Constraints to the Provision of Library and Information Services for the Actualization of Sustainable Development Goals in Open and Distance Learning Centres: Strategies for Intervention

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Abstract

The failure to achieve the Millennium eight sustainable goals among the members of United Nation gave rise to the United Nations 2030 Agenda with seventeen goals Sustainable Development Goals (SDGs). The study investigated the constraints to the provision of library and information services for the actualization of sustainable development goals in open and distance learning: Strategies for Interventions. A descriptive survey design was adopted for the study. The population of the study comprises all the 62 librarians in National Open University of Nigeria (NOUN). An online questionnaire was used for data collection. Data collected were analysed using descriptive statistics. The results showed the implication of SDGs in open and distance learning included the promotion of education for all, incorporating distance learning mode in conventional education system, training of more teachers and librarians. Also, the findings revealed that the constraints encountered by librarians in the provision of library and information services for the actualisation of SDGs to distance learners in NOUN include high cost of subscription fees for databases, high exchange rate; poor welfare for library personnel, epileptic power supply and poor internet access. The result also identified the strategies to be employed for actualisation of SDGs through library and information services provision as acquisition of information resources that reflects the content of SDGs and promotion of content of SDGs to library users using web format, posters, and giveaways to create awareness on the available resources and services aiming that achieving the SDGs.

Keywords: Open and Distance Learning, Constraints, Library and Information Services, Sustainable Development Goals, Strategies for Intervention

Introduction

The United Nation (UN) comprises of independent and sovereign nations which Nigeria is a member. In 2005 UN propagated the eight –point agenda called the Millennium Development Goals for better living standard of their members. The eight –point agenda include to eradicate extreme poverty and hunger, to achieve universal primary education, to promote gender equality and empower women, to reduce child mortality, to improve maternal health; to combat HIV/AIDS, malaria and other disease, to ensure environmental sustainability and to development a global partnership for development (WHO, 2018). Unfortunately, at the end of 2015 many members did not fully achieve the Millennium Development Goals due to some challenges.

So, the failures of the Millennium Development Goals lead to the propagation of the 17Sustainable Development Goals (SDGs) with one hundred and sixty-nine targets in September 2015. The take-off date of the (SDGs) was 2018 with a deadline for the implementation in 2030. These 17 goals include the followings

Goal 1: No poverty

Goal 2: Zero hunger

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 5: Gender equality

Goal 6: Clean water and sanitation

Goal 7: Affordable and clean energy

Goal 8: Decent work and economic growth

Goal 9: Industry, innovation and infrastructure

Goal 10: Reduced inequality

Goal 11: Sustainable cities and communities

Goal 12: Responsible consumption and production

Goal 13: Climate action

Goal 14: Life below water

Goal 15: Life on land

Goal 16: Peace and justice strong institutions

Goal 17: Partnerships to achieve the goals

These SDGs can be attained through providing access to education to educate the populace irrespective of their age, status and location. Open and distance learning mode is one of the ideal mode for such education. Open and distance learning offers opportunity to all who yearn for knowledge and gives the learner an opportunity to learn at his space, place and time (NOUNNEWS, 2021). Open and distance learning mode is playing various roles in the actualization of the SDGs through vocational education and training programs that empower the youths and adults to be self-employed and employers of labour that will contribute to the economic development of the country and eradication of poverty (Ekwueme & Okeoghene 2021).The aims and objectives of open and distance learning cannot be achieve without learner support services like library services to these distance learners. The library services are all the activities the librarians carry out in order to need the information needs of the library users. These services include the acquisition, processing, storage and provision of access point for easy retrieval of information resources by users. To achieve the SDGs participating members must be adequately informed on the content through provision of relevant information resources and service. According to Bradley (2014) a well-informed society contributes significantly to the development of the nation because availability of information resources would bring peaceful and inclusive society for sustainable development. These information resources and services can only be provided in a well-equipped library and managed by professional librarians. IN carrying out these services librarians encounter some problems but they keep on improving on their services to disseminate information for the satisfaction of their numerous users.

