UNIVERSITY STUDENTS' AWARENESS OF SUSTAINABLE DEVELOPMENT GOALS: IMPLICATION FOR INCLUSIVE DEVELOPMENT

By

Titilayo Remilekun Osuagwu Ph.D.
Department of Broadcasting
Faculty of Communication & Media Studies
University of Port Harcourt,
Rivers State,
Nigeria

ABSTRACT

University students' awareness of Sustainable Development Goals (SDGs) is crucial for promoting inclusive development. Research suggests that integrating SDGs into higher education curricula positively impacts students' awareness and pro-environmental behavior. A study conducted at the University of Jordan found that students displayed moderate awareness and high pro-environmental behavior levels. The integration of SDGs into curricula was seen to significantly influence students' attitudes toward sustainability and encourage sustainable behaviors. This study examines the impact of university students' awareness on Sustainable Development Goals (SDGs) using River State to determining the nature of the influence. The study adopted a descriptive survey which requires a researcher to explain certain features as derived from the data collected from a sample of a given population to which the findings are generalizable. The sample size of 370 respondents as suggested. The study concluded that the younger sector of society is not contributing enough towards the attainment of the SDGs. Formal classroom learning remains the most vital source of information about SDGs. Insufficient information dissemination about SDG activities accounts for the lack of awareness. The implication of the lack of youth participation in SDG-related activities may slow down the pace of the achievement of the goals in some countries. The study, recommended that teachers should always mention the SDGs in their teachings no matter the course being taught to increase students' awareness.

KEYWORDS: University, Students' Awareness, Sustainable Development, Goals, Implication and Inclusive Development

INTRODUCTION

The United Nations Sustainable Development Goals also known as Global Goals or 2030 Agenda for Sustainable Development, is the template for fast-tracking development in the world. According to the (United Nations, 2015b, P. 16), the goals are "integrated and indivisible, global in nature and universally applicable." It was established in 2015 and preceded by Agenda 2021 and the Millennium Development Goals (MDGs). It was conceived as a framework for addressing social, economic, and environmental issues. The timeline for the realisation of the seventeen goals will elapse in less than a decade. This implies that everyone has a role to play in the achievement of the goals as (Bashir & Amua, 2013; Fayomi, Okokpujie and Udom) advocated the "collective efforts" of all towards the achievement of the goals. In the same vein, Dutta (2018) calls for the recognition of subaltern voices in addressing all forms of inequities. It was conceived as a framework for addressing social, economic, and environmental issues. Collaboration is said to be critical to the realisation of the goals (Servaes & Yusha'u) and that is why goal 18, which is the last, calls for the collaboration of all towards its realisation (Servaes &

Yusha'u, Wilson, 2017). The concerns of the SDG template range from poverty, health, climate change and environmental degradation. This corroborates Wilson's (2017) assertion that a total commitment to development is "multifaceted and covers a wide variety of contexts" (p.10)which include prioritizing 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 realization of the goals is a major way of beating the deadline of 2030. Hence, sustainability organisations have been prioritizing the needs of human beings. In the same vein, research is considered to be crucial to the realisation of the goals (Fayomi, Okokpujie and Udom) just as the contributions of the youth. Statistics have shown the world is made up of 1.8 billion people between the ages of 10-24 which constitutes the largest generation of youth in history. Approximately 90 percent of them live in developing countries, where they make up a large proportion of the population. This population ought to be advancing social transformation to better the lives of people and the entire planet. • Also, Six of the SDGs have twenty targets that specifically pertain to the 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 key if the call for participation, inclusion, accountability and revitalized global engagement embedded in Goals 16 (peaceful, just and inclusive societies) and 17 (partnerships and implementation) is to be achieved. The question thus arises: To what extent are students who constitute the youth population aware of the SDGs and how are they harnessing them to forge a sustainable trajectory?

