

2023

TECHNICAL REPORT

SDG #MYSUSFUTURE

#MYSUSFUTURE
#MASADEPANMAMPAN
#我的未来

#நி லை த்தன்மை க்கா ன என் எதி ர்கா லம்

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2023

FOREWORD

In presenting this technical report for the #MySusFuture project, we are not just sharing a narrative of the project but presenting a collection of efforts and hopes towards sustainable development. We extend our gratitude to Suruhanjaya Kebangsaan UNESCO Malaysia (SKUM) for funding this project and to our collaborators, UM UNESCO Club and PCORE, for their invaluable partnership. Universiti Malaya has been a fertile ground for this project, nurturing the aspirations of our 30 SDG Student Ambassadors, who have been the prime movers behind this initiative. Their commitment to educating their peers on SDGs and fostering dialogues about developmental issues of concern to Malaysian youth spark our optimism for the future.

This report is a testament to their efforts and a call to action for continued commitment to sustainability. As we look back on our achievements in the MySusFuture project, we also look forward to new horizons, carrying the lessons learned forward. We hope this report will not only inform but also inspire and galvanize further action towards a world where sustainability is not just a goal, but a lived reality.

ACKNOWLEDGEMENTS

We express our gratitude to Suruhanjaya Kebangsaan UNESCO Malaysia (SKUM) for their generous funding of the #MySusFuture project. Our sincere thanks go to our esteemed collaborators: the Universiti Malaya UNESCO Club and the Association of Voices of Peace, Conscience, and Reason (PCORE). Special appreciation is extended to Dr Shafiyah Rosli Lee for her invaluable input in shaping the MySusFuture project. Foremost, our heartfelt thanks to the inaugural batch of 30 SDG Student Ambassadors from the Faculty of Languages and Linguistics, Universiti Malaya. Their pivotal role in fostering multilingual conversations on SDGs among the younger generation and setting a precedent for subsequent endeavours is commendable.

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SURUHANJAYA KEBANGSAAN UNESCO MALAYSIA GRANT 2022

Program name	:	MySusFuture (Young Malaysians' Vision for a Sustainable Future)
Program Date	:	August 1 – November 30 2022
Program Location	:	Implemented in a hybrid manner
Physical	:	Universiti Malaya Campus: <ul style="list-style-type: none">▪ Main Library▪ 12th Residential College▪ Faculty of Arts and Social Sciences▪ Faculty of Medicine
Online	:	<ul style="list-style-type: none">▪ MySusFuture website▪ Instagram MySusFuture

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Published by:

Faculty of Languages and Linguistics
Universiti Malaya
50603 Kuala Lumpur.

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Fakulti Bahasa dan Linguistik
Universiti Malaya
50603 Kuala Lumpur.
ISBN: 978-967-267XX-X-X

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INTRODUCTION

In 2015, the United Nations introduced the Sustainable Development Goals (SDGs) as a worldwide initiative to eradicate poverty, protect the planet, and ensure prosperity for all by 2030. While global dialogues on sustainability are ongoing, many youths, especially in Malaysia, are unaware of the SDGs, which may hinder their successful realisation. Recognising the need for more localised and multilingual conversations on sustainability, the MySusFuture project was initiated.

The project aimed to create a unified platform to share SDG information in four major languages spoken in Malaysia: Malay, English, Tamil, and Mandarin. By providing these translations and integrating the voices of Malaysian youth, the initiative makes the idea of sustainability more tangible and relatable to young individuals. This project involved the participation of Universiti Malaya undergraduates as SDG Student Ambassadors to facilitate peer discussions, leveraging the power of local languages to make global goals more locally relevant. For instance, discussing sustainability terms like "gender equality" in native tongues helps youths better grasp these concepts and their significance.

At the heart of this initiative is the belief that engaging young individuals in discussions about sustainability reinforces their perspectives, anchoring them firmly in global endeavours. Even straightforward, community-centred actions can create change, and dialogues in Malay, English, Tamil, and Mandarin surrounding these actions can motivate the youth to be more proactive. To broaden the impact of this project, the insights gained are showcased on platforms such as YouTube and Instagram. The overarching goal is to perpetually enhance the platform's linguistic and cultural dimensions, ensuring that the rich diversity of Malaysian youth's voices is represented in these four languages and beyond.

OVERVIEW OF MYSUSFUTURE PROJECT

1.) Program Summary

This program was a collaborative effort between lecturers and students from the Faculty of Languages and Linguistics of the Universiti Malaya, The UNESCO Club of Universiti of Malaya, as well as PCORE (Association of Voices of Peace, Conscience and Reason) with the following objectives:

- Cultivating the awareness of Universiti Malaya students (youth aged between 18 and 25) about the Sustainable Development Goals (SDG) by communicating with them in their own mother tongue; and
- Encouraging the youth to voice their visions of a sustainable future to encourage them to consider the Global Goals in the context of their own lives.



This program was designed using a bottom-up approach. By engaging youth from various cultural and ethnic backgrounds in their mother tongue, it is hoped that they will be more likely to interact and communicate with programme team members and express their views on sustainable development. This activities aimed to foster a collaborative spirit among campus community members, especially the youth, to continue moving towards achieving the SDGs by 2030. This can have a positive impact in the long term on future graduates who will become world leaders. Figure 1 outlines the program design, which can be divided into three parts: A, B and C.

