



Library Services: A tool for achieving SDGS dimension and targets in Nigeria by 2030

Funom Blessing Chika¹, Lazarus Gift Nnneka², Adeogun Sola Ayobami³, Immaculate Chinyere Jiya⁴

^{1,4} University of Abuja Library, Nigeria

^{2,3} Adeniran Ogunsanya College of Education Ijanikin, Lagos State, Nigeria

Abstract

Sustainable Development Goals (SDGs) is a set of goals adopted by United Nation member states on 25th September, 2015 to end poverty, protect the planet, and ensure prosperity, peace and security for all as part of a new sustainable development agenda. There are seventeen (17) general goals for sustainable development. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, all stakeholders need to do their part: governments, institutions which house library, the private sector, civil society, and people in general.

Partnerships for the goals strengthen the means of implementation and revitalization, given the fact that library as source of information resources is a key player to actualization of SDGs. For any nation to develop, it needs to have and provide relevant, updated and adequate information on education, food security, health, governance and gender equality. Obtaining quality education is the foundation to improving people's lives and sustainable development. Libraries can provide such access to information that would enable people live gainful lives. Information repackaging, awareness campaign, human resources development, mobile library and outreach services are the identified strategies that libraries can adopt to ensure attainment of SDGs by 2030. Therefore, this paper describes the importance of using library as a strategy for actualizing the SDG in Nigeria. In addition, the paper also examines the roles of librarians for ensuring the actualization of the sustainable development goals in the country.

Keywords: library, tool, achieving, SDGs, dimension, targets and Nigeria

Introduction: Background to the Study

The Sustainable Development Goals (SDGs) are seventeen goals that show the eagerness by the governments globally to eradicate poverty and hunger and to provide quality education, good health, gender inequality, good jobs and economic growth in partnerships with international communities. These goals respond to the world's most development challenges. It is argued that the purpose of the development is to improve people's lives by expanding their choices, freedom and dignity (Igbuzor, 2006 in Kabiru, 2016) [5]. The United Nations SDGs recognized the interdependence between growth, poverty eradication and sustainable development so that achieving one of them can be expected to contribute to achieve others, for example, poverty eradication would certainly help to deal with the health and education challenges, while achieving health and education goals would also contribute to fight against poverty. It is an inverse proportionality approach to SDGs dimension and targets.

Information stored in the library is a vital tool for development. It is the pivot of which an endurance of any society rest. Indeed, without information there cannot be communication. So, the dynamic development in the field of information and communication has created revolutionary changes in the field of knowledge. Libraries, being the reservoirs of knowledge are integral to development. As a result of information explosion, the society and libraries users are getting access to vast amount of information for sustainable development. In this information explosion era, libraries play a pivotal role in preserving and serving information requirement of the users. In the present scenario, libraries are the main facilitators in the scholarly

communication system. Example, for any nation to have and provide relevant, updated and adequate information on food security, democracy, health, education, gender equality etc. Libraries and librarians can provide such access to information which would enable people live gainful lives as they are skilled at acquiring, organizing, offering for use and publicly preserving information irrespective of the form in which it is packaged in such a way that when it is needed it can be found and put to use. Based on this background, the researchers to decide to look into how library and information system can help for actualizing Sustainable Development Goals (SDGs) by 2030.

Objectives of the Study

The objective of the paper is to discuss Library services as a strategy toward the actualization of sustainable development goals in Nigeria and the roles of librarians in the provision of information for the attainment of the United Nations Sustainable Development Goals (SDGs). Specifically, the study seeks to:

1. Highlights the strategies of information services of the library toward the actualization of SDGs in Nigeria.
2. Discuss Nigerian's effort in actualizing SDG' in Nigeria.
3. Suggest ways through which librarians could contribute to actualizing SDG's in Nigeria.

General Overview of Sustainable Development Goals

At the United Nations Sustainable Development Summit on 25 September 2015, more than 150 world leaders adopted the new 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs). The 17 new Sustainable Development Goals, also known as the

Global Goals, aim to end poverty, hunger and inequality, take action on climate change and the environment, improve access to health and education, and build strong institutions and partnerships.

