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Assessing Youth's Awareness of Circular Fashion Practices for Sustainable Resource Use

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Abstract

The modern fashion industry, driven by fast production and high consumption, has led to serious environmental concerns and depletion of natural resources. In response, circular fashion has emerged as a sustainable approach that promotes practices such as reuse, repair, recycling, and upcycling to minimize waste and extend the lifecycle of clothing. Young consumers, especially college students, play an important role in influencing future sustainability trends through their knowledge, attitudes, and everyday fashion choices. Keeping this in mind, the present study explores the level of awareness and adoption of circular fashion practices among students, with particular emphasis on sustainable resource use. The study aimed to evaluate students' awareness and attitudes toward circular and responsible fashion, and to understand how resource management practices such as reusing clothes, repairing garments, and making mindful purchasing decisions affect their fashion behaviour. A descriptive research design was used, and data were collected from 200 undergraduate students of the Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. Information was gathered using a structured questionnaire and analysed through descriptive and inferential statistical methods. The participants, aged between 19 and 24 years, mostly had a monthly allowance ranging from ₹2,000 to ₹4,000. Findings revealed that while 70% of students had heard of the term "circular fashion," only about one-fourth demonstrated a clear and in-depth understanding of its concepts, highlighting a noticeable gap between awareness and actual practice. Social media emerged as the primary source of information, followed by academic learning and peer discussions. Overall, although students showed some level of awareness regarding circular fashion and sustainable resource use, their actual engagement in such

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practices was relatively limited. The study suggests that increasing awareness through educational initiatives and hands-on workshops could encourage greater participation among youth, ultimately promoting more sustainable and responsible fashion consumption.

Keywords: circular fashion, youth awareness, sustainable resource use, resource management, responsible consumer

INTRODUCTION

he contemporary fashion industry is increasingly defined by accelerated production cycles, rapidly shifting trends, and intensive resource consumption. While these dynamics have made fashion more accessible and affordable to a broader population, they have also contributed to significant environmental challenges. The rise of fast fashion characterised by mass production and short product lifespans follows a linear model of "take–make–dispose," which places considerable pressure on natural resources and generates large volumes of textile waste. This system not only accelerates resource depletion but also contributes to pollution, carbon emissions, and landfill accumulation. Scholars and sustainability advocates have therefore raised serious concerns regarding the long-term viability of such practices and their ecological consequences (Niinimäki et al., 2020; Ellen MacArthur Foundation, 2019). In response to these issues, there has been a growing shift toward sustainable production and consumption models rooted in circular economy principles. Circular fashion has emerged as a key strategy within this framework, aiming to extend the lifecycle of garments and materials through practices such as reuse, repair, recycling, and upcycling. Unlike the linear model, circular fashion promotes a closed-loop system in which products are designed, used, and reintegrated into the production cycle, thereby reducing waste and minimising environmental impact. This approach emphasises not only environmental sustainability but also resource efficiency and responsible consumption behaviour (Brydges, 2021; UNEP, 2023).

A critical aspect of circular fashion is its focus on lifecycle thinking. This involves considering the environmental impact of a product at every stage from raw material extraction and production to usage and end-of-life disposal. D'Itria (2023) highlights that circular fashion prioritises durability, adaptability, and material recovery, encouraging designs that allow garments to be reused or repurposed multiple times. Similarly, Schiaroli (2024) points out that circularity contributes to broader sustainability goals by reducing dependency on virgin resources and promoting conscious consumer behaviour. Such an approach is essential in addressing the complex environmental challenges associated with the fashion industry. Within this context, young consumers, particularly college students, represent a highly significant and influential demographic. Their consumption patterns are shaped by a combination of personal identity, social influences, cultural trends, and economic considerations. Fashion, for many young individuals, is not merely a functional necessity but also a medium of self-expression and social belonging. Social media platforms further amplify this influence by rapidly disseminating fashion trends and shaping consumer aspirations. At the same time, these platforms have also become important channels for spreading awareness about sustainability issues, thereby creating a dual influence on youth behaviour (Testa et al., 2020).

