

**Environmental citizenship and planning to achieve social sustainability for youth**

**BY**

**Dr. Asmaa Adel Mohamed Selim**

**Assistant Professor of Social Planning - Faculty of Social Work -  
Helwan University**

**Dr. Hala Mustafa Mohamed Ali**

**Assistant Professor of social planning - Faculty of Social Work -  
Helwan University**

**Summary:**

The study aimed to determine the level of dimensions of environmental citizenship for youth, determine the level of dimensions of social sustainability for youth, Determining the level of dimensions of social sustainability for youth, determining the relationship between environmental citizenship and planning to achieve social sustainability for youth, identifying the difficulties facing environmental citizenship and planning to achieve social sustainability for youth, Identifying proposals that activate environmental citizenship and planning to achieve social sustainability for young people, and arriving at proposed planning mechanisms to activate environmental citizenship and planning to achieve social sustainability for young people.

This study is based on the use of the comprehensive social survey approach for young people in the Sustainability Office at Helwan University, and their number (250).

The data collection tools were a questionnaire form for youth about environmental citizenship and planning to achieve social sustainability for youth.

**Key words: Environmental citizenship, social sustainability, youth**

**المواطنة البيئية والتخطيط لتحقيق الإستدامة الاجتماعية للشباب**

إعداد/

دكتورة/ أسماء عادل محمد سليم

أستاذ التخطيط الاجتماعي المساعد - كلية الخدمة الاجتماعية - جامعة حلوان

دكتورة/ هاله مصطفى محمد على

مدرس التخطيط الاجتماعي - كلية الخدمة الاجتماعية - جامعة حلوان

**المخلص:**

استهدفت الدراسة الحالية تحديد مستوى أبعاد المواطنة البيئية للشباب، تحديد مستوى أبعاد الاستدامة الاجتماعية للشباب، تحديد العلاقة بين المواطنة البيئية و التخطيط لتحقيق الاستدامة الاجتماعية للشباب، تحديد الصعوبات التي تواجه المواطنة البيئية و التخطيط لتحقيق الاستدامة

الاجتماعية للشباب، تحديد المقترحات التي تفعل المواطنة البيئية و التخطيط لتحقيق الاستدامة الاجتماعية للشباب، والتوصل إلى آليات تخطيطية مقترحة لتفعيل المواطنة البيئية و التخطيط لتحقيق الاستدامة الاجتماعية للشباب، وتعتمد هذه الدراسة على استخدام منهج المسح الاجتماعي الشامل للشباب الشامل للشباب بمكتب الاستدامة بجامعة حلوان والتي بلغ عددهم ٢٥٠ مفردة، وتمثلت أدوات جمع البيانات في استمارة استبيان للشباب حول المواطنة البيئية والتخطيط لتحقيق الإستدامة الاجتماعية للشباب.

### الكلمات المفتاحية:

المواطنة البيئية، الاستدامة الاجتماعية، الشباب.

### First: The Study Problem:

We are currently witnessing an unprecedented environmental crisis that constitutes a series of existing environmental problems (whether global or local). The real scene of the environmental crisis is the loss of biodiversity, climate change, melting ice, plastic pollution, ocean pollution, ocean acidification and desertification. These are some of the global environmental problems that constitute this crisis. environmental, At the local level, the environmental crisis takes other aspects, such as excessive consumption of natural resources and disposal of waste, In addition to the existing environmental problems mentioned, new environmental problems are emerging, such as climate engineering, genetic pollution and genetic drift, water stress, extended air pollution and environmental health problems. Taking into account the emergency imposed by environmental issues, a renewed and expanded environmental citizenship is therefore required. To achieve positive results for the environment (Hadjichambis, etc.al, 2020.p.2), From here, we can go towards achieving sustainable development as a result of the integration and interconnection of strategic, economic, social and environmental goals, which was supported by the political leadership in Egypt to achieve comprehensive economic reform based on taking into account the environmental dimensions. In Egypt's Vision 2030 we find that it emphasizes the need for the environmental dimension to be a fundamental focus in all sectors. Development in a way that achieves the security of natural resources and supports their equitable use, optimal consumption and investment in them.

The environmental dimension is one of the pillars of achieving sustainable development, as natural capital represents the most important

input to production processes in all development fields on which the Egyptian economy depends, and investing those resources in the global economy (Sustainability Standards Guide, 2021, p. 6). This was confirmed by the results of the study (Al-Beltagy). et al., 2018) It reached the importance of identifying the role of the economic level and the social level in achieving environmental citizenship, the means of achieving this, the most important obstacles that hinder its achievement, and knowing the response of students in theoretical colleges and their counterparts in practical colleges in realizing environmental rights and duties to determine environmental responsibility, environmental participation, and environmental justice.

Therefore, promoting effective environmental citizenship is one of the ways to achieve sustainability, and members of society must be encouraged to work to preserve the environment and the common good because the characteristics and attitudes of citizens will determine the development of our society at all levels, and individuals must develop their cultural capabilities, which in modern society transforms them into actors. Knowledgeable, knowledgeable, competent and involved (Amador, etc.al, 2010, p.1), Therefore, Egypt was interested in strengthening environmental citizenship, which is a national duty. Just as the citizen has the right to live in a clean environment, he has a national duty, which is to protect the environment from pollution and preserve it. Interest in environmental citizenship has increased by decision-makers and educators in various countries of the world. Environmental citizenship has been a major focus of interest. For political and environmental scientists, And environmental theorists, by thinking about social sustainability from the perspective of citizenship, as it works to transform society from being unsustainable to greater sustainability, as citizens gain skills that contribute to environmental reform, through members of society in all its different categories (Qubeisi, 2022, p. 7).

The university is considered a scientific, educational, and social institution that contributes, along with other institutions working in society, to facing the challenges of the future to advance society and achieve balanced development. Rather, it is considered one of the most important of these institutions, and this may be due to its role in preparing a conscious generation capable of advancing the process of development and serving society (Soliman, 2005, p. 201). This was confirmed by the results of the

study (Ibrahim, Zahra, 2023) of the necessity of having four requirements. Main: The role of university courses in educating global environmental citizenship, student activities, and university administration, as well as the role of the university professor in educating global environmental citizenship. And to formulate a proposed vision to activate the role of education on global environmental citizenship to confront climate change. Helwan University is one of the Egyptian universities interested in environmental citizenship and promoting sustainability practices, as it established the Sustainability Office affiliated with the Community Service and Environmental Development Affairs Sector, the 2023 Sustainability Report presents Helwan University's efforts to promote sustainability in various academic, social, and environmental fields. This report reflects the university's commitment to following a balanced approach to addressing local and global challenges, and contributing to a better future for its community and beyond, and Helwan University's efforts to achieve the sixth goal of the sustainable development goals. In 2023, clean water and sanitation Helwan University is committed to achieving this goal through a group of strategic initiatives and projects that aim to improve water management and enhance sustainability. These efforts include treating wastewater, preventing water pollution, effective use of water, and spreading educational awareness inside and outside the campus.