The specific goals are to:

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 3: Good Health & Well-being

Goal 4 Quality Education

Goal 5: Gender Equality

Goal 6: Clean Water & Sanitation

Goal 7: Affordable & Clean Energy

Goal 8: Decent Work & Economic Growth

Goal 9: Industry, Innovation & Infrastructure

Goal 10: Reduce in-equality

Goal 11: Sustainable Cities & Communities

Goal 12: Responsible Consumption & Consumption

Goal 13: Climate Action

Goal 14: Life below Water

Goal 15: Life on Land

Goal 16: Peace, Justice & Strong Institutions

Goal 17: Partnership for the Goals

Oneyeyan and Adesina (2016) ^[7] in Yahaya (2016) ^[7] Observed that since the sustainable summit in 2015, the SDGs have received global acceptability as targets for human survival and sustainable development. They have become international standard for measuring the progress and effectiveness of development programmes for national governments. The United Nations Development Programme (UNDP) was assigned responsible to support governments around the world in tackling the new agenda and taking it forward over the next 15 years.

Nigeria and Sustainable Development Goals (SDGs)

Nigeria as a signatory to the Sustainable Development agenda of 2015 is committed to achieving the SDGs in 2030. Apart from her three campaign promises (Security, Corruption and youth employment), a strategic framework for reaching these goals was adapted by the president Muhammadu Buhari on 21st March 2016 during a 2-day national economic council retreat at the state house conference center. The resolution of the conference led to the development of Multi Center of Prospects. According to President Muhammadu Buhari "I am going to throw at this gathering some random policy options altered from across the spectrum of our stakeholders on four (4) selected sectors of our economy. These are: Agriculture, Power, Manufacturing and Housing. I have not touched Education, Science and Technology pointedly because these related subjects require a whole retreat by themselves."

The achievement of the SDGs by the target date of 2030 may likely met some challenges. In spite of the Nigerian government commitment towards actualizing the goals through its political and economic agenda. With the high poverty levels in Nigeria, it has become obvious that it is no longer up to the governments alone to and ways of tackling poverty, but other organizations need to join the fight. As each country looks forward to fuelling the SDGs, the Nigerian government needs the support of all institutions of which libraries are vital part. Librarians therefore need to take up their responsibilities as professional information analysts in offering ideas and services for the attainment of the SDGs.

Library Services

The Oxford Dictionary for Learners of English defines the library as a room/building that contains collections of book that can be looked at or borrowed. But today's library has gone beyond mere collection and keeping of books. Libraries are places where information services are rendered to users. In the context of libraries, catering for the needs of the users ideally means provision of physical and bibliographic access to information sources. Though libraries are primarily set up to acquire, organize, store and make accessible to users within the shortest possible time, all forms of information materials which they require, the systemic organization, acquisition and dissemination of books and not merely labeling, distinguishes a library from either a reading room or a store house of books.

When a library is adequate, a reader can pursue to its depth, a study of his choice. He can translate himself to whatever time and place. Besides, he becomes not servant of a given view, but a master over an empire of knowledge. With proper preservation and storage, books endure, as most work of man does not. They speak from one generation to another and provide the union of understanding that links the generation and cast our vision of life forward into a future we shall not see.

Library is a busy workshop where people of all ages share the experiences of many other persons by reading about their thoughts and achievement. The books on library shelves give us the ideas and facts that men have collected for thousands of years. Libraries also provide up to date information in all fields with collections of books, newspapers, pamphlets, postals, photographs and motion picture.

Finding one certain book or monograph record in a library could seem like trying to find buried treasure without a map. Therefore, libraries are organized to make it easy for us to find information quickly for sustainable development.

The Place of Library Services in the Attainment of SDGs

Libraries have long been crowned knowledge institutions as they provide the public with spaces for information and learning. And this space is accessible to all groups of society, regardless of gender, age and ethnic affiliation (IFLA, 2003) ^[4]. According to Bello (2004) ^[3] library plays an important role in making development objectives achievable. In Nigeria, for instance, "Library and information Service to the Grassroots" was the theme of the 1986 Conference of the Nigerian Library Association (Kaduna State Chapter) that is while the papers presented at the 31st National Conference of the Association in 1993 were dominated by information provision roles of the library. Information is seen by libraries as the pivot around which development revolves and the library is its vehicle. Participants of IFLA Africa Section Seminar 2007 identified that library:

- have an existing legal mandate and role to provide information to all
- provide egalitarian service at charge to end user;
- have existing collaborative networks that enable them to share skills, resources and achieve economies of scale;
- are involved in creation of repositories for local content.
- knowledge library and information services have to generate financial resources.