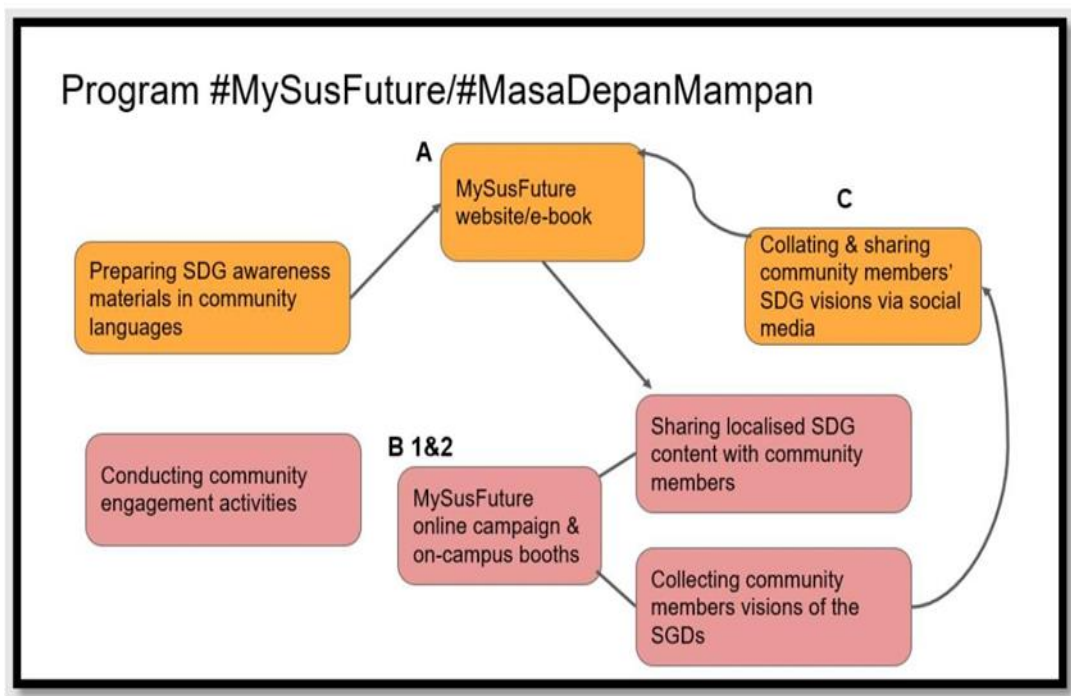


Figure 1: Program Design

The program was conducted in four parts from August 1 - November 30, 2022



A) Part A involved the creation of a #MySusFuture website providing content on the Sustainable Development Goals (SDGs) in four Malaysian languages: English, Malay, Mandarin, and Tamil.

This was carried out from September 1 to October 15, with the website launched on October 26, 2022. Although targeted at young people, the website can be freely accessed by all Malaysians. Content on the SDGs were prepared in the four languages.

B) Part B of the project involved community engagement activities online (B1) and in person (B2). First, online activities were conducted to initiate a shared dialogue about the SDGs in various languages. An online session was held on 14 October 2022 (Friday) to introduce students to multilingual SDG content and interested students were invited to share their dreams for 2030 and a sustainable future. The results of this activity were used to further strengthen the website (Part A).

A total of 36 students attended the online session and were invited to participate in community activities as "SDG Student Ambassadors". Next, a Telegram account was set up for direct communication between staff and students about further information, training, and project activities.

B2) Part B2 involved face-to-face community activities for 4 days at the Main Library (Oct 27), the 12th Residential College (Nov 3), the Faculty of Social Sciences and Letters (Nov 4), and the UM Faculty of Medicine (Nov 11). Through outreach activities around the campus, information about the SDGs was shared by the SDG Student Ambassadors with young people from various fields around the UM campus. Participants were asked to voice their perspectives on the SDGs, with video recordings made of consenting participants sharing their visions. Youth were also invited to convey their SDG visions through video, writing, art etc., depending on their creativity via a social media campaign (27 Oct - 6 Dec). This was carried out on the project's Instagram account.

C) **Part C**, the third part of the project, involved sharing the visions and voices of participants collected during Part B. Multimedia content including videos and pictures were shared through Instagram and YouTube to broaden the reach of the project, indirectly bringing awareness to greater community around the world. This social media feed was displayed on the #MySusFuture/MasaDepanMampan website (Part A) and will continue to be uploaded. The results of this activity are being compiled in an e-book.

The program was run by 5 co-researchers/lecturers and 2 research assistants, with the help of students from the Faculty of Languages and Linguistics, University of Malaya. Pictures and "screenshots" from the activities of the MySusFuture program can be seen in the Appendix of this report.

2.) Program relevance to UNESCO and SDG areas of competence

The MySusFuture/#MasaDepanMampan program focuses on education, one of the country's main areas of economic focuses. This aligns with one of UNESCO's priority areas: education as a catalyst of economic development and well-being. The focus of this program is also aligned with the objectives of the UNESCO Global Action Program on Education for Sustainable Development 2015 - 2019, which is the integration between education and sustainable development. Furthermore, the program's focus on linguistic diversity is related to UNESCO's objective of promoting intercultural dialogue.

The implementation of this program was based on UNESCO's competency values and the SDG, which is the fourth SDG of Quality Education. This project aimed to create a learning space based on the concept of continuous voice and information sharing so that the youth can apply efforts towards the SDGs more effectively. As such, the UNESCO Sustainable Development Goals that guided

this program were SDG4, 4.7, 4.7.1. Table 1 shows how these goals were applied in the MySusFuture program.