Despite increased exposure to sustainability-related information, research consistently reveals a gap between awareness, attitudes, and actual behaviour among young consumers. This phenomenon, often referred to as the "attitude–behaviour gap," suggests that individuals may express concern about environmental issues and support sustainable practices in principle, yet fail to translate these attitudes into consistent actions (Park & Lin, 2020). For instance, while many students are familiar with general concepts such as "eco-friendly" or "sustainable fashion," their understanding of specific circular practices such as upcycling, fibre-to-fibre recycling, or design for disassembly remains limited (Consumers' Awareness Report, 2023).

This lack of depth in understanding can significantly influence decision-making processes. Without clear knowledge of practical strategies, students may find it difficult to adopt sustainable behaviours in their daily lives. Behavioural theories, such as the Theory of Planned Behaviour, provide further insight into this issue by highlighting the role of subjective norms, perceived behavioural control, and external constraints in shaping individual actions (Ajzen, 1991; Magwegwe, 2024). Even when young consumers hold positive attitudes toward sustainability, factors such as peer pressure, convenience, and financial limitations often lead them to continue purchasing fast-fashion products. The influence of social media and education on sustainable behaviour is complex and sometimes contradictory. On one hand, digital platforms can serve as powerful tools for promoting awareness and encouraging responsible consumption. Campaigns that highlight the environmental impact of clothing or promote slow fashion movements have shown potential in influencing consumer attitudes. On the other hand, these same platforms also intensify consumerism by promoting frequent trend changes, influencer-driven marketing, and impulse buying behaviour. As a result, young consumers are often caught between sustainability messaging and the pressure to conform to fast-changing fashion norms.

Educational interventions have been identified as a key strategy for addressing this gap. Research suggests that practical, skill-based learning experiences such as workshops on clothing repair, upcycling, and sustainable design can significantly enhance individuals' confidence and willingness to engage in circular practices. Such interventions not only build technical skills but also foster a sense of responsibility and empowerment among participants. Prashar (2025) notes that targeted awareness initiatives, combined with experiential learning, can effectively influence behavioural change by making sustainability more tangible and actionable. However, the adoption of circular fashion practices continues to face several barriers, particularly among young consumers. Economic constraints remain a major challenge, as sustainable products are often perceived as more expensive compared to fast-fashion alternatives. Additionally, the lack of accessible infrastructure such as repair services, resale platforms, and recycling facilities limits opportunities for individuals to engage in circular practices. Abdelmeguid et al. (2024) emphasise that overcoming these barriers requires coordinated efforts from policymakers, educational institutions, and industry stakeholders. In the Indian context, these challenges are further compounded by socio-economic factors and infrastructural limitations. Although awareness of sustainable fashion is gradually increasing, price sensitivity and limited access to sustainable options continue to hinder widespread adoption among students (Kalia, 2023). This situation is particularly paradoxical given India's rich cultural heritage of sustainable textile practices, which traditionally emphasised reuse,

repair, and minimal waste. Practices such as mending, repurposing garments, and passing down clothing across generations were once integral to everyday life but are now being overshadowed by modern consumption patterns (Monyaki & Cilliers, 2023). Educational institutions, especially those specialising in community sciences and resource management, are uniquely positioned to bridge this gap. By integrating sustainability concepts into academic curricula and promoting hands-on learning experiences, these institutions can play a pivotal role in shaping responsible consumer behaviour among youth. Workshops, awareness campaigns, and community-based initiatives can further reinforce these efforts by translating theoretical knowledge into practical action.

The present study examines students' understanding of circular fashion concepts, their attitudes toward responsible consumption, and the role of behaviours such as clothing repair, reuse, mindful purchasing, and waste reduction in shaping their fashion choices. Preliminary observations suggest that although many students are familiar with the term "circular fashion," their conceptual understanding remains limited reflecting a broader global trend of superficial awareness among youth (Lin et al., 2023). By analysing these dimensions, the study aims to generate insights that can inform targeted educational interventions, enhance sustainability education, and promote youth participation in circular fashion for more responsible and resource-efficient consumption.

OBJECTIVES

1. To assess the extent of awareness among youth regarding circular fashion for sustainable resource use.
2. To examine the extent of practices among youth regarding circular fashion for sustainable resource use.
3. To develop an educational aid for enhancing awareness and understanding of circular fashion practices among youth.
4. To propose effective strategies for promoting the adoption of circular fashion practices among youth to support sustainable resource use.