STATEMENT OF THE PROBLEM

Youths are supposed to be drivers of the SDGs. Activities that have to do with the advancement of the goals seem to be unaware of the inherent attributes of the younger ones and their potential for the attainment of the goals. The seeming lack of awareness about Sustainable development Goals among the youth population of Nigeria has necessitated this study. Some research has worked on the contributions of various demographics to the realisation of the goals (for example, Fayomi, Okokpujie and Udom)) but little attention has been given to the extent of engagement of the youth segment of Nigerian society who according to Bashir & Amua (2013, p. 271) are "the future leaders of the planet" who will be at the receiving end if the challenges the goals aim to achieve are not addressed. This is is worrisome because the lack of participation was found to be one of the shortfalls of the Millenium Development Goals which preceded the SDGs (Fayomi, Okokpujie and Udom, 2018). This explains why sustainability organisations including UNESCO, United Nations, UNEP, IISD are prioritising the needs of human beings in their activities. The importance of youth participation in SDGs is underscored by the assertion of Borojevic et al, (2023) although the issue of youth participation in the advancement of the SDGs is gaining significant attention, some unaddressed challenges are begging for attention. One of which is the contribution of youths to fostering democratic ideals.

AIM & OBJECTIVES
The general aim of this study was to examine the to which youths/students were aware 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

Two theories foreground this study. They are the Diffusion of Innovations theory and the Participatory Model of Development. The two theories are explained in what follows. Everet Roger's Diffusion of Innovations propounded in 1962 is used to foreground this study. Although earlier proposed by Lazersfeld, Berelson and Gaudet in1944, the theory espouses how new ideas, products and social practices spread within a society or among different societies (Asemah, 2011; Osuagwu, 2022; Okoro, Nwachulwu & 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 to include awareness, knowledge and interest, decision, trial or implementation and confirmation or rejection of the behaviour. It recognises the role of the media and interpersonal communication in influencing the acceptance or otherwise of innovation at micro and macro levels (Asemah, 2011). Thus, awareness, one of the variables of this work, ranks first among the categories of change. This shows how important the concept of 'awareness' is to attitude change.

The theory is appropriate for this work because it explains differences in the level of acceptance of an innovation. In this regard, the innovation is the SDGs and the demographic category that their rate of adoption is being considered is the youths/students of a tertiary institution. The theory underscores the need for mass media and interpersonal communication to be combined 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 the common people have the intellectual capacity to actively contribute and participate 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 subscribe to the top-down model of development, instead, it encourages people to create means of development through local knowledge and capacities. Thus, participation is crucial to sharing knowledge, commitment, trust and attitude that engenders transformation (Anaeto & Solo-Anaeto, 2010, Osuagwu, 2022). This theory has some implications for this study because the SDGs call for collaborative efforts of all for its realisation. In other words, participation is crucial to the attainment of the goals. Lok Sabha Secretariat (n.d., p.2) affirmed the same point that "Young people's involvement is also key if the call for participation, inclusion, accountability and revitalized 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. Awareness is the state of knowing or being conscious 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, World Health Organisation, 2024). Awareness plays a crucial role in raising attention to important matters, promoting understanding, and facilitating informed decision-making. It empowers people 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 community people about important issues.

c)Holding debates about issues in schools, communities, hospitals and youth centers.

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 help.

Some studies on awareness have focused on how to measure awareness, public awareness campaigns and their influence on knowledge and comprehension of various issues, effectiveness of campaigns in raising awareness about critical issues like endangered species, environmental concerns, and political matters. In addition, some studies explore the mechanisms through which awareness is cultivated, its implications on decision-making and behavior, and the role it plays in driving social change and promoting informed action in social systems (Timmermans & Cleeremans,2015).

Democratic inclusion has been variously defined in scholarship. Some view it from a narrow-angle of political participation and recognition (See Hero & Wolbrecht, 2005 and Yazid & Karman, 2020), while some see it as that which encompasses inclusion in all facets of life (for example, Raharja, 2020; Johan, 2020) To Hero & Wolbrecht, (2005), democratic inclusion means "the way traditionally underrepresented groups have and have not achieved political incorporation, representation, and influence." Zilla (2022) sees democratic inclusion as the end product of a democratic political system and the tools for assessing political dispensations. According to Yarzi and Karman (2020), inclusive democracy results in inclusive development and when the principles of democracy are violated, the effect is a threat to inclusivity. Asserts that the level of commitment to democracy is shown in the level of inclusivity. The tenets of democratic inclusion behoove youths to participate in the all-round development of society. In other words, the exclusion of the youth in issues related to SDGs can be inimical to the drive towards the deadline for the realisation of the goals.