Table 1: Application of SDGs and UNESCO competency values

UNESCO SDGs	Application in the MySusFuture Program
<p>SDG4 Ensuring comprehensive and equitable education and promoting lifelong learning opportunities for all.</p>	<p>This program aimed to raise awareness about the Sustainable Development Goals (SDG) in Malaysia, specifically at UM and other universities, as an initiative for youth that may lack exposure to the SDGs in an accessible medium. A total of 30 UM students were actively involved in conducting the program, which provided them with a learning experience and improved their communication and soft skills.</p>
<p>SDG 4.7 By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and appreciation to cultural diversity and the contribution of culture to sustainable development.</p>	<p>The program was aimed at young people, to promote their awareness and elicit their voices on the concept of SGDs. With enhanced community understanding involvement in SDG efforts, efforts to achieve the Global Goals can be carried out more effectively.</p> <p>The project activities included promoting awareness about SGDs via multilingual communication in face-to-face and online methods, including the #MySusFuture website. In addition, encouraging them to upload their vision of SGD on social media can also foster the youth's communication skills and critical thinking.</p>
<p>SDG 4.7.1 Encompassing (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, mainstreamed at all levels in: (a) national education policy, (b) curriculum, (c)</p>	<p>Program activities involving communication about sustainable development in various local languages promoted a greater understanding among target participants about the Global Goals and how they can play a role in Malaysia's sustainable development.</p> <p>Multilingualism has also been applied in the project to address language gaps among Malaysians and draw the public's attention to SGD.</p>

ACHIEVEMENT OF PROJECT GOALS & OBJECTIVES

The MySusFuture project aimed to promote understanding and dialogue among Malaysians about the SDGs by creating SDG content in various local Malaysian languages (Malaysian, English, Mandarin, Tamil) and then conducting community activities to educate and initiate dialogue about a sustainable future with Malaysians from different fields of education and sociodemographic. This program was designed to achieve two objectives:

- a) To promote education about the SDGs among young people, especially students from various courses at the University of Malaya, by sharing SDG content in various significant languages in Malaysia through community engagement activities face-to-face and online.
- b) To encourage young people to voice and share their SDG vision in their own language to share on websites, E-books, and Instagram social media.

This project targeted education for sustainable development, by creating a portal that presents the SDGs in local Malaysian languages and collects visions and dreams from community members in their own language, namely in the context of young people.

By involving youth from various cultures and native languages in the program's implementation, we hoped to positively impact the surrounding community. By increasing the level of understanding and mastery of the language in addition to understanding the mission and vision of the country, we can create a long-term positive impact in the community. The delivery method brought together the efforts of university lecturers, researchers, university graduates, students and youth to develop a clearer understanding of shared community goals and hopes through different language mediums, promoting relationship building among the campus community. Furthermore, by providing SDG awareness content that highlights the diversity of Malaysian languages, we

wanted to encourage the mutual respect and recognition across the different linguistic and cultural groups in the Malaysian community.

A total of 3 lecturers, two researchers from UNESCO Club UM, two Research Assistants and 30 students of the Faculty of Languages and Linguistics worked together to implement the programme through the three phases of the project. Across all three parts of the project, 102 young students from various programmes and faculties at Universiti Malaya, Kuala Lumpur, Malaysia, were involved as participants. In the following table, the achievements of the MySusFuture project goals will be discussed in relation to the parts of the programme.





Table 2A: Goal Achievement According to Project Part (A)

Goals	Achievement
<p>Part A</p> <p>Goal: a) Promoting SDG education</p>	<ul style="list-style-type: none"> •The website (mysusfuture.um.edu.my) has been completed, with SDG content in 4 languages (Malay, English, Tamil and Mandarin). Youth visions have also been added to the website, with further content additions and improvements planned. The website was promoted on various mailing list platforms, social media accounts on campus and MySusFuture social media accounts. <p>Summary: Objective a) has been achieved by preparing the website and publicizing it among students and citizens of Universiti Malaya and the general public. However, the "reach" of this website is not clear and can still be promoted to promote SDG education to a larger audience.</p>



Table 2B1: Goal Achievement According to Project Part (B1)

Goals	Achievement
<p>Part B1</p> <p>Goals:</p> <p>(a) Promoting SDG education</p> <p>(b) Encouraging youth participation in SDG dialogue</p>	<ul style="list-style-type: none"> • Student ambassador recruitment notices were distributed through social media and email. • 30 SDG Student Ambassadors were appointed. • A webinar session was conducted by project members followed by communication via Telegram with the 30 appointed SDG Student Ambassadors. <p>Goals:</p> <ul style="list-style-type: none"> • The main language of training materials was English, with Malay, Tamil, and Chinese materials included. • Session 1 aimed to disseminate information and raise awareness about the SDGs among students using 4 local languages. • Session 2 aimed to encourage student ambassadors to voice their visions in conversations with each other in their preferred local language. <p>Summary: Goals of Part B1 were met by conducting the webinar with SDG Student Ambassadors, promoting SDG education and dialogue. Participants and instructors from varied backgrounds attended, but content delivery could be improved by using more accessible language and tools.</p>



Table 2B2: Goal Achievement According to Project Part (B2)

Goals	Achievement
<p>Part B2</p> <p>Goals:</p> <p>(a) Promoting SDG education</p> <p>(b) Encouraging youth participation in SDG dialogue</p>	<p>Two campaign modes were conducted (face-to-face and online)</p> <p>Face-to-face campaign - four locations on campus.</p> <p>1) Main Library (27 Oct 2022); 2) 12th Residential College (Nov 2, 2022); 3) Faculty of Arts and Social Sciences (Nov 3, 2022); 5) Faculty of Medicine (11 Nov 2022)</p> <ul style="list-style-type: none"> • The campaign was promoted on mailing lists, the faculties' social media and MySusFuture social media. • A booth was set up at each location, with a photobooth frame, 12 props, board games and Q&A cards, and bunting. • Student ambassadors introduced the SDGs to passing students and invited them to play an SDG board game. They were then asked to voice their opinions about the SDGs in their first language (recorded if possible). Participants took photos/videos in the photobooth and were invited to post them on social media with the project hashtag. • Cumulatively, the SDG Student Ambassadors collected at least 50 visions from >96 youth in person (see Table 3) <p>Online campaign</p> <ul style="list-style-type: none"> • The two-way online campaign shared visions collected during face-to-face activities on social media, while encouraging students to post their visions. • 27 social media posts (English) with project hashtags were collected, including from youth from outside Universiti Malaya, (e.g. Universiti Malaysia Perlis (UNIMAP) and Universiti Putra Malaysia (UPM) debate groups)