DELIMITATIONS

1. The study was limited to 200 students of the Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.
2. The study focused on select circular fashion practices such as mindful purchasing, clothing reuse, repair, recycling, upcycling, borrowing, renting and second-hand use. Other sustainable practices in the fashion industry are not covered.

HYPOTHESES

1. There exists a relationship between extent of awareness among youth regarding circular fashion for sustainable resource use and extent of practices among youth regarding circular fashion for sustainable resource use.

2. The extent of awareness among youth regarding circular fashion for sustainable resource use varies with the personal variable of the respondents.
3. The extent of practices among youth regarding circular fashion for sustainable resource use varies with the personal variables of the respondents.

METHODLOGY

For the present study, a purposive sampling technique was employed to select a sample of 200 undergraduate students from the Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. A structured questionnaire was used as the tool for data collection. The questionnaire was divided into three sections. Section I comprised background information of the respondents, including selected demographic variables. Section II assessed the level of awareness regarding circular fashion and sustainable resource use. This section consisted of 25 statements, measured using a three-point continuum scale with response categories of Aware, Undecided, and Unaware, which were scored 3, 2, and 1, respectively. Section III assessed the extent of adoption of circular fashion practices among the respondents. This section also consisted of 25 statements, measured on a three-point continuum scale with response options Always, Sometimes, and Never, scored 3, 2, and 1, respectively. The collected data were systematically coded, tabulated, and analyzed using appropriate statistical techniques. Descriptive statistics, including frequency, percentage, and mean, were applied to summarize the data, while relational statistics, specifically Analysis of Variance (ANOVA), were used to examine variations among the selected variables.

The reliability of the scales was established using the Spearman–Brown correction method, ensuring the consistency and dependability of the measurement tool.

Table 1: Overview of the scales with reliability values

Sr. No.	Scales	Values
1	Extent of awareness regarding circular fashion and sustainable resource use.	0.911
2	extent of adoption of circular fashion practices.	0.905

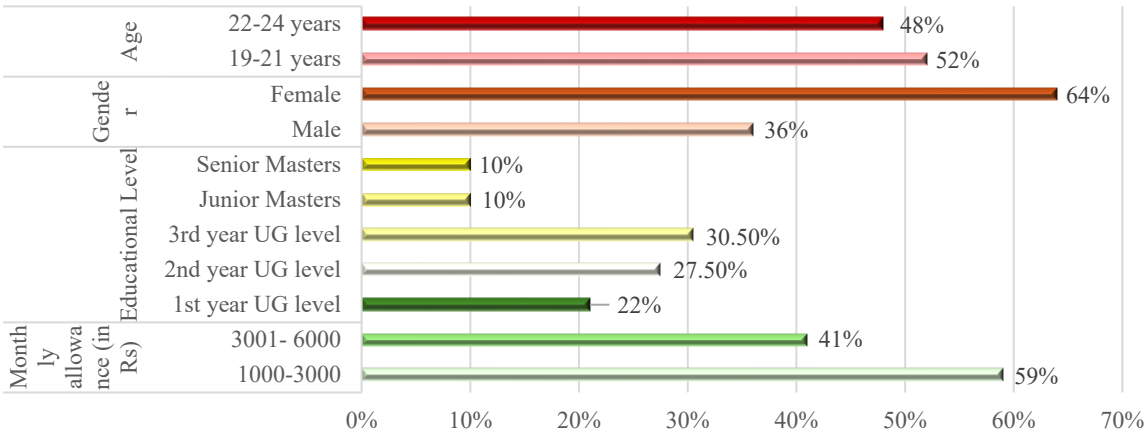
FINDINGS AND DISCUSSION

Section 1: Demographic Profile of Respondents

The data on background information revealed that 52 per cent of the respondents belonged to the age group of 19-22 years of age followed by 40 per cent of the respondents who belonged to the age group of 23-26 years of age. The data regarding gender also revealed that 64 per cent of the respondents were Females and 36 per cent of the respondents were males. Educational level data showed that 22 per cent of the respondents were studying in 1st year UG level and 30.5 per cent of the respondents were studying in 3rd year UG level of Department of Family

and Community Resource Management, Faculty of Family & Community Sciences, The Maharaja Sayajirao University of Baroda.

