

Community Colleges Mobilization with Strengthening of Youth and Local Resources Utilization for Sustainable Development: A Review

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Abstract

To find review and study communion college mobilization with strengthening of youth and local resources utilization for sustainable development. The study employed the method of scientific review as a meta-synthesis to find a solution for the utilization of youth and local resources for the sustainable development of local colleges at the community level. In this review, the researcher primarily used deductive logical reasoning; however, the researcher's observational experiences led to the arrangement of inductive logical reasoning during inference limited to adductive reasoning in a singular sense for achieving the completeness of the objective. Comprehensive archival analysis accompanied by a thorough review were strategies utilized during the scientific review. Provide part-time jobs during the university-level study time in Nepal. Support market-driven production, financial support for entrepreneur establishment, and link with marketing. Entrepreneurs focus on locally available raw materials. Create employment opportunities for qualified and young human manpower. Focus on learning and earning programs in each and every community college in Nepal and provide opportunities for earning, learning, and developing confidence levels. Production market-driven product and link with marketing.

Keywords: community college, foreign, migration, study, resource utilization, sustainable development, youth

1. Introduction

UNESCO defined: “. . . A form of development known as "sustainable development" combines meeting current needs with preserving the capacity of future generations to meet their own” (Ali, 2017) [7].

Ghimire, M., Mishra A. K. & Bolar, J. summarized the students’ wants part-time work while the study. In Nepal, such possibilities are less frequent. According to the research study, Nepali students prioritized higher education in Australia, Canada, the United States, and Europe since they wanted to stay there because of the employment and security there. They stayed there permanently after applying for a green card. However, Nepal lost young, talented workers who remained abroad as immigrants. According to the report, the government can stop brain drain by giving bachelor's degree students financial aid and job possibilities. To keep its young workforce, the Nepalese government should implement the right policies. If not, its effects will become apparent shortly adverse in country (Ghimire, 2024) [8].

According to Bhandari B B & Abe, Osamu allow the term "sustainable development" gain recognition on a global scale. The World Conservation Union, or IUCN, originally used the term, which was created by Lester Brown (Thompson, 2001), in its well-known publication "The World Conservation Strategy" in the 1980s. The Brundtland Commission's report, "Our Common Future," gave the globe its notoriety. "Meeting the needs of the present without compromising the ability of the future generations to meet their own needs" is how the Brundtland Commission defines sustainable development. At the 1992 Earth Summit, the Report was later approved. In this way, sustainable development came into general use and became synonymous with Agenda 21. This is internationally accepted as the most popular definition in the late 1980's and 1990's. It is just as relevant now as it was twenty years ago. The recognition of this term is well-reflected and well-informed in significant international and national papers, programs, treaties and conventions (Bhandari B B & Abe, 2003) [11].

According to Kioupi, Vasiliki and Voulvoulis, Nikolaos According to the UN Sustainable Development Goals (SDGs), education for sustainable development (ESD) will facilitate the shift to a sustainable future. Research using a system thinking approach was conducted between 2018 and 2020 to show how ESD can help with such a transition. It allowed educational communities to create their own visions around the SDGs through a participatory process of localizing sustainability goals and targets and aligning them with formal educational outcomes (Kioupi, 2022) [1].

UNDP summarized All 193 of the United Nations' member states have agreed on 17 global goals known as the Sustainable Development Goals, or SDGs. By 2030, countries have committed to working together to enhance economic, social, and environmental development in order to improve our quality of life and that of future generations. The UNDP supports the attainment of the Sustainable Development Goals in almost 170 countries (UNDP, 2022) [21].

According Sustainable Development (SD) Goal 4 Make sure everyone has access to high-quality, inclusive education and encourage possibilities for lifelong learning. International declarations have established physical education, physical activity, and sport as a "fundamental right for all" (UNESCO 2013a, b, 2015). These elements are crucial to comprehensive education. By promoting lifelong physical literacy and a host of additional educational

advantages, high-quality physical education and sport can help achieve SDG target 4.1. (UNESCO, 2014) [2].