	<p>Summary: The achievement of objectives a and b, through the face-to-face campaign (4 locations, 30 SDG Student Ambassadors) at the Universiti Malaya campus, falls short of being satisfactory. Despite engaging in community activities, the MySusFuture campaign only managed to collect a quarter (25%) of the targeted 200 visions. However, the campaign has successfully reached the youth beyond the campus through its online campaign.</p>
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Table 3: Outreach Metrics by Location and Language

Location		Library 27/10	KK12 2/11	FASS 3/11	FOM 11/11	Online	Total
Visions Collected		17	8	15	10		50
Language	English	12	6	4	9		31
	Tamil	0	0	4	0		4
	Chinese	4	2	0	0		6
	Malay	1	0	7	1		9
Youth approached		34	14	33	15		96
Gender	Male	17	8	28	12		65
	Female	17	6	5	3		31
Ambassadors involved		10	11	7	6	2	28
Online campaign (reposts)							4



Table 4: Goal Achievement According to Project Part (C)


Goals	Achievement
<p>Part C</p> <p>Goal:</p> <p>(b) Encouraging youth participation in SDG dialogue</p>	<ul style="list-style-type: none"> • Youth voices and visions were collected through face-to-face and online campaigns and disseminated through social media Instagram (@mysusfuture), Whatsapp, Telegram, and websites in video form. • <i>Chain posting</i> was done to encourage youth from various backgrounds to join the online campaign. <p>Summary: The achievement of Goal b) was considered satisfactory through the production and dissemination of the youth's visions, which attracted the interest of some other youths to voice their own visions. Some visions were collected from the chain posting campaign that encouraged connected sharing and extends to the youth from other universities in Peninsular Malaysia. However, response from the youth could have been improved</p>

In summary, although goal achievement could have been improved, this project has achieved its primary goals of providing education about the SDGs and creating a dialogue between the youth inside and outside Universiti Malaya. However, the reach in terms of quantity should be further improved, and the content should be targeted to a larger audience. For example, the website content can be improved with SDG information and more diverse youth visions, project promotion should be improved, and more visions should be collected.

PROGRAM IMPACT AND FINDINGS

The implementation of the MySusFuture program has produced several program impacts.

Through this project, awareness about the SDGs was instilled among Malaysian youth, primarily Universiti Malaya students. Information about the SDGs was shared on various platforms (i.e., physical, social media, and websites), with the following usage statistics:

- 
- a) 35 social media followers cumulatively
 - b) 829 viewers cumulatively
 - c) 27 posts with the hashtag #mysusfuture
 - d) 50 total likes

This was achieved by sharing the project information, that is the SDG content in local languages and visions of the youth, on easily accessible web pages and social media, as well as publicising the content on various platforms. Other publications from the project are the guidebook for SDG Student Ambassadors, and an e-book in the making (SDG book in various local languages). Online content will be updated periodically to ensure the website's sustainability in disseminating information about the SDGs.

This project prompted an interest among many young people to share their opinions about a sustainable future with members of the MySusFuture team and other young people. This was encouraged by the face-to-face and youth-friendly online campaigns, encouragement by SDG MySusFuture Student Ambassadors, and a chain posting online campaign that encouraged them to join the "trend" of this campaign. These youth visions have been collected and shown on various platforms to ensure that dialogue between youth about the SDGs can be continuously established. As a result, the youth were encouraged to dream of a sustainable future related to the SDGs as a first step to achieving that vision. This

impact is measured through community outreach activities that have been carried out (Table 5).

- a) A total of 50 visions were collected, and a total of 96 youths were approached.
- b) A total of 31 visions in English, 4 in Tamil, 6 in Chinese, and 9 in Malay were collected.
- c) 30 SDG Ambassadors and 2 Research Assistants were equipped with knowledge about the SDGS

Voices of Malaysian youth: Six pivotal themes

In an impressive showcase of linguistic diversity and perspective, students from various backgrounds voiced their visions for the Sustainable Development Goals (SDGs) in English, Chinese, Malay, and Tamil. The #MySusFuture initiative has successfully integrated the voices of youth into a vibrant dialogue on Sustainable Development Goals (SDGs). Spanning across languages, the students shared their insights and perspectives on crucial global issues in conversations with their peers.

These conversations have been categorized into six pivotal themes, each representing a unique facet of sustainability and well-being: from health and education to environmental integrity (see Table 5).

Table 5: Themes in Youth’s Visions of a Sustainable Future (n=50)

THEME	NUMBER OF VISIONS COLLECTED
People	7
Health & Well-being	8
Education, Skills & Jobs	9
A Safe & Fair World	7
Health & Well-being	9
Sustainability	10

This synthesis not only reflects the multifaceted concerns of today's youth but also their readiness to contribute to a sustainable and equitable world. The following is a structured summary for each theme related to the Sustainable Development Goals (SDGs) that was derived from the visions that were shared by students, taking into consideration the detailed content that we have gathered (Tables 6.1 & 6.2).