Fig.1. Demographic Profile of Respondents
n=200

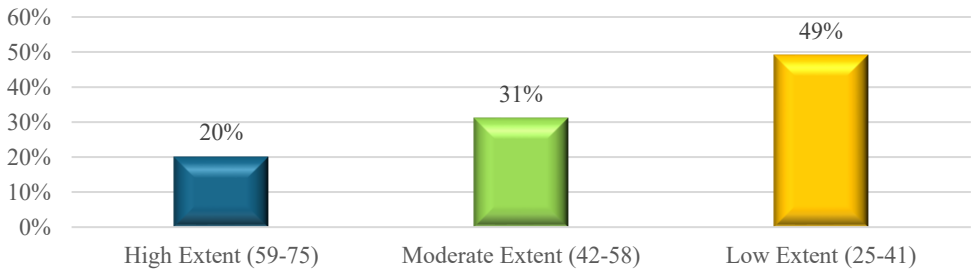


The data on monthly allowance of the respondents revealed that 59 per cent of them received 1000-3000 rupees per month and 41 per cent of the respondents had 3001-6000 rupees per month. The data also revealed that 75 per cent of the respondents were unaware of the term circular fashion followed by 35 per of the respondents were aware of the circular fashion.

Section 2: Extent of awareness among youth regarding circular fashion practices for sustainable resource use

The predominance of low awareness among nearly half of the respondents highlights a critical gap in youth understanding of circular fashion and sustainable resource use. This trend aligns with findings reported by the Ellen MacArthur Foundation (2017), which emphasized that lack of consumer awareness remains a major barrier to the adoption of circular practices in the fashion industry. The moderate extent of awareness observed in nearly one-third of the respondents suggests partial exposure to sustainability concepts; however, such fragmented knowledge may not be sufficient to encourage consistent sustainable behaviour. Studies by Niinimäki et al. (2020) indicate that although young consumers express concern for environmental issues, their understanding of circular fashion mechanisms remains limited.

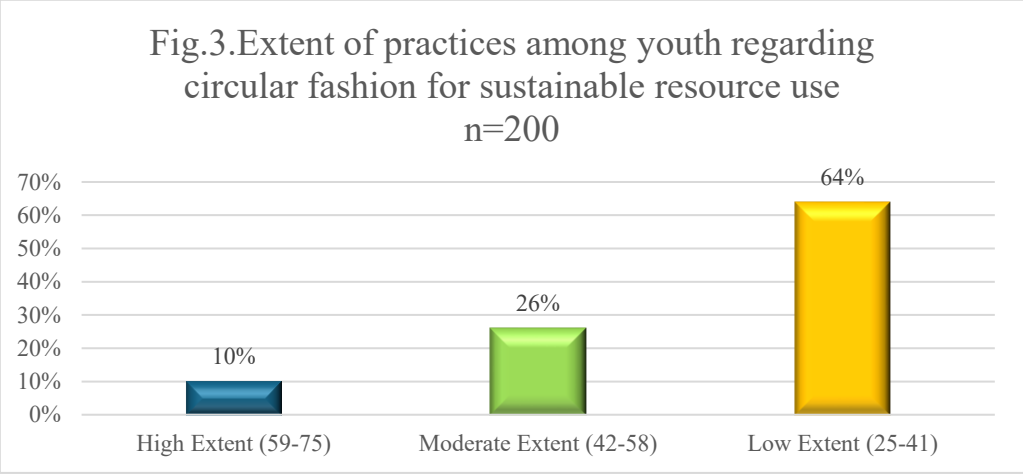
Fig. 2. Extent of awareness among youth regarding circular fashion practices for sustainable resource use
n=200



Furthermore, the relatively low proportion of youth with high awareness reflects inadequate integration of sustainability education within formal curricula and limited visibility of circular fashion initiatives in India. Gwilt (2020) emphasized that targeted educational tools, particularly visual and simplified learning aids, are effective in enhancing awareness and promoting sustainable fashion choices among youth. Therefore, the findings strongly support the need for structured educational interventions, such as infographics, to improve awareness and foster responsible consumption patterns. The extent of awareness of youth regarding circular fashion practices for sustainable resource use was measured using a structured awareness questionnaire. Based on the obtained scores, respondents were classified into three categories: low (25–41), moderate (42–58), and high (59–75). The findings revealed that 49% (n = 98) of the respondents exhibited a low level of awareness, indicating limited knowledge of circular fashion concepts and sustainable resource use. Moderate awareness was observed among 31% (n = 62) of the youth, while only 20% (n = 40) demonstrated a high level of awareness regarding circular fashion practices.