1.1 Problem of Statement

In Nepal, there is university-level education in rural and urban areas at the bachelor and master levels. The students who have completed secondary-level education (+2) want to study abroad too. Their first priority is Australia, the USA, Canada, and European countries universities for university-level education. According to youth, there is no opportunity for a part-time job during university-level studies in Nepal. Little time job and helped living during the study time in a foreign university. The hidden aim of students is to finish studying and working on the reading in the country. Letter: They apply for a green card and stay in Australia, the USA, Canada, and European countries due to employment. The main problem is young students leave the country and stay foreign; muscle manpower leaves for Korea, Japan, and the Gulf; remaining human manpower is in trained elders and children; they are unable for local resource mobilization, production, enterprise establishment, and marketing. It could not help for sustainable development at the local level.

1.2 Literature Review

According to British Council and Commonwealth Universities the project's goal is purposefully in line with the national School Sector Development Plan (SSDP) of Nepal 2016–2023 and Tribhuvan University's 2030 Vision. The new constitution of Nepal placed a renewed emphasis on improving equity and increasing inclusion at all educational levels, and because of the country's high rates of female and minority student dropouts, particularly in remote areas, the government set goals to ensure that access to education at all levels becomes equitable. In order to support achieving these goals, the government also changed the requirements for teachers' qualifications, requiring a Master's degree as the minimum degree. These changes present significant challenges for the education system and necessitate a significant up skilling of the teaching workforce (British Council and Commonwealth Universities, 2021) [3].

According to Khan A. and friends summarized the national governments will need to ground youth employment programmes in the overall framework of youth engagement through community service and youth advisory services. They should also utilize economic measures to encourage public secondary schools, colleges and universities to open their technical and vocational training branches for working youth. The study's conclusions will assist policymakers throughout South Asia in coordinating local and national youth development plans, emphasizing long-term labor market interventions, and allocating funds for youth development initiatives in a sensible manner. Furthermore, being the biggest employer of young people, the private sector would also benefit from these results in order to develop the skills of the working workforce and investigate potential public-private collaboration options for fostering youth employment in South Asia (Khan, 2016) [4].

According to St-Pierre the International Development Research Centre (IDRC)'s in order to fulfil its mandate to "initiate, encourage, support, and conduct research into the problems of the developing regions of the world," IDRC has promoted the implementation of the Capacity Building in Resource Mobilization (CBRM) program, which assists research partners in making strategic plans for their sustainability. The Centre is concerned with funding

flows to research for development and the financial sustainability of its research partners, both of which continue to be challenges for partners in developing countries, and reliance on project funding can weaken overall organizational capacities and an organization's ability to pursue strategic research priorities (St-Pierre, 2010) [5].

According to Mansuri, Ghazala & Rao, Vijayendra there is some evidence that such projects create effective community infrastructure, but not a single study establishes a causal relationship between any outcome and participatory elements of a community-based development project. A distinction between potentially “benevolent” forms of elite domination and more pernicious types of capture is likely to be important for understanding project dynamics and outcomes. Several qualitative studies indicate that the sustainability of community-based initiatives depends crucially on an enabling institutional environment, which requires government commitment, and on accountability of leaders to their community to avoid “supply-driven demand-driven” development. External agents strongly influence project success, but facilitators are often poorly trained, particularly in rapidly scaled-up programs. The naive application of complex contextual concepts like participation, social capital, and empowerment is endemic among project implementers and contributes to poor design and implementation. The evidence suggests that community-based and -driven development projects are best undertaken in a context-specific manner, with a long-time horizon and with careful and well-designed monitoring and evaluation systems (Mansuri, 2004)[6].

According to Ahasu, Emmanuel Kwame and friends Education planning and delivery in Ghana can be revolutionized by leveraging the strengths and assets of local communities, making it more inclusive, effective, and sustainable. One of the main forces behind this transformation is the use of community resources, which include infrastructure, funding, volunteerism, and knowledge sharing. By actively engaging with community members and organizations, customized solutions can be developed to address the unique needs and challenges faced by students and schools in various areas. This collaborative approach gives community members a sense of ownership and responsibility, which increases participation and strengthens their commitment to improving educational outcomes (Ahasu, 2023) [9].