The main function of any library is the provision of information resources and services to users. The librarians are saddled with the responsibility of acquiring these information resources, provision of information services and giving access point to these resources for easy access and retrieval by desired users. The information resources and services acquired are aimed at imparting knowledge in all areas of our life which are enumerated in the 17 goals and 169 targets of the United Nations 2030 sustainable Development. It is the responsibility of the librarians in open and distance learning institution to market the information resources and services available in their collection to distance learners who learn at their space and from different location. Open and distance learning is a form of education aimed at eradication of illiteracy through giving access to education to anyone who yearn for knowledge. The 17 Sustainable Development Goals of 2030 was propagated when the 8 goals of Nations Millennium Development Goals (MDGs) agreed to be achieved by 2015 by the United Nations member states was not fully realised. The question then was why was the millennium goals not fully achieved? What are the challenges? Are people not aware of the content of the millennium goals? What part did the librarians play in the actualization of the millennium goals? Did there encounter any challenges? What is the way forward? Fortunately the available researches on librarians awareness and perception of Sustainable Development Goals indicated that librarians are aware of 2030 Sustainable Development Goals (SDGs) which was adopted at the 2015 United Nations Sustainable

Development Summit (Odelami & Fasakin, 2019; Awodoyin & Ojo,2021 and Ekwueme & Okeoghene 2021). Also, these studies showed that librarians acquire resources and provide various information services to different categories of users aiming at achieving these goals. Despite the awareness of the content of 17 SGDs by librarians and the provision of information resources and services targeting at achieving SDGs the researcher is foreseeing a situation of not achieve this objective since most developing countries are experiencing economic meltdown and natural disasters. What may be the cause of this? Could it be that these information resources and services are not aiming at actualization of SDGs? Could it be that the librarians do not have clear vision of the implication of SDGs Agenda? Are there constraints faced by librarian in the provision of library and information services for the actualization of the SDGs agenda? What are the possible strategies to employ towards the attainment of these goals? It is upon this bedrock that this study set to examine the "constraints to the provision of library and information services for the actualization of sustainable development goals in open and distance learning: strategies for interventions".

The objective of the Study

The specific objectives of the study are to:

1. Examine the implication of SDGs agenda in open and distance learning
2. Identify the constraints faced by librarians in the provision library and information services for the actualization of the SDGs agenda in open and distance learning.
3. Enumerate the Strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda in open and distance learning

Literature Review

Implication of SDGs Agenda in Open and Distance Learning and Library and information services for the actualization of the SDGs agenda in Open and Distance Learning

Open and distance learning is a keyway to achieving full employment and eradication of poverty, equitable quality education and promote lifelong learning opportunities. Inculcating lifelong learning opportunities to distance learner is one of the objectives of Open University which is stress in SDG 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all recognize education as key to achieving full employment and poverty eradication. Incheon Declaration and SDG4 – Education 2030 Framework for Action recognized education as key to achieving full employment and poverty eradication.

In study on impact of open and distance learning on the educational development of in-service for sustainable development by Osikomaiya (2020) discovered that the implication of Nigerian education system in attaining the Goal 4 of the SDGs the training of quality teachers cannot be

downplayed. This study stressed that means of producing quality teachers is through in-service training which exposes these teachers to new innovations in teaching methods. Teachers can only acquire this knowledge through ODL without fearing the loss of their jobs. Rupande (2015) as cited in Ukoha (2018) stated open and distance learning is a sure vehicle for human capital development.

Holmeset, et. al. (2022:503) identified five key approaches to the adoption of SDGs into online teaching in university programmes to include designing curricula and pedagogy to focus on the SDGs; orienting the student experience in shaping their understanding of the SDGs; aligning graduate outcomes with the SDGs; institutional leadership and capability building; and participating in cross-institutional networks and initiatives. Also, for students to participate in an online programme which ODL is emphasizing on, they need digital skills. Invariably, Vilalta et al. (2018) emphasised that to achieve the SDGs students need digital competency.

