

University Students' Awareness of Sustainable Development Goals: Implications for Inclusive Development

By

**Titilayo Remilekun Osuagwu (PhD)
Department of Linguistics & Communication Studies
Faculty of Humanities
University of Port Harcourt, Rivers State, Nigeria**

ABSTRACT

This study examines university students' awareness of the United Nations Sustainable Development Goals (SDGs) and its implications for fostering inclusive development. As higher education institutions play a vital role in shaping future leaders and innovators, understanding students' knowledge, perceptions, and engagement with the SDGs provides critical insight into their potential contributions to sustainable growth. Findings highlight that while students demonstrate varying levels of awareness across different goals, there remains a gap in comprehensive understanding and active participation. Addressing this gap through curriculum integration, campus initiatives, and policy support is essential for empowering students as agents of inclusive and transformative development. The study concluded that the lack of youth participation in SDG-related activities could hinder some countries' progress towards achieving the goals. One of the recommendations is that teachers should always mention the SDGs in their teachings regardless of the course being taught to increase students' awareness.

Keywords: University Students', Sustainable Development, Goals, Inclusive Development

Introduction

The United Nations Sustainable Development Goals, also known as the Global Goals or 2030 Agenda for Sustainable Development, serve as a blueprint for accelerating development worldwide. According to the United Nations (2015, p. 16), the goals are "integrated and indivisible, global in nature and universally applicable." Established in 2015, they follow Agenda 2021 and the Millennium Development Goals (MDGs). They were designed as a framework to tackle social, economic, and environmental issues. The timeline to achieve these seventeen goals will span less than a decade. This indicates that everyone has a role in achieving them, as (Bashir & Amua, 2013) Fayomi, Okokpujie & Udom, (2019) advocate for "collective efforts" across all sectors. Similarly, Dutta (2018) urges recognition of subaltern voices in addressing all forms of inequality. Collaboration is essential for realising these goals (Servaes & Yusha'u), and that is why Goal 18, the final one, calls for universal collaboration towards its achievement (Wilson, 2017).

The issues addressed in the SDG template range from poverty and health to climate change and environmental degradation. This verifies Wilson's (2017) assertion that a complete commitment to development is "multifaceted and covers a wide variety of contexts" (p.10), which include prioritising youths, women, leadership, labour, management and business, science and technology, education, economy, health, religious and spiritual matters, cultural contexts, and communication.

An inclusive democracy will ensure equal contributions to the realisation of the goals, which is a major way of meeting the 2030 deadline. Hence, sustainability organisations have been

prioritising the needs of human beings. In the same vein, research is considered crucial to the realisation of the goals (Fayomi, Okokpuije and Udom, 2018) just as the contributions of the youth.

Statistics reveal that the world is home to 1.8 billion people aged 10-24, making this the largest youth generation in history. About 90 per cent of these individuals live in developing countries, where they constitute a significant portion of the population. This demographic should drive social change to improve lives and benefit the entire planet. • Additionally, six of the SDGs have twenty targets that specifically relate to youth. These include Goal 2 (hunger), Goal 4 (education), Goal 5 (gender equality), Goal 8 (decent work), Goal 10 (inequality), and Goal 13 (climate change) (UNDP, 2017)

Young people's involvement is also essential for realising the calls for participation, inclusion, accountability, and renewed global engagement embedded in Goals 16 (peaceful, just, and inclusive societies) and 17 (partnerships and implementation). The question then arises: to what extent are students, who constitute the youth demographic, aware of the SDGs and how are they utilising them to build a sustainable future?

Statement of the Problem

Youths are expected to be drivers of the SDGs. Activities related to advancing these goals often overlook the inherent attributes and potential of the younger generation in achieving them. The apparent lack of awareness about Sustainable Development Goals among Nigeria's youth has prompted this study. Although some research has focused on the contributions of various demographics to realising these goals (for example, Fayomi, Okokpuije & Udom, 2018), little attention has been given to the level of engagement of Nigerian youth, who, according to Bashir & Amua (2013, p. 271), are "the future leaders of the planet" and will be most affected if the challenges addressed by the goals are not tackled. This is concerning because the lack of participation was identified as a shortcoming of the Millennium Development Goals, which preceded the SDGs (Fayomi, Okokpuije & Udom, 2018). This is why sustainability organisations, including UNESCO, the United Nations, UNEP, and IISD, are prioritising human needs in their activities.