Section 3: Extent of practices among youth regarding circular fashion for sustainable resource use

The predominance of low practice levels among youth highlights a significant gap between awareness and actual implementation of circular fashion practices. Although young consumers may possess basic knowledge about sustainability, translating this awareness into daily practices remains a challenge. This finding is consistent with studies by Niinimäki et al. (2020), which report that while environmental concern is increasing among youth, behavioural adoption of circular fashion practices remains limited due to convenience, cost, and lack of accessible alternatives.



Furthermore, the dominance of fast fashion, affordability of trend-driven apparel, and limited availability of recycling or take-back facilities discourage sustainable practices among young consumers. The Ellen MacArthur Foundation (2017) emphasized that systemic barriers, including insufficient infrastructure and limited consumer engagement, restrict widespread adoption of circular fashion behaviours. Additionally, Gwilt (2020) highlighted that without targeted educational interventions and practical exposure, sustainable fashion practices are unlikely to become habitual among youth.

The extent of circular fashion practices among youth for sustainable resource use was assessed using a structured practice questionnaire. Based on the scores obtained, respondents were classified into three categories: low (25–41), moderate (42–58), and high (59–75). The findings revealed that a majority of the respondents, 64% (n = 128), demonstrated a low level of practice, indicating limited engagement in circular fashion behaviours such as repairing, reusing, recycling, or choosing sustainable clothing options. A moderate extent of practice was observed among 26% (n = 52) of the youth, reflecting occasional adoption of circular practices. Only 10% (n = 20) of the respondents exhibited a high level of practice, suggesting consistent involvement in sustainable fashion behaviours. The low proportion of respondents demonstrating high practice levels underscores the urgent need for educational aids, experiential learning, and institutional support to encourage sustainable resource use through circular fashion.

Section 4: Hypothesis Testing

H_o1: There exists no relationship between extent of awareness among youth regarding circular fashion for sustainable resource use and extent of practices among youth regarding circular fashion for sustainable resource use.

Co-efficient of correlation was computed to find out the relationship between extent of awareness among youth regarding circular fashion for sustainable resource use and extent of practices among youth regarding circular fashion for sustainable resource use.

Table 2: Co-efficient of correlation showing relationship between the Extent of Awareness among Youth regarding Circular Fashion for Sustainable Resource Use and Extent of Practices among Youth Regarding Circular Fashion for Sustainable Resource Use.

Sr. No.	Selected variables	n	Spearman's rho	Level of significance
1.	Extent of Awareness among Youth regarding Circular Fashion for Sustainable Resource Use	200	0.653	0.001
	Extent of Practices among Youth Regarding Circular Fashion for Sustainable Resource Use.			

The Spearman correlation analysis revealed a significant positive relationship between the between extent of awareness among youth regarding circular fashion for sustainable resource use and extent of practices among youth regarding circular fashion for sustainable resource use (Table 1). Since the relationship was found positive, it can be concluded that more the extent of awareness among youth regarding circular fashion for sustainable resource use more will be the extent of practices among youth regarding circular fashion for sustainable resource use. Hence the null hypothesis was rejected.

$H_0$2: The extent of awareness among youth regarding circular fashion for sustainable resource use does not vary with the personal variables (age, gender, education level and monthly allowance) of the respondents.

Analysis of Variance ANOVA was computed to test the variation of the extent of awareness among youth regarding circular fashion for sustainable resource use with their educational level.

Table 3: Kruskal Wallis H Test showing variation in the extent of awareness among youth regarding circular fashion for sustainable resource use with their educational level.

