

# NIGERIAN UNIVERSITIES AND THE ACHIEVEMENT OF SUSTAINABLE DEVELOPMENT GOALS: PROBLEMS, ISSUES AND PROSPECTS

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## Abstract

*The paper examined the preparedness of some universities in Nigeria to implement the SDG. Based on a survey carried out on 26 Nigerian universities, 92.3% admitted awareness of Sustainable Development Goal (SDG) while 84.6% claimed awareness of Education for Sustainable Development. 69.2% are carrying out research but not SDG-related. 80% have no strategic plan on implementing SDG, while 65% appreciate the need for community partnership to implement SDG but have no mechanism on ground to achieve it. In terms of sectoral collaboration, 88.5% have such linkages but the implementation of the SDG is not their priority or focus. 62% have no plans of training future leaders for the realization of SDG. 88.4% agree on the need to train future leaders but have no plans to do so. 74% have no immediate plan to integrate the SDG into curriculum. 65% believe that it is the responsibility of the federal, state and local governments to implement SDG. The stratified random sampling technique was used to select a representative sample of 340 respondents. The data was obtained through a survey method that: (a) ensured that all the members of the sample (academics and students) had equal chance of being selected (b) ensured that the instrument of data collection used was strong with respect to external validity to ensure that the findings obtained from the sample in the survey are generalizable to the population (c) ensured that the findings will play an active and important role in describing the current state of affairs in the Nigerian University system so that it can be used as a basis for reforms in the higher education sector to correct the unacceptable situation. The researcher prepared and designed questionnaire which was pre-tested on some members of the universities who were not part of the original sample. The aim of the pre-test was to improve the reliability and validity of the instrument. After carrying out the pre-testing, and based on the observations of some experts, the questionnaire was reviewed accordingly, and defects were corrected before they were administered on the original sample. The findings indicated that it is business as usual. Many Nigerian Universities are ill-prepared for the implementation of SDG due to structural, financial and functional contradictions of form and reality. The Nigerian higher education system is inundated with debilitating challenges which limit its capacity to accelerate the achievement of the SDG- problems of equity and inclusion, access, funding and infrastructure. Accelerating the implementation of the SDG require a transformative and strategic action on the part of the Universities as well as a sustainability plan agenda with local and international dimensions. The paper recommends a paradigm shift, both in terms of curriculum development and strategic action to revolutionize and reconstruct the University system for it to escape from its traditional and isolationist position, in order to close the gap between form and reality, as well as tailor its curriculum towards finding practical solutions, conducting research activities and building synergies toward implementing the SDG. Though the University system claims to be committed to teaching and research, it is disconnected from societal development.*

**Key words:** SDG, university education, implementation, curriculum, strategy

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## **1.0 Introduction**

Following the failure of many nations to address the goals specified in the Millennium Development Goals whose timeframe expired in 2015, the United Nations came up with the Social Development Goals as a panacea for confronting the challenges of development, facing many nations of the world, especially the Less Developed Countries. The Sustainable Development Goals which are seventeen (17) in number, addresses most of the challenges bedeviling the poor countries. The goals are: 1. End poverty in all its forms everywhere 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture 3. Ensure healthy lives and promote wellbeing for all at all ages 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 5. Achieve gender equality and empower all women and girls 6. Ensure availability and sustainable management of water and sanitation for all 7. Ensure access to affordable, reliable, sustainable and modern energy for all 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 10. Reduce inequality within and among countries 11. Make cities and human settlements inclusive, safe, resilient and sustainable 12. Ensure sustainable consumption and production patterns 13. Take urgent action to combat climate change and its impacts 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels 17. Strengthen the means of implementation and revitalize the global partnership

These goals are very vital for the development of the world's poorest countries. Higher education will play a critical role in achieving these goals. This is why emphasis is being placed on the contributions of Nigerian Universities to the achievement of the SDGs. The questions that should be asked are: Are the Nigerian Universities structurally and capacity-wise prepared to contribute to the achievement of the goals; In what ways have they shown commitment to the achievement of the SDGs; and are there constraints facing Nigerian Universities that will hinder the achievement of the SDGs. Given the foregoing background, the broad objective of this study is to analyze Nigerian Universities and the achievement of Sustainable Development Goals: problems, issues and prospects.

## **2.0 Objectives of the study**

The specific objectives are:

- 1 To examine the implementation of Sustainable Development Goals (SDGs) in selected Nigerian Universities
- 2 To identify the constraints and challenges affecting the implementation of SDGs in Nigerian Universities
- 3 To evaluate the prospects or otherwise of realizing the targets by 2030
- 4 To proffer recommendations aimed at enhancing the prospects of implementing the SDGs in Nigerian Universities

### **3.0 Methodology:**

The target population for the study was 500. A representative sample of 340 was selected, using stratified random sampling technique. The aim was to elicit responses from academic staff from Faculties, Departments, staff as well as students in the selected Universities. This ensured that a representative sample of 340 was obtained to represent academic staff, administrative staff and students in the University community. The stratified random sampling design ensured that there were academic staff members from each of the departments. In each department, the staff members in the sample were randomly selected from the total population to reflect the target of the sample. The data was obtained through a survey method that: (a) covered all the members of the population which ensured that all the target groups in the population had equal chance of being selected (b) the instrument of data collection used was strong with respect to validity by measuring the variables that it was designed to measure. This was ensured by involving other experts or specialists who validated the instrument by vetting the questions contained in the questionnaire instrument to ensure that the findings obtained from the representatives in the survey can be generalized to the population of study. The researcher prepared and designed questionnaire which was pre-tested on some members of the university who were not part of the original sample. The aim of the pre-test was to improve the reliability and validity of the instrument. After carrying out the pre-testing, and based on the observations of the experts, the questionnaire was reviewed, and minor defects were corrected before they were administered to the original sample. The questionnaire covered such several themes like staff members biodata, involvement in research and the type of research, curriculum development, participation in community service, awareness of SDGs, area of research activity covering SDGs, development of strategic plan for SDGs and what measures could be adopted to facilitate the implementation of SDGs before 2030 timeline.

### **4.0 Institutional awareness of SDGs**

92.3% admitted knowledge and awareness of Sustainable Development Goal (SDG), while 6.7% claimed lack of awareness of the goals. Findings indicate that Nigerian Universities have knowledge of the SDGs but many regards the SDGs as the responsibility of the government to implement. Consequently, they are yet to integrate the SDGs into the curriculum as well as adopt a strategic plan of action for the achievement of the SDGs. All over the world, universities are known as the purveyors of knowledge. They act as catalyst for societal transformation and development because of the role they play in carrying out the traditional function of teaching, research and innovation. The emergence of the Sustainable Development Goals (an offshoot of the MDGs) in 2016, initiated and developed by the United Nations as a framework of action for implementation from 2016 to 2030, has further tasked the capacity of the universities to play the expected role as facilitators in the achievement of the MDGs. Against the foregoing background, how prepared are the Nigerian universities in accelerating the SDGs implementation? The study unraveled the internal structural contradictions (the disconnect between form and reality) of the Nigerian university system which depicts Nigerian universities as ivory towers with lofty ideals, but standing alone, without impacting their environment and without fulfilling their statutory and functional role of creatively impacting the lives of the people and communities around them. In summary, findings further show that the Nigerian university is ill-prepared.