UNESCO, (2017:7) emphasised that a well systematic approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present but for future generations. These can be achieved through the provision of good learning content and outcomes, well-equipped library, pedagogy and the learning environment for the actualization of the 2030 SDGs.

The National Open University of Nigeria provides library services to their students through the university virtual library accessible through the library website and traditional (physical) libraries located at some study centres across the country (Ekwueme& Ilo, 2019). The virtual library gives remote access to e-resources and electronic library services to learners at any anytime and anywhere. The virtual and traditional libraries are aimed at providing information resources and services for teaching, research and learning under the professionals called librarians. Librarians acquire and provide access to information for the development of lifelong learning among learners. When a library has the needed information resources and provides adequate services to its users, users can pursue knowledge to its depth. The library user becomes a master over an empire of knowledge not a servant (Funom, et. al 2019).

Access to quality education through open and distance learning is possibly only with well-equipped library and committed library staff to ensure provision of information resources and services to its users. Library resources and information services available to users can help to promote gender equality and empower women and girls to actualize their goals in any area of work interest. Funom et. al. (2019) outline different ways the librarians can help in the actualization of SDGs to include

- Creating awareness to library users on the content of the SDGs.
- Provide access to information on the developmental issues raised in the SDGs.

- Establishing a strong library advocacy program
- Select and acquire resources taking into account the development indicators raised in the Sustainable Development Goals (SDGs)
- Organising local forum from time to time where people can talk through problems, such as HIV/AIDS, community health, education, civil and human rights etc
- Promote the establishment rural library services to enhance information dissemination at grassroots.
- Promote access to ICT and help people to acquire and develop new digital skill.
- Ensure network of service delivery for government programmes and services

Baker and Musker (2017:59) argued that if agriculture and SDGs are to be achieved, smallholders, especially women, and low middle-income farmers must be able to access, analyze, and apply information to their production systems as improved access to information by farmers increases the likelihood of achieving the SDGs and its sub goals. According Oyemike, et. al. (2019) for libraries to help in the actualization of SDGs, there should be provision of relevant information resources to support learning at all levels, gender equality; women empowerment, water sanitation, employment and scholarship opportunities. Information available in the libraries should promote cultural heritage, affordable housing and basic services; manage and use of natural resources; how to prevent and significantly reduce marine pollution of all kinds.

The constraints faced by librarian in the provision library and information services for the actualization of the SDGs agenda

The identified challenges to the implementation of SDGs in a journal of integrative environmental science as cited in Vilalta et al (2018) are lack of support from management, lack of awareness; concern and lack of appropriate technology, among others. Jaiyesimi (2016) outlined some challenges encountered in implementing SDGs in Africa to include poor capacity building which affects the training of personnel in making them more skillful and to improve their proficiency level in their duties

Adejumo &Adejumo (2014) identified challenging factors in the actualisation of SDGs in Nigeria to government priorities, unawareness on the SDGs among its citizenry, corruption, and lack of qualified personnel to develop and implement alternative technologies due poor educational system and lack finite resources on education. In a similar research carryout by Okuonghae & Igbinovia (2019) identified some of the major challenges in the provision of information for the attainment of SDGs in academic libraries services to include poor networking among libraries and library professionals and inadequate/irregular training of library staff.

Irunegbo,et. al. (2018) and irenoa et. al. (2019) lamented that libraries irrespective of type are experiencing low budgetary allocation and support from parent institutions and other supporting agencies. In support of this view Okere (2022) outlined some obstacles that militate against

librarians' use of Information and Communication Technology (ICT) in Federal Colleges of Education in Southwest, Nigeria to include lack of software standardization and inadequate human capacity, non-availability of resources, materials management and administration, inadequate infrastructure and stressed that if these challenges are not met they will affect the actualisation of SDGs.

