



Research Paper

A Review of the Contribution of Youth to Sustainable Development and the Consequences of This Contribution

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ABSTRACT: *In an economy, young people are the most dynamic and adaptable group, and they are a major source of innovation and creativity. This study aims to draw a link between sustainable development and the interests of youth. The role of young people in a country's progress and prosperity is a significant focus of this inquiry. The researchers have done a lot of reading, and that's what researcher is using to build our interpretive structural model (ISM). A method that encourages researchers to examine a wide range of variables to see how they relate is used. This study presents a hierarchical view of the numerous ways in which young people may contribute to sustainable development. According to academics, this poll sheds light on the link between sustainability and youth. Based on comprehensive literature research, ISM methodology, and the interplay between many parts of the idea of youth contribution towards sustainable development, it also identifies crucial factors that have been arrived at. Using a literature review and a theoretical framework, they have tried to answer questions about whether there is a link between sustainable development and research methodology. They want to know if this is true.*

Keyword: youth, sustainable development, entrepreneurship, Youth contribution

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I. INTRODUCTION

India has the world's highest population of under-21s. More than half of Indians are under the age of 25, and more than two-thirds are under the age of 35. The current generation of Indian youth is eager to become involved in a wide range of activities that support long-term development. In order to bring about change in their communities and civilizations, young men and women are tasked with becoming complete agents of change. There is a problem, however, when it comes to focusing on youth in development strategies. It is possible to regard young people as agents of change who can help construct a greener today and a better environment for future generations by using their knowledge, sharp observation, and constant action. However, the implications for society and the individual may be severe if a person fails to develop into a valued member of society. For sustained development, it is essential that young people have a feeling of purpose, value, and success. As a result of including young people in an organized effort to improve environmental sustainability, the communities in which they reside have significant benefits. Gambone et al., (2004) say that if we want to have good growth for young people, we need them to be involved in the process.

Many of the problems that emerging nations face have their roots in the communities in which they are located. Efforts by young people are essential to achieving sustainable development. Local institutions may help promote economic growth, social and political development, and environmental protection. India's youth may be assigned additional jobs and obligations to ensure their long-term development. It is critical that young people can contribute meaningfully to sustainable development (Hart, 2013).

II. THEORETICAL BACKGROUND

The phrase "sustainable" has become a widely accepted one. It has been described as an unbroken chain of events that may take on a wide variety of shapes. Even though Shediac-Rizkallah and Bone (1998) don't look at how long things have been going on (Katz and Kahn, 1978), they do look at how long things have been going on.

To begin the process of building a theory of sustainability, a conceptual study of many definitions is necessary (Mebratu, 1998). The WORLD COMMISSION on ENVIRONMENT AND DEVELOPMENT must produce a worldwide environmental and development policy (WCED). The UN General Assembly was charged with long-term environmental efforts for sustainable development. In their 1987 study, "Our Common Future," the (WCED) analysed term "sustainable development." An official definition is that it means meeting current demands without sacrificing the requirements of future generations, and that's exactly what this phrase refers to.

When it comes to "sustainable," keep in mind that the nation's poorest are its greatest asset (Sen, 2013). Kordestani compiled research on sustainable development. According to McManners (2014), sustainability economics should serve society. To have a good influence, every stakeholder must understand and practise sustainability. An organization's long-term sustainability is heavily reliant on its human resource policies and practises (Dubey and Gunasekaran, 2015).

Translating the concepts of sustainable development into business is essential. It's possible to do this by making sure that young legislation, norms, policies, and mentalities have a solid foundation for sustainable growth (Bansal, 2002). Sustainability is a broad term that includes economics, education, health, and the environment. (Huovila, 1998). How to deal with sustainability is a big problem for the world's most powerful countries (Olsen, 2007).

The current development difficulties need to be addressed immediately. Poor access to markets and health care, inadequate infrastructure, and racial and gender prejudice are among the most visible causes of rural poverty in emerging nations. Infrastructure concerns must be dealt with positively in order to have a solid economic foundation. The importance of environmental sustainability cannot be overstated; failure to address it will have dire implications. For the 12th plan of the Indian Planning Commission, we need a tangible development method that is compatible with safeguarding our environment and other elements.