The institutional awareness of the existence of the SDGs has not created the necessary catalytic basis for stimulating positive action towards realizing the goals. Not many Universities are willing to domesticate the SDGs as a panacea for solving societal problems. Creation of awareness is very vital in the successful implementation of goals or agenda. Besides, awareness is very important in galvanizing groups, organizations, the community and individual, and if the SDGs must achieve the required transformation, then the University must focus on mobilization and the

operationalization of the concept of SDGs as a factual phenomenon for bringing about the necessary transformation in the lives of the people. The 21<sup>st</sup> Century has globalized developments like human and socioeconomic development as plausible issues in modern times, whose neglect have dire consequences for not only nations but also the globalized community. We are constrained to argue that Universities in developing nations lack a robust culture of information gathering and dissemination as vital vehicle of breaking the shackles of ignorance which constitute a barrier to the mass mobilization of individuals and groups, necessary for creativity and innovation. Creativity and innovation are very central to the realization of the SDGs. The fact that the Universities have not adopted the SDGs as global plan of action shows that the philosophical basis for implementing SDGs in Nigerian Universities is lacking in both theoretical and empirical conceptualizations which bothers on inactivity and refusal to key in to the global agenda. The fact that the Universities are not engaging in advocacy about the SDGs and in the act of publicizing the SDGs reduces the prospects of attaining them through sensitization using newsletters, flyers, bulletins and handbills. This presupposes that there is no community education, promotion of exchange of information among universities, experience and ideas. Building a knowledge and information infrastructure is very critical to institutionalizing the basis for implementing the SDGs.

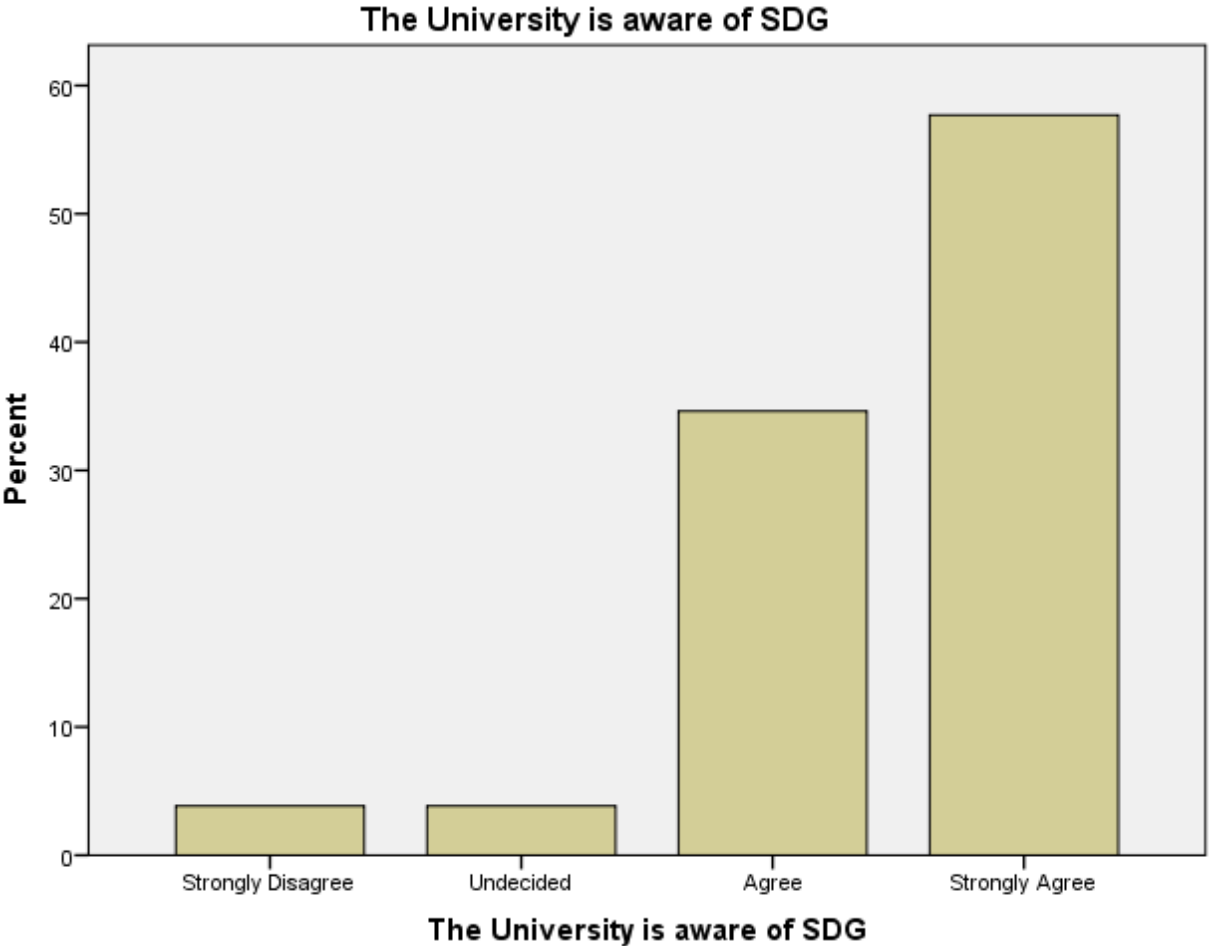


Chart 1: The chart above shows that there is greater percentage in the awareness of SDGs