        Msoka (2023), itemise the benefits of involving youths in SDGs-related issues to include the potential of youths as promoters for inclusive societies through youth organisations, all-around skill development and global citizenship. He sums it up   that youths: become global citizens who are aware of and engaged in addressing global challenges. By educating and empowering the next generation, sustainable practices and values are passed on for a more sustainable future...engaging young people in sustainable development not only benefits the current generation but also lays the foundation for a more sustainable, inclusive, and prosperous future for all.

        According to Yuan (2021), studies have shown that students from high schools, like a Chinese senior high school, have limited knowledge about the SDGs, with information primarily coming from formal education and traditional media sources. The researcher further noted that "despite limited awareness, students prioritize 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 variously defined by many scholars. Just like the concept of development, the concept of sustainable development has been subjected to various definitions and interpretations. Some scholars see sustainable development as that which

leads to economic growth only, while in contrast, some see it as the development that leads to greater equality and the unfolding of human potentials that are relevant for the present and the 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). In the same vein, Asemah (2011, p.316) considers the process of maximising the use of available resources to ensure the long-term well-being of present and future beneficiaries" as sustainable development. In corroboration, 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; Osuagwu, 2022; Wilson, 2017).

The significance of sustainable development birthed the United Nations Sustainable Development Goals with concern for people planet, prosperity, peace, partnership, planet and social environment. Also, the recognition of the interconnectedness of all countries underscores the emphasis on collective efforts, inclusivity, integratedness and engagement. Thus, all sectors of society are expected to be on the table, to ensure that no one is left behind.

University students in the context of this paper connote students in the tertiary institution of learning known as the university. Following Omenugha's (2010) assertion that university students are also considered as a subset of youths. They are the most active and vibrant sector of every human society and are expected to be advancing issues that will fast-track the attainment of the SDGs. They are the ones to shape the future and help the adults' have a better society because they are creative.

Unfortunately, studies have attributed students' lack of innovativeness and hard work to the prevalent use of ICT among young people as well as social vices like pornography, criminality, religious sect, racism and prostitution among others. All these are inimical to sustainable development and serve as a pointer to the nonchalant attitudes of the youths towards advancing issues that pertain to SDGs.

RELATED STUDIES

Because of the importance of the SDGs to the social transformation of mankind, some studies have examined the engagements and involvement of various demographics in finding solutions to the issues contained in the SDGs. Some of the studies show the global exclusion of youths from economic political and social participation.

Iduseri et al. (2022) examined youth unemployment in the Federal Capital Territory (FCT), Abuja, Nigeria. They selected a sample size of 1,000 unemployed persons, in the age group of 18–49 years old. One of their objectives was to ascertain youth's levels of awareness of the UN's SDG-4 (Quality Education) and SDG-8 (Decent Work) in the working age "The results revealed a low level of awareness and attainment in the population sampled."

In their investigation of the level of knowledge among university youths in Malasia Ismail et al. (2022) found that youths in Malasia had a moderate understanding of the SDGs. The study found educational institutions and various media platforms to be the channels of knowledge dissemination about SDGs.

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 realization of the Sustainable Development Goals" analyzed the effect of research in the pathway of the realisation of the SDGs. They conclude that every improvement in human society is predicated on research.

Borojevic et al. (2023) explored the comprehension and prioritisation of the 17 SDGs, to achieve sustainable development. Thus, they studied a sample of 1085 respondents between the ages of 14 and 30, who were selected from three distinct countries within the Western Balkan region—the Republic of Serbia, Bosnia and Herzegovina, and the Republic of Northern Macedonia. Findings indicate statistically significant differences in awareness, knowledge, and attitudes toward SDGs among the youth populations of the countries. The authors attributed the differences in awareness to the rate of resource allocation the promotion of SDGs, the varied role of media and communication in shaping public awareness, the extent of effective participation of civil society organizations and community-level efforts in advancing the SDGs. The study recommended formal and informal education among youth as a catalyst for societal transformation.