Furthermore, Ogunmodede, et. al. (2023) listed some of the challenges libraries encounter in the information resources and services delivery for the implementation of the SDGs to include inadequate personnel, poor welfare for library personnel, erratic power supply, low bandwidth, inadequate systems, poor internet access, inadequate library facilities and infrastructure among others. Low level of private sectors interest in library services, low self-esteem among library and information professionals, poor lobbying and advocacy skills among librarian are among the challenges affecting the actualization of the SDGs (Oyemike et al. 2016). Irenoa, et. al, (2019) stressed that libraries depending solely on subventions and budgetary allocations will hamper the provision of library services in academic libraries but recommended that libraries should look at means of getting extra support to what may trickle down from the parent bodies to ensure that their services are sustained.

The Strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda

The research carried by Oyemike, et. al. (2016) identified marketing of the SDGs agenda to library users, the provision of relevant information resources and services, adequate funding of the libraries, organising talks, exhibition and seminars centred on the 17SDGs for the public and other users as the strategies library and information professional could adopt to achieve the SDGs.

To achieve and sustain sustainable development goals in Nigeria's information managers should select, process, organise, and disseminate information based on the parameter of development as indicated in the Sustainable Development Goals (SDGs), organise training programs or forums where issues such education, environmental, climate change, gender inequality and health issues can be discussed (Oluwabunmi & Okuonghae 2022). Also, Onah, Urom & Amanze-Unagha (2015) stressed that unhindered access to information in information agencies is required for the actualization of all the SDGs. In essence libraries should promote environmental sustainable behaviours to library users through educating and providing resources which offer support in addressing climate change. Ogunmodede, et. al. (2023) suggested the libraries roles in the actualisation of SDGs to include repackaging of information using rural dwellers languages, providing access to reading material, bridging digital divide gap through access to information and guaranteeing visibility of research. Furthermore, Aregbesola, et. al.(2023) stress that libraries can contribute to the actualisation of sustainable Development Goals through provision of access to vital information resources focusing on SDGs, organising workshop and training on SDG- related

topics such as climate change, gender equality, poverty reduction, composting, renewable energy, energy efficiency, and waste reduction, recycling and energy conservation.

Research Methods

Research Design: The study adopted a descriptive survey method using a questionnaire titled "Constraints to the Provision of Library and Information Services for the Actualization of Sustainable Development Goals in Open and Distance Learning: Strategies for Intervention". The population of the study consists of all the librarians working in National Open University libraries totalling 62 librarians.

Research Instrument: The researcher-designed a structured five-point Likert scale online questionnaire focused on the research objectives. The Google form link questionnaire was distributed to all the librarians working in National Open University of Nigeria through the NOUN Librarian WhatsApp group chat and their personal WhatsApp numbers. A total of 62 copies of questionnaire were administered to these respondents. A total number of forty-four (44) copies of the questionnaire were correctly filled and submitted.

Data Analysis Method: The results of the data collected were analysed using mean and standard deviation scores. The decision rule was based on when a mean value is 1.49 it shows that the level of implications, constraints and strategies are very low; 1.5 to 2.49, indicates that level is low; 2.5 to 3.49 shows that level of implications, constraints and strategies are moderate then 3.5 to 4.49 – indicates that the level of implications, constraints and strategies are high; while 4.5 to 5 indicate that the level of implications, constraints and strategies are very high.

Results of the Data Analysis

Research Question 1: What are the implication of **SDGs** agenda in open and distance learning?

Table 1: Mean and Standard Deviation on the implication of SDGs agenda in Open and Distance Learning