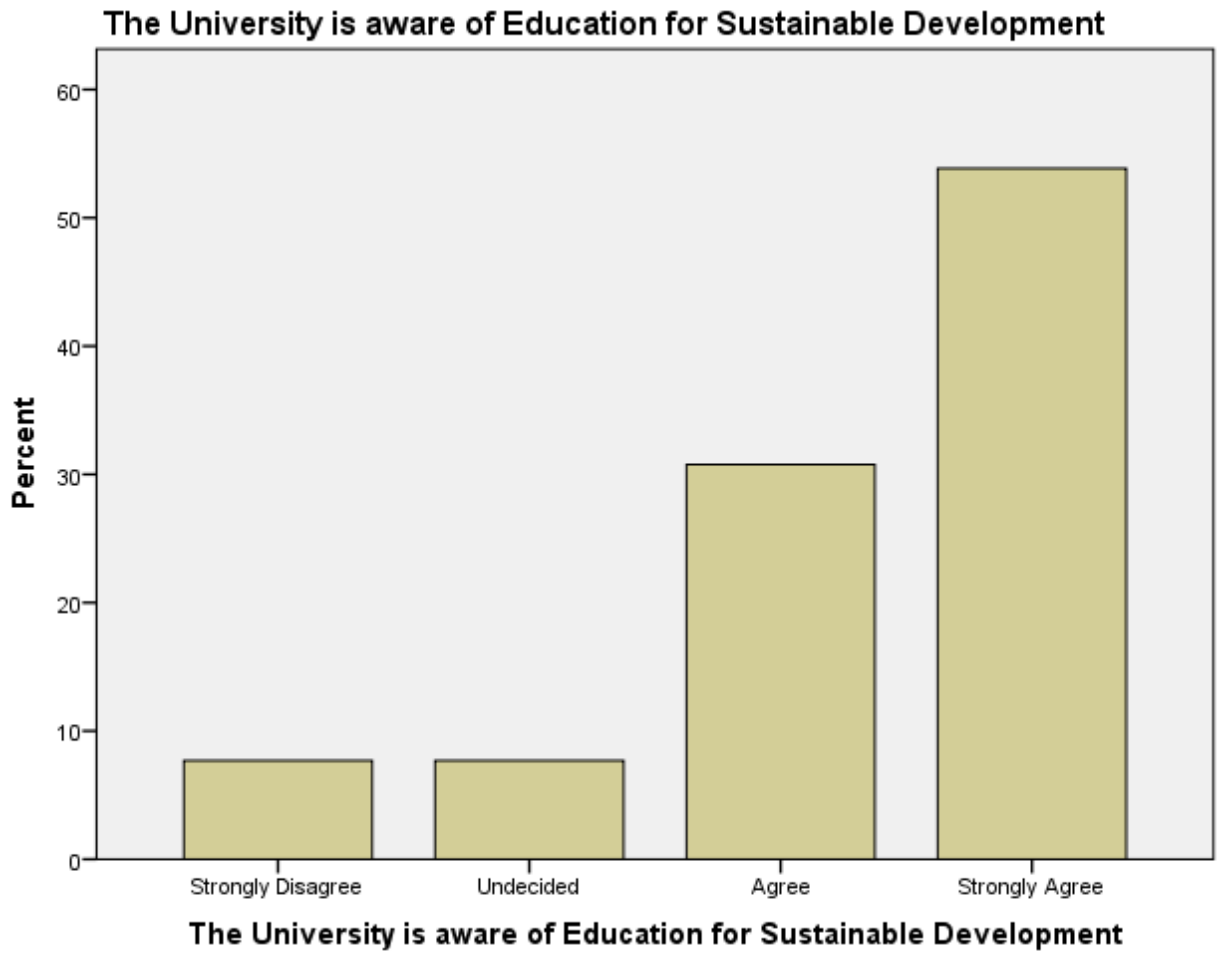


Chart 2: The chart above also shows that there is greater percentage in the awareness of Education for Sustainable Development in SDGs

## 5.0 Research activity on SDGs

Universities all over the world perform three core functions of research, learning, teaching, and community service (Sukati, 2007). The researches carried out by academics are used as the basis for promotion of staff to senior ranks. Higher education needs to be at the centre of attaining Education For All and the SDGs by producing the trained human resources needed for carrying out the research and development activities relevant to these goals, providing services and monitoring programme activities (Sikwibele, 2007). According to Fourie (2003), whereas stronger emphasis on one or more of these functions has characterized the development of the University at different times, individual institutions have seldom succeeded in maintaining an acceptable balance between the three functions. Concerns have therefore been expressed as to why the Universities have failed to pursue the core function, despite the expertise among their staff. Within the current social, economic, cultural and political context, Universities and their academic staff have been under increasing pressure to demonstrate their usefulness and relevance to the development needs of their societies. Universities are therefore expected to demonstrate this relevance through their teaching and learning, research and community service. Through their research efforts, Universities are supposed to champion the implementation of the SDGs through rigorous research activity. 69.2% of academics in Universities in Nigeria are carrying out researches but these researches are not tailored to overcoming the social, economic and environmental challenges depicted by the SDGs, while 30.8% are yet to commence research activity for the year. No research policy or framework of research plan has been developed by Nigerian Universities to emphasize the overriding importance of the SDGs as a panacea for solving societal problems. There are also no research incentives adopted by Nigerian Universities to motivate and reward academics (by way of promotion) who carry out research on the SDGs. Besides, there is no inter-University collaboration designed to exploit the mechanism of research as a platform for innovation and creativity. The low level of research in Nigerian Universities and the apparent lack of application of research findings is responsible for the decadent state of Nigerian Universities and the society. A stable and rigorous culture of scientific research is yet to evolve and be embedded in the academic culture of Nigerian Universities. Apart from the dearth of policy on research activity, funding is a constraint. Nigerian Universities are bedeviled by the low financial capacity. In many cases, there are institutional intervention funds set aside by government, but the stringent conditions attached to accessing these research funds make it difficult if not impossible for these research fund to be accessed and utilized for research funding. Many times, there are gaps in timeline between the application for the fund and when the fund is finally released. This places a limitation on academics who are desirous of conducting research, because it incapacitates the availability of funds at the disposal of those who want to conduct research. This situation discourages academics who want to conduct research. Thus, Nigerian Universities have not provided the research capacity as well as serve as a centre for knowledge and provider of much needed professional and community services. None of these researches was based on the Millennium Development Goals and its successor, the SDGs. Compare this figure with the level of research activity that takes place in Havard and other notable Universities in the world.

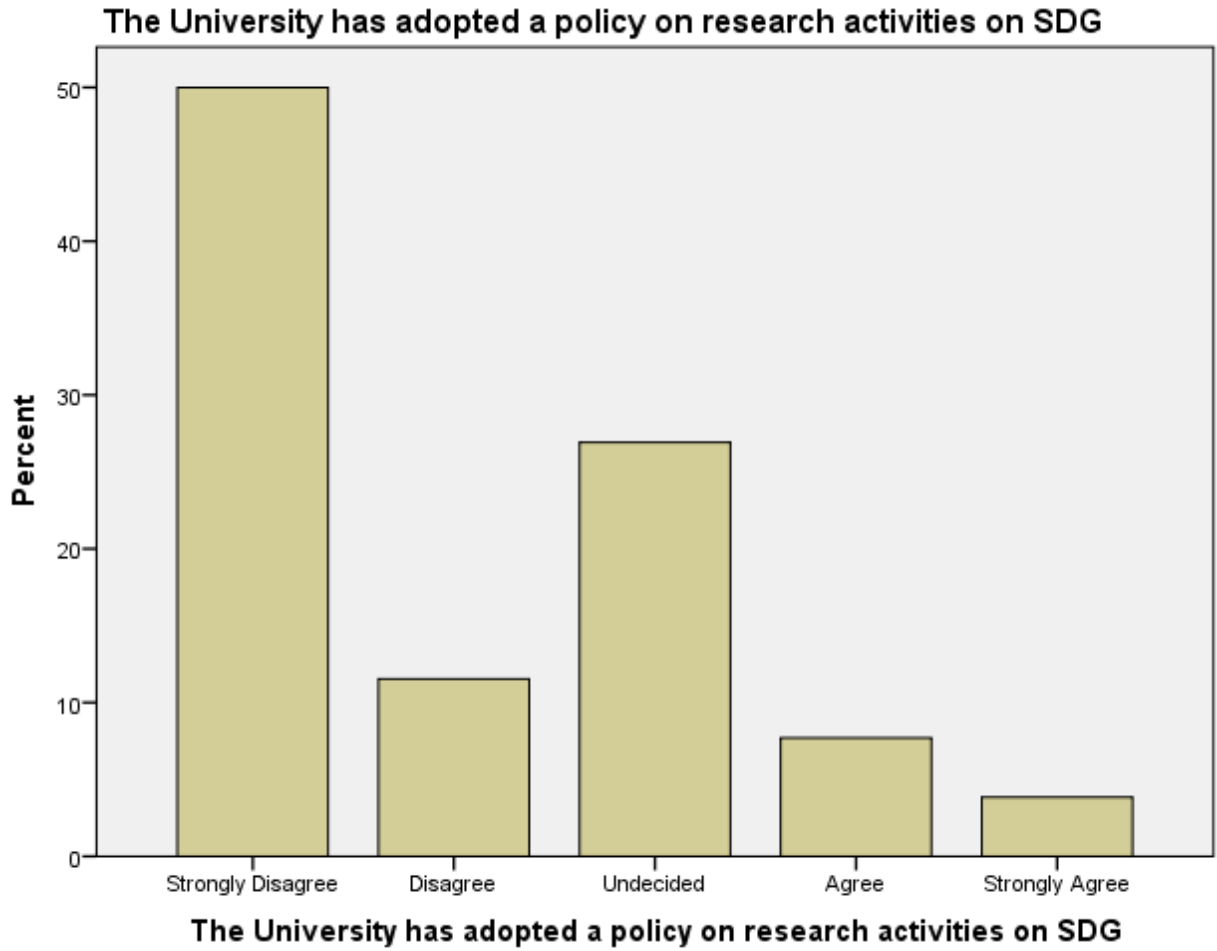


Chart 3: The chart above shows that Nigerian Universities did not adopt a policy on research activities on SDGs