The university gives top priority to Wastewater treatment by supporting innovative student-led research, e.g. a graduation project studied the possibility of industrial use of rain seeding techniques as a solution to confront the water deficit. Egyptian students at Helwan University also developed an innovative water purification project, which aroused government interest and highlighted the university's role in addressing important water issues. As for Helwan University's efforts to achieve the seventh goal. One of the sustainable development goals in 2023 is clean and affordable energy. Helwan University has worked to achieve sustainability through its commitment to the seventh goal of the Sustainable Development Goals, which focuses on providing clean energy at reasonable prices. The university has adopted many initiatives to enhance energy efficiency, reduce carbon emissions, and encourage innovation in the fields of clean energy. Within the framework of its updated strategic plan 2025-2030, which is in line with Egypt's vision for sustainable development, Helwan University's efforts are not limited to its university environment only, but rather extend to serving the local community and industry. The university organized an

introductory symposium on the National Initiative for Smart Green Projects, where university youth participated in innovative projects such as producing green hydrogen as a source of clean energy. These initiatives also contributed to providing services to support low-carbon innovation. The university also launched the second cycle of the technology incubators program to support entrepreneurs and emerging companies, which contributes to the development of new technologies to reduce carbon emissions and promote innovation in clean energy (Tewfik et al., 2023, pp. 15-17), so human resources in the modern era are considered one of the most important of which is university youth.

Environmental protection is considered one of the most important goals of today's development plans, and youth participation in environmental protection is a necessity for both youth and the environment. Because the participation of young people in protecting the environment will lead to increasing the youth's experience and maturity in preserving the environment and strengthening the youth's loyalty and connection to the surrounding environment (Ibrahim, 1997, p. 346), and in light of the statistics issued by the agency, it is possible to review the most important indicators of youth (18-29 years old, according to population data in 2023, it reached The number of young people in the age group (18-29 years) is 21.9 million people, representing 21% of the total population (50.5 Males 49.5% females) According to the data of the annual bulletin of enrolled students - faculty members for higher education in 2023), the total number of students enrolled in higher education reached 3.5 million students (51 males and 49 females), and the total number of students enrolled in public universities reached 2.4 million male and female students (Central Authority For Public Mobilization and Statistics, 2023), Therefore, environmental citizenship has gained increasing importance in policy-making processes and academic work over the past two decades, as a means of promoting the goals of sustainability and environmental protection, and integrating environmental concerns (Pallett, 2017, p. 1).

The foundations of building environmental citizenship are represented by setting basic goals for achieving programs and projects. Environmental citizenship, which consists of correcting young people's environmental concepts and amending wrong environmental beliefs and ideas, Addressing negative behaviors resulting from the absence of the concept of environmental citizenship, and providing young people with skills that

contribute to environmental preservation and restoration for sustainable development (Mujahid, Al-Din, 2023, p. 81). This was confirmed by the results of the study (Al-Issa, 2023) that the importance of environmental citizenship comes from its being a major tool in environmental preservation. On the conceptual side, it has been shown that environmental citizenship means belonging alone and in sharing with others. This concept is a behavioral and cognitive concept and a bond between the citizen and the environment that makes him care for it emotionally and multi-dimensionally, including: the personal, cognitive, and legal dimensions, the dimension of environmental justice, and the dimension of environmental participation, so that the individual is responsible for protecting and preserving the environment, and the importance of environmental citizenship is determined as follows: - Belief that environmental sustainability is for the benefit of all, as the environment is a shared collective resource from which no one is excluded. - Preference for the public interest; Environmental citizenship seeks to preserve the integrity of shared resources of public benefit. - Ethical and moral knowledge is no less important than scientific-technical knowledge in the context of pro-environmental behavior change. - Environmental citizenship generates the belief that environmental rights are matched by the environmental responsibilities of others. - Environmental problems transcend national borders. Consequently, environmental citizenship has become a common language between societies (Jamal al-Din, 2023, pp. 86, 87). There are also viewpoints that clarify the dimensions of inter-citizenship, as the Environmental Organization in Britain (Environment Agency, 2005) believes that **environmental citizenship has three dimensions as follows:**

- 1- **Environmental personal responsibility** refers to the individual's personal responsibility and actions towards the environment, including ensuring recycling, rationalizing energy use, and using a bicycle instead of a vehicle when going to work.
- 2- **Environmental justice:** refers to individuals' environmental rights to obtain a healthy and clean environment, such as (air and water), as these rights must be treated equally with individuals' other political, social, and economic rights.
- 3- **Environmental participation:** refers to the ability of individuals to organize themselves as groups in order to identify an environmental problem and take action to reduce it, Such as organizing collective

activities to protect against floods or holding demonstrations to solve environmental issues. (Mahmoud Muhammad, 2014, p. 12) specified that the dimensions of citizenship are personal environmental responsibility, environmental justice, collaborative teamwork, environmental participation and environmental ethics.

In light of the above, achieving sustainable development has many characteristics: it is long-term development and depends on long-term strategic planning, which puts in the first place meeting people's needs, preserving the environment and its resources and elements without extravagance, waste, misuse or waste in order to preserve the environment from pollution and protecting the rights of future generations to various resources, Achieving sustainability in its various types and dimensions, and achieving coordination and cooperation between the various parties, agencies, sectors, sciences and professions concerned to achieve sustainability (Abu Al-Nasr, 2017, p. 68), and this was confirmed by the results of the study (Peacock, Mak, 2011), the necessity of continuing complete environmental sustainability through skillful design. And sensitive, Contemporary sustainable development also means improving the quality of life through education, justice, community participation, and entertainment, and it also aims to reveal the level of focus that development has in meeting the goals of social sustainability, development success factors, and planning for development now and in the future from a social perspective. Therefore, the issue of sustainability and achieving it has become a major task that concerns all countries of the world, and understanding social issues has become imperative in designing policies, effective planning, and developing programs to achieve social sustainability. The goals of social sustainability are defined as follows: - Helping people overcome the obstacles that prevent them from participating fully in society, -Supporting people's efforts to shape their future, -Achieving social empowerment for citizens, empowering social care institutions, including social service institutions, -Making services available and providing them continuously, -Encouraging local communities to Utilize various types of resources rationally, - Maintaining healthy human and social capital, eliminating poverty, hunger and unemployment, - Improving people's standard of living, - Increasing people's social awareness of the importance of preserving the environment and protecting it from pollution, - Improving people's skills regarding the proper use of various resources, - Improving people's skills With regard to rational consumption without extravagance or



waste, - Providing people with a culture of common living in peace and tolerance, without wars, conflicts and conflicts (Abu Al-Nasr, 2023, p. 381). This was confirmed by the results of the study (Bojeong, 2018) of the necessity of defining social sustainability goals, discovering the contributing factors in the urban context to improve social sustainability, and finding methods Planning applied to each factor, and seeks to find ways in which elements that promote social sustainability can be interpreted and applied in physical form in the urban development process, As for the dimensions of social sustainability, they are as follows:

- Social networks, - Social interaction. - Participation in collective efforts, - Community stability, - pride in the place, - Safety and security, - Social capital (Hassan, 2019, p. 10). Principles are also determined. Social sustainability is as follows: - The principle of justice and equity, - The principle of difference and diversity, - The principle of interdependence, - The principle of quality of life, - The principle of democracy (Ahmed, 2019, p. 15), From the previous presentation, we find that social service in general also makes efforts to achieve the goals of continuous development, and these efforts vary through professional intervention with its individual clients, groups, and societies, given that the human being is the focus of attention and analysis of social service. These efforts are also focused on the programs and projects that the service is interested in. Social services at different developmental levels, in addition to their role in planning, making and analyzing social policies in society (Al-Sarouji, 2014, p. 451), social planning, as one of the methods of social service, also aims to bring about social development for society, embodied in human capabilities that in turn contribute to the development and progress of society. Therefore, the approach to social planning has become an important necessity in achieving a balance between the needs of society and its capabilities, so that it reaches the maximum satisfaction of needs within the limits of available capabilities. By using the process of setting priorities in planning and developing the preventive, curative and developmental plans and programs necessary to confront problems, and investing all of society's material, human and organizational resources as the best investment towards achieving goals and predicting future expectations, in terms of positive possibilities and negative possibilities, to develop solutions that support the positives and avoid the negatives, Social planning aims to bring about social development for society, embodied in human capabilities that in turn contribute to the development and progress of society (Owais, 2005, p. 42).

Through the previous presentation, the topic of the current study can be defined as follows: “Environmental citizenship and planning to achieve social sustainability for youth”.

### **Second: The Study Goals:**

The current study aims to:

- 1- Determining the level of dimensions of environmental citizenship for young people.
- 2- Determine the level of planning stages to achieve social sustainability for youth.
- 3- Determine the relationship between environmental citizenship and planning to achieve social sustainability for youth.
- 4- Identifying the difficulties facing environmental citizenship and planning to achieve social sustainability for young people.
- 5- Identifying proposals that activate environmental citizenship and planning to achieve social sustainability for youth.
- 6- Coming up with proposed planning mechanisms to activate environmental citizenship and plan to achieve social sustainability for youth.

### **Third: The Importance of the Study:**

- 1- Global, regional and local interest in climate change issues and the risks they pose to human life.
- 2- The state’s interest in issues of environmental citizenship “climate change” and the adoption of many initiatives launched by the New Republic on May 19, 2022 “The National Strategy for Climate Change in Egypt 2050” as one of the pillars of continuing development projects and linking them to one of the goals of Egypt’s Vision 2030.
- 3- The importance of the study comes from the rapid development in society, especially for Egyptian youth, by shedding light on the issue of environmental citizenship and planning to achieve social sustainability for the youth in question.
- 4- The need to define the role of planning to achieve social sustainability among members of society, especially the youth group, so that they are able to effectively and actively participate in all environmental issues and problems and seek to find solutions to preserve and sustain them.

#### **Fourth: The Study Hypotheses:**

1- The first hypothesis of the study: "It is expected that the level of environmental citizenship dimensions for young people will be high." This hypothesis can be tested through the following dimensions:

- 1- Personal responsibility.
- 2- Environmental participation.
- 3- Environmental justice.

2- The second hypothesis of the study: "It is expected that the level of planning stages to achieve social sustainability for youth will be high."

This hypothesis can be tested through the following stages:

- 1- Goal setting stage.
- 2- The plan development stage.
- 3- Implementation stage
- 4- Follow-up and evaluation stage.

3- The third hypothesis of the study: There is a direct, statistically significant relationship between environmental humanity and planning to achieve social sustainability for youth.

#### **Fifth: Study Concepts:**

- **The concept of environmental citizenship:** The concept of environmental citizenship is considered one of the modern concepts, and one of the concepts related to citizenship and the environment. Environmental citizenship defines the effective participation of citizens in moving towards achieving sustainability, and confronting traditional challenges that reflect the nature of environmental problems (Andrew, 2005, p. 43), it can also be defined as responsible environmental behavior, which means the individual practicing more moderate behaviors that preserve the environment and its safety (Roth, 1998, p. 229). Environmental citizenship also means the citizen's awareness and knowledge of the positive environmental behaviors that he must follow through his awareness of his rights and duties towards his environment. Environmental development can only be achieved through responsible environmental behavior and participation with society in protecting the environment (J, Barnett, 2005, p7).

**The procedural concept of environmental citizenship is defined in this letter as follows:** It is a feeling emanating from the citizen of belonging to his environment, which enhances his positive behavior towards it, in addition to active participation in protecting the environment, preserving its resources, and advancing it towards achieving sustainable development to ensure a safe and healthy life for current and future generations.

- **The concept of social sustainability:** Social sustainability is defined as (a comprehensive development strategy that seeks to empower people, build their cognitive capabilities and material production mechanisms, and expand their options, in various social fields, as well as political and economic fields, while emphasizing equity and social justice between the current generation or between current and future generations. both, And respecting traditions, customs, privacy, and social identity as sources of enrichment for it (Hamid, 2011, p. 87). Social sustainability also means achieving the concept of sustainability in the social field or in social matters. This concept originally refers to the traditional concept known as the concept of social development, with the addition of new elements to it such as the sustainability of social resources such as: human resources working in the social sector, social services, social institutions, And civil society organizations, addressing long-term barriers or obstacles to social development and increasing the opportunities available to all citizens now and in the future, especially for the most vulnerable groups and the most vulnerable areas (Abu Al-Nasr, 2023, p. 397), **The procedural concept of social sustainability is defined in this study as follows:** It is a continuous activity aimed at improving the quality of life of all segments of society in the present and future and awareness of society's responsibility by achieving justice, equality, participation, empowerment and human development, preserving the rights of citizens and adhering to values and ethics, taking into account the continuity of resources and increasing... Participation of individuals in various fields.