The significance of youth participation in SDGs is highlighted by Genc's (2017) view that, although the issue of youth involvement in promoting the SDGs is gaining considerable attention, certain unresolved challenges still require attention. One of these is the contribution of youths to advancing democratic ideals.

Aim & Objectives

The main aim of this study was to assess how aware youths and students are of the SDGs. The specific objectives are as follows:

1. To examine the extent to which Uniport students were aware of the SDGs.
2. To establish how often Uniport students refer to the SDGs in their research endeavours.
3. To ascertain the sources that accounted for UNIPORT students' awareness of SDGs
4. To find out the challenges impeding students from having adequate knowledge of the goals.

Research questions

1. To what extent are Uniport students aware of the SDGs?
2. How often do they refer to the SDGs in their research endeavours?
3. Which sources accounted for UNIPORT students' awareness of SDGs?
4. What are the challenges impeding students from having adequate knowledge of the SDGs?

Theoretical framework and literature review

This study focuses on two theories: the Diffusion of Innovations and the Participatory Model of Development. The following explains both theories.

Everett Rogers' Diffusion of Innovations, proposed in 1962, serves as the foundation for this study. Although initially introduced by Lazarsfeld, Berelson, and Gaudet in 1944, the theory explains how new ideas, products, and social practices spread within a society or across different societies (Asemah, 2011; Okoro, Nwachukwu & Ajaero, 2015).

The theory argues that there are individual differences in resistance or acceptance of an innovation. The categories include innovators, early adopters, early majority, late majority and laggards.

The theory also identifies categories of change that occur over time, including awareness, knowledge, interest, decision, trial or implementation, and confirmation or rejection of the behaviour. It recognises the role of the media and interpersonal communication in influencing acceptance or rejection of innovation at both micro and macro levels (Asemah, 2011). Therefore, awareness, one of the variables in this work, ranks first among the categories of change. This emphasises the importance of 'awareness' in attitude change.

The theory is suitable for this work because it explains variations in the acceptance of an innovation. In this context, the innovation refers to the SDGs, and the demographic group whose rate of adoption is being examined is the youth/students of a tertiary institution. The theory highlights the importance of combining mass media and interpersonal communication for effective attitude change.

The second theory for this work is the Participatory Model of Development as proposed by Paulo Freire and Boalo Augustus (Anaeto & Anaeto, 2010). The premise of the theory is that ordinary people possess the intellectual ability for active contribution and participation as agents of societal change. The model recognises the role of communication in "creating critical awareness and consciousness among people in the path of development" (Anaeto & Anaeto, 2010, p.19).

This model does not adhere to the top-down approach of development; instead, it promotes individuals to develop through local knowledge and capacities. Therefore, participation is vital for sharing knowledge, fostering commitment, trust, and attitudes that lead to transformation (Anaeto & Solo-Anaeto, 2010).

This theory has implications for this study because the SDGs require collaborative efforts from everyone for their realisation. In other words, participation is vital to achieving the goals. UNDP (2016) affirmed the same point that "Young people's involvement is also key

if the call for participation, inclusion, accountability and revitalised global engagement embedded in Goals 16 (peaceful, just and inclusive societies) and 17 (partnerships and implementation) is to be achieved.”

Awareness is the state of knowing, being conscious, or cognisant of something. It involves having knowledge, understanding, or recognition of a situation, fact, or existence. This can range from being aware of one's surroundings to understanding complex issues or problems (Niema & Christiano, 2017). Awareness plays a crucial role in drawing attention to important matters, promoting understanding, and enabling informed decision-making. It empowers individuals by making them conscious of problems or issues. According to Youth Do It (nd), awareness-raising activities involve:

- a) Organising media campaigns in conjunction with a community to mount pressure on decision-makers.
- b) Telling the community people about important issues.
- c) Holding debates about issues in schools, communities, hospitals and youth centres.
- d) Using a petition to get people's support before presenting it to decision-makers.
- e) Organising rallies, demonstrations, or peaceful marches.
- f) Giving out information through handbills, brochures fliers.
- g) Live theatrical performances, songs, and comedy about an issue can be helpful.

Some studies on awareness have concentrated on how to measure awareness, public awareness campaigns and their influence on knowledge and understanding of various issues, the effectiveness of campaigns in raising awareness about critical matters such as endangered species, environmental concerns, and political issues. Additionally, some studies examine the mechanisms through which awareness is developed, its effects on decision-making and behaviour, and the role it plays in fostering social change and encouraging informed action within social systems (Timmermans & Cleeremans, 2015).