Sr. No.	Selected Variable	n	df	p-value	Level of Significance
1.	**Educational Level**	200	3 197	**0.032**	0.05

Note: df = Degree of Freedom N.S = Not Significant

The statistical findings of the study Table 3 highlighted that, the computation of F-value showed significant variation (α=0.05) in the extent of awareness among youth regarding circular fashion for sustainable resource use with their educational level. Thus, the null hypothesis was partially accepted. Hence, it was inferred that extent of extent of awareness among youth regarding circular fashion for sustainable resource use with their educational level. Hence, it can be inferred that higher levels of education are associated with greater awareness of circular fashion practices for sustainable resource use among youth (Table 3).

Table 4: Dunn's Multiple Comparison test showing difference in the Perceived Musculoskeletal Pain of the artisans with their Age, Educational Level, Number of Family Members and Work Experience

Source of Variation	Comparison Groups	n	p-value	Level of Significance
Educational Level	1st Year UG level ~ 2nd year UG level	80	0.188	N.S.
	2nd year UG level ~ 3rd year UG level		0.043	0.05 *
	3rd year UG level ~ Junior Masters		0.131	N.S.
	Junior Masters ~ Senior Masters		0.891	N.S.
	Senior Masters~ 1st year UG level		0.466	N.S.
	Junior Masters ~ 2nd year UG level		0.02	0.05 *
	Junior Masters ~ 1st year UG level		0.269	N.S.
	Senior Masters ~ 2nd year UG level		0.006	0.01 **

	Senior Masters ~ 1st year UG level		0.103	N.S.

*Note: N.S.= Not Significant, df= degree of freedom,*p < 0.5, **p < 0.01, *** p < 0.001*

The pairwise comparison analysis was carried out to determine the differences in the extent of awareness regarding circular fashion for sustainable resource use among respondents belonging to different educational levels. The comparisons were performed using a post-hoc analysis following the Kruskal–Wallis Test. The results revealed that there was no significant difference in awareness between 1st year UG level and 2nd year UG level students (p = 0.188), indicating similar levels of awareness among these two groups. Likewise, 3rd year UG level and Junior Masters students (p = 0.131), Junior Masters and Senior Masters students (p = 0.891), Senior Masters and 1st year UG level students (p = 0.466), Junior Masters and 1st year UG level students (p = 0.269), and Senior Masters and 1st year UG level students (p = 0.103) also did not show any statistically significant difference in their awareness levels. However, significant differences were observed in a few comparisons. A significant difference was found between 2nd year UG level and 3rd year UG level students (p = 0.043) and between Junior Masters and 2nd year UG level students (p = 0.020), both significant at the 0.05 level of significance. Furthermore, a highly significant difference was observed between Senior Masters and 2nd year UG level students (p = 0.006), which was significant at the 0.01 level of significance. Overall, the findings indicate that certain educational levels differ significantly in their awareness regarding circular fashion for sustainable resource use, particularly between some undergraduate and postgraduate groups, while most other educational level comparisons exhibited similar awareness levels.

This broad hypothesis was made into several specific hypotheses. t- test was computed to test the variation of the extent of awareness among youth regarding circular fashion for sustainable resource use with their age, gender and monthly allowance (in rs.).

Table 5: Mann–Whitney U Test showing variation in the extent of awareness among youth regarding circular fashion for sustainable resource use with their age, gender and monthly allowance (in Rs.)

Sr. No.	Selected Variables	Mean Rank	U value	Z value	Level of Significance
A	**Gender**				
1	Male	94.12	4300	-1.975	0.05
2	Female	106.88			
B	**Age**				
1	19–21 years	104.76	4415	-1.909	0.05
2	22–24 years	95.24			
C	**Monthly Allowance**				
1	Rs. 1000–3000	101.13	4802	-0.811	N.S