According to Musoke D. & friends in summary, stakeholders, including policy makers, Ministry of Health (MOH) officials, district health authorities, and implementing partners, must consider CHW needs, current structures and policies, as well as local ownership and support, in order to improve the performance and sustainability of Community Health Workers (CHWs) programs. The workshop methodology can be used in future health systems research to inform policy, practice, and programming, especially in low- and middle-income countries (LMICs) (Musoke D, 2021) [10].

According to James P. Grant stimulate integrated action on environment, population, and social and economic development, individuals need to understand their ecosystem, economy, and society. As they build skills to address their own challenges, they will engage in increasingly larger circles. Self-help Centres for Action Learning and Experimentation (SCALE) are intended to create locally tailored solutions that will be based in the community and then scale up. Regional, national, and international efforts and communication can support the process as individuals learn how to discover their own solutions within this expanding global network. Sustainability, ideally, will emerge as they implement their own behavioral

adjustments that lead to new community standards — while also maintaining what is most cherished and valued in their traditional cultures (Grant, 1995) [12].

Clark, Kenneth B. summarize the main emphasis of the Comprehensive Employment and Training Act (CETA), which includes the Youth Employment Demonstration Projects Act (YEDPA), was to generate job opportunities and provide work experience. Training constituted a smaller portion of the investment, and youth development was neither intentional nor planned in the policies or programs, although some providers integrated youth development principles into their practices. Counsellors assisted young individuals in recognizing their strengths and enhancing them; instructors formed personal connections with some of their trainees and occasionally kept in touch for a long time, acting as the “caring adults” now acknowledged as significant; supervisors and older colleagues took on this role in On the Job Training (OJT) and work experience, while at Job Corps Centres, certain resident advisers, teachers, and counsellors established personal connections with youth that were maintained when individuals sought guidance; vocational exploration was included in some summer and year-round youth programs; open entry-open exit training programs allowed youth to advance at their own speed and customize their skill development to their interests; and self-paced instructional programs such as the Comprehensive Competencies Program provided individualized basic skill development that empowered young people to lead their own growth (Clark, 2005) [13].

According to Walter Leal Filho and friends the research has shown that community-oriented sustainable development initiatives are addressing social values; however, the social values considered in this context vary based on the emphasis of each initiative. These social values might be associated, for instance, with rural customs and cultures, or with business stakeholders. Since sustainable development is rooted in local contexts and tailored to specific situations, actions and solutions are based on local requirements (Leal, 2022) [14].

According to in m D. Roe and friends summarised in various regions of Africa, local populations have relied upon and managed wildlife as an essential resource since the Stone Age. In the past two decades, this subsistence approach has transformed into a development strategy that has become more formally recognized as “community-based natural resource management” (CBNRM), which integrates rural development, local empowerment, and nature conservation. Driven by innovative concepts regarding the benefits of decentralized, collective governance of resources, alongside inventive field trials like Zimbabwe’s CAMPFIRE, these community-oriented methods have developed within a diverse array of ecological, political, and social situations throughout Africa (Roe D., 2009) [15].

According to Biancard, Alberto and friends' conclusions Sustainability encompasses more than simply a research subject; it represents an innovative method of reimagining the connection between humanity and the natural world. It emphasizes that merely protecting the environment is not enough. Instead, the quest for sustainability necessitates attention to social and economic factors, while moving beyond individual self-interest. Imagining the future involves guaranteeing that future generations have access to at least the same opportunities as the current one. From a practical viewpoint, the current study proposed methods for fostering sustainable communities within higher education institutions, illuminating the elements that transform a university course into a centre for practical ideas and initiatives. More specifically, six pillars (i.e., sustainable education, energy independence, green subsidies, environmental improvement, energy communities, professional opportunities) and four resources (i. e.,

interdisciplinary collaboration, pragmatism, confidence in youth competency, altruism) have been recognized (Biancardi, 2023) [16].