- **The concept of youth:** Scholars disagreed about defining the concept of youth. Some of them considered it a period of time, some viewed it as a social phenomenon, and there were those who considered it to be a group of psychological, physical, mental, and social phenomena (El-Shenawy, 2010, p. 15). The stage of youth is determined from a behavioral perspective, as it is a stage that constitutes a set of behavioral and social trends that characterize a person and apply to his personality, behavior, and actions, and he can be considered a young person (Al-Sukari, 2000, p. 60). Within the framework of the social service profession, youth is viewed as a stage of a person's life and is determined by a scale. Temporal in light of a set of behavioral trends of a special nature (Abdul Latif, 1995, p. 187),

**The procedural concept of youth in this study is determined as follows:** Those who are in the age group (18-29) years also benefit from working in development programs, projects and initiatives provided by the Ministry of

Youth and Sports, and participate in many environmental issues (environmental citizenship - environmental justice - Climate change - sustainable development).

**Sixth: Theoretical starting points:**

The current study is based on Ulrich Beck's theory of global environmental risks (Ulrich, 1998, P53). Au Beck is considered one of the most famous contemporary sociologists who analyzed and criticized contemporary social phenomena related to globalization, modernity, capitalism, and environmental issues, trying to emphasize that risks The environment has become global after being local in previous eras This is what he called the risk society, where the basic principle of this society lies in cultural risks, which cannot be determined spatially or temporally. Based on the above, Beck distinguishes with regard to risks between pre-modern societies and modern societies. In pre-modern society, risk was not considered an important concept due to the circumstances. Natural, outside the interference of human activity, such as: Natural disasters such as epidemics and famines. As for risk, it means the possibility of human intervention. It also assumes the possibility of calculating risks and estimating their size. Thus, we find modern societies enjoying the necessary technological means to estimate the size of the risk and work to avoid it or mitigate its damage. The risks associated with technologies such as pollution and nuclear waste. Etc.) Which affects humanity, which is called the "globalization of risks." Beck presents a set of examples that emphasize the globalization of environmental risks, as there is environmental destruction resulting from wealth and luxury, such as: the risks of industrial technology, poverty, burying imported nuclear waste, and the use of technology indiscriminately. Represented in the informal sector, the destruction of the environment, which has become a major focus due to global industrial production, is no longer just a simple destruction to become an integral part of an integrated system with social, economic, and political dimensions. Beck confirms that concern for the environment and its various issues has become the subject of concern for both the ruler and the ruled, as this is represented by: Two levels are: The first level: international agreements and institutions. The second level: appeared clearly in informal institutions and civil society institutions, such as civil society organizations concerned with the environment and its various affairs. Beck points out that environmental problems at the present time are global problems and affect all people, regardless of their social affiliation and

professional status. The layer is more affected by the risk of environmental degradation resulting from human activities.

### **Seventh: The study Methodology:**

**(1) Type of study:** This study is one of the descriptive studies that aims to determine the level of environmental citizenship and planning to achieve social sustainability for youth. The study relied on using the comprehensive social survey method for youth at the Sustainability Office at Helwan University, and their number (92).

#### **(2) Limitations of the study:**

**(A) Spatial limits:** The spatial boundaries for youth are represented by the Sustainability Office of the Community Service and Environmental Development Affairs Sector at Helwan University.

**Youth in the Sustainability Office at Helwan University were selected as a community for the study for the following reasons:**

- 1- Helwan University is one of the Egyptian universities interested in environmental citizenship and promoting the practice of sustainability.
- 2- This office was chosen because it is affiliated with the Community Service and Environmental Development Affairs Sector at Helwan University, as it is related to the subject of the study.
- 3- Ease of approval for the application.
- 4- Cooperation and response of the youth in completing the questionnaire data.

**(B) Human boundaries:** The size of the study community as a whole was (250) young men, where the actual application was carried out on (250) young men through the comprehensive social survey of youth at the Sustainability Office at Helwan University.

**(C) Time limits:** The time limits are from the data collection period to the end of the study (11/28/2024 to 12/9/2024).

#### **(3) Study tools: The data collection tools were:**

Questionnaire for youth about environmental citizenship and planning to achieve social sustainability for youth, using the following electronic link: <https://forms.gle/oEWBxvofNaXYUNHE8>

The tool was designed according to the following steps: The youth questionnaire included the following topics:

Primary data, environmental citizenship variables (personal responsibility, environmental participation, social justice), stages of social planning to achieve social sustainability, difficulties that limit environmental citizenship

and planning to achieve social sustainability for youth, proposals that increase environmental citizenship and planning to achieve social sustainability for youth.

## 2- Validity of the tool:

### - Apparent validity of the tool:

The tool was presented to (5) faculty members at the Faculty of Social Work, Helwan University. Accordingly, some phrases were modified, added and deleted according to a degree of agreement of no less than (80%). At the end of this stage, the tool was formulated in its final form.

### 3-Tool stability:

The tool stability was calculated using the Cronbach's alpha coefficient for a sample of (10) items from the youth in the Sustainability Office, the study community. The results were as shown in the following table:

**Table (1) shows the results of the questionnaire reliability using Cronbach's alpha coefficient (n=10)**

N	Dimensions	Cronbach's alpha coefficient
	Stability of the questionnaire form for all youth	0.908

### The previous table shows that:

These levels are acceptable and the results obtained by the tool can be relied upon. To reach more honest and objective results for the employee questionnaire form, a second method was used to calculate the stability of the form, using the Spearman-Brown equation for split-half, where the phrases of each variable were divided into two halves. The first section includes the values obtained from the response to the individual phrase, and the second section includes the values expressing the even phrases.

### The test results were as follows:

#### 1- Determining the level of environmental citizenship and planning to achieve social sustainability for youth.

To judge the level of environmental citizenship and planning to achieve social sustainability for youth, so that the beginning and end of the three-point scale categories are: Yes (three points), to some extent (two points), No (one point), the data was coded and entered into the computer, and to determine the length of the three-point scale cells (lower and upper limits), the range was calculated = highest value - lowest value (3 -1 = 2), it was divided by the number of scale cells to obtain the corrected cell length (2/3

= 0.67) and then this value was added to the lowest value in the scale or the beginning of the scale, which is the correct one, to determine the upper limit of this cell, and thus the length of the cells became as follows:

**Table No. (2) Shows the levels of arithmetic averages.**

If the mean value of the statement or dimension ranges between 1-1.67	low level
If the mean value of the statement or dimension ranges between more than 1.68- 2.34	Average level
If the mean value of the statement or dimension ranges between more than 2.35-3	high level

**2-Statistical analysis methods:**

The data were collected during the period from (28/11/2024 to 9/12/2024) through an electronic questionnaire form "for youth at the Sustainability Office at Helwan University" on environmental citizenship and planning to achieve social sustainability for youth, and reviewed in the field and office, then the data were processed through the computer using the program (SPSS.V.19.0) Statistical Package for Social Sciences, and the following statistical methods were applied: frequencies and percentages, arithmetic mean, standard deviation, range, Cronbach's alpha reliability coefficient, coefficient of determination, Pearson's correlation coefficient, and simple regression analysis.

