REINVIGORATING READING CULTURE FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

The study was on how to reinvigorate reading culture for sustainable development in Nigeria. The study discussed reading, reading culture, sustainable development, reading culture and sustainable development and the impact of reading culture on sustainable development. The paper however, took its bearing from goal 4 of the sustainable development goals, which stresses on "ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all", which when achieved in any nation, has great impact on all other goals of the sustainable development agenda. Challenges of reading culture like inadequate funding of public schools and libraries, illiteracy of most parents, poverty, inadequate reading materials and high cost of the available ones, corruption, fallen standard of education, fallen standard of living, which affect many other things like buying books and sending children to schools and unfriendly government policies that affect writing and publishing in Nigeria were enunciated. Strategies for reinvigorating reading culture for sustainable development in Nigeria were equally highlighted, which include upward review of funding for establishment and equipping libraries at all levels of education by government, provision of access to reading materials including print and electronic information resources, making reading pleasurable to children and young adults, encouraging user-friendly policies and reader-friendly environment in our schools and libraries, encouraging authors and publishers to make more books available at affordable rates through adoption of good educational policies by government, and that government of Nigeria should encourage the growth and development of public schools and libraries for improved literacy and engendering effective sustainable development, among others. The study concluded that as the gap between developed and developing countries continues to deepen, reinvigorating reading culture will promote literacy and education and

thereby engender sustainable development that is earnestly needed by nations, especially Nigeria.

Keywords: Reading, Reading culture, Reinvigorating, Sustainable development, Nigeria

Introduction

Reading, in all its ramifications, whether for academic purposes, information or for pleasure has been acknowledged as a key to lifelong learning and sustainable development. While this is perhaps one of the subjects for contention, Nigeria is becoming deprived of well-read people. According to Akinfenwa (2019), Nigeria has been rated by the World culture score index as one of the countries in the world with the lowest reading culture. It has been revealed that many Nigerians hardly ever read, either because they are defined in the skill, do not have the resources or that they do not appreciate the importance of reading and the effect or consequences of not reading. It could also be that even the edicated ones have even turned to alliterates as most of them have lost the love for reading and consequently do not practice their reading culture by embracing lifelong reading/learning habit. People feel reluctant to read any more except reading for examination purposes, realing daily newspapers and weekly magazines or glancing at labels found on manufactured items, which they bought. This is corroborated by many studies which revealed that some members of the Nigerian public, especially students read for the purpose of passing examinations. Other people who have graduated from institutions of higher learning hardly ever read at all; some people spend a great percentage of their time on light reading if at all they read, while others watch television, fiddle with the social media like Facebook, WhatsApp, Twitter, among others for their recreation purposes instead of reading books. Having reading culture and embracing lifelong reading (reading always and in all ages), has been noted as a great source of knowledge and literacy.

Reading is a basic building block of learning, while reading culture is the philosophy of developing a progressive reading attitude as observed by Olasehinde, Akanmode, Alaiyemola and Babatunde (2015). Reading prepares an individual for distinction in life. It is not just for the purposes of passing an examination in academic institutions, but a lifelong activity that involves reading any print and non-print matter that comes ones' way for the development of the mind. The Nations newspaper of 2016 observed that reading provides the mind with the food and exercise it needs to be sharp and efficient. It strengthens the

muscles of the mind and broadens the vision and acts as a substitute for travel. It may not be possible to travel as much as one would like, but reading can fill in the gap created by lack of travel. Okebukola (2004) stated that reading provides the tools for transmitting ideas to succeeding generations as well as the opportunity of partaking in the wisdom of the past generations. The importance of reading to individuals and the nation at large brings to the fore the need to reinvigorate reading culture, to engender sustainable national development in Nigeria.

Reinvigorating can be defined as "producing or stimulating physical, mental or emotional vigor" (The American Heritage Dictionary, 2016). It can also be viewed as giving new life or energy to something; putting vitality, and vigor into something or someone. Reinvigorating can synonymously be used for the following words: stimulating, reinventing, energizing, arousing, strengthening, restoring, reviving, resuscitating, and enlivening, among others. For the purpose of this paper, the authors adopted the above definition to buttress the need to reinvent, enliven, energize, stimulate, reinvent, revive and restore the moribund reading culture of Nigerians so as to ensure the sustenance of national development of our country. This is anchored on the prevailing circumstances Nigeria has found herself in the areas of corruption, bad governance, insecurity, poverty, fallen standard of living, as well as fallen standard of education, among others, which require a drastic measure to change the scenario.

Reading culture stimulates and sustains literacy, education and eventually development of nations. Israel (2018) sees development as the process that creates growth, progress, positive change, or the addition to physical, economic, environment, social and demographic components. He further asserted that the purpose of development is a rise in the level and quality of life of the populace and the creation or expansion of local, regional and national income and employment opportunities without damaging the resources of the environment.

In a related development, Bakare (2015) reported a survey by UNESCO, which revealed that 65 million Nigerians out of a population of 201 million are illiterates. This outcome has adverse impacts on both individual and the Nigerian society. Consequently, many Nigerians are living in poverty, facing a lifetime marred by poor health, bad governance, corruption, insecurity, and social vulnerability,

among others. It also negatively impacts on the economy by affecting the workforce, workplace, and the general development of the nation.