Therefore, Librarians are compelled to use new skills and strategies in order to change,

Survive and continue to compete in the world of virtual information.

The SDG's provide the link between local and international actions towards human centered, holistic development. Wilson, (2015) ^[14] points out that the SDG's involve working closely together at a global level to achieve a common vision and librarians play a significant role in promoting awareness and access to information in support of the inclusion process by building bridges between individuals at the local level and the global level. The need to increase awareness and use of information for different purposes have resulted in the establishment of various information services providers which have the capacity to compete for survival with libraries in providing users with timely, adequate and relevant information in the preferred formats. Libraries and Librarians in Nigeria therefore need to respond to such challenges in the quest to enhance the use of their resources (electronic and non-electronic) and services. According to Rubin (2000) ^[8] Library outreach techniques involves planning and managing the organization's exchange relations with its clientele. It consists of studying the target market's needs, designing appropriate products and services, and using effective pricing, communication and distribution to inform, motivate and serve the users

Pearson and Hall (2016) ^[11] identified the following as top ten strategies for libraries to create greater awareness and impact for national and international development:

1. Create and tell your library's story
2. Develop key messages
3. Ensure that staff, Board, and volunteers understand and can deliver key messages
4. and that everyone is speaking from the same script!
5. Engage the media
6. Identify target audiences and create objectives for each audience
7. Engage your audience and allow them to participate
8. Create a public awareness campaign and tie it to an advocacy campaign
9. Use your website, social media, and print materials to spread your message
10. Don't stop with the story... make 'the ask' for public or private support; and
11. Evaluate your success.

Library Outreach and Sustainable Development Goals (SDG's)

Education is essential to the success of every one of the 17 new sustainable development goals. The SDGs outline a new and ambitious worldwide effort to reduce poverty and hunger, improve health, enable equality, and protect the planet and much more. Real progress will be elusive unless all children receive a quality education. Access to quality education is possibly only with well equipped library and committed personnel to ensure information to its user. these goals are:

Goal 1: No Poverty

Education is the one of the most effective ways to reduce poverty. According to UNESCO, (2012) ^[13], 171 million people could be lifted out of poverty if adequate education is provided. Tise (2009) ^[9] makes the point that librarians could facilitate the conversion of information into knowledge through very rudimentary information services

to help reduce poverty. For example, the librarian uses their professional expertise to package information in a format that will be meaningful to the local inhabitants in their quest to eradicate poverty. Provision of information is therefore vital in eradicating extreme poverty and libraries and librarians are well equipped to do that.

Goal 2: Zero Hunger

There's strong evidence that a mother's education improves her children's nutrition, especially as she seeks higher levels of schooling. The most recent UNESCO research in 2013 shows that there are approximately 47 million children in low-income countries who are stunted as a result of malnutrition in early childhood. If all mothers in those countries had a primary education, 1.7 million children would be saved from stunting. If those mothers had a secondary education, 12.2 million children would be saved from stunting. Forsyth (2005) ^[6] observed that librarians can use libraries as an instrument to help eradicate extreme poverty and hunger by raising awareness and creating an enabling environment where information on sustainable agricultural practices in all its form and format can be found and use.

Goal 3: Good Health and Well-being

Ensure health living and promote well being for all by reducing child mortality, improving maternal health, and tackling HIV/AIDs, tuberculosis, malaria and other diseases. When mothers in particular are educated, even at the most primary level, they are more likely to be well informed about various diseases and take steps to prevent them. UNESCO reports that each extra year of a mother's schooling reduces the probability of infant mortality by as much as 10% and that a child whose mother can read is 50% more likely to live past age five. A study in the journal *Lancet* also showed that four million child deaths have been prevented over the past four decades thanks to the global increase in women's education. Forsyth (2005) ^[6] points out that library are places where librarians empower communities with information in written, spoken or electronic form to reduce child mortality and improve maternal health. The Information could be available in books, pamphlets, audio visual or web-based forms.

Goal 4: Quality Education.

Ensure inclusive and equitable quality education and promote long -life learning opportunities for all. Education equips learners of all ages with the skills and values needed to be responsible global citizens, such as respect for human rights, gender equality and environmental sustainability. Investing in and strengthening a country's education sector is key to the development of any country and its people. Without investment in quality education, progress on all other development indicators will stagnate. The Global Partnership for Education works to ensure that all children irrespective of where they live get a quality education, prioritizing the most vulnerable. Alokun (1998) ^[2] reports that various researchers have shown that a strong library campaign can lead to higher student achievement. Therefore to achieve qualitative education at all levels without the support of libraries and librarians would be very difficult.