The review of literature and related studies have shown that enough attention has not being giving to the awareness of youths about SDGs, especially students. This is inspite the importance of the SDGs to youths and societal advancement.

METHODOLOGY

A descriptive survey was the research design for this study. A survey is one of the most common ways of gaining knowledge (Ihejirika and Omego, 2011). A descriptive survey requires a researcher to explain certain features as derived from the data collected from a sample of a given population to which the findings are generalizable (Nwakwo, 1999). The population of the study comprised final-year students of the university who were over ten thousand (10, 500) during the period the study was conducted. The figure was obtained from the Public Relations Unit of the university. The sample size of 370 respondents as suggested by the Research Advisor (2006) was purposively sampled from the final year students of the regular programme of the Department of Linguistics & Communication Studies, University of Port Harcourt, Rivers State, Nigeria. The students were purposively sampled because of logistic considerations that include proximity and convenience.

DATA PRESENTATION

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

DEMOGRAPHIC DATA

The demography of the respondents indicated that 235 (75%) were females, while 80 (25%) were males. The age distribution showed participants to be between ages 20-23 as the majority, 256 (80%) 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 sought to know the extent to which University of Port Harcourt students were aware of the SDGs. As indicated in Table one above, the majority of the

students (71%) said they were not aware and they had never heard about it anywhere. Only 10% had high awareness and 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 sought to know the extent to which the University of Port Harcourt students often applied the SDGs to their research endeavours. As shown in Table two, the majority of *the students* (66%) said they had never applied the SDGs to research endeavours, only 21% had used it very often before and had never heard about it anywhere. Only 10% had high awareness and 19% had low awareness. Note that this question addressed only the 90 respondents who had said they had high and low extents and were considered for this question on the frequency of application of the SDGs to 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 sought to know the sources that accounted for students' awareness of the SDGs. Results show that classroom teaching ranks highest (57%) among the sources, followed by media sources with 36% and other sources which got 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 was concerned with knowing the challenges impeding students from having adequate knowledge. Results show that insufficient communication about the SDGs ranked highest (38%), followed by pressure to finish research 33% on time, the lack of policy support and other reasons 7%.

DISCUSSION OF FINDINGS

The first research question sought to examine the extent to which Uniport students were aware of the SDGs. Results indicated that students in the study do not have sufficient awareness of the SDGs confirming the finding of Iduseri et al. (2022) that they found low awareness of SDGs among Abuja youths in Nigeria. However, Ismail et al. (2022) found a moderate level of knowledge of SDGs among Malaysian youths. This confirms the submission of the diffusion of innovation theory about variations in ways and times humans accept innovations. Thus, Ire and Nwamereni (2017) corroborated this assertion by stating that "different kinds of people embrace

and adopt new ideas in different ways and at different times." In the same vein, Borojevic (2022) found significant differences in awareness among the youths of the three countries they studied.

The second research question pertained to establishing how often Uniport students refer to the SDGs in their research endeavours. The findings show that Student rarely apply the SDGs in their research activities. Three-quarters of the respondents attested to the fact of never applying the SDGs to their academic works. This finding corroborates the position of Fayomi et al, (2019) about the need to prioritise research in SDGs. However, Ismail, et al. (2022) study showed that educational institutions ranked topmost among the avenues for disseminating knowledge about SDGs. This brings to the fore the tenets of the participatory development model. The synergy between the youths, educational institutions and other stakeholders will engender awareness of SDGs by all.