Democratic inclusion has been variously defined in academic literature. Some interpret it narrowly as political participation and recognition (see Hero & Wolbrecht, 2005, and Yazid & Karman, 2020), while others regard it as encompassing inclusion in all facets of life (for example, Raharja, 2020; Johan, 2020). According to Hero & Wolbrecht (2005), democratic inclusion refers to “the way traditionally underrepresented groups have and have not achieved political incorporation, representation, and influence.” UNDP (2017) perceives democratic inclusion as the culmination of a democratic political system and as a tool for evaluating political arrangements. Yarzi and Karman (2020) argue that inclusive democracy leads to inclusive development, and when democratic principles are violated, it poses a threat to inclusivity. They assert that the level of commitment to democracy is reflected in the degree of inclusivity. The principles of democratic inclusion call for youth participation in the comprehensive development of society. In other words, excluding youth from issues related to SDGs can hinder progress towards meeting the targets within the set timeframe.

Genk (2017) highlights the benefits of involving youths in SDG-related issues, including their potential as promoters of inclusive societies through youth organisations, all-around skill development, and global citizenship. He sums up that youths:

Become global citizens who are aware of and engaged in tackling global challenges. By educating and empowering the next generation, sustainable practices and values are transmitted for a more sustainable future. Engaging young people in sustainable development not only benefits the current generation but also establishes the groundwork for a more sustainable, inclusive, and prosperous future for all.

According to Yuan (2021), studies have shown that students from high schools, such as a Chinese senior high school, have limited knowledge about the SDGs, with information mainly coming from formal education and traditional media sources. The researcher further noted that “despite limited awareness, students prioritise goals like gender equality, quality education, and clean water and sanitation, showing a keen interest in these areas for personal impact and future career choices.”

Sustainable development: The term sustainable development has been defined in various ways by many scholars. Similar to the broader concept of development, sustainable development has seen multiple definitions and interpretations. Some scholars consider sustainable development as focusing solely on economic growth, while others see it as promoting greater equality and unlocking human potentials relevant for both the present and future. Thus, Wilson (2017, citing Colderin 1991) defines sustainable development as “a pattern of development that is buoyed by a human communication strategy linked to a society’s planned transformation from a state of general lack to one of dynamic socio-economic growth that makes for greater unfolding of individual potentials.” (p.11). Likewise, Asemah (2011, p.316) describes sustainable development as “the process of maximising the use of available resources to ensure the long-term well-being of present and future beneficiaries.” In addition, Asadu (2012, citing Servae 2007) views sustainable development “as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (p.12).

The crux of all the definitions is that first, genuine sustainable development goes beyond material or economic possessions and cultural as it ranges from economic, social and cultural aspects of human society (Asemah, 2011). Second, it considers the future and not the present alone (Asadu, 2012). Third, it sees sustainable development as a process of equal participation (Asemah, 2011; Asadu, 2012; Osuagwu, 2020; Wilson, 2017).

The importance of sustainable development led to the creation of the United Nations Sustainable Development Goals, focusing on people, planet, prosperity, peace, partnership, and social environment. Additionally, recognising the interconnectedness of all nations highlights the importance of collective efforts, inclusivity, integration, and engagement. Therefore, all sectors of society are expected to be involved to ensure that no one is left behind.

University students in the context of this paper refer to individuals enrolled in a tertiary institution known as a university. According to Omenugha's (2010) assertion, university students are also considered a subset of youths. They form the most active and vibrant segment of society and are expected to lead efforts that will promote the realisation of the SDGs. They are the future shapers and will support adults in building a better society because they are inventive. Unfortunately, studies have associated students’ lack of innovation and diligence with the widespread use of ICT among young people, as well as

social vices such as pornography, criminality, religious sects, racism, and prostitution, among others. All these are harmful to sustainable development and reflect the indifferent attitudes of youths towards progress and issues related to SDGs.

Related studies

Due to the significance of the SDGs in driving social transformation worldwide, some studies have investigated the engagement and involvement of young people in addressing the issues outlined in the SDGs. Several studies highlight the global exclusion of youths from economic, political, and social participation.

Vambe (2018) conducted a study on the “impact of youth participation on attainment of Agenda 2063 and Sustainable Development Goals (Sdgs) in Nigeria.” He found that the lack of information on issues pertaining to youth is a major hindrance to youth participation in matters related to SDGs. The author recommended increased access to data concerning issues affecting youths.