**Eighth: Field study data and results:**

**Table (3)**

**Description of the study population (n = 250)**

N	Quantitative variables	Frequency	%
<b>Gender</b>			
1	Male	44	17.5
2	Female	206	82.1
<b>Age</b>			
1	From (18:29) years	246	98.4
2	From (29:and above) years	4	1.6
<b>Education Level</b>			
1	Middle Certification	10	4.0
2	High qualified	240	95.6
<b>Social status</b>			
1	Single	227	90.4
2	Married	23	9.2



<b>Total</b>	<b>250</b>	<b>100.00</b>
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**The table above shows that:**

- The largest percentage of young people are females at (82.1%), while the percentage of males is (17.5%), and this may be due to the girls' keenness to take an interest in university activities.
  - The largest percentage of young people is: from (18:29) years old at (98.4%), while from (29: and over) years old, and this may be due to the fact that young people at this age enjoy their interest in participating in university activities, especially the Sustainability Office, and their interest in their keenness on the manifestations and development of environmental development to achieve social sustainability, as young people are the key to making a positive change in the long term to create a fair and sustainable environmental society.
  - The largest percentage of educational qualifications is a university qualification at (95.6%), then an intermediate qualification at (4.0%), and this may be due to the keenness of young people who are represented by a university qualification in the study sample, which indicates that the majority of the sample has the importance of developing and consolidating environmental citizenship as it is of great importance in achieving sustainable development in society.
- The largest percentage of marital status is single (90.4%), while married (9.2%).

**The second axis: The reality of environmental citizenship for youth:**

**(1) Personal environmental responsibility:**

**Table (4)**

**Shows the level of personal environmental responsibility (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranking
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	I adopt creative ideas to preserve increase and spread the green environment.	159	63.3	89	35.5	2	.8	2.63	.50	4
2	I adhere to the rules, laws and procedures for obtaining services.	205	81.7	33	13.1	12	4.8	2.77	.52	3
3	I adhere to the ethical charter	20	82.9	39	15.	3	1.2	2.82	.41	2

	and legitimate methods towards the environment.	8			5					
4	I appreciate any effort made by officials that would develop environmental citizenship	21 2	84.5	36	14. 3	2	.8	2.84	.39	1
5	I am keen to contact officials to report any environmental problem	14 1	56.2	92	36. 7	17	6.8	2.49	.62	5
6	I explain to my colleagues the negative effects of climate change	13 5	53.8	97	38. 6	18	7.2	2.47	.63	6
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.68</b>	<b>.32</b>	<b>High</b>

**The table above shows that:** The level of personal environmental responsibility as one of the dimensions of environmental citizenship as determined by young people is average, with an arithmetic mean of (2.68), and the indicators of this according to the order of the arithmetic mean: The first rank was “I appreciate any effort made by officials that would develop environmental citizenship”, with an arithmetic mean of (2.84), the second rank was “I adhere to the ethical charter and legitimate methods towards the environment”, with an arithmetic mean of (2.82), and finally the sixth rank was “I explain to my colleagues the negative effects of climate change”, with an arithmetic mean of (2.47). This is due to the fact that young people are the cornerstone of building sustainable societies, and enhancing their level of personal environmental responsibility is an integral part of enhancing environmental citizenship through awareness, commitment, and participation. Young people can bring about long-term positive change in protecting the environment, **as confirmed by** the results of the study (Al-Beltagy et al., 2018).

## (2) Environmental Participation:

**Table (5)**

**Shows the level of environmental participation (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranking
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	I am keen to participate in all	12	51.	11	44.	11	4.4	2.4	.58	3

	environmental activities.	8	0	1	2		7			
2	I participate in any volunteer work that contributes to investing environmental resources.	13 6	54. 2	10 0	39. 8	14	5.6	2.4 9	.60	1
3	I participate in environmental awareness campaigns.	13 3	51. 4	96	38. 2	25	10. 0	2.4 1	.66	4
4	I participate in seminars and workshops to expand my knowledge of climate change.	13 3	53. 0	87	34. 7	30	12. 0	2.4 1	.69	5
5	I participate in tree planting camps within the environment surrounding me	11 5	45. 8	97	38. 6	38	15. 1	2.3 1	.72	6
6	I respect the opinions of all participants in decision-making	19 9	79. 3	46	18. 3	5	2.0	2.4 8	.48	2
<b>Mean and standard deviation of the dimension as a whole</b>							2.7 7	.46		<b>High</b>

**The table above shows that:** The level of environmental participation as one of the dimensions of environmental citizenship as determined by youth is average, with an arithmetic mean of (2.77), and the indicators of this according to the order of the arithmetic mean: The first rank was “I participate in any volunteer work that contributes to investing in environmental resources”, with an arithmetic mean of (2.49), the second rank was “I respect the opinions of all participants in decision-making”, with an arithmetic mean of (2.48), and finally the sixth rank was “I participate in tree planting camps within the environment surrounding me”, with an arithmetic mean of (2.31). This is due to the fact that in order to achieve integrated environmental citizenship among youth, efforts must be integrated between individuals and governmental and non-governmental institutions, to provide platforms for effective participation, work to achieve environmental and social justice, the importance of awareness of collective action, and shed light on initiatives that work in the field of environmental protection, which makes youth an active element in achieving environmental and societal sustainability. **This is what the researchers confirmed in the theoretical framework that** “this report reflects the university’s commitment to adopting a balanced approach to address local and global challenges, and contribute to a better future for its community

and beyond, and from Helwan University's efforts to achieve The sixth goal of the Sustainable Development Goals in 2023 is clean water and sanitation. Helwan University is committed to achieving this goal through a set of strategic initiatives and projects that aim to improve water management and enhance sustainability. **This was confirmed by** the results of the study (Ibrahim, Zahra, 2023).

**(3) Environmental Justice:**

**Table (6)**  
**Shows the level of environmental justice (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranking
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	I participate in achieving justice for unequal protection.	141	56.2	96	38.2	13	5.2	2.51	.59	5
2	I participate with regulatory bodies in spreading the culture of environmental justice.	143	57.0	97	38.6	10	4.0	2.53	.57	4
3	I participate in implementing environmental laws and regulations.	154	61.4	84	33.5	12	4.8	2.57	.58	3
4	I am committed to achieving environmental equality to prevent the deterioration of environmental quality.	178	70.9	69	27.5	3	1.2	2.70	.48	2
5	I participate with bodies in monitoring light penalties for environmental violations that occur.	126	50.2	93	37.1	31	12.4	2.38	.69	6
6	I know my rights and duties towards preserving the environment.	186	74.1	59	23.5	5	2.0	2.72	.49	1
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.58</b>	<b>.40</b>	<b>High</b>

**The table above shows that:** The level of environmental justice as one of the dimensions of environmental citizenship as determined by young

people is average, with an arithmetic mean of (2.58), and its indicators according to the order of the arithmetic mean: Where it came in first place, I know my rights and duties towards preserving the environment, with an arithmetic mean of (2.72), and came in second place, I am committed to achieving environmental equality to prevent the deterioration of environmental quality, with an arithmetic mean of (2.70), and finally, the sixth place, I participate with the bodies in monitoring light penalties for environmental violations that occur, with an arithmetic mean of (2.38), and **this is due to** the fact that environmental justice is based on achieving a fair distribution of environmental resources and protecting the rights of all individuals and communities in a clean and healthy environment, and environmental justice focuses on ensuring that the environmental benefits and responsibilities resulting from protecting the environment are met, and this is what the results of the study (Al-Essa, 2023) confirmed.