Table 6.1: Summary of Student Visions Aligned with Sustainable Development Goals (SDGs)

Theme	SDG	Visions Summary	Citations from #MySusFuture Visions	Count	No. of Visions
People	SDG1: No Poverty	Visions of health, shelter for all, sustainable local resources, and global promotion of industries.	"I hope for a future where kids can live healthy and have shelter."	3	7
	SDG10: Reduced Inequalities	Gender equality in employment, improved infrastructure for internet access, healthcare affordability, and equality for marginalized communities.	"Gender equality in jobs can lead to a better life quality."	4	
Health & Well-being	SDG2: Zero Hunger	Reducing food waste, improving agricultural efficiency, and supporting food banks to prevent hunger.	"We should not waste food and give to those in need."	6	8
	SDG3: Good Health & Well-being	Accepting life's challenges and finding personal happiness.	"It's okay to not feel okay sometimes."	1	
	SDG6: Clean Water and Sanitation	Addressing the predicted water crisis to ensure access to quality water.	"Everyone should have access to quality water by 2030."	1	
Education, Skills & Jobs	SDG4: Quality Education	Advocating for equal and free education, reducing political influence, and focusing on practical experiences.	"Free education is a basic human right for all."	9	9

Table 6.2: Summary of Student Visions Aligned with Sustainable Development Goals (SDGs)

Theme	SDG	Visions Summary	Citations from #MySusFuture Visions	Count	No. of Visions
A Safe & Fair World	SDG5: Gender Equality	Creating gender balance and equality for a happier life, addressing biases in business and society.	"Gender equality is essential for a balanced society."	6	7
	SDG16: Peace, Justice, and Strong Institutions	Advocating for youth understanding and participation in democratic institutions.	"Youth should understand and participate in democracy."	1	
Sustainability	SDG7: Affordable and Clean Energy	The hope that the future will be filled with renewable energy sources.	"One day, we can achieve a future powered by renewable energy."	1	9
	SDG11: Sustainable Cities and Communities	Creating sustainable living environments by encouraging the development of neighbourhoods that are walkable.	"Creating walkable neighbourhoods is key to sustainable cities."	2	
A Clean & Safe Environment	SDG13: Climate Action	Acknowledgment of climate change and advocacy for mitigative initiatives like tree planting.	"We need to take serious actions to mitigate climate change."	8	10
	SDG15: Life on Land	Urging deforestation reduction and preservation of the environment for all life forms.	"Please reduce deforestation to save our environment."	1	

In summary, this project has:

- (a) Raised awareness among youth from various backgrounds, such as academic fields, financial status, geographical location, etc. and indirectly
- (b) Encouraged them to continuously voice their opinions about their dreams for a sustainable future. For example, a youth from the B40 group made this project an opportunity to realise that sustainable development literacy is vital for them to identify the benefits of the country's economy.

As a result, the youth can voice their opinions as citizens of a financially disadvantaged country who still work hard and succeed in their education. The impact of the SDG education and the youth partnership is that other youths can learn from the youth partnership. That is, quality education and economic status are interrelated, and those affected have the power to change their fate.

CHALLENGES AND SOLUTIONS

In conducting the MySusFuture project, various challenges were encountered before, during, and after the program, with appropriate solutions implemented.

Challenges and Solutions Before the Program:

Challenges	Solutions
Notification regarding the approval to change the grant date was received late.	Wait for students to return from their semester vacation to maximize program participation.
Delayed feedback about postponing the face-to-face campaign date.	Establish better communication channels with the location administration and other stakeholders to expedite decision-making.

Challenges and Solutions During the Program:

Challenges	Solutions
Insufficient manpower for coordination due to limited project staff.	Plan staff tasks in advance and consider hiring additional temporary staff or research assistants to handle peak workload.
Conflicting schedules of SDG Student Ambassadors and campus students with project activities.	Promote the program's activities on multiple platforms so attendees can plan their schedules accordingly.
Excessive materials for face-to-face campaigns and transportation challenges.	Coordinate with the transportation department for efficient material transport and consider reducing or optimizing the amount of material used.
Low response rate from SDG Student Ambassadors.	Maintain regular communication, offer participation incentives such as certificates, and highlight the importance of their role.

Challenges and Solutions After the Program:

Challenges	Solutions
Difficulty in video and photo compilation due to lack of organisation.	Dedicate a specific day for gathering and processing all media content. Ensure all files are systematically categorised.
Delays in the writing of the project report due to slow administrative processes.	Establish direct communication with the administration to expedite processes and ensure guideline clarity.
Surplus balance remaining from the funds received from the sponsor.	Seek a grant extension and consider investing in additional beneficial projects, such as creating SDG-related materials in multiple languages.

Various challenges arose throughout the project's three phases - before, during, and after. In the initial "before" phase, the priority was bolstered communication and swift decision-making. Moving to the "during" phase, the focus shifted towards precise coordination, forward-thinking scheduling, and engaging stakeholders effectively. Lastly, in the "after" phase, the emphasis was on optimising administrative tasks and honing budgetary planning.

These obstacles emphasise the value of transparent communication, methodical planning, and systematic post-project oversight for upcoming ventures. The primary challenges encountered in this project centred on coordinating the operational aspects and navigating administrative processes.

FUTURE PROGRAM SUSTAINABILITY: RECOMMENDATIONS

1) Website Integration and Cost Efficiency:

Advocate for the MySusFuture website to be interlinked with the Faculty of Languages and Linguistics' official website to ensure sustained project significance.

2) Program Expansion and Inclusivity:

Advise broadening the project's outreach to encompass diverse generational and cultural segments, thus promoting cross-cultural and inter-generational interactions. Recommend enriching the linguistic scope of the project to cater to Malaysia's diverse population. Suggested inclusions are languages indigenous to Borneo and native dialects.

3) Geographical and Venue Expansion:

Suggest implementing the project across multiple venues, extending beyond the current scope. Potential venues include other faculties, tertiary institutions, and public spaces.

4) Innovative Community Engagements:

Propose the introduction of contemporary community engagement techniques. Consideration should be given to methods that align with prevailing trends, such as public social experiments and large-scale community carnivals.

5) Digital Platforms and Regular Updates:

Emphasise regularly updating the project website and social media platforms to ensure the project remains relevant. Advocate for these digital platforms as hubs for disseminating pertinent information and visions. Fostering an environment rich in valuable content could increase engagement and attract potential sponsors for the program's continued success.