In the same vein, Odelami & Fasakin (2019) investigated the level of awareness, perception, and involvement of Nigerian youths in SDGs. They found a low level of awareness and involvement of Nigerian youths in Sdgs-related concerns. They recommended that SDGs stakeholders should help facilitate the engagement of youths in SDGs to meet the 2030 deadline.

Bashir and Amua (2013), for instance, in a survey, found that awareness and intentions to engage with climate change issues were very high among students of Mautech University Yola, Adamawa State, Nigeria. Also, Fayomi et al. (2018), in a work titled “A study on the significant roles of research in the realisation of the Sustainable Development Goals,” analysed the effect of research on the pathway to the realisation of the SDGs. They conclude that every improvement in human society is predicated on research.

The review of literature and related studies has shown that enough attention has not been given to the awareness of youths about SDGs, especially students. This is in spite of the importance of the SDGs to youths and societal advancement.

Methodology

A descriptive survey was chosen as the research design for this study. A survey is one of the most common methods of gathering knowledge (Ihejirika and Omego, 2011). A descriptive survey requires a researcher to explain certain features based on data collected from a sample of a specific population, making the findings generalisable (Nwakwo, 1999). The population of the study consisted of final-year students of the university, numbering over ten thousand (500) during the period the study was conducted. This figure was obtained from the Public Relations Unit of the university. The sample size of 370 respondents, as recommended by the Research Advisor (2006), was purposively sampled from the final-year students of the regular programme in the Department of Linguistics & Communication Studies, University of Port Harcourt, Rivers State, Nigeria. The students were purposively selected due to logistical considerations such as proximity and convenience.

Data presentation

Of the three hundred and seventy copies of the questionnaire distributed to respondents, three hundred and fifteen copies, representing 85%, were duly filled and returned. The response rate was deemed sufficiently high for the study.

Demographic data

The demographics of the respondents showed that 235 (75%) were females, while 80 (25%) were males. The age distribution revealed that most participants, 256 (80%), were between the ages of 20-23, and the remaining 65 (21%) were aged 24-27.

Table 1: Students' Extent of Awareness about SDGs

Variable	Frequency	Percentage
High	60	19
Low	30	10
No knowledge	225	71
Total	315	100

The first research question aimed to determine how aware University of Port Harcourt students were of the SDGs. As shown in Table one above, most students (71%) stated they were not aware of it and had never heard about it anywhere. Only 10% had high awareness, while 19% had low awareness.

Table 2: Frequency of Usage of SDGs in Research Endeavours

Variable	Frequency	Percentage
Very often	12	13
Not often	19	21
Never	59	66
Total	90	100

The second research question aimed to determine how often University of Port Harcourt students applied the SDGs in their research efforts. As shown in Table two, most students (66%) stated they had never applied the SDGs in their research efforts; only 21% had used them very often but had never heard of them elsewhere. Just 10% had high awareness, while 19% had low awareness. Note that this question only addressed the 90 respondents who reported high or low levels of awareness and were considered when examining the frequency of SDGS application in their research.

Table 3: Students sources of awareness about SDGs

Variable	Frequency	Percentage
Classroom/teachers	51	57%
Media	32	36%
Others	7	7%
Total	90	100%

Research question three aimed to identify the sources behind students' awareness of the SDGs. Results indicate that classroom teaching is the most significant source, accounting for 57%, followed by media sources with 36%, and other sources comprising 7%.

Table 4: Challenges impeding students from acquiring adequate knowledge about SDGs

Variable	Frequency	Percentage
Insufficient Communication	35	38%
Pressure to finish research on time	30	33%
Lack of policy support	19	21%
Others	6	7%
Total	90	100%

Research question four focused on identifying the challenges preventing students from acquiring sufficient knowledge. Results indicate that the most common issue was inadequate communication about the SDGs, accounting for 38%. This was followed by pressure to complete research within the deadline at 33%, with lack of policy support and other reasons making up 7%.

Discussion of Findings

The first research question aimed to assess the level of awareness of the SDGs among Uniport students. Results showed that students in the study have insufficient awareness of the SDGs, confirming the findings of Odelami & Fasakin (2019), who identified low awareness of SDGs among Nigerian youths. Vambe (2018) also previously reported low awareness, attributing it to a lack of data and information related to SDG issues among Nigerian youths. This supports the diffusion of innovation theory's explanation of the variability in how and when people accept innovations. Therefore, Ire and Nwamereni (2017) reaffirmed this idea by stating that "different kinds of people embrace and adopt new ideas in different ways and at different times."