The third research question sought to know the sources that accounted for UNIPORT students' awareness of SDGs. Results show that classrooms ranked highest as the best avenue of learning about SDGs. Ismail, Yusof, Ab Rahman, & Harsono's (2022) study still found support for this study. Classrooms or educational institutions are the most viable outlets for disseminating SDG messages. showed that education media are the outlets for disseminating SDG messages among youth. Just like the study alluded to, the media ranks second. Yet, Jhurry, (2021) noted that universities have 4% to contribute to the realisation of SDGs. Also, Fayomi et al, (2018) earlier found that research (which is one of the core mandates of the universities) is the panacea to the collaborative drive that can birth the attainment of the SDGs. This shows the need to increase attention to SDG awareness creation in classrooms.

In the last research question which is the fourth, the goal was to find out the challenges impeding students from having adequate knowledge of the SDGs. The majority of the respondents indicated lack of communication as the major impediment to awareness creation about SDGs. Little wonder that Osuagwu (2022, p.2) avers that "when people are ill-informed or not informed, development is impeded." Servae and Yushau (2023) call for the introduction of communication as the eighteenth (18) SDG as they noticed communication as the omitted component of the SDG template. In a previous study, Fayomi et al. (2019) found the "lack of funding supports, poor organization, fraud, absence of training for gaining knowledge, poor infrastructure, poor technology and low request for product and services" as the challenges to knowledge about SDGs

CONCLUSION

The younger sector of society is not contributing enough towards the attainment of the SDGs. Formal classroom learning remains the most vital source of information about SDGs. Insufficient information dissemination about SDG activities accounts for the lack of awareness. The implication of the lack of youth participation in SDG-related activities may slow down the pace of the achievement of the goals in some countries.

RECOMMENDATIONS
- Teachers should always mention the SDGs in their teachings no matter the course being taught to increase students' awareness.
- 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.
- 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.
- 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 used for the study, this may limit the generalizability of the findings. Further studies are warranted to survey students concerning economic status, geographic location and gender. Second, this study did not examine the variables that are accountable for low awareness about SDGs and this might pose a threat to the outcome of the validity of the study because it seems unlikely that lack of awareness is the only factor inhibiting students' engagement with the SDGs.

Notwithstanding these limitations, this study advances the existing literature by increasing the frontiers of knowledge on students' awareness of the SDGs. More importantly, this study has shown that students' or youths' contribution to SDGs can be empirically tracked as a potential insight for SDG-related policies and planning strategies for enhancing inclusivity for the attainment 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 Communication11*(1). 268-284.

Borojević, T., Petrović, N., Radaković, J.A., Glomazić, H., Radojičić, M., Milenković, N., Maletič, D. & Maletič, M. (2023). Youth Participation for Sustainable Value Creation: The Role and Prioritization of SDGs. *Sustainability* 2023, *15*(23), 16456; https://doi.org/10.3390/su152316456

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 Nigeria researcher in meeting Sustainable Development Goals in 21st Century. *Energy Procedia 57.* 393-404.

Fayomi, O.SI., 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

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

McLeod, S. & Marshall, J. (2023). Communication for all and the Sustainable Development Goals. *International Journal of Speech-Language Pathology, 25, (1)*.239-259

Msoka, E. (2023). *The importance of youth engagement* .https://www.voicesofyouth.org/blog/importance-youth-engagement

Niema & Christiano (2017). Stop Raising Awareness Already. Standford Social Information Review.https://ssir.org/articles/entry/stop_raising_awareness_already

Nwakwo, O.C. (2006). *Practical guide to research writing.* FEDINCO Publishers.

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.

Osuagwu, T.R. (2022). A handbook of development communication theories and global goals. Ememebo Ventures.

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.

Servaes & Yusha'u, M.J. SDG18 Communication for all. https://link.springer.com/book/10.1007/978-3-031-19142-8

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

United Nations, 2021 Four things you need to know about youths and SDG.https://www.un.org/en/desa/four-things-you-need-know-about-youth-and-sdgs

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.

World Health Organisation (2024). Raising awareness on climate change and health. https://www.who.int/europe/activities/raising-awareness-on-climate-change-and-health.

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.

Zilla, C. (2022). Defining democratic inclusion from the perspective of democracy and citizenship theory. https://www.researchgate.net/publication/361697269_Defining_democratic_inclusion_from_the_perspective_of_democracy_and_citizenship_theory