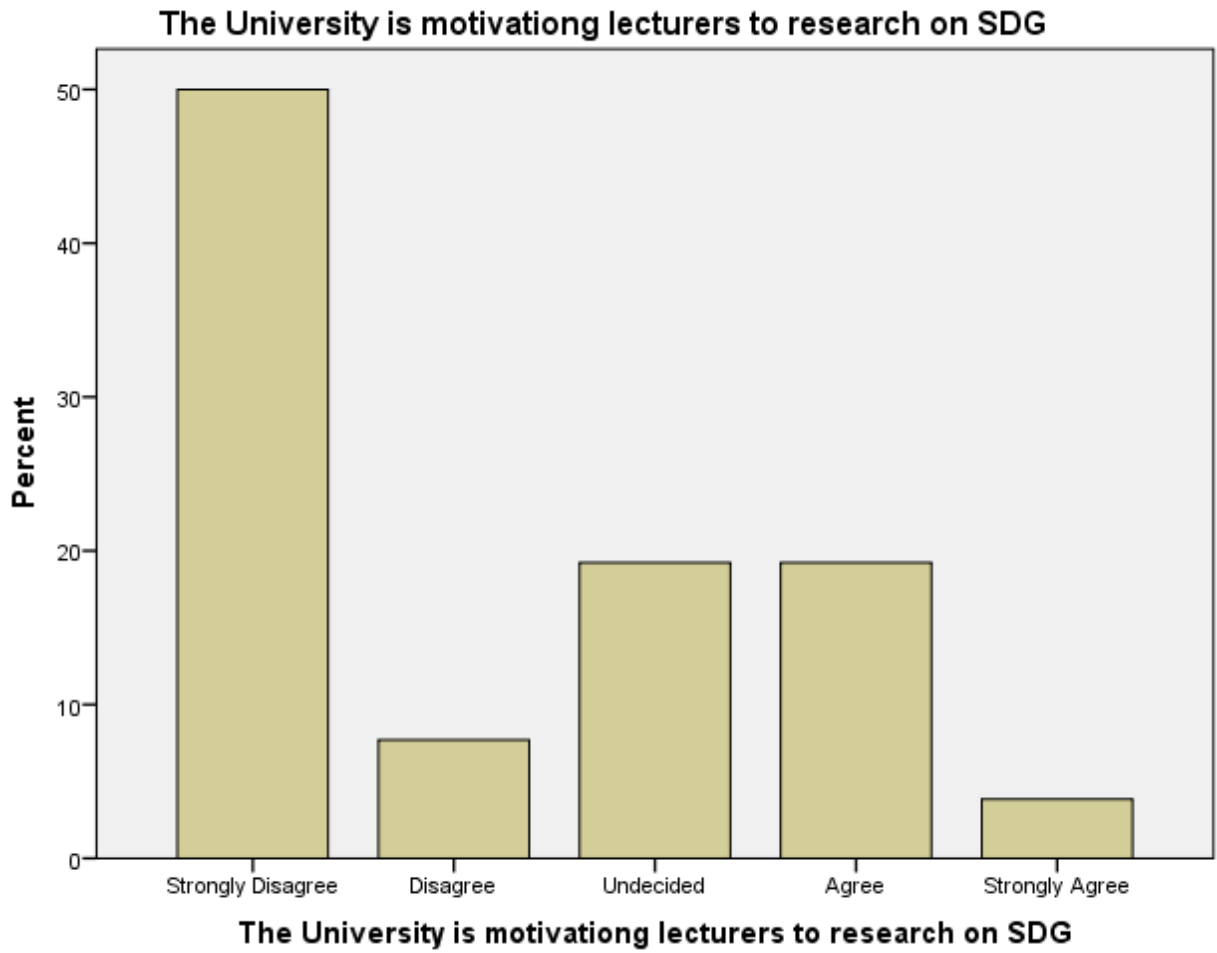


Chart 4: The chart above shows that Nigerian universities are not motivating lecturers to research on SDGs



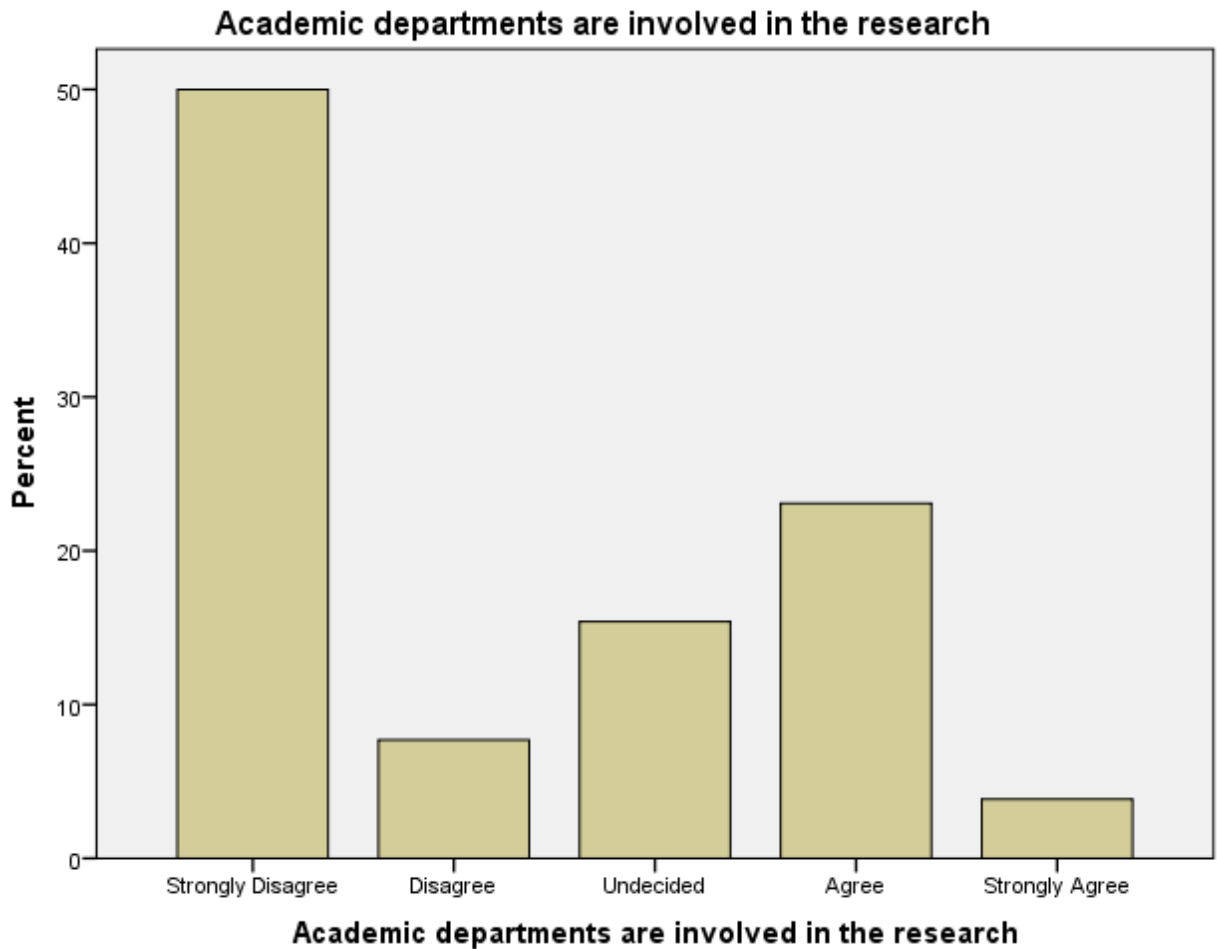


Chart 5: The chart above shows that academics departments in Nigerian Universities are not involved in research on SDGs