The second research question concerned how often Uniport students refer to the SDGs in their research efforts. The findings reveal that students rarely incorporate the SDGs into their research activities. Three-quarters of the respondents confirmed that they never applied the SDGs to their academic work. This finding supports the view of Fayomi et al., (2019) regarding the need to prioritise research related to the SDGs. Therefore, the collaboration between youths, educational institutions, and other stakeholders will raise awareness of the SDGs among all.

The third research question aimed to identify the sources that contributed to UNIPORT students' awareness of SDGs. Results indicate that classrooms ranked highest as the primary venue for learning about SDGs. Genc's (2017) assertion about the importance of communication in any sustainability endeavour supports this study. Classrooms or educational institutions are the most effective outlets for disseminating SDG messages.

showed that education media are the channels through which SDG messages are conveyed to youth. Like the study suggested, the media ranks second. However, Jhurry (2021) noted that universities contribute only 4% towards the realisation of SDGs. Additionally, Fayomi et al. (2018) previously found that research, which is one of the core mandates of universities, is the key to the collaborative effort needed for the achievement of the SDGs. This emphasises the need to increase focus on SDG awareness within classrooms.

In the final research question, which is the fourth, the aim was to identify the challenges preventing students from acquiring sufficient knowledge of the SDGs. Most respondents indicated that lack of communication is the primary barrier to raising awareness about the SDGs. The consequence of being ill-informed or uninformed is hindered development. Moreover, scholars are advocating for the inclusion of communication as the eighteenth (18th) SDG, recognising it as an overlooked component of the SDG framework (Genc, 2017). In a previous study, Fayomi et al. (2019) identified challenges such as "lack of funding supports, poor organisation, fraud, absence of training for gaining knowledge, poor infrastructure, poor technology and low request for product and services" as barriers to understanding the SDGs.

Conclusion

The younger segment of society is not contributing enough towards achieving the SDGs. Formal classroom education remains the most essential source of information about the SDGs. Insufficient dissemination of information about SDG activities explains the lack of awareness. The lack of youth participation in SDG-related activities could hinder some countries' progress towards achieving the goals.

Recommendations

- 1) Teachers should always mention the SDGs in their teachings regardless of the course being taught to increase students' awareness.
- 2) Students should be taught about the importance of the SDGs in giving credence to research impact. Supervisors can help ensure that students' projects address certain areas of the SDGs.
- 3) Since this research has proven that the classroom remains the major source of learning about SDGs, there is a need for a strong institutional policy for the teaching of SDGs across all disciplines and general courses in all tertiary institutions.
- 4) More communication about SDGs should be intensified to eradicate the barriers to awareness.

Limitations

A few limitations are acknowledged in this study. First, only final-year students of the Department of Linguistics & Communication Studies were sampled, which may limit the generalisability of the findings. Further research is necessary to survey students regarding economic status, geographic location, and gender. Second, this study did not investigate the variables responsible for low awareness of SDGs, which could threaten the validity of the results since it seems unlikely that lack of awareness is the only factor inhibiting students' engagement with the SDGs.

Despite these limitations, this study contributes to existing literature by broadening the understanding of students' awareness of the SDGs. More importantly, it demonstrates that

students' or youths' contributions to the SDGs can be empirically monitored, offering valuable insights for SDG-related policies and planning strategies aimed at increasing inclusivity for the realisation of the SDGs.