CONCLUSION

In conclusion, the MySusFuture project has been successfully implemented even though some challenges have been faced.

Accomplishments to Date:

Portal Development: Successfully established a portal featuring multilingual content centred on sustainable development goals.

Webinars & Dialogues: Organized a webinar to foster discussion around sustainable development objectives.

Community Outreach: Executed 4 distinct community activities. Initiated social media campaigns to heighten youth awareness and gather their perspectives on a sustainable future.

Publication: Completed formulating an electronic book titled "Guidebook for Student SDG Ambassadors." Currently, the ISBN registration process is done.

Pending Activities:

Website Enhancement: Efforts are ongoing to fortify the website with enriching content, specifically in video and graphics.


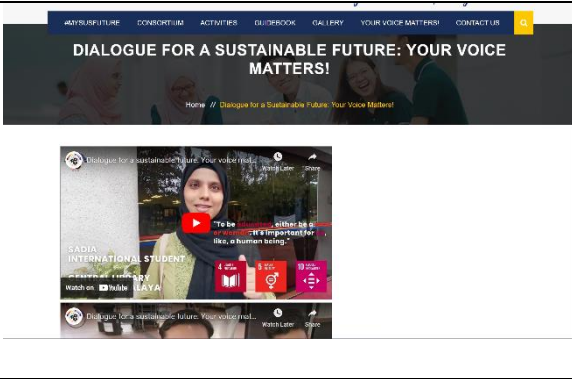
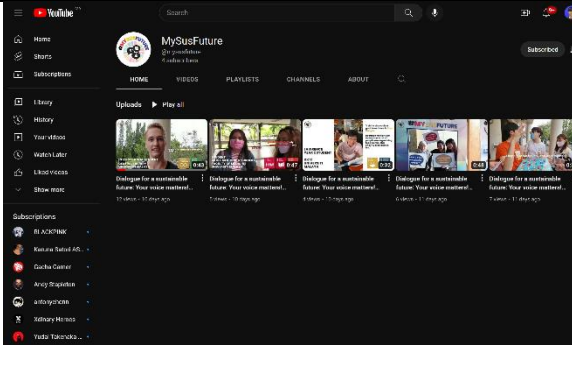
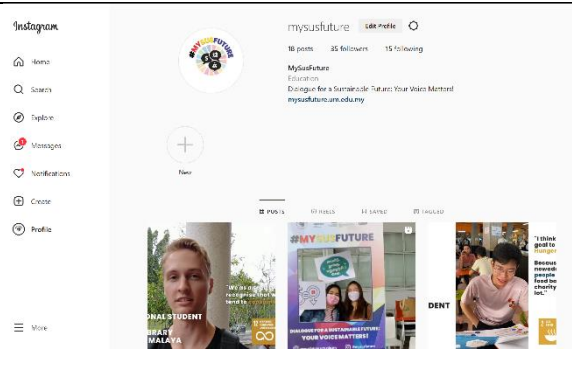
Upcoming Publication: In the pipeline is the preparation of an e-book titled "Multilingual Dialogues about a Sustainable Future: Visions of Malaysian Youth."

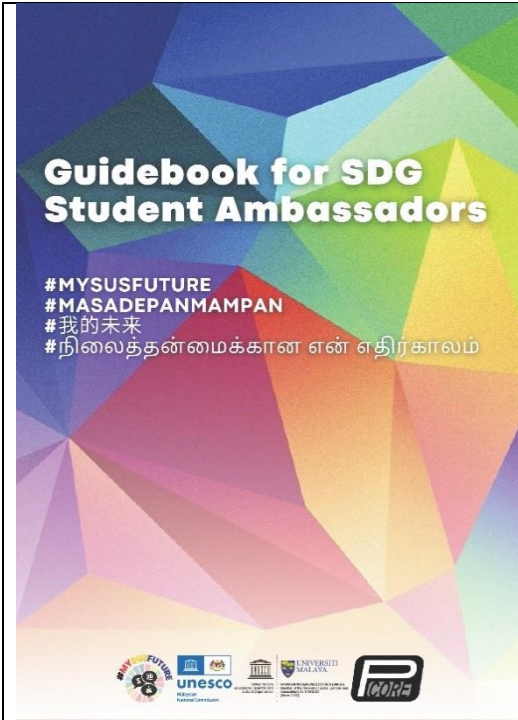
Given the ongoing activities, we request a project extension spanning 2 months, culminating on February 15, 2023. This request intends to ensure the associated tasks are executed to the highest quality standards. We earnestly hope that SKUM will approve this extension application.

Appendices

Part A – Websites and Social Media

ACTIVITY PICTURES

Pictures	Notes
	<p>Screenshots of the MySusFuture website.</p>
	<p>The visions of the youth are collected and displayed on the website, YouTube and Instagram.</p>
	
	



Guidebook for SDG Student Ambassadors to be published by the Faculty of Languages and Linguistics, UM, at the end of December 2022.

Link:
<https://mysusfuture.um.edu.my/MySusFuture/221212>
MySusFuture_SDG Guideline.pdf.