THE ROLE OF YOUTH IN LONG-TERM DEVELOPMENT

The UN Environment Program estimates that 30% of the world's population is under 30. People who want their country to grow in the long term need youth to be engaged in making decisions about environment and in implementing programmes. Young people are seen as potent agents of change. Corruption, bribery, and other social ills may be combated by them, and this can lead to beneficial social transformation. Students should use their education to benefit the nation as a whole. Activists must come from among the youth. The activities of young people may make a difference if they instil in them a feeling of purpose, value, and accomplishment. Researchers say next-generation leaders are vital to the sustainability process. Leaders can help people be more creative, come up with new ideas, and live more sustainably (Akerlund, 2000) (Calsyn and Kenny, 1977) (Steckler and Goodman, 1989). Those working in environmental sustainability increasingly see children and teenagers as a vital constituency, and they're encouraging them to become involved in the work. Special attention must be paid to the engagement of young people. The Youth engagement is essential in order to have a lasting influence on young people and their communities. Youth participation is both limitless and unavoidable in order to achieve long-term sustainability.

ELEMENTS INFLUENCE YOUNG PEOPLE'S CONTRIBUTIONS TO SUSTAINABLE DEVELOPMENT

According to literature research, a list of variables related to the elements contributing to the sustainability of youth was compiled. For ISM, the most important aspects of long-term viability and youth were identified.

YOUTH ACTIVISM, SOCIAL RESPONSIBILITY, AND INVOLVEMENT

Global sustainable development is in jeopardy because of an individualistic focus on achieving personal sustainability. In order to achieve long-term growth, it is vital to provide youngsters with a worldwide societal role (Kreps et al., 1999). A single youth's strength may not have a significant influence, but when combined with other youths, strength and impact may be tremendous (Blyth and Roehkepartain, 1993). Sustainability can only be achieved by integrating science, community, and culture. Youth involvement in science, community, and culture is essential (Schensul, 2009). Engaging youths in the early phases of issue identification and design is critical to long-term sustainability. A commitment from all adolescents is required, and it should be a continuous process in which young people from all backgrounds are actively involved and dedicated (Pittman, 1991). The social and economic components of sustainability are where the missing evaluation criteria for sustainability may be found. An engaged young population is essential to a community's

long-term well-being (Berardi, 2013). As a stakeholder group, young people have been seen as particularly significant. In many ways, adolescents are different from adults, so including them in sports requires specific thought (Frank, 2006). According to Noor et al. (2015), young people need to be educated about sustainability and made aware of it by universities. Students may be encouraged to come up with new ideas by promoting sustainability on college campuses (Sadusky, 2014). Participation by young people in civic life helps the long-term stability of a community by igniting things that keep things going (Riemer et al., 2014).

EDUCATION AND TRAINING FOR YOUTH

A school's inclusive goal should be to educate, empower, and engage students (Greenberg et al., 2003). Sustainable progress can only take root in a tranquil setting. The Youth in the 21st century need to be involved in long-term progress. To make this a reality, a lot of focus must be placed on youth employment and vocational training. Youth should be educated to have a good effect on their communities (Lawson, 2005). Preparing adolescents for the 21st century was a major focus of Jackson and Davis (2000). In the home, school, and community, there are intuitive things (Bernard, 1991). "Developmental youth education" means an educating young person for their intellectual, emotional, moral, social, and physical growth (Mosher, 1979). Observational learning may be used to learn complex social behaviours. The best way for young people to learn is through example (Crain and Strauss, 1985). Learning should take place in a social context that involves both the adult and the child's attitudes and behaviours, which will aid in the growth of the child. Barcelona undertook an integrated research project on good youth expansion (2011). Positive youth development encourages young people to learn and practise new skills so that they can build their own resources. It gives students a chance to take on responsibilities that have an impact on others. This duty aids in the development of social maturity in young people by encouraging them to engage in mutually beneficial and gratifying relationships with others. Ryan et al. (2010) concluded that systemic transformation in educational environments is essential to enabling long-term progress. There may be a clear correlation between education and youth growth and freedom. To have a sustainable future, education must be intertwined with it (Foster, 2001). A curriculum that teaches students about sustainability must take into account the diversity of their requirements, talents, interests, and behaviours (Combs, 1981; Mosher, 1979). Youth peer education is critical for promoting full participation from all segments of the young population. Conventional methods of education differ greatly from environmental education, and this relationship may be formed between environmental concerns and environmental issues (Tilbury, 2011). Educating young people about environmental responsibility is the first step. For sustainability, the goal is to be successful in innovation, competitiveness, and better education. Youth participation in community problems has a good effect on youth development (Yohalem and Martin, 2007). Murga-Menoyo (2014) supports education's importance in sustainable development. Kopnina (2011) suggests that young people can help to develop a long-term business climate. Sustainable development and education are intertwined because of the global nature of Earth education at a global level. Sustainable development requires an understanding of the role and responsibilities of stakeholders in education of the young (Castor, 2014).