## 6.0 Strategic plan for SDG implementation

80% of Nigerian Universities have no Strategic Plan on the implementation of the SDGs. Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. 20% of Nigerian Universities have Strategic Plans but not directed on the implementation of the SDGs. They are supposed to come up with strategies to implement the SDGs, but this is not the case. Universities with their wide range of highly educated staff with expertise in different disciplines are supposed to come up with strategies on how to deal with societal problems but this has not been the case. The resources that government allocated to them towards helping them achieve their statutory obligation have not been efficiently utilized to ameliorate the problems of society. Strategic plans are designed to advance national development through the application of learning and research as well as promote learning by offering opportunities for advanced education to all suitable qualified persons, without distinction of race, gender, religion or political affiliation. Goal setting for the realization of the SDGs is not a primary concern for the Universities. Innovation and capacity building with

respect to the implementation of the SDGs is also lacking. They are also lacking in community service because of the disconnect between the Universities and the local communities. By their orientation, Universities are supposed to champion solutions to societal problems like poverty reduction, environmental degradation and illiteracy. For instance, the Millennium Development Goal (MDG) Number One focused on poverty reduction. The number one goal of poverty reduction was transposed into the SDGs. Poverty is still endemic in Nigeria and is relentlessly growing because of large scale unemployment, and that could be attributed to the inability of the Universities to raise a critical mass of manpower with 21<sup>st</sup> Century skills to deal with the challenges of unemployment and poverty reduction. Strategic planning must emphasize strategic thinking. Strategic plans are supposed to emphasize strategic skills, goal setting, innovative and best good practices, expertise, skills acquisition and technological innovations directed at enhancing the relevance of Nigerian Universities to the society, and in particular to the communities around them. The problem of Nigerian Universities is their inability to factor the environment into their plans. They have remained ivory towers in concept and practice. This is why strategic leadership is lacking. Higher education leadership that is anchored on strategic visioning, data gathering and analysis, policy formulation and analysis is lacking and has affected the capacity of the Universities to rise up to the challenges of local and national development. In most cases, corruption and the pursuit of wealth has taken its toll on University education.

According to Adekanmbi (2007), Cox (2006) and Barnett (1990), universities emerged out of a need for junior and older scholars to search for knowledge, and identify a forum for testing out their theories and ideas. According to Iyang (2008), the traditional roles of Nigerian universities have been training of manpower for public administration, the professions and corporate needs. In the words of Ajayi (2003), university education is geared towards serving as power houses and think tanks for the continuous advancement of knowledge, the generation of innovative ideas, the development of the minds of the young and the old (through engagement in challenging intellectual work) and continuous engagement in issues concerning the survival of humanity. Ekeh (2003) saw the role of universities as a basic necessity which helps countries to rip off poverty, ignorance and disease. Universities achieve this through the inculcation in young people of requisite knowledge and skills in science, technology, arts and humanities. By so doing, university education ensures that qualified manpower is produced for proper management and development of different sectors of nation's economy, including education, health, transportation and industries. A common mistake made by universities engaged in strategic planning, for example, is to define their stakeholders solely as the groups located in the academic community: academic staff, non-academic staff and students. What our universities consistently fail to include- except perhaps in a token and ineffective way- are the "end-users" of their products: the employers of their graduates, the contractors of their academic staff; those who provide resources to the higher education sector and who set the policies that govern it (Nwankwo et al, 2015). SDG-based strategic plans are lacking and there are no attempts to train the people and raise leaders who will champion the implementation of SDGs. Besides, awareness is not created to mobilize and galvanize the efforts of the citizens towards implementing the SDG through community participation, advocacy, information gathering, and data analysis.

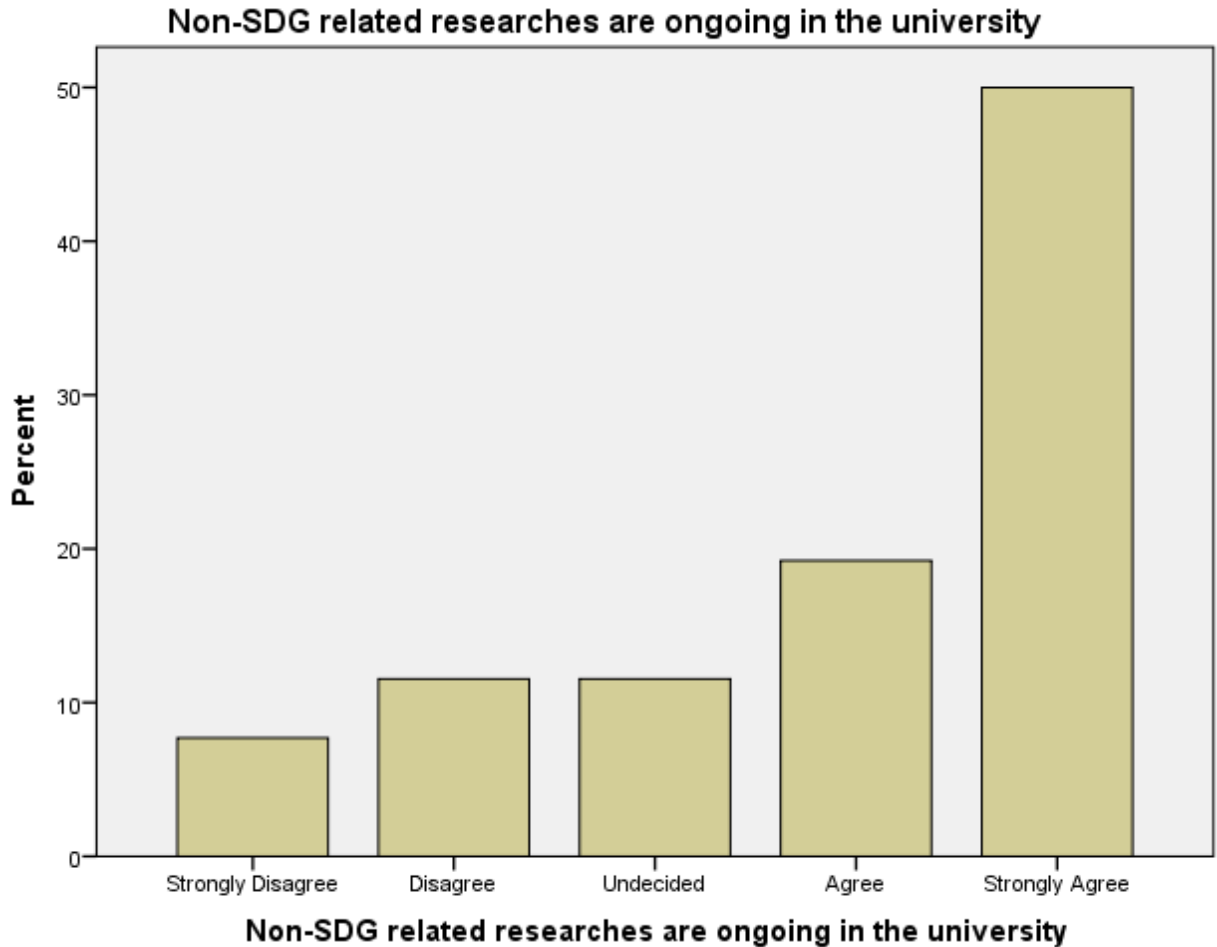


Chart 6: The chart above shows that Nigeria universities have no strategic plan for the implementation of SDGs