N = 44 Librarians

S/No	Items	SA	A	U	D	SD	Mean	SD	Decision
1.	Promotion of education for all	20 (45.5)	19 (43.2)	3 (6.8)	0 (0.0)	2 (4.5)	4.25	0.94	H
2.	Designing curricula and pedagogy to focus on the SDGs	18 (40.9)	22 (50.0)	2 (4.5)	0 (0.0)	2 (4.5)	4.23	0.91	H
3.	Provide equal access to education at all level for men and women at affordable price	12 (27.3)	23 (52.3)	9 (20.5)	0 (0.0)	0 (0.0)	4.07	0.70	H
4.	Provision of scholarships opportunities for indigent students special people with disabilities	15 (34.1)	13 (29.5)	16 (36.4)	0 (0.0)	0 (0.0)	3.98	0.85	H
5.	Training of more teachers, facilitators and librarians to increase the number of qualified teachers	15 (34.1)	21 (47.7)	8 (18.2)	0 (0.0)	0 (0.0)	4.16	0.71	H
6.	Inculcating the best pedagogical skills to teachers for delivering quality teaching to students for the actualization of SDGs	12 (27.3)	26 (59.1)	6 (13.6)	0 (0.0)	0 (0.0)	4.14	0.63	H
7.	Incorporating distance learning mode in conventional education system	15 (34.1)	22 (50.0)	7 (15.9)	0 (0.0)	0 (0.0)	4.18	0.69	H
8.	Establishment of open polytechnics and open college of education to meet the educational needs of citizens	13 (29.5)	22 (50.0)	9 (20.5)	0 (0.0)	0 (0.0)	4.09	0.71	H
	Overall mean						**4.14**	**0.77**	**H**

Regarding the implication of SDGs agenda in open and distance learning, the result in table 1 above indicated that promotion of education for all 4.25 has the highest mean ration, followed by designing curricula and pedagogy to focus on the SDGs 4.23 and training of more teachers, facilitators and librarians and incorporating distance learning mode in conventional education system 4.18. Provision of scholarships opportunities for indigent student's special people with

disabilities has the lowest mean score of 3.98. The overall mean of 4.14 indicate SDGs have high effect on open and distance learning

Research Question 3: What are the constraints faced by librarian in the provision library and information services for the actualization of the SDGs agenda in open and distance learning**?**

Table 3: Mean and Standard Deviation on the constraints faced by librarian in the provision library and information services for the actualization of the SDGs agenda in open and distance learning.

N = 44 Librarians

S/No	Items	SA	A	U	D	SD	Mean	SD	Decision
1.	Inadequate trained librarians	24 (54.5)	18 (40.9)	2 (4.5)	0 (0.0)	0 (0.0)	4.50	0.59	VH
2.	Poor attitude of Government to the SDGs agenda	22 (50.0)	17 (38.6)	5 (11.4)	0 (0.0)	0 (0.0)	4.39	0.69	H
3.	Poor funding of the libraries	33 (75.0)	11 (25.0)	0 (0.0)	0 (0.0)	0 (0.0)	4.75	0.44	VH
4.	Poor access to information	26 (59.1)	18 (40.9)	0 (0.0)	0 (0.0)	0 (0.0)	4.59	0.50	VH
5.	Insufficient power supply	34 (77.3)	8 (18.2)	2 (4.5)	0 (0.0)	0 (0.0)	4.73	0.54	VH
6.	Lack of training and retaining of library staff on the SDGs.	34 (77.3)	10 (22.7)	0 (0.0)	0 (0.0)	0 (0.0)	4.77	0.42	VH
7.	Poor internet connectivity to access information	39 (88.6)	5 (11.4)	0 (0.0)	0 (0.0)	0 (0.0)	4.89	0.32	VH
8.	High cost of internet tariff	33 (78.6)	9 (21.4)	0 (0.0)	0 (0.0)	0 (0.0)	4.79	0.42	VH
9.	High exchange rate for the acquisition of information resources	29 (65.9)	13 (29.5)	2 (4.5)	0 (0.0)	0 (0.0)	4.61	0.58	VH
10	Lack of training on SDGs	34 (77.3)	10 (22.7)	0 (0.0)	0 (0.0)	0 (0.0)	4.77	0.42	VH
11	Poor infrastructure	31 (70.5)	13 (29.5)	0 (0.0)	0 (0.0)	0 (0.0)	4.70	0.46	VH
12	High cost of subscription fees paid for databases	34 (77.3)	10 (22.7)	0 (0.0)	0 (0.0)	0 (0.0)	4.77	0.42	VH
13	Lack of knowledge sharing sessions among librarians	23 (52.3)	16 (36.4)	5 (11.4)	0 (0.0)	0 (0.0)	4.41	0.69	H
14	Lack of job rotation	22	16	6	0	0	4.36	0.72	H

