDGs?

A. Yes

B. No

C. Not sure