YOUNG PEOPLE IN LEADERSHIP POSITIONS

One may say that leadership is a more "mature profession" (Hunt and Dodge, 2001). There are two separate concepts here: leadership, development and education (Brungardt, 1998). Stress from a leadership position may have an impact on a leader's mental and physical well-being (Boyatzis et al., 2006). Involvement of parents, teachers, and peers in youth leadership development is essential (Turkay and Tirthali, 2010). Entrepreneurship encourages young people to avoid elder leaders' blunders (Cogliser and Brigham, 2004). Since its inclusion in the Marland Report, leadership has been described as the ability to inspire others. According to research, there is still no comprehensive theoretical framework for leadership giftedness, although there is some agreement on the qualities of leadership that are more or less amenable to training (Matthews, 2004). This means that individuals are able to influence policy and make institutions more accountable (Ginwright and James, 2002). This could help them grow both as individuals and as members of the community. Understanding the concept of 'youth leadership' development allows for a possible link between inside and outside methods for youth leadership development (Libby et al., 2006). Young people's environmental attitudes, behaviours, initiative, and engagement are well-defined requirements for their leadership (Arnold et al., 2009). The environmental stewards of the future are young people who are already making a difference today.

BEING ABLE TO START AN ENTREPRENEURSHIP

Youth's entrepreneurial abilities are distinct from those of their elders. The acquisitions of resources and talents, as well as psychological reactions to environmental, cultural, and normative pressures, are all examples of differentiation. There is a substantial correlation between environmental activism and entrepreneurialism among young people. The organization's environmental and social aims are achieved via the "Green-Works" business model (Dixon, 2007). A moral compass may inspire an entrepreneurial spirit

(Anderson, 1998; Buller, 1989). The natural resources, which constitute a country's true capital, are rapidly depleting. While sustainability is currently a major factor in measuring a nation's growth, in the past, economic advancement was the main metric. Sustainable business practices are viewed as integral to ecopreneur-ship (Isaak, 2002). Ecopreneur-ship is vital since the youth will be the country's future competitive edge. The most essential source of competitive advantage for youngsters is to come up with innovative and creative environmental technology. Affluent consumers would account for the majority of this consumption, which may have a detrimental influence on ecosystems even while it is necessary to alleviate poverty in many rising nations (Volery, 2002). Thus, the role of young entrepreneurs in developing green technologies and making sure there are enough resources for both current and future generations is very important (Minola et al., 2014; Volery, 2002). The view of young entrepreneurs on the adoption of information technology innovation is critical. They have the potential to aid in the resolution of current environmental issues, thus contributing to the creation of new economic value (Wagner, 2011). They help save the planet by becoming a green entrepreneur and taking advantage of business possibilities (Berle, 2005). 2.5% of the population is under the age of 30. According to Mirela et al. (2015), human resources have a significant influence on sustainability in every nation. One of a country's most valuable resources is its people. The foundation of sustainable development is the development of human capital (Laus and Jacobs, 2011). Environmental concerns are important to young people, and they feel they are the ones who can make a difference. The term "youth in government" refers to associations between young people and adults to solve local issues. Youth participation in governance and decision-making is essential for social justice and youth representation, as well as for the development of young people as a whole (Zeldin et al., 2007). Young people's natural path is to actively participate in the construction and reconstruction of their own selves, families, neighbourhoods, and the wider institutions that define their quality of life as leaders (Pittman, 1991). Participation in youth government helps people develop good personal views. Moral and ego growth may be stimulated as a result. According to Mosher (1979), self-esteem and social responsibility may be improved by this method. Through involvement and governance (Pittman, 1991), all choices relating to sustainability may be made by youth. Environmental challenges may be addressed more effectively if all stakeholders, especially the young, are included in the process of governance (Hemmati, 2002). Engaging young people in governance has a positive impact on their development and their ability to contribute (Zeldin et al., 2007).