		(50.0)	(36.4)	(13.6)	(0.0)	(0.0)			
	Overall mean						**4.65**	**0.52**	**VH**

Table 3 above elicited data on the constraints faced by librarian in the provision library and information services for the actualization of the SDGs agenda in open and distance learning. Majority of the respondents with a mean of 3.89 noted Poor internet connectivity access information 4.89, high cost of internet tariff 4.79, and High cost of subscription fees paid for databases 4.77, Lack of training on SDGs 4.77, Lack of training and retaining of library staff on the SDGs. 4.77 as a constraint to achieving SDGs by librarians. This is closely followed by those who indicated insufficient power supply 4.73 and Poor infrastructure 4.70. The challenge with the least response of 4.36 was lack of job rotation. The overall mean of 4.64 indicate that the respondents agreed very highly of the constraints listed in the table 4

Research Question 4: What are the Strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda in open and distance learning?

Table 4: **Mean and Standard Deviation** on the Strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda in open and distance learning**.**

N = 44 Librarians

S/No	Items	SA	A	U	D	SD	Mean	SD	Decision
1.	Introduction of fee-based information resources and services improve library funding.	23 (52.3)	18 (40.9)	3 (6.8)	0 (0.0)	0 (0.0)	4.45	0.63	H
2.	Repackaging of information in a format and language that will be meaningful to the local inhabitants and the entire library community.	21 (47.7)	19 (43.2)	4 (9.1)	0 (0.0)	0 (0.0)	4.39	0.66	H
3.	Librarians should organise talks, web format, pamphlets and media education on how to reduce child mortality and improve maternal health	30 (68.2)	5 (11.4)	9 (20.5)	0 (0.0)	0 (0.0)	4.48	0.82	H

4.	Acquisition of information resources that promotes SDGs contents	25	19	0	0	0	4.57	0.50	VH
		(56.8)	(43.2)	(0.0)	(0.0)	(0.0)			
5.	Promote library campaign on SDGs agenda using posters and giveaways	29	12	3	0	0	4.59	0.62	VH
		(65.9)	(27.3)	(6.8)	(0.0)	(0.0)			
	Overall mean						**4.50**	**0.65**	**VH**

Table 4 above investigates Strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda in open and distance learning. The result shows that the strategies that the respondents indicated as very high were promotion library campaign on SDGs agenda using posters and giveaways 4.59 and acquisition of information resources that promotes SDGs 4.57, other strategies that was rated high include librarians should organize talks, web format, pamphlets and media education on how to reduce child mortality and improve maternal health 4.48, introduction of fee-based information resources and services improve library funding 4.45 and repackaging of information in a format and language that will be meaningful to the local inhabitants and the entire library community 4.39. The Overall mean of 4.50 indicate that the respondent highly agreed on the items listed in table 7 as the strategies for the improvement of the library and information services provided for the actualization of the SDGs agenda in open and distance learning

Discussions of the Findings

The findings on the implication of SDGs agenda in open and distance learning indicated that designing curricula and pedagogy to focus on the SDGs, provision of adequate learning environment for all and training of more teachers, facilitators and librarians are the implication of SDGs in ODL. These findings corroborated with the views of UNESCO (2017), Osikomaiya (2020) and Holmeset, et. al. (2022) that stated that provision of good learning content, pedagogy, training of teachers and learning environment are essential for the actualization SDGs. Also, the finding emphasised that distance learning mode should be incorporated in conventional education system for the actualization SDGs supports the view of Rupande as cited in Ukoha (2018) who stated that open and distance learning is a sure vehicle for human capital development for the actualisation of the SDGs.