### 7.0 Integration of SDG into Curriculum

69.2% have no immediate plan to integrate the SDG into curriculum. 30.8% have plans to review the curriculum to keep abreast with the dynamics of a changing national and international environment. 84.6% believe that it is the responsibility of the federal, state and local governments to implement SDG. There are no short- or medium-term plans to integrate the SDGs into the curriculum, research, governance, linkages and collaboration, community development and skill training. A major challenge that had bedeviled higher education in developing countries was the World Bank and international donor agencies' unilateral conviction of developing countries to pay less attention to higher education and pay more attention to basic education on the grounds that higher education is elitist and had lower social returns when compared with basic education. This view is; however, changing and African national governments are beginning to realize the need for Universities to play crucial role in the development process of community and national transformation. University education has therefore become an essential potential tool for social and economic emancipation from the shackles of ignorance, poverty and disease by inculcating into the people the requisite skills and competencies for overcoming the challenges of socioeconomic development; for harnessing the resources of the society and by raising a generation of leaders who are concerned about the realization of a paradigmatic change of

national development, with emphasis on human capital development. It was in line with this realization that the Federal Government of Nigeria (FGN, 2004) declared succinctly in the National Policy on Education as follows:

The goals of tertiary education (university inclusive) shall be to:

- Contribute to national development through high level relevant manpower training;

Develop and inculcate proper values for the survival of the individual and society;

- Develop the intellectual capability of individuals to understand and appreciate their local and external environments;

- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;

- Promote and encourage scholarship and community service;

- Forge and cement national unity; and

- Promote national and international understanding and interaction (Section 8: 59).

Specifically, Section 641a – c, specifies that university education shall make optimum contribution to national development by:

- Intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation;

- Making professional course contents to reflect our national requirements; and

- Making all students, as part of a general programme of all-round improvement in university education to offer general study courses such as history of ideas, philosophy of knowledge and nationalism. It is expected that these goals shall be pursued through teaching, research and development, generation and dissemination of knowledge and maintenance of minimum educational standards through appropriate agencies (Nwankwo et al, 2015).

As lofty as these ideals are, Nigerian universities are yet to incorporate the SDGs into the curriculum with a view to meeting the goals. What is therefore fundamentally missing is the lack of the development of a transformative curriculum from its theoretical (utopian) state to a practical orientation while also serving as a mechanism for advancing the frontiers of knowledge, character moulding and the promotion of societal norms and values. It is painfully argued that university curriculum in Nigeria is deficient and is not tailored to providing practical solution to societal problems; and has not been able to equip the youths and the public with the capacity for critical thinking, problem solving attitude, mental capacity and creativity for dealing with the challenges of national development. Goal 4 of the Sustainable Development Goals seeks to ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all”. Within the framework, a life course approach is followed, reinforcing the need for lifelong learning and for all citizens to participate in achieving the SDGs. Many sustainability issues, such as social justice, equality of access to resources, people’s impact on the environment and natural habitats, can be controversial and may best be considered through discussion and debate. This allows pupils to explore their feelings about issues and think through their values, so developing their active citizenship. According to Catling and Willy (2009), it therefore follows that for the SDG to be achieved, education must be tailored towards the following goals: (a) Education is critical in

shaping individual and collective knowledge, skills, values and attitudes to enable people to move along pathways towards sustainable development, and a catalyst for development itself; (b) It is a key determinant of social and economic transformation, and an essential precursor to peace, tolerance and sustainability; and It equips learners of all ages with the knowledge, skills, values and attitudes needed to be responsible global citizens, such as respect for human rights, gender equality and environmental sustainability.

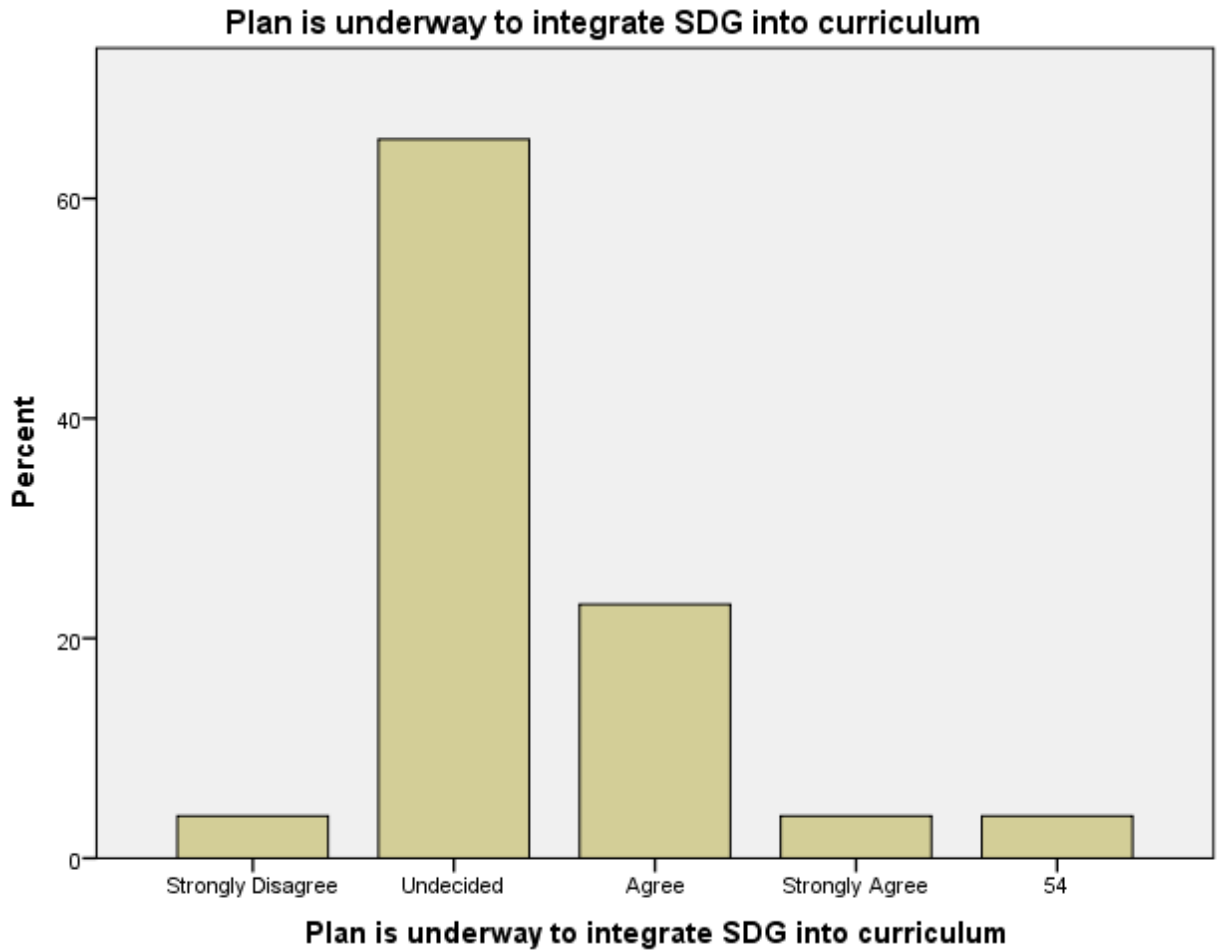


Chart 7: The chart above shows that Nigeria universities have no plan to integrate SDGs into Curriculum