GREEN ECONOMY OR ENVIRONMENT CONTRIBUTIONS FROM YOUNG PEOPLE

Urban green spaces have been proven to have an important role in fostering cross-cultural friendships and interactions among children and teenagers, which is essential for social inclusion (Seeland et al., 2009). It is essential that individuals not only comprehend important discipline information but also be able to use that knowledge in order to take action on environmental challenges. When it comes to green energy challenges, youth need to be engaged in organising and implementing community activities (Birmingham and Barton, 2014). According to Upadhyay (2009), investing in children is an important part of sustainable development. Human well-being should be included while assessing the world's ecological system at a global level. For the sake of solving global issues, young people must be exposed to the natural world around them. Positive effects on environmental education come from students' perceptions and experiences, which environmental educators share with them. Students may serve as critical assessors and positive contributors to the green economy (Wals, 1994). In order to combat today's unsustainable forms of globalisation and expand the green economy, new economic models must be developed (Henderson, 2007). Positive youth development requires the active participation of young people (Gambone et al., 2004).

III. RESEARCH METHODOLOGY

A wide range of secondary sources were employed in this study to get the statistics that was used. It also has things like case studies and interpretative modelling and other things. Secondary data sources, such as books and articles, provide further information on sustainable development. Researchers opted to perform a full systematic literature review (SLR). Tranfield explains the basics of SLR (2003). The literature review found a link between youth and sustainable development. Because the field of study is so young, no seminal papers on the subject have been located. There were research gaps highlighted as a result of the review's synthesis, which revealed that there has been very little work done in the domains of youth and sustainable development. Efforts will be made to narrow the evident academic disparity.

FACTORS THAT SHOULD BE CONSIDERED

In the preceding part, the researcher reviewed the first six criteria based on SLR. Indian and international studies were included in the investigation of how youth and sustainability are linked. The factors that appeared in search have been taken into consideration. As long as a variable is mentioned, the bias in identification is eliminated.

ISM SIMULATIONS

Warfield (2003) was the first to propose ISM. This is how situations with interconnected components are explained. ISM allows for the management of several elements/issues at once without sacrificing or diverging from their inherent attributes. Using ISM, a hierarchy of variables, influences, or aspects of a project may be established. People who want to share their ideas and findings with a wider group of people are usually advised to use this kind of modelling (Singh, 2013). This is called "interpretive structural modelling." A directed graph or network is used to show a complicated pattern of contextual connections between a group of parts (Malone, 1975; Jharkharia and Shankar, 2005). ISM analysis has been used to try to discover relationships between different constructs (Dubey and Ali, 2014).

Unlike many typical quantitative modelling methodologies, ISM does not require the use of ratio scales to quantify variables. It gives way to make a structural model that everyone agrees on (Morgado et al., 1999; Shahabadkar, 2012; Charan et al., 2008). According to Dubey et al. (2015), existing research supports the use of complete interpretative structural modelling to produce a theory. It has made the research more conceptual and analytical.

LIMITATION

This research, like all others, has some limitations. To create framework, researchers conducted a thorough study of available literature. The study does not get into the nitty-gritty details of any of the parts, instead of focusing on the notion of youth's contribution to sustainability and its key components. The researcher in this research exclusively focuses on the relationship between youth and sustainability. There are macro-level elements included in this model. However, this is not a valid methodological technique and maybe criticized since it has to be further studied using survey data. Second, there are no confounding factors in our current model. In fact, identifying the confounding factors is essential before our model can be statistically verified. The internal validity of this study, like many others in the past, maybe compromised. Finally, in light of researchers' results, they have sketched out some ideas for further research.

DIRECTIONS FOR FURTHER STUDY

Young brains and problems need the development of a long-term framework. The current research has to be looked at more from an economic perspective. A future investigation into the detrimental effects of youth governance and its contribution to long-term sustainability is possible. Hierarchical in nature, the ISM-based model doesn't disclose the relative weights assigned to any of the factors (Kannan et al., 2009). An analytic network technique may be used to accomplish this. An advanced ISM approach, complete interpretive structural modelling, may be utilised to further grasp the linkages. Using structural equation modelling, the model's accuracy may be checked. It is possible to expand the restrictions of our current study in the future.

IV. CONCLUSIONS

In this research, factors that influence young people's ability to contribute to sustainable development were identified and modelled. A significant role was assigned to each of the cited variables. Observation may reveal important relationships that aren't obvious to the naked eye. These guidelines may be used to build sustainable development plans that are clear, actionable, and efficient. We went on to develop a conceptual framework for our debate. We have highlighted the role of youth towards sustainability and theoretical knowledge so that youth may be positive agents for sustainability and react to the sustainability challenges that they face. The theoretical contributions of our investigation have been highlighted. According to the ISM hierarchy, sustainability and youth have a high level of interconnectedness. Various methods in which young people contribute to sustainability are taken into account in the conceptual framework. This research is ground-breaking because it focuses on the interaction between youth and sustainability in a novel way.

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