2	Rs. 3001–6000	98.87			

Table 4 presents the results of the Mann–Whitney U Test conducted to determine the variation in the extent of awareness among youth regarding circular fashion for sustainable resource use with respect to their gender, age and monthly allowance. With regards to gender, the mean rank score of female respondents (106.88) was higher than that of male respondents (94.12). The obtained Z value (-1.975) was significant at the 0.05 level of significance, indicating that a significant difference exists between male and female respondents in terms of their awareness regarding circular fashion. This implies that female youth exhibited relatively higher awareness about circular fashion for sustainable resource use compared to male youth. In terms of age, respondents in the age group of 19–21 years obtained a higher mean rank score (104.76) compared to those in the age group of 22–24 years (95.24). The calculated Z value (-1.909) was significant at the 0.05 level, indicating a significant variation in awareness levels between the two age groups. This suggests that youth aged 19–21 years demonstrated comparatively higher awareness of circular fashion practices than those aged 22–24 years. With respect to monthly allowance, respondents receiving Rs. 1000–3000 had a slightly higher mean rank (101.13) compared to respondents receiving Rs. 3001–6000 (98.87). However, the obtained Z value (-0.811) was not significant, indicating that monthly allowance did not significantly influence the awareness of youth regarding circular fashion for sustainable resource use.

Overall, the findings indicate that gender and age significantly influenced the awareness level of youth regarding circular fashion, whereas monthly allowance did not show a significant effect.

$H_0$3: The extent of practices among youth regarding circular fashion for sustainable resource use does not vary with the personal variables of the respondents.

Analysis of Variance ANOVA was computed to test the variation of the extent of practices among youth regarding circular fashion for sustainable resource use with their educational level.

Table 6: Analysis of variance showing variation in the extent of practices among youth regarding circular fashion for sustainable resource use with their educational level.

Sr. No.	Selected Variable	Source of variable	Sum of Squares	Mean Squares	df	F-Value	Level of Significance
1.	Educational Level	Between groups	34000.597	763.705	2	1.025	N. S
		Within groups	158245.336	1536.362	198		

Note: df = Degree of Freedom N.S = Not Significant

The analysis of variance revealed a statistically significant variation in the extent of practices among youth regarding circular fashion for sustainable resource use with respect to their educational level. The computed F-value (F = 1.025) was found to be insignificant. Consequently, the null hypothesis was accepted, and it can be inferred that educational level do not play a significant role in determining the extent of circular fashion practices for sustainable resource use among youth (Table 3).

The broad hypothesis was made into several specific hypotheses. t- test was computed to test the variation of the extent of practices among youth regarding circular fashion for sustainable resource use with their age, gender and monthly allowance (in rs.).

Table 7: Mann–Whitney U Test showing variation in the extent of practices among youth regarding circular fashion for sustainable resource use with their age, gender and monthly allowance (in Rs.)

Sr. No.	Selected Variables	Mean Rank	U value	Z value	Level of Significance
A	**Gender**				
1	Male	96.85	4328	-1.975	0.05*
2	Female	104.15			
B	**Age**				
1	19–21 years	102.46	4582	-1.309	N.S
2	22–24 years	98.54			
C	**Monthly Allowance**				
1	Rs. 1000–3000	108.32	4015	-2.868	0.05*
2	Rs. 3001–6000	92.68			

Note: df = Degree of Freedom N.S = Not Significant

The results of the Mann–Whitney U Test revealed that a significant difference existed between male and female respondents with respect to their practices regarding circular fashion ($Z = -1.975$, $p < 0.05$), indicating that female respondents demonstrated relatively higher practice levels than male respondents. With regards to age, the difference between respondents aged 19–21 years and 22–24 years was not significant ($Z = -1.309$), suggesting that age did not significantly influence circular fashion practices among youth. In terms of monthly allowance, a significant difference was observed ($Z = -2.868$, $p < 0.05$). Respondents receiving Rs. 1000–3000 showed relatively higher practice levels compared to those receiving Rs. 3001–6000

Section 5: Development of an educational aid for enhancing awareness and understanding of circular fashion practices among youth

The analysis of the study indicates a notable gap between awareness and actual engagement in circular fashion practices among youth. While a majority of students demonstrate familiarity with the concept of circular fashion and its principles, their adoption of sustainable behaviours—such as mindful clothing purchases, reuse, repair, upcycling, and participation in clothing swaps—remains comparatively low. This suggests that awareness alone is insufficient to translate into meaningful action, highlighting the need for innovative and engaging educational interventions.

In response to this gap, an educational aid in the form of a social media reel was developed to enhance both awareness and practical understanding of circular fashion practices. Social media platforms, being widely used by youth, offer an effective medium to capture attention, deliver concise information, and model sustainable behaviours in a visually appealing and interactive format. The reel is designed to demonstrate practical steps students can take—such as repairing clothes, swapping with peers, and making mindful purchases—while emphasizing the environmental and social benefits of circular fashion.