**Governments, at federal, state and local government, should take full responsibility for implementing SDG**

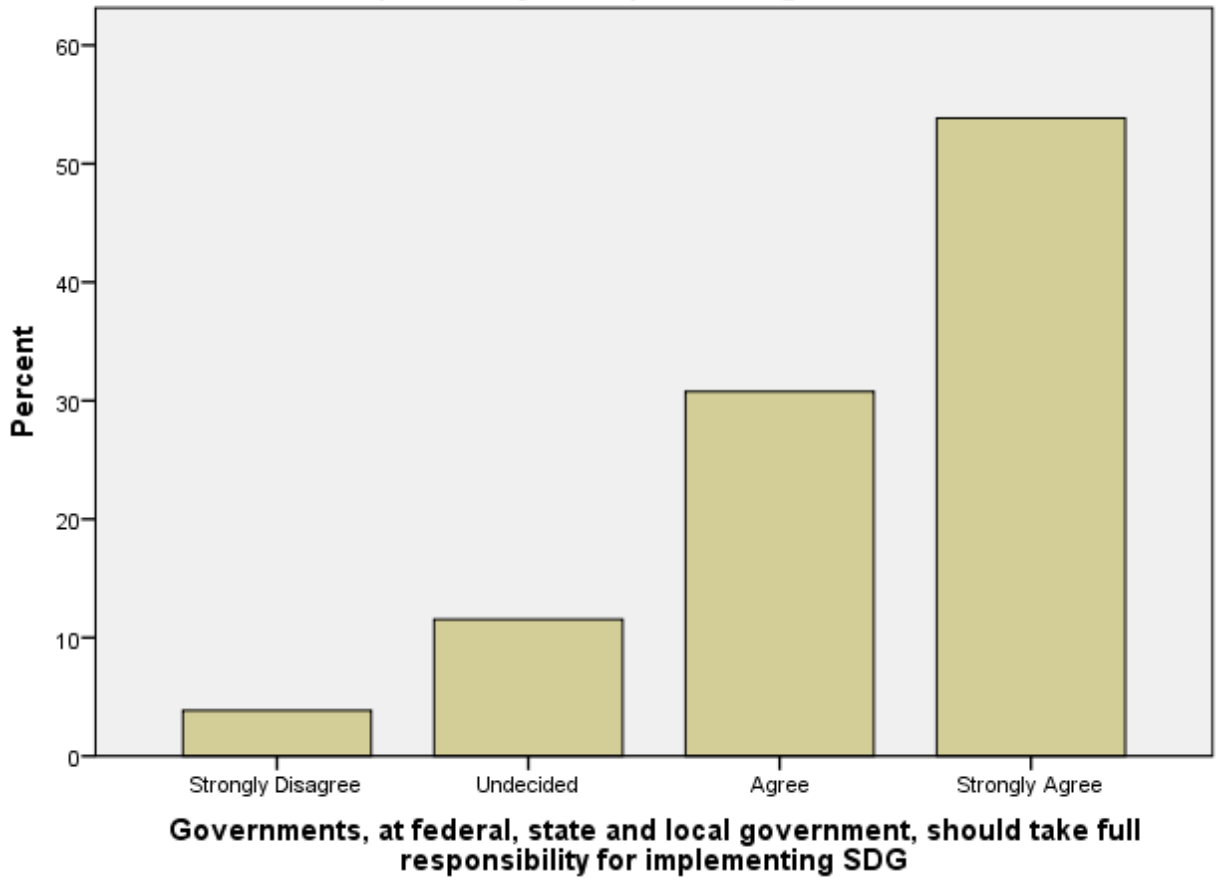


Chart 8: The chart above shows that Governments at federal, state and local government should take full responsibility for implementing SDGs

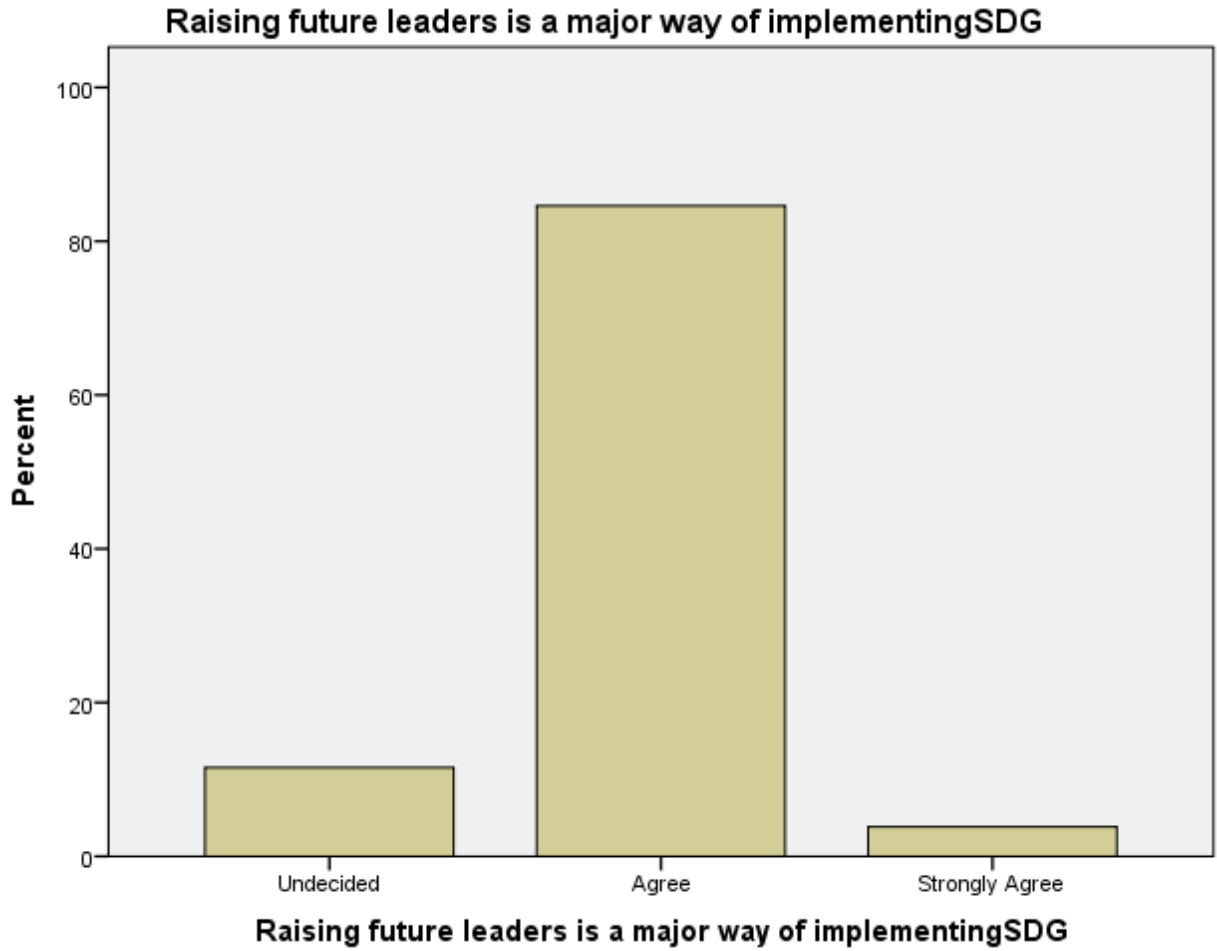


Chart 9: The chart above shows that the Nigeria universities agree to the fact that raising future leaders is a major way of implementing SDGs