Goal 5: Gender Equality

Achieve gender quality and empower all women and girls,

by bridging the gap between men and women on social, economic and political issues. Education enables girls and women to reach their full potential - in parity with men and boys - in their homes, communities, workplaces and institutions of influence. One additional school year can increase a woman's earnings by up to 20%, according to World Bank studies, and Plan International has shown that some countries lose more than \$1 billion a year by failing to educate girls at the same level as boys. We also know that as the gap between the number of girls and boys narrows, so, too, do gender disparities in wages and employment. The fact that libraries offer secure environment in which women and girls can obtain information they need to take charge of their lives and influence their societies. Librarians also can help to promote gender equality and empower women when selecting resources taking into account the broad areas of women's work and interests (Forsyth 2005)^[6]

Goal 6: Clean Water and Sanitation.

Ensure availability and sustainable management of water and sanitation for all. As communities become better educated about the links between their sanitation and health they see substantial improvements in sanitation. And, as societies become more economically prosperous, it stands to reason that they will be better able to create modern water and sanitation facilities and systems. In many societies, girls can spend as many as 15 hours per week fetching water for their families, leave no time for school, (UNESCO,2014)^[12] reports. Similarly, without access to safe sanitation, there are many more sick children who will miss school. In Ethiopia, 6.8 million people gained access to improved sanitation from 1990 to 2006. This was partly the result of having educated communities about the links between sanitation and health, and of implementing new, affordable technologies. Libraries can provide information about how to integrate the principles of sustainable development into country policies and programs to help reverse the loss of environmental resources (Forsyth 2005)^[1]. Librarians therefore can fully facilitate access to hygienic related information through rising awareness and publicity or outreach programme.

Goal 7: Affordable and Clean Energy.

Ensure access to sustainable and modern energy for all. Like education, clean and accessible energy is an essential building block of a country's social, economic and environmental development. Experience suggests that educated citizens will likely be more inclined to recognize and adopt new practices and technologies that will help them and their communities prosper. And, with education, those citizens will be positioned to build and maintain energy infrastructures that will sustain their countries for a long time to come. Librarians are well known on supporting any public oriented policy for development through library outreach programme strategies.

Goal 8: Decent Work and Economic Growth

Promote, sustained inclusive and sustainable economic growth, full and productive employment and decent work for all. Education is one of the strongest drivers of economic progress and prosperity. Studies have shown that each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%. The Education for All Global Monitoring Report showed that, in 1965,

adults in East Asia and the Pacific had, on average, spent 2.7 more years in school than those in sub-Saharan Africa. Over a 45-year period, average annual growth in income per capita was 3.4% in East Asia and the Pacific, but 0.8% in sub-Saharan Africa. The difference in education levels explains about half of the difference in growth.

Goal 9: Industry, Innovation and Infrastructure.

Build resilient infrastructural; promote inclusive and sustainable industrialization and faster innovation. With education, countries have greater capacity to assemble and maintain the physical building blocks of progress, health and security. As a country's inhabitants become better educated, they will be more likely to acquire their own critical technical skills and creative problem solving necessary to build and sustain roads and bridges, ICT systems, ports and airports, health and financial systems, governance practices and the many other structures that enable life in a country to improve and flourish. Well-planned and operating infrastructure itself enables more children to get the educational opportunities they need. Better infrastructure makes it possible for children - particularly in remote areas that have few developed roads or other reliable means of transportation - to get to school conveniently and quickly.

Goal 10: Reduced Inequality

Reduce inequality within and among countries. As more children, from across the demographic, geographic and cultural spectrum become educated, we are likely to see an improvement in a country's income inequality. One study showed that a 0.1% improvement in a country's education equality can, over forty years, raise its per capital income by 23% higher. Research demonstrates that with more education equality, Vietnam's economic performance improved and, in 2005, its GDP surpassed Pakistan's, where education equality levels are half those of Vietnam's. And, with better education, people from traditionally disadvantaged communities are better positioned to advocate for their own rights and needs, gain entry into higher echelons of economic, social and civic life and help narrow gaps of inequality across their societies.