By combining information, visual storytelling, and motivational cues, the educational aid aims to inspire students to not only internalize circular fashion concepts but also actively incorporate them into their daily lives. This approach aligns with the broader goal of promoting sustainable resource use among youth, encouraging behavioural change through engagement, peer influence, and relatable messaging.

Plate 1. Social Media reel developed for enhancing knowledge of students regarding circular fashion

Section 6: Strategies to Encourage Youth Participation in Circular Fashion

Youth have a crucial role in promoting sustainable fashion, yet awareness often does not translate into practice. Engaging them effectively requires strategies that are interactive,

appealing, and socially motivating. The following strategies focus on encouraging youth to adopt circular fashion practices, fostering sustainable consumption, and influencing peers toward responsible clothing behaviours.

1. Social Media Challenges and Campaigns

- Launch hashtag challenges encouraging youth to post outfits made from upcycled, thrifted, or repaired clothes.
- Create fun competitions (e.g., "7 Days of Circular Fashion") to make sustainable fashion trendy and shareable.

2. Peer-Led Clubs and Communities

- Establish campus or community clubs focused on sustainable fashion.
- Encourage members to organize workshops, thrift swaps, and upcycling contests to create a sense of belonging.

3. Fashion Swap Events and Pop-Ups

- Host clothing swap events where students can exchange clothes instead of buying new ones.
- Set up mini pop-up markets for second-hand, repaired, or upcycled fashion items.

4. Gamification and Reward Systems

- Introduce point systems or badges for participating in circular fashion activities (e.g., upcycling, donating clothes, attending workshops).
- Recognize participants publicly to build motivation and healthy competition.

5. Interactive Workshops and DIY Sessions

- Organize fun, hands-on sessions where youth can learn to repair, restyle, or upcycle clothes.
- Include creative challenges like redesigning old garments or creating new outfits from thrift finds.

6. Collaboration with Influencers and Role Models

- Invite local youth influencers or eco-conscious fashion bloggers to promote circular fashion practices.
- Share success stories and tips from peers who have adopted sustainable fashion lifestyles.

7. Digital Platforms and Apps for Circular Fashion

- Encourage youth to use mobile apps or online platforms for renting, reselling, or swapping clothes.

- Gamify the experience with rewards for consistent participation or sharing achievements.

8. Awareness Through Pop Culture and Events

- Tie circular fashion campaigns to festivals, college events, or cultural activities.
- Showcase sustainable fashion collections in college exhibitions, fashion shows, or online events.

9. Mentorship and Community Projects

- Pair experienced students or eco-fashion enthusiasts with newcomers to guide them in adopting circular fashion.
- Organize community projects such as repairing and donating clothes to local NGOs.

10. Storytelling and Creative Expression

- Encourage youth to document their circular fashion journey through blogs, vlogs, or Instagram stories.
- Use storytelling to highlight environmental impact, personal creativity, and peer influence.

Conclusion

The rapid growth of the fashion industry has led to excessive consumption, increased waste, and pressure on natural resources, making sustainable alternatives more critical than ever. Circular fashion promotes responsible resource use through practices such as reuse, repair, recycling, upcycling, and mindful purchasing, encouraging consumers to value durability and longevity over frequent replacement. The study found that, although youth are generally aware of circular fashion concepts, their engagement in practical sustainable clothing behaviours remains limited. This gap underscores the need for targeted educational interventions, including curriculum integration, hands-on workshops, peer-led initiatives, and experiential activities such as clothing swaps and upcycling projects. Leveraging digital platforms and social media as educational aids can further engage youth, provide relatable examples, and promote peer influence, motivating the adoption of circular fashion practices. Institutional support from universities, NGOs, and sustainable fashion brands can enhance access to resources, recycling programs, and resale or rental platforms, reinforcing these behaviours. By fostering mindful consumption, repair, reuse, and upcycling, such initiatives can reduce textile waste, conserve resources, and cultivate long-term environmentally responsible habits among youth, contributing to a more sustainable and balanced fashion system.

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