#MYSUSFUTURE #MASADEPANMAMPAN

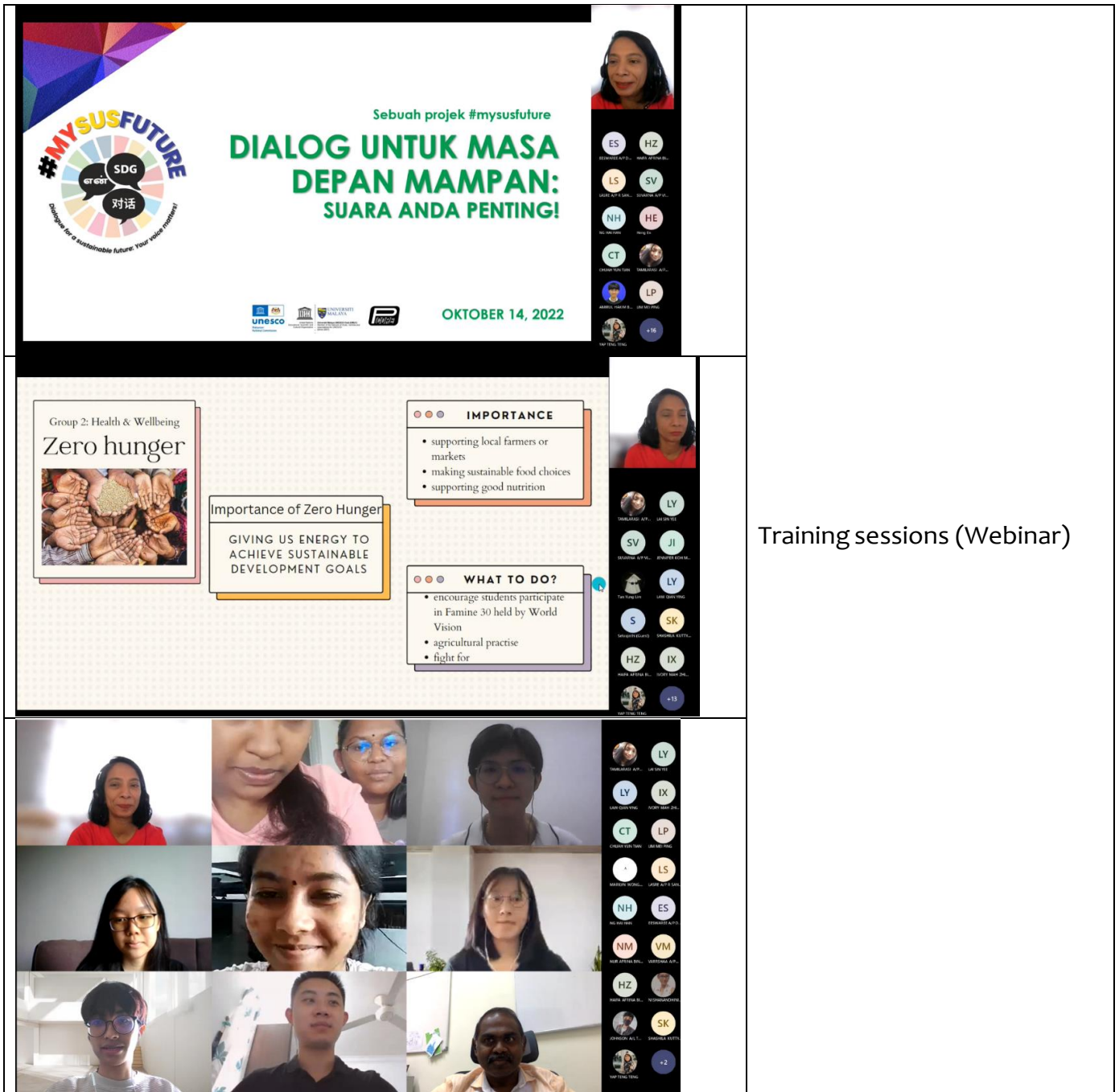
Sustainable Development Goals in Malaysian Languages
Matlamat Pembangunan Mampam dalam Bahasa-bahasa Malaysia
மலேசிய மொழிகளில் நிலையான வளர்ச்சி இலக்குகள்
马来西亚语言的可持续性发展目标

ENGLISH	MALAY	TAMIL	HANGARIN
1 NO POVERTY End poverty in all its forms everywhere	TADA KEMiskinan Mematikan semua jenis kemiskinan di seluruh dunia	ஏழமநீரமை உலகில் எல்லா வகைகளில் ஏழமத்தைப் ஒழிதல்	零贫困 消除一切形式的贫困
2 ZERO HUNGER End hunger, achieve food security and improved nutrition and promote sustainable agriculture	KILAPAN SIFAR Mematikan kelaparan, mencapai pention makanan dan nutrisi yang lebih baik serta menggalakkan pertanian mampan	பரிபூர்ணம் உலகம் முழுவதும், உணவு, தானிய உண்டி இழப்புகள் உறுதி செய்தல், உட்பயிற்சிகள் மேம்படுத்தல். நிலநிலைமயக்கி பொருள்வளத்தை ஊக்குவித்தல்	零饥饿 消除饥饿，实现粮食安全及改善营养，促进农村发展
3 GOOD HEALTH & WELL-BEING Ensure healthy lives and promote well-being for all at all ages	KEHATIAN YANG BAIK DAN KESEJAHTERAAN Memastikan kehidupan sihat dan menggalakkan kesejahteraan pada semua peringkat umur	உடம்புமேம்பா உடம்புமேம்பாட்டு வழி செய்க்கும் அனைத்து வயது மீளினருக்கும் தலைமை வழங்கல் உறுதிசெய்தல்	良好健康与福祉 确保健康的生活方式并促进各年龄段所有人的福祉
4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	PENDIDIKAN BERKUALITI Memastikan pendidikan berkualiti, menyeluruhkan akses ke semua jenis pendidikan dan menggalakkan peluang pembelajaran sepanjang hayat untuk semua	தரமான அறிவு தரமான, அடங்காது, அனைத்து வயது மீளினருக்கும் கற்றல் வாய்ப்புகளை வலியுறுத்தும்	优质教育 确保包容公平的优质教育，促进人人终身学习的机会
5 GENDER EQUALITY Achieve gender equality and empower all women and girls	KESAMAMAN JANTINA Memastikan kesetaraan jantina dan memperkasa semua golongan wanita	பாலினச் சமத்துவம் பாலினச் சமத்துவத்தை ஊக்குவித்து அனைத்துப் பெண்களும் பெரும்புள்ளிகளும்	性别平等 实现性别平等，增强所有妇女和女孩的赋权

#நிலைத்தன்மைக்கான என் எதிர்காலம் #我的未来

SDGs in languages local in Malaysia.