REFERENCES

- Anaeto, S.G. & Solo-Anaeto, M. (2010). *Development communication principles and practices*. Stirling -Horden Publishers Ltd.
- Asadu (2012). *Anatomy of communication for development*. University of Port Harcourt Press.
- Asemah, S.A. (2011). *Selected mass media themes*. Jos University Press.
- Bashir, A.S & Amua, H. ((2013). Perceived role of the media in young people's engagement with climate change: A study of young undergraduates at Mautech, Adamawa State. *The Nigerian Journal of Communication* 11 (1). 268-284.
- Colderin, G. (1991). *Perspectives on communication for rural development. Reproduced in Module on development communication*. African Council for Communication Education.
- Dutta, M.J. (2018). Culture-centered Approach in Addressing Health Disparities: Communication Infrastructure for Subaltern Voices. *Communication Methods and Measures* 12 (4). 231-259.
- Fayomi, O.S.I., Okokpujie, I.P., Fayomi, G.U. & S.T. Okolie (2019). *The Challenge of Nigerian researchers in meeting Sustainable Development Goals in 21st Century*. *Energy Procedia* 57. 393-404.
- Fayomi, O.S.I., Okokpujie, I.P. & Udo, M. (2018). *The role of research in attaining sustainable development goals*. <https://iopscience.iop.org/article/10.1088/1757-899X/413/1/012002/pdf>
- Genc, R. (2017). *The importance of communication in sustainability and sustainable practices*. *Procedia Manufacturing* 8, 511-516 DOI: [10.1016/j.promfg.2017.02.065](https://doi.org/10.1016/j.promfg.2017.02.065)
- Hero, R. E., & Wolbrecht, C. (2005). Introduction. In R. E. Hero, C. Wolbrecht, P. E. Arnold, & A. B. Tillery (Eds.), *Politics of democratic inclusion* (pp. 1–14). Temple University Press. <http://www.jstor.org/stable/j.ctt1bw1kpt.3>
- Niema & Christiano (2017). Stop Raising Awareness Already. *Stanford Social Information Review*. https://ssir.org/articles/entry/stop_raising_awareness_already
- Nwakwo, O.C. (2006). *Practical guide to research writing*. FEDINCO Publishers.
- Odelami, B.J. & Fasakin, R.I. (2019). In pursuit of 2030 global agenda, awareness, perception and involvement of Nigerian youths in achieving Sustainable Development Goals and the role of libraries. *Library Philosophy and Practice (ejournal)* 1-9. <https://digitalcommons.unl.edu/libphilprac/2710>
- Okoro, N., Nwachukwu, C. & Ajaero, I. (2015). Health Communication Strategies. In Ike O. F. & Udeze, S.E. (Eds.), *Emerging Trends in Gender, Health & Political Communication in Africa* (63-84). Rhyce-Kerex. Enugu.
- Okoro, N., Nwachukwu, C. & Ajaero, I. (2015). Health communication strategies. In Ike O. F. & Udeze, S.E. (Eds.), *Emerging trends in gender, health & political communication in Africa* (63-84). Rhyce-Kerex. Enugu.

- Omenugha, K.A. (2010). Influence of Modern ICTs on the Academic and Social Behaviour of Students in a Selected Nigerian University. *Journal of Communication and Media Research*, 2 (1). (43-54).
- Osuagwu, T.R. (2020). Understanding the role of indigenous festivals in community development: A study of the Awaka Community (Nigeria). *International Communication Research Journal*. A Publication of the International Communication Division of the AEJMC, 55 (2) 34-47. Texas, USA.
- Raharja, D.P. (2020). Social inclusion in today's Democracies. In Dina (Ed.), *Democracy and inclusivity: A reflection from the 2019 Bali Civil Society and Media Forum* (pp.16-28). Friedrich-Ebert-Stiftung.
- Stibbe, D. Reid, S. & Gilbert, S. (2018). Maximising the impact of partnership for the SDGs: A practical guide to partnership value creation. The Partnership Initiative. [2564Maximising the impact of partnerships for the SDGs.pdf](#)
- Timmermans, B. & Cleeremans, A. (2015). How can we measure awareness? An overview of current methods. In Morten O. (Ed.), *Behavioural methods in consciousness research*, 21-46. <https://doi.org/10.1093/acprof:oso/9780199688890.003.0003>
- UNDP (2017). Democratic governance and youth. <https://www.undp.org/content/dam/undp/library/Democratic%20Governance/Youth/Fast>
- UNDP (2017). *Fast facts: Youth as partners for the implementation of SDGs*. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.undp.org/sites/g/files/zskgke326/files/publications/Fast%20Facts%20-%20Youth%20&%20SDGs_2017-January_final.pdf
- United Nations, (2021). Four things you need to know about youths and SDGs. <https://www.un.org/en/desa/four-things-you-need-know-about-youth-and-sdgs>.
- Vambe, J.T. (2018). Impact of youth participation on attainment of Agenda 2063 and Sustainable Development Goals (SDGs) in Nigeria. *Journal of Progressive Research in Social Sciences* (JPRSS), 8 (3). 649-661. www.scitecresearch.com/journals/index.php/jprss.
- Wilson, D. (2017). Communication for national economic liberation and development in Nigeria. In Des W. (Ed.), *Communication and economic development* (pp.1-16). African Council for Communication Education.
- Yazid, S. & Karman, M.M. (2020). Beyond numbers, ensuring inclusivity in a growingly exclusive democratic realm. In Dina (Ed.) *Democracy and inclusivity: A reflection from the 2019 Bali Civil Society and Media Forum* (pp.51-62). Friedrich-Ebert-Stiftung.