The result on the constraints librarians face in the provision of information services for the actualization of the SDGs agenda in open and distance learning showed that poor funding, high cost of subscription fees paid for databases and high exchange rate for the acquisition of

information resources are among the constraints. The result agreed with the views of Irunegbo,et al (2018) and irenoa et al (2019) that lamented that libraries are experiencing low budgetary allocation and support from parent institutions and other supporting agencies. The result also, indicated that poor internet connectivity; cost of internet tariff, insufficient power supply and poor infrastructure as identified by the respondents corroborated with the findings of Ogunmodede, et. al. (2023) that listed inadequate personnel, poor welfare for library personnel, erratic power supply, low bandwidth, inadequate systems, poor internet access, inadequate library facilities and infrastructure as constraints libraries encounter in the information resources and services delivery for the implementation of the SDGs. Also, lack of training and retraining of librarian and library staff on the SDGs were identified also as challenges. This result corroborates with view of Jaiyesimi (2016) and Adejumo &Adejumo (2014) who stated that poor capacity building affects the training of personnel to become more skillful and proficiency in their duties and and lack of qualified personnel to develop and implement alternative technologies due to poor educational system affect the implementation of SDGs.

The findings on the strategies for the actualisation of SDGs in ODL through the provision of library and information services indicated that libraries should promote SDGs agenda through the use of posters and giveaways which support the view of Oyemike, et. al. (2016) that marketing of the SDGs agenda to library users, provision of relevant information resources and services are ways of achieving the SDGs. Other strategies are organize talks, web format, pamphlets and media education on how to reduce child mortality and improve maternal health

Also, the respondents agreed that another strategy is repackaging of information in a format and language that will be meaningful to the local inhabitants and the entire library community, this finding corroborates with the view of Ogunmodede, et. al. (2023) that libraries should repackage information on SDGs in the languages of the rural dwellers for the actualisation of SDGs. Another strategy is that librarian should organise talks, exhibition and seminars centred on the 17SDGs which corroborated with the findings of Aregbesola, et. al.(2023) and Oluwabunmi & Okuonghae (2022) that libraries should contribute to the actualisation of SDGs through provision of access to vital information resources focusing on SDGs, organising workshop and training on SDG- related topics such as climate change, gender equality, poverty reduction, composting and waste reduction, recycling and energy conservation. The respondents agreed that introduction of fee-based information resources and services improve library funding is strategy for the actualisation SDGs and this view corroborated with Irenoa, et. al, (2019) that observed that libraries depending solely on subventions and budgetary allocations will hamper the provision of library services in academic libraries but recommended that libraries should look for extra means of getting financial support to their services.

Conclusion

The provision and dissemination of relevant and current information resources still remains a key function libraries play in the teaching, learning and research in education. Education is a focal point in the actualization of SDGs. The evaluation of library services for the realization of the SDGs should start in earnest to find out areas that are lacking behind and strategies to be employed in realization of the goals not waiting till 2030.Libraries should be adequately funded to provide the relevant information resources and services for the actualization. The study investigated the constraints to the provision of library and information services for the actualization of the SDGs and identified some strategies that can be applied to achieve the goals. Every organ both the librarians, school authority and the distance learners should participate to actualise the sustainable development goals by 2030.

Recommendation

Based on the findings the following recommendation made

1. Libraries should not depend on subventions and budgetary allocations from the government for the provision of library services in academic libraries but should introduce fee- based library services to promote the effective provision of information resources and services for the actualization of SDGs.
2. Librarians should be equipped with marketing skills to enable market the content of the 17 SDGs to the distance learner.
3. The curriculum of study in use in ODL should be revised to include the content of SDGs.
4. There should be training and retaining of librarians on the pedagogy and services to be introduced in the libraries for the actualization SDGs.
5. The management of the library should increase bandwidth internet access provided in the library and provide access to free Wi-Fi connection for library user access online resources and services for the actualization SDGs.
6. Translators should be employed in the library to enhance repackaging of information in a format and language that will be meaningful to the local inhabitants and the entire library community.

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