The level of development in a nation is directly reflected by the level of literacy of the populace. However, there has been a drastic reduction of the literacy level amongst Nigerians as a result of poor reading culture. This low level of literacy

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affects the nation economically, politically, educationally, knowledge base in security and health matters, among others. Unless Nigerians battle with the level of illiteracy amongst the citizenry, through reinvigorating reading culture, the country will remain underdeveloped. Thus, to achieve sustainable development in Nigeria, it is importative to improve on the literacy level of the citizenry through reinvigorating, strengtening, enlivening, stimulating energizing, revitalizing or restoring the Nigerian moribund reading culture, as Igwe (2011) noted that literacy is the forerunner of development. It is against this background that this paper looks at basic concepts e medded in this study, x-rays reading culture and sustainable development, impact of reading culture on sustainable development, constraints of

reading culture, and strategies for improved reading culture for sustainable development in Nigeria.

Realing Culture and Sustainable Development

Reading can be defined as "the process of looking at series of written symbols and getting meaning from them" (Essberger, 2020). Reading according to Leipzig (2001) is defined as a multifaceted process that involves word recognition, comprehension, fluency and motivation. The author also went further to explain that reading is the motivated and fluent coordnation of word recognition and comprehension. From the forgoing, motivation is a key factor in reading. Thus, the author stated that to develop and maintain the motivation to read, people need to: appreciate the peasures of reading, see reading as a social act to be shar ed with others, see reading as an opportunity to explore their interests, read widely for a variety of purposes, ranging from enjoyment to gathering information, among other purposes, and equally become comfortable with a variety of different written forms and genres.

Reading enlightens people and facilitates their access to full participation in various activities in our modern society. It adds quality to the lives of the people by giving the m access to various cultures and cultural heritage. Behrman (2004), Magara and Batambuze (2005) as cited in Ruterana (2012) revealed that reading empowers and emancipates people as citizens as well as brings them together as a nation, while togetherness brings development. Thus, reading in all its variety is vital to becoming better informed as affirmed by Olasenhinde et al (2015). It enables individuals to have a better understanding of themselves as well as others. It also helps citizens to actively participate in discourse of importance, know their environment better and work towards improving on it.

Gbadarrosi in Jegbefume, Yaji and Dala (2017) observed that reading culture evolves when an individual habitually and regularly reads books and other information materials that are not necessarily required for him to advance in his profession or career. Behrman (2004), Magara and Batambuze (2005) in Ruterana (2012) defined the culture of reading as "an integrated pattern of reading behaviors, practices, beliefs, perceptions and knowledge". The authors further stated that reading culture means "a culture where reading is part of the people's living and constitutes a habit that is shared by members of the society." According to Olasenhinde et al (2015), reading culture serves as a gateway to education, which is regarded as surest solution to ignorance; and which often goes beyond classroom level. The authors further noted that the leading world Nations in Europe and America are proud of their endorsement of reading and see the high level of literacy in their society as being one of the major sources of their efficiency and growth.

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Without doubt, the economic, social and political health of nations today depend on building literate citizens who are able to read widely and practically apply the knowledge gained to individual and national development. No wonder Osundare (2009) maintains that a country's level of development is a function of her level of mental and cultural evolution as well as the state of her educational development, which is dependent on the level of literacy of the population.

As development of any nation is dependent among others, on the ability of the people to read and write, the development of Nigeria depends on the literacy level of her citizenry, while the literacy level is subject to reading culture of the people. It is important to recall that since the past sixty years Nigeria got her independence, the nation has been battling with development irrespective of the huge human and material resources that she is endowed with. For a nation to be classified as being developed, such nation should be able to provide the citizenry with the necessities of life that make life meaningful. Education, which is achieved through reading and literacy, is the major thing that can influence all others and bring meaningful individual and national development and possibly engender sustainable development.

The term "sustainable", according to New Oxford American Dictionary (2005) as cited in Becker (2014) is defined as something that is "able to be upheld or

defended". From this definition, the two basic concepts, upheld and defended have great connotations in development. The term "upheld", implies that sustainable development is the development that can be maintained over time, while "defended" implies that sustainable development is the development that can be safeguarded from the impact of negative events, forces and processes. These two concepts are closely related and interwoven, as it is not only events, forces and

processes that may impact development, but the means for development may also increase or create new events and underlying processes that in turn make it difficult to maintain development over time. Sustainability in this context is used according to Becker (2014) in the 'sense of protecting what human beings value, now and in the future'. Jekins in Klarin (2018) equally sees sustainability as the capacity to maintain some entity, process, or outcome over time, and equally carrying out activities that do not deplete the resources on which that capacity rests on.

Sustainable development is simply defined as "development that meets the needs

of the present, without compromising the ability of future generations to meet their own nexts" (World Commission on Environment and Development (WCED) in Beder, 2014 & Shah, 2008). The concept of sustainable development can be interpreted in