According to A. Leicht and friends Education for Sustainable Development (ESD) is often defined as education that promotes transformations in knowledge, skills, values, and attitudes to facilitate a more equitable and sustainable society for everyone. ESD seeks to empower and prepare both current and future generations to fulfill their needs through a balanced and comprehensive approach to the economic, social, and environmental aspects of sustainable development. The idea of ESD emerged from the necessity for education to tackle the increasing environmental issues confronting the planet. To achieve this, education must evolve to provide the knowledge, skills, values, and attitudes that enable learners to support sustainable development. Concurrently, education must be reinforced within all agendas, programs, and initiatives that advocate for sustainable development. In summary, sustainable development must be woven into education, and education must be embedded within sustainable development. ESD is a holistic and transformative form of education that pertains to learning content and outcomes, pedagogy, and the learning environment (A. Leicht, 2018) [17].

According to FAO the initial step involved a facilitated approach to enable the local community to define its own vision for long-term sustainable development and express its worries regarding the mine in connection with this broader vision. A subsequent educational strategy aimed at municipal, provincial, and federal government ministries via their respective approval procedures. This strategy utilized both the community's input and the broader UN vision of Sustainable Development Goals (SDGs) concentrating on sustainable water management, along with academic expertise coordinated through RCE Saskatchewan (FAO, 2018)[18].

According to Dubois and friend's Sustainable development was likewise interpreted as providing individuals with the necessary skills and knowledge to live sustainably, even in challenging circumstances. The emphasis is on training individuals for future positions that will benefit both themselves and the wider community. Education should aid in the student's future as well as contribute to national progress. There ought to be proactive and active accomplishments that enable one to navigate a continuously evolving occupational landscape. One must be prepared to confront a constantly shifting economic and social environment (Dubois, 2010) [19].

According to OECD the 17 Sustainable Development Goals (SDGs) embraced by the United OECD in 2015 establish the worldwide agenda for the next ten years aimed at eradicating poverty, safeguarding the planet, and guaranteeing prosperity for everyone. While the SDGs were not specifically created by and for local and regional authorities, they offer a universal aspiration and useful structure for all government tiers to harmonize global, national, and sub-national priorities within policies that aim to ensure no one is left behind (OECD, 2020)[20].

According to Cristina B. Gibson Competition in the business world fosters innovation, especially in periods of social or economic disruption. Among the most valuable assets to any organization are its human capital and the stakeholders and community members outside the company. Considering the community as a resource from the perspective of RBV provides a new strategy for creating competitive advantage. Utilizing different perspectives like these in

business models and harnessing the necessary skills to implement them effectively enhances our resource pool and boosts the sustainability of both the business and community in difficult times. (Gibson, 2021) [23].

In September 2015, United Nations 17 Sustainable Development Goals are finalized the General Assembly of the United Nations adopted the 2030 Agenda for Sustainable Development are:

Figure 1: 17 Goals for Sustainable Management



These 17 goals are for sustainable management of the country and citizens. These are details in below:

GOAL 1: No Poverty

End poverty in all its forms everywhere (eradicate extreme poverty currently measured as people living on less than \$1.25 a day.)

GOAL 2: Zero Hunger

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

GOAL 3: Good Health and Well-being

Ensure healthy lives and promote well-being for all at all ages

GOAL 4: Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

GOAL 5: Gender Equality

Achieve gender equality and empower all women and girls

GOAL 6: Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

GOAL 7: Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and modern energy for all

GOAL 8: Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

GOAL 9: Industry, Innovation and Infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

GOAL 10: Reduced Inequality

Reduce inequality within and among countries

GOAL 11: Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable

GOAL 12: Responsible Consumption and Production

Ensure sustainable consumption and production patterns

GOAL 13: Climate Action

Take urgent action to combat climate change and its impacts

GOAL 14: Life below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

GOAL 15: Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

GOAL 16: Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

GOAL 17: Partnerships to achieve the Goal

Strengthen the means of implementation and revitalize the global partnership for sustainable development (UN, 2025) [24].

Because the integration of business chemistry principles with sustainable development practices and digital transformation in mandala art therapy showcases diverse applications of

these concepts across business relationships environmental sustainability and mental health interventions the intellectual society should focus on striking a balance between digital transformation and sustainable development and business growth. As we approach previously unheard-of technological breakthroughs and societal changes the future holds both exciting and difficult possibilities. It will be crucial for us to embrace these changes with flexibility and foresight as we traverse the unknown future. Opportunities for innovation advancement and transformation beyond our current comprehension abound in the upcoming decade. Businesses can experiment with new forms of communication foster innovations build new business partnerships and adjust to a future where ownership incentives and community models are redesigned to satisfy the needs of a quickly changing digital economy by adopting Web 3.0. The Mandala Universe will soon be your own universe (Mishra, 2024) [25].