**Third axis: Stages of social planning to achieve social sustainability for youth:**

**(1) Stage of setting goals:**

**Table (7)  
Shows the stage of setting goals (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranki ng
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	I seek to know the negative behaviors of community members.	164	65.3	75	29.9	11	4.4	2.61	.57	4
2	I am keen to study the behaviors that cause harm to the environment.	161	64.1	79	31.5	10	4.0	2.60	.56	5
3	I am keen to know the problems that community members face due to environmental damage.	169	67.3	76	30.3	5	2.0	2.65	.51	2
4	I am keen to adhere to rights and responsibilities to ensure the right to a healthy environment	177	70.5	72	28.7	1	.4	2.70	.46	1

5	Shedding light on the media to raise individuals' awareness of ways to prevent environmental pollution.	16 9	67. 3	75	29. 9	6	2.4	2.65	.52	3
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.64</b>	<b>.41</b>	<b>High</b>

**The table above shows that:** The stage of setting goals as one of the stages of social planning to achieve social sustainability as determined by young people is average, with an arithmetic mean of (2.64), and its indicators according to the order of the arithmetic mean: The first place was “I am keen to adhere to rights and responsibilities to ensure the right to a healthy environment”, with an arithmetic mean of (2.70), the second place was “I am keen to know the problems facing members of society due to environmental damage”, with an arithmetic mean of (2.65), and finally the fifth place was “I am keen to study behaviors that cause harm to the environment”, with an arithmetic mean of (2.60). **This is due to** the fact that this stage is a pivotal step in social planning to achieve social sustainability, as it lays the foundation for achieving positive change in society. By involving young people in this stage, goals can be formulated that meet their aspirations and achieve sustainable development for current and future generations, as confirmed by the results of the study (Peacock, Mak, 2011) and the study (Bojeong, 2018).

**(2) Plan-making stage:**

**Table (8)**  
**Shows the planning stage (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranking
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	I am keen to involve representatives of community members to propose programs and projects that achieve social sustainability.	16 5	65. 7	70	27. 9	15	6. 0	2.60	.60	4
2	Seek to solve any environmental problem with specialized bodies.	16 0	63. 7	82	32. 7	8	3. 2	2.61	.55	2

3	I am keen to participate in setting priorities for the various environmental needs that achieve social sustainability.	15 5	61. 8	90	35. 9	5	2. 0	2.60	.53	3
4	I seek to enhance volunteer work within the environment of belonging and loyalty to the homeland.	16 0	63. 7	86	34. 3	4	1. 6	2.62	.52	1
5	I participate in discussions on the distributional effects of environmental policies and procedures.	13 8	55. 0	92	36. 7	20	8. 0	2.47	.64	5
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.58</b>	<b>.46</b>	<b>High</b>

**The table above shows that:** The plan development stage as one of the stages of social planning to achieve social sustainability as determined by the youth is average, with an arithmetic mean of (2.58), and its indicators according to the order of the arithmetic mean: The first place was “I seek to enhance volunteer work within the environment, belonging and loyalty to the homeland”, with an arithmetic mean of (2.62), the second place was “I seek to solve any environmental problem with specialized bodies”, with an arithmetic mean of (2.61), and finally the fifth place was “I participate in discussions on the distributional effects of environmental policies and procedures”, with an arithmetic mean of (2.47). **This is due to** the fact that this stage represents the link between goals and implementation, and is the key to the success of any social planning process to achieve sustainability. By involving youth in this stage, innovative and effective plans can be designed that contribute to achieving social, economic and environmental development in the long term.

### (3) Implementation stage:

**Table (9)**  
**Shows the implementation phase (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranking
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			

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1	I seek to continue implementing programs and projects to achieve social sustainability.	14 7	58. 6	99	39. 4	4	1.6	2.57	.52	3
2	I seek to provide the capabilities to implement programs and projects to achieve social sustainability.	15 2	60. 6	92	36. 7	6	2.4	2.58	.54	1
3	Officials are interested in developing the capabilities of young people who spread social sustainability.	15 2	60. 6	90	35. 9	8	3.2	2.58	.55	2
4	I intervene socially in the event of environmental problems to increase social cohesion.	14 2	56. 6	98	39. 0	10	4.0	2.52	.57	4
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.56</b>	<b>.44</b>	<b>High</b>

**The table above shows that:** The implementation phase as one of the stages of social planning to achieve social sustainability as determined by the youth is average, with an arithmetic mean of (2.56), and its indicators according to the arithmetic mean order: The first order was “I seek to provide the capabilities to implement programs and projects to achieve social sustainability”, the second order was “officials are interested in developing the capabilities of youth who spread social sustainability” with an arithmetic mean of (2.58), and finally the fourth order was “I intervene socially in the event of environmental problems to increase social cohesion” with an arithmetic mean of (2.52). **This is due to** the fact that in this stage, pre-prepared plans are transformed into tangible actions that seek to achieve the specified goals, and this stage is the most vital because it measures the extent of the success of the plans and their impact on achieving social sustainability. For the youth, this stage is an opportunity to activate their role in society and contribute to creating positive and sustainable change.