## **8.0 Linkage with communities, foreign universities and international organizations**

88.5% of the Universities believe that linkages with communities, foreign Universities and international organizations are very fundamental to the achievement of the SDGs. While Universities are busy fostering exchange programmes and linkages with their foreign counterparts, collaboration for the sole purpose of implementing the SDGs has been lacking based on the survey. Financial resources, knowledge resources and critical expertise are required in the implementation of the SDGs. Nigerian Universities are bedeviled with the problem of paucity of financial resources. The situation is exacerbated by the fact that of the available financial resources that are available, no budgetary provision is made for linkages and collaboration on SDG implementation. Traditionally, Universities are charged with the responsibility of learning and research, but with the dynamics of national and global challenges, Universities are expected to go beyond their traditional role of learning and research and make significant contribution to champion the course of community development. What is required is exchange of knowledge, learning, adoption and adaption of methods and procedures in order to galvanize a critical mass of experts and researchers who would be dedicated to solving societal problems and charting the way forward through the enunciation of policy measures and implementation, with the government providing the financial wherewithal, social and political will. Universities are engaging with renowned international institutions, governments and community members. However, with few exceptions, these interactions are often ad-hoc, short-lived (e.g. for a project) or unsustainable (e.g. based on memoranda of understanding). They are not publicized as clearly, broadly and directly as needed, with unclear portals of access for governments and communities into universities. The situation is exacerbated in Low- and Middle-Income Countries, where universities are grappling with the challenges of expanding research and academic capacity and fostering quality, while maintaining equitable access and relevance to economy and policy-making (Schendel R, McCowan T., 2016). In many instances, governments are not aware of the large and relevant knowledge base and expertise residing within universities, and academics do not perceive governments as partners in or users of their knowledge. Consequently, the potential of each partner is not being harnessed to the fullest (El-Jardali F, Jamal D, Ataya N, Jaafar M, Raouf S, Matta C, et al, 2011).

Achieving SDGs through partnership and linkages requires institutionalizing structures, developing strategies and developing sustainable framework of action which would require Universities, governments and communities to pull their resources together, develop capacity, skills and data gathering for the purpose of meeting the challenges posed by the SDGs. The SDGs provide a unique opportunity for universities and the scientific community in general to re-interpret institutional strategies and determine the structures and mechanisms needed to strengthen engagement with governments and communities. Nigerian Universities are bedeviled by the problem of infrastructure and institutional sustainability. For instance, Nigerian Universities have problems of infrastructure, governance, access, accountability and leadership. A collaborative governance structure would enhance opportunities for exchange and integration across both portfolios – advances needed to address the SDGs.



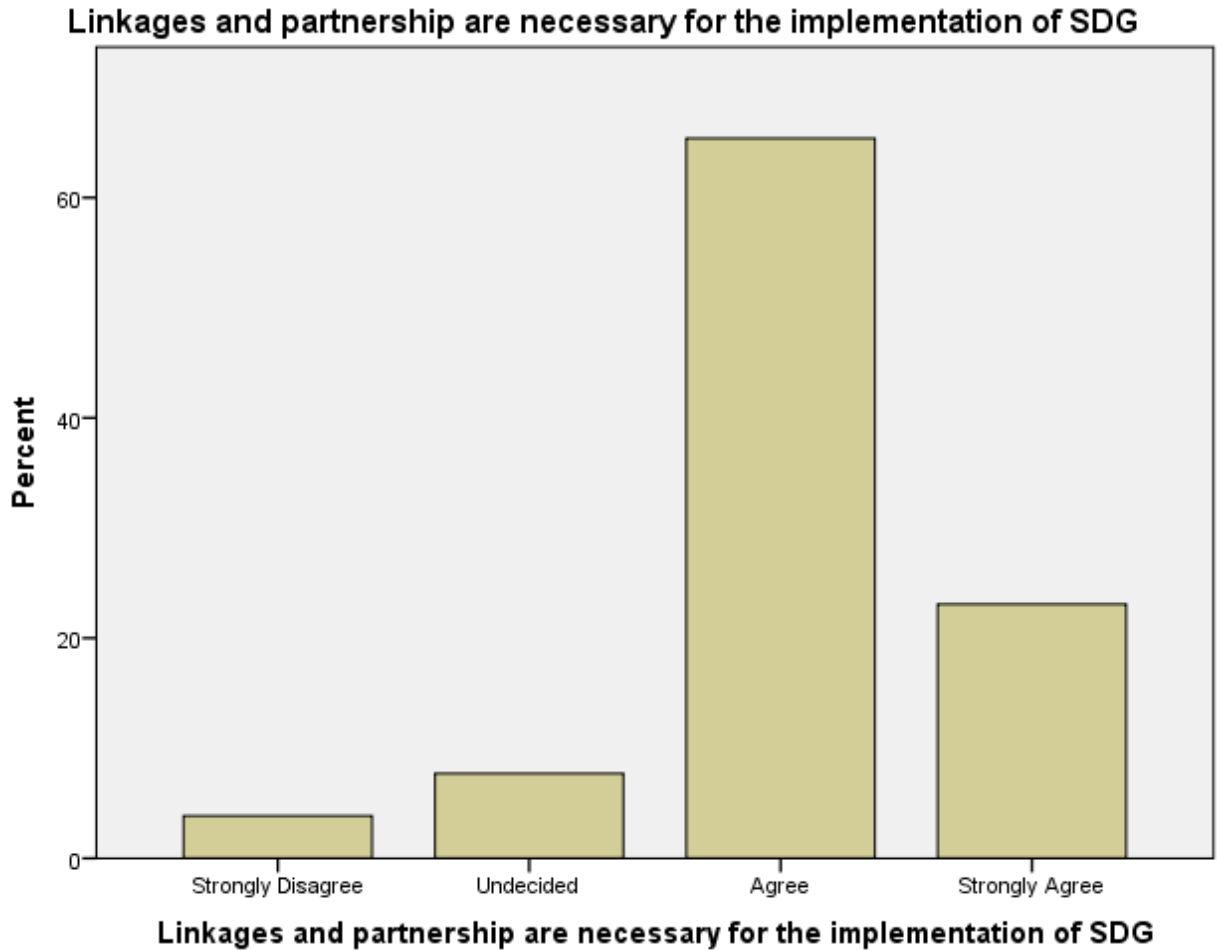


Chart 10: The chart above shows that Nigerian universities agree that linkages and partnerships are needed for the implementation of SDGs

## 9.0 Conclusion

The Nigerian higher education system is inundated with debilitating challenges which limit its capacity to accelerate the achievement of the SDGs. It is business as usual because there is no research orientation to achieve the SDGs. Nigerian Universities are also not prepared to review the curriculum for the achievement of the SDGs. Besides this, strategic plans are yet to be developed as a framework of action for the achievement of the SDGs. There is also apathy in the creation of awareness and the dissemination of information to communities, students and the public about the SDGs and the imperative of achieving it. Moreover, there are no linkages with local research institutes, companies and foreign Universities and international agencies on the need to achieve the SDGs as sustainable framework for poverty eradication, increased access to education and better service delivery.

## 10.0 Recommendations

The prospects of achieving the SDGs are bright only if the Universities can put their acts together and show commitment to the betterment through adequate social responsibility to the lives of the citizens around them. The paper recommends a paradigm shift, both in terms of curriculum

development and strategic thinking, plan and action to revolutionize and reconstruct the University system for it to escape from its inherited heavily-biased theoretical disposition and isolationist tendencies, in order to close the gap between *form and reality*, as well as tailor its curriculum towards finding practical solutions, conducting research activities and building synergies toward implementing the SDGs. A major problem of the Nigerian Universities is the problem of funding. It is recommended that funding, especially for research purposes and infrastructure building, should be given topmost priority by the government, corporate bodies and multinational corporations. Nigerian Universities should conduct researches and enunciate policy measures to address the goals specified by the SDGs as a way of facilitating development, and helping the nation to achieve the 2030 target set by the United Nations. SDG linkages with communities, foreign Universities and international bodies are recommended. Therefore, the University system in Nigeria needs the following: innovative practices, critical thinking, innovation and capacity to accelerate the achievement of the SDGs. Accelerating the implementation of the SDGs requires a transformative and strategic action on the part of the Universities as well as a sustainability plan agenda with local and international dimensions.

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