The main interest of the intellectual society should be in the balance of sustainable development and business development of business because the integration of digital innovation methods shows various applications of these concepts within the framework of business relations, environmental stability and mental health in the sustainable development method and mandala technology. When we are just before we are unprecedented technical achievements and social changes, we promise an interesting and complex landscape. It is important to take these changes through prediction and adaptability because it focuses on unknown territory in the future. The new 10 years have seduced the possibility of innovation, progress and change outside the current imagination. With WEB 3.0, companies can adapt to the future of researching new interactions, developing innovations, building new business relationships, adapting to the future, and reviewing the community's own, incentives and models to meet the requirements of the digital economy that develops rapidly. Your universe will soon appear in Mandala's universe. (Ananda, 2023) [26].

1.2 Objective

To find review and study communion college mobilization with strengthening of youth and local resources utilization for sustainable development.

2. Methodology

The study employed the method of scientific review as a meta-synthesis to find a solution for the utilization of youth and local resources for the sustainable development of local colleges at the community level. In this review, the researcher primarily used deductive logical reasoning; however, the researcher's observational experiences led to the arrangement of inductive logical reasoning during inference limited to adductive reasoning in a singular sense for achieving the completeness of the objective. Comprehensive archival analysis accompanied by a thorough review were strategies utilized during the scientific review. The review was systematically carried out through the gathering of research papers along with reports and data.

3. Findings

- The community has an important role to identify and use available resources and plan accordingly. Where there is a mechanism of local self-government, important decisions are usually made at the local level by the local people themselves. This is the best

possible way for the development of community. This is called community mobilization, where people plan and do things. They take charge of transforming their community and their lives.

- The study found that staff at the centre defined sustainable development as the development of both the social and economic areas that impact positively on citizens and the graduate applying their skills in society to reduce poverty. It was understood that the social and economic areas are part of the definition of sustainable development.
- Provide technical education and skill them for local-level employment. Support production and link with the market.
- All young people want migration for study in Europe, the USA, Canada and Australia. After finishing their studies, they want to apply for a green card and stay in the study country due to unemployment in Nepal.

4. Solutions/Suggestions

- The community self-mobilization is an important role to identify and use available resources and plan accordingly. Where there is a mechanism of local self-government, important decisions are usually made at the local level by the local people themselves. This is the best possible way for the development of community. This is called community mobilization, where people plan and do things. They take charge of transforming their community and their lives.
- First study area potentiality, make a business development plan, production skilled manpower at the local level, and link with the market.
- Produce community college all young students skilful and market-demanded.
- Create employment at the local level as an entrepreneur with a business plan and financial support (soft loan with low interest) for enterprise mobilization and always focus on market-driven products for sustainability.
- All the community-level young students provide impact-level entrepreneurship, zero-level fail education, and degrees with diplomas.
- Focus on household-level consumption of daily-use goods and products, self-sustaining materials (cereals, vegetables, dairy products, cloth, fruit production, bamboo spoons, soil, grass, etc.) for sustainability at the local level.
- Provide scholarships for poor and intelligent students, campaigning for parents at the local level for awareness to stop study migration.
- Focus on learning and earning programs in each and every community college in Nepal and provide opportunities for earning, learning and developing confidence levels.

5. Conclusion

Young community college students stop their study after +2 due to migration for study in Europe, the USA, Canada and Australia. After finishing their studies, they want to apply for a green card and stay in the study country due to unemployment in Nepal. Create employment at the local level as an entrepreneur with a business plan and financial support (soft loan with low interest) for enterprise mobilization, and always focus on market-driven products for sustainability. Focus on household-level consumption of daily-use goods and products, self-

sustaining materials (cereals, vegetables, dairy products, cloth, fruit production, bamboo spoons, soil, grass, etc.) for sustainability at the local level.

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