Goal 11: Sustainable Cities and Communities

Make cities and human settlements inclusive, state resilient and sustainable. Make cities and human settlements inclusive, safe, resilient and sustainable. With education, people are more likely than not to understand, support and craft creative solutions that ensure the basic ingredients of sustainable cities and communities are in place. Good urban planning, efficient energy use, good water and sanitation management, social inclusion and other elements of well-working communities require people with knowledge and skills that are only available through quality education. At the heart of a World Bank Sustainable Cities Initiative, for example, are awareness-building programs, development and implementation of local diagnostic tools, the creation of policy reforms and other tasks that require not just primary but advanced education.

Goal 12: Responsible Consumption and Production

Ensure sustainable consumption and production patterns. Education raises the odds that people will use energy and water more efficiently and recycle household waste,

according to (UNESCO, 2004) ^[12]. A study of Ethiopia showed that, six years of education improve by 20% the chance that a farmer will address climate change by adopting techniques such as soil conservation, variation in planting dates and changes in crop varieties. Another study showed that for each additional year of education that a head of household received, a society is between 4% and 21.5% less likely on an annual basis to cut old-growth forest per household. Also, in developing countries, research points out that there is an improvement in awareness of energy-efficient technologies with increasing education.

Goal 13: Climate Action.

Take urgent action to combat climate change and its impacts

Goal 14: Life Below Water.

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forest, combat desertification and halt and reverse land degradation and halt biodiversity loss.

With higher levels of education, people across many different societies show greater concern about the well-being of the environment. In 29 countries, 25% of people with less than a secondary education expressed concern for the environment compared to 37% of people with secondary education and 46% of people with tertiary education, research shows. Also, environmental education programs have been responsible for important advances in many national and regional efforts to fight climate change and protect aquatic life and terrestrial ecosystems. But that kind of education can only reach its full potential where a critical mass of a country's or region's inhabitants have foundational learning skills that come with primary and secondary education.

Goal 16: Peace and Justice Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institution at all levels. Education is an essential precursor to peace, tolerance and a healthy civil society. Studies have shown that people with secondary educations are more likely than those with only primary education to show tolerance for people who speak another language (a 21% difference in Latin America and 34% among Arab States), immigrants (26% and 16%, respectively), homosexuals (32 and 1%), people of a different religion (39% and 14%), people with HIV (45% and 12%) and people of a different race (47% and 28%). We also know that literate people are more likely to participate in the democratic process and exercise their civil rights, and that, if the enrollment rate for secondary schooling is 10 percentage points higher than the average, the risk of war is reduced by about three percentage points.

Goal 17: Partnership to Achieve the Goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development. Partnerships are proven to be a most effective way to achieve strong development outcomes. The Global Partnership for Education is a prominent example of how working in a

collaborative partnership can enhance progress in education and in the other development sectors. The partnership model of the Global partnership for Education mobilizes and aligns donor financing behind national education plans that are based on needs assessments and evidence- based policy making. It coordinates the work of all internal and external factors that play a role in that process. When the most important players work together, we see greater efficiencies and impacts with the available resources. And we see real progress in countries that are hungry to bring quality education to their children and move ever closer to the global goal of education for all.

In support of this, Uhegbu and Igwe (2006) ^[10] in Ubale and Yahaya (2016) ^[7] asserts that librarians, whether in basic schools, universities, public or in special libraries have a greater responsibilities in the development of a global partnership for development by acquiring, packaging, organizing and disseminating knowledge and experience to Nigerians. Librarians can further influence the actualization of SDGs by enabling access to information in all formats across geographical, cultural, linguistic and political frontiers. Librarians therefore can foster understanding and communication through library awareness outreach strategy, and this brings together some of the ideas for global development.

How Librarians can contribute to Sustainable Development Goals through Library Outreach Program

Libraries provide information & communication technologies (ICT) infrastructure, and librarians help people develop capacity to effectively use information and preserve information to ensure ongoing access for future generation. Access to information is a cross cutting issue that supports all of the SDGs. Librarians are expected to be in the forefront in contributing to the actualization of the United Nations Sustainable Development Goals (SDGs) by the target date of 2030. Some ways that librarians can contribute to improve outcomes across the SDGs include the following:

1. Raising awareness on the various development issues spelt out in the Sustainable Development Goals (SDGs)
2. Providing a place where information on developmental issues can be accessed
3. Establishment of a strong library campaign program
4. Selecting resources taking into account the development indicators raised in the Sustainable Development Goals (SDGs)
5. Hosting local forum from time to time where people can talk through problems, such as HIV/AIDS, community health, education, civil and human rights etc.
6. Engage in partnership with other agencies in promoting changes needed to meet the Sustainable Development Goals (SDGs)
7. Promote the establishment of libraries especially at the rural areas to enhance information dissemination at local level
8. Provide network of service delivery for government programmes and services
9. Advancing access to ICT and help people to acquire and develop new digital skill.