Part B1 – Online Activities



Sebuah projek #mysusfuture
DIALOG UNTUK MASA DEPAN MAMPAK: SUARA ANDA PENTING!
 OKTOBER 14, 2022

Group 2: Health & Wellbeing
Zero hunger
 Importance of Zero Hunger
 GIVING US ENERGY TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS

IMPORTANCE

- supporting local farmers or markets
- making sustainable food choices
- supporting good nutrition

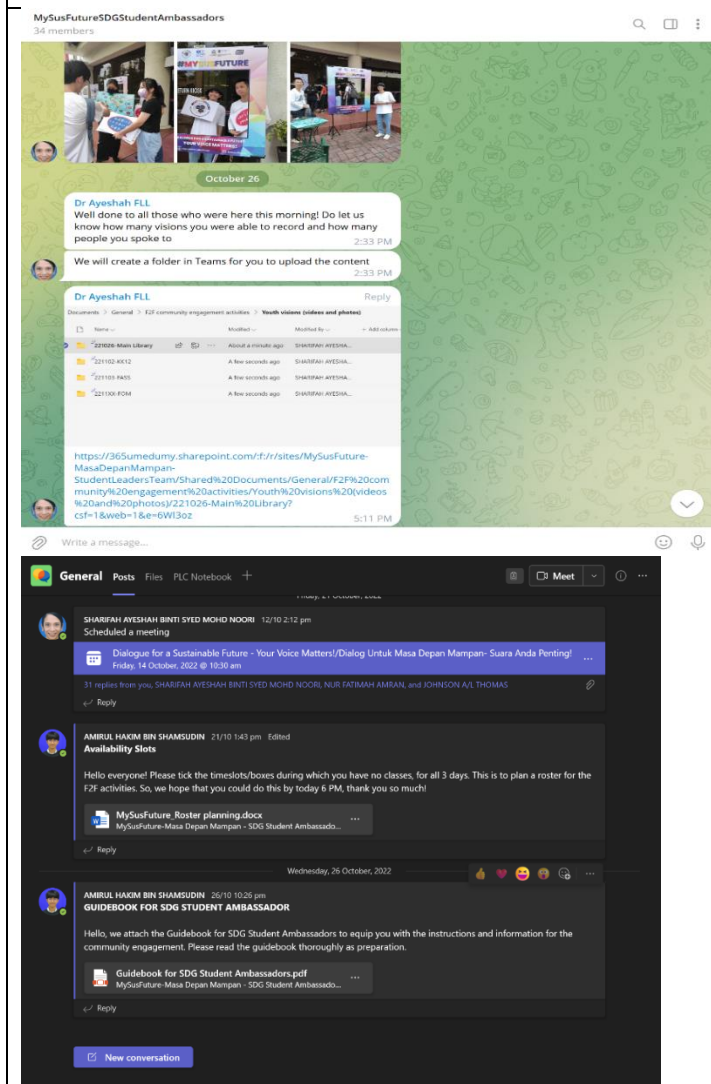
WHAT TO DO?

- encourage students participate in Famine 30 held by World Vision
- agricultural practise
- fight for

Training sessions (Webinar)



Training participation template



Communication channels (Teams and Telegram)

Part B2 and C – Community Activities And Vision Collection



Student Ambassadors SDG approached and chatted with the youths who passed by and took pictures, at the photobooth frame as a sign of solidarity with the campaign's goals. at Pintu Utama grounds @Utama Library, UM.



The SDG Student Ambassadors approached and chatted with the youths passing by and took pictures in the photobooth frame as a sign of solidarity with the campaign's goals at the Kafe grounds @ KK12, UM.



SDG Student Ambassadors approached and chatted with passing youths and took pictures at the photobooth frame as a sign of solidarity with the campaign's goals at Dataran Sastera @ FASS, UM

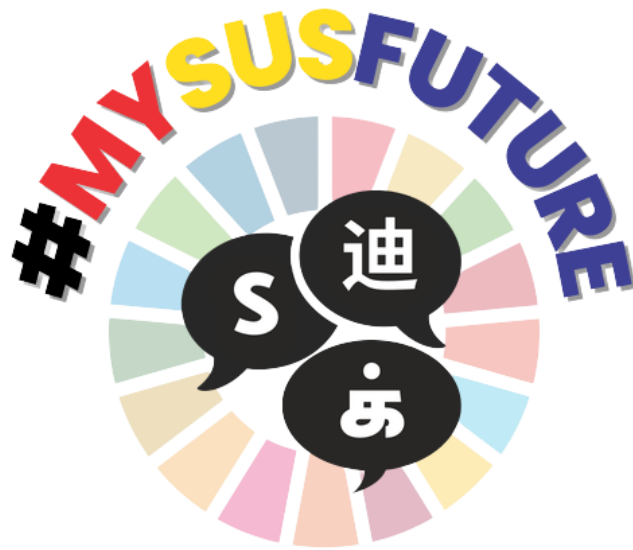


Picture 1 and 2:
SDG Student Ambassadors approach and chat with passing youths and take photos at the photobooth frame as a sign of solidarity with the goals of the campaign at Centrepont @ Faculty of Medicine.

Picture 3:
MySusFuture Team With Dr Lee Yew Kong from FOM



Booth print Materials for community activities.



MYSUSFUTURE
TECHNICAL REPORT 2023