**(4) Follow-up and evaluation stage:**

**Table (10)**  
**Shows the follow-up and evaluation stage (n=250)**

N	The responses			mean	Standard	ranki
	Yes	To some	No			



	Ferries			extent				deviation	ng	
		(n)	%	(n)	%	(n)	%			
1	Quick solutions are developed for any environmental problem to achieve social sustainability among community members.	143	57.0	97	38.6	10	4.0	2.53	.57	3
2	I participate in identifying individuals' proposals to develop environmental programs and services.	140	55.8	104	41.4	6	2.4	2.54	.54	2
3	I contribute to preparing field follow-up reports for environmental programs and projects.	138	55.0	98	39.0	14	5.6	2.50	.60	5
4	I seek the help of experts to raise individuals' awareness of the risks of environmental variables.	144	57.4	93	37.1	13	5.2	2.52	.59	4
5	I support equality in access to procedures related to raising environmental awareness.	165	65.7	80	31.9	5	2.0	2.64	.52	1
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.54</b>	<b>.44</b>	<b>High</b>

**The table above shows that:** The follow-up and evaluation stage as one of the stages of social planning to achieve social sustainability as determined by the youth is average, with an arithmetic mean of (2.54), and its indicators according to the order of the arithmetic mean: The first place was “support equality in access to procedures for raising environmental awareness”, with an arithmetic mean of (2.64), the second place was “participate in identifying individuals’ proposals for developing environmental programs and services”, with an arithmetic mean of (2.54), and finally the fifth place was “contribute to preparing field follow-up reports for environmental programs and projects”, with an arithmetic mean of (2.50). **This is due to** the fact that this stage focuses on monitoring the progress of work, evaluating the progress towards achieving the goals, and involving youth in this stage. It is possible to ensure the provision of high-

quality projects that meet the needs of society and achieve long-term sustainability goals. The effectiveness of this stage depends on accuracy, transparency, and the ability to learn from experiences to improve future performance.

**Fourth axis: Difficulties that limit environmental citizenship and planning to achieve social sustainability for youth:**

**Table (11)**

**Difficulties that limit environmental citizenship and planning to achieve social sustainability for youth: (N=250)**

N	Ferries	The responses						mean	Standar d deviation	ranki ng
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	The concept of environmental citizenship requires skills that some young people may not have.	13 6	54. 2	10 3	41. 0	11	4. 4	2.50	.58	3
2	The lack of free time for young people during their studies to participate in spreading awareness of environmental citizenship.	13 9	55. 4	10 3	41. 0	8	3. 2	2.52	.56	2
3	Environmental sustainability requires a lot of effort from young people.	14 6	58. 2	10 0	39. 8	4	1. 6	2.56	.53	1
4	The lack of workshops to adequately train young people to achieve environmental sustainability.	13 3	53. 0	10 2	40. 6	15	6. 0	2.47	.61	5
5	Young people's fear of taking responsibility.	13 0	51. 8	10 9	43. 4	11	4. 4	2.48	.58	4
6	The ambiguity of the concept of environmental citizenship for young people	13 3	53. 0	99	39. 4	18	7. 2	2.46	.62	6
Mean and standard deviation of the dimension as a whole								2.50	.41	High

**The table above shows that:** The difficulties that limit environmental citizenship and planning to achieve social sustainability as determined by young people are average, with an arithmetic mean of (2.50), and the indicators of this according to the arithmetic mean ranking: The first ranking was that environmental sustainability requires a lot of effort from young people, with an arithmetic mean of (2.56), the second ranking was that young people do not have free time during their studies to participate in spreading awareness of environmental citizenship with an arithmetic mean of (2.52), and finally the sixth ranking was the ambiguity of the concept of environmental citizenship for young people with an arithmetic mean of (2.46), and **this is due to** the lack of youth participation in decision-making, the lack of coordination between the relevant authorities, and the lack of sufficient media content that focuses on sustainability issues in an attractive and influential way, **which was confirmed by** the results of the study (Al-Beltagy et al., 2018).

**Fifth axis: Proposals that increase environmental citizenship and planning to achieve social sustainability for youth.**

**Table (12)**

**Shows the level of proposals that increase environmental citizenship and planning to achieve social sustainability for youth (n=250)**

N	Ferries	The responses						mean	Standard deviation	ranki ng
		Yes		To some extent		No				
		(n)	%	(n)	%	(n)	%			
1	Coordination between regulatory bodies to organize training courses for university youth to spread environmental citizenship.	156	62.2	89	35.5	5	2.0	2.60	.53	7
2	Dissemination of the concept of environmental citizenship through official social media sites.	173	68.9	73	29.1	4	1.6	2.68	.50	5
3	Inclusion of the concept of social sustainability and its importance in curricula.	168	66.9	81	32.3	1	.4	2.67	.48	6
4	Raising awareness of the	17	71.	65	26	6	2.4	2.69	.51	4

	importance of environmental citizenship in visual, audio and print media.	9	3		5.9					
5	Applying environmental justice to all individuals.	181	72.1	64	25.5	5	2.0	2.70	.50	2
6	Dissemination of the efforts made by regulatory bodies on environmental citizenship	178	70.9	68	27.1	4	1.6	2.69	.49	3
7	Providing youth with the skills that qualify them to spread the concept of environmental citizenship	185	73.7	60	23.9	5	2.0	2.72	.49	1
<b>Mean and standard deviation of the dimension as a whole</b>								<b>2.68</b>	<b>.39</b>	<b>High</b>

**The table above shows that:** the proposals that increase environmental citizenship and planning to achieve social sustainability as determined by young people are average, with an arithmetic mean of (2.68), and the indicators of that according to the order of the arithmetic mean: where the first order was to provide young people with the skills that qualify them to spread the concept of environmental citizenship, with an arithmetic mean of (2.72), and the second order was to apply environmental justice to all individuals with an arithmetic mean of (2.70), and finally the seventh order was to coordinate between regulatory bodies to organize training courses for university youth to spread environmental citizenship with an arithmetic mean of (2.60), and **this is due to the fact** that by strengthening the role of young people in these processes, through education, culture, active participation, and community cooperation, positive results can be achieved that lead to improving the environmental and social situation.

**The sixth axis: testing the study hypotheses:**

**1- The first hypothesis of the study:** "It is expected that the level of environmental citizenship dimensions for youth will be high, and this hypothesis can be tested through the following dimensions:

- 1- Personal responsibility.
- 2- Environmental participation.
- 3- Environmental justice.

**Table (13)**

**The level of environmental citizenship reality among youth in the Sustainability Office (n) = 250**

N	Variable	mean	Std. Deviation	Level
1	Personal Environmental Responsibility	2.68	.325	High
2	Environmental Participation	2.48	.485	High
3	Environmental Justice	2.57	.404	High
<b>Dimensions of environmental citizenship as a whole</b>		<b>2.58</b>	<b>.362</b>	<b>High</b>

**The table above shows that:** The level of environmental citizenship reality among youth in the Sustainability Office reached (2.58), which is a high level with a standard deviation of (362). Its dimensions were as follows: In first place came (personal environmental responsibility) with an average weight of (2.68), followed in second place by (environmental justice) with an average weight of (2.57), while in third place came (environmental participation) with an average weight of (2.48). This makes us accept the first hypothesis of the study, which is: It is expected that the level of environmental citizenship dimensions for youth will be high.

**2- The second hypothesis of the study:** "It is expected that the level of planning stages to achieve social sustainability for youth will be high, and this hypothesis can be tested through the following stages:

- 1- The stage of setting goals.
- 2- The stage of developing the plan.
- 3- The stage of implementation.
- 4- The stage of monitoring and evaluation.