Challenges Facing Librarians towards the Actualization of SDG's in Nigeria

Libraries in Nigeria are faced with a number of challenges

so also librarians. These challenges have affected the impact libraries and librarian can make on the SDG's. The challenges include:

1. Inadequate funding
2. Poor infrastructure
3. Inadequate facilities and
4. Inadequate staffing

Conclusion and Recommendations

The paper has established the relationship between library, information service, services of the librarians and United Nations Sustainable Development Goals (SDGs). The seventeen United Nations Sustainable Development Goals have been discussed with ways in which librarians can be instrumental to meeting them. Challenges that librarians face in provision of information has also been highlighted. Based on these, the following recommendations are made:

1. Librarians and libraries need to be adequately supported by the parent organization with all the required facilities and financial support so that they can attend professional's seminars and workshop.
2. Adequate staffing in terms of numbers and professional qualification needs to be provided also.
3. Librarians should strive to acquire information materials on the Sustainable Development Goals and bring the materials to the awareness of the library users.
4. Librarians need to be more thorough and determine in running services that would directly impact the achievement of the SDG, through organizing awareness programmes, hosting local forums, partnering with other agencies and so on.

References

1. Pearson N, Hall G, In Ubale K. Library Campaign as a Strategy for Actualizing the Sustainable Development Goals in Nigeria: the Roles of Librarians. *International Journal of Comparative Studies in International Relations and Development*. 2016; 4(1):2354-4201.
2. Alokun N. An appraisal of the role of the library in the implementation of mass literacy, adult and non-formal education programmes in Nigeria. Lagos: Librarian. 1998; (1&2):53-59.
3. Bello N. The place of school libraries in the Universal Basic Education Programme in Nigeria. *African Journal Library, Archival & Information Science* 2004; 14(2):151-156.
4. IFLA. Information for all: the key role of libraries in the information society. Report Prepared for; libraries @ the heart of the information society. Retrieved on January 25, 2017 from http://www.unicef.org/ibio/ses/IFLA/rol_lib_030566.pdf, 2003.
5. Igbuzor O, In Kabiru N. The Millennium Development Goals: can Nigeria meet the Goals in 2015? A paper presented at a symposium on MDGs and Nigeria, 2016, 2006.
6. Forsyth E. Public libraries and the millenium development goals. *Ifla Journal*. 2005; 4:315-323.
7. Oneyeyan E, Adesina P, In Yahaya O. A literature review of the role of libraries in the provision of information towards the attainment of the united nations millennium development goals (MDGs) in Nigeria. Retrieved on 12th March, 2017. From: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2651.context=library>, 2016.

8. Rubin R. Foundations of library and information science. New York: Neal-Schuman Publishers Inc 2000.
9. Tise E. Access to knowledge through libraries: Information services and Information literacy today. Retrieved Febuary 4, 2017 from http://www.ifldeutschland.de/de/downloads/keynote_tise_suedafrika.pdf, 2009.
10. Uhegbu A, Igwe I, In Ubale K. Information and communication technology (I.C.T) and the millennium development goals. *Information Technologist*. 2016; 3:2:97-109.
11. United Nations Development Program. Nigeria millennium development goals report 2010. Retrieved March 5, 2017. from <http://www.ng.undp/mdgs/Final-MDG-report-2010.pdf>. 2010.
12. UNESCO. Strategy on Education for Health and Well-being: Contributing to the Sustainable Development Goals. Retrieved from: <https://unesco.org/ark:/48223/2004>.
13. UNESCO. Reducing Global Poverty Through Universal Primary and Secondary Education: Out-of-School Children, Adolescents and Youth Global Status and Trends. Retrieved from: <https://en.unesco.org/commemorations/povertyeradicationday>, 2012.
14. Wilson S. Library strategies: keys to managing your boards. Retrieved on 1st March, 2017, 2015.