**Table (14)**

**The level of planning stages to achieve social sustainability among youth in the Sustainability Office (n) = 250**

N	Variable	mean	Std. Deviation	Level
1	Stage of setting goals	2.64	.410	High
2	Plan-making stage	2.58	.460	High
3	Implementation stage	2.56	.445	High
	Follow-up and evaluation stage	2.54	.442	High
<b>Stages of planning to achieve social sustainability as a whole</b>		<b>2.58</b>	<b>.391</b>	<b>High</b>

**The table above shows that:** The level of planning stages to achieve social sustainability among youth in the Sustainability Office reached (2.58), which is a high level with a standard deviation of (391). Its dimensions were as follows: In first place came (the goal setting stage) with an average weight of (2.64), followed in second place by (the plan

development stage) with an average weight of (2.58), while in third place came (the implementation stage) with an average weight of (2.56), while in fourth place came (the follow-up and evaluation stage) with an average weight of (2.54). Which makes us accept the second hypothesis of the study, which means: It is expected that the level of planning stages to achieve social sustainability for youth will be high.

**3-The third hypothesis of the study:** There is a statistically significant direct relationship between environmental citizenship and planning to achieve social sustainability for youth.

**Table (15)**

**The relationship between environmental citizenship and planning to achieve social sustainability for youth (n = 250)**

N	Stages of planning Dimensions Of environmental	Stage of setting goals	Plan-making stage	Implementation stage	Follow-up and evaluation stage	Stages of planning to achieve social sustainability as a whole
1	Personal Environmental Responsibility	.490**	.594**	.618**	.628**	.657**
2	Environmental Participation	.613**	.691**	.722**	.666**	.758**
3	Environmental Justice	.729**	.747**	.679**	.696**	.801**
	Dimensions of environmental citizenship as a whole	.692**	.765**	.760**	.745**	1

\*\* Significant at (0.01)

\* Significant at (0.05)

**The table above shows that:** There is a statistically significant direct relationship at a significance level of (0.01) between environmental citizenship and planning to achieve social sustainability as defined by youth, and that the dimensions of environmental citizenship most closely related to planning to achieve social sustainability as defined by youth are, in order: personal environmental responsibility, followed by environmental justice,

then environmental participation. This may be due to the existence of a strong direct relationship between these variables and that they came to express what the study aims to achieve.

**Table (16)**

**Shows the results of the simple regression analysis of the relationship between environmental citizenship and planning to achieve social sustainability for youth (n = 250).**

Independent variable	B	T-Test		F-Test		R	R Square
		Value	Sig.	Value	Sig.		
Dimensions of environmental citizenship as a whole	.901	23.772	0.000	565.99	0.000	.834	.695

**The table above shows that:**

- The value of the multiple correlation coefficient between the independent variable (environmental citizenship) and the dependent variable (planning to achieve social sustainability for youth) reached (.834), which is statistically significant at the level (0.01) and indicates the existence of a direct correlation between the two variables.
- The result of the (F) test indicates the significance of the regression model, (F=565.99, Sig=0.000) indicates the significance of the regression model, and the value of the coefficient of determination reached (.695), meaning that the dimensions of organizational integrity as a whole (.695) planning to achieve social sustainability for youth. The value of the regression coefficient reached (901.), which indicates the existence of a direct relationship between the independent variable and the dependent variable. The result (T=23.772, Sig=0.000) indicates that the effect of the independent variable on the dependent variable is considered a significant effect and has statistical significance at a significance level of (0.01), which makes us accept the third hypothesis of the study, which means: There is a direct statistically significant relationship between environmental citizenship and planning to achieve social sustainability for youth.

**Ninth: Suggested mechanisms for activating environmental citizenship and plan to achieve social sustainability for youth:**

Through reviews Theoretical literature and results of the applied framework a set of proposed planning mechanisms can be reached to

activate environmental citizenship and plan to achieve social sustainability for youth:

N	Mechanisms	Performance indicators	Suggested implementation bodies
1	Stimulating community participation of young people	<p>(1/1 ) Encourage the establishment of environmental clubs within schools and universities to enhance the sense of social responsibility.</p> <p>(1/2 ) Design workshops and training courses that focus on leadership skills and teamwork.</p> <p>(1/3 ) Invite youth to participate in activities such as cleaning neighborhoods and beaches, planting trees, or recycling campaigns</p> <p>(1/4 ) Encourage initiatives that combine environmental and social work, such as infrastructure improvement projects in remote areas using environmentally friendly materials</p> <p>(1/5 ) Empower youth to contribute to improving the social environment through projects that serve their communities.</p> <p>(1/6 ) Launch media campaigns targeting youth to raise awareness of the links between environmental conservation and social development.</p>	*Ministries of Environment, *Ministry of Youth and Sports, *Ministry of Social Solidarity, *Ministry of Local Development
2	Promote environmental and social	<p>(2/1 ) Integrating the concepts of environmental citizenship and social sustainability into curricula at all educational levels.</p> <p>(2/2 ) Disseminating the concept of environmental citizenship through</p>	*Educational institutions such as schools and universities. *environmental and social organizations, * The media.



	education and awareness		official social media sites	
		(2/3 )	Raising awareness of the importance of environmental citizenship in visual, audio and print media.	
		(2/4 )	Launching awareness programs that address issues such as climate change, conservation of natural resources, and social justice.	
		(2/5 )	Organizing dialogue sessions that allow youth to discuss relevant ideas and projects.	
3	Creating participatory youth platforms in the field of sustainability	(3/1 )	Use social media platforms to promote environmental citizenship campaigns and social initiatives.	*Ministry of Youth and Sports. * Ministry of Environment
		(3/2 )	Create digital applications to raise awareness among youth about sustainable environmental behaviors.	*youth organizations <u>such as</u> the General Youth Union
		(3/3 )	Develop dedicated applications that enhance youth awareness of environmental and social issues, such as applications to monitor climate change or waste management.	
		(3/4 )	Create digital platforms that bring youth together to discuss ideas and exchange innovative solutions.	
		(3/5 )	Create youth forums to discuss environmental issues and how to promote social sustainability.	
4	Involving youth in decision-	(4/1 )	Opening the way for youth to participate in planning environmental and social policies through advisory committees or forums.	*Relevant ministries * international organizations <u>such as</u>

making related to the environment and society	(4/2 )	Using technology to enable youth to track progress in implementing environmental and social projects and provide feedback and recommendations.	-the United Nations. -its youth programs.
	(4/3 )	Providing platforms for youth to enable them to influence decisions related to the environment and society.	
	(4/4 )	Supporting local youth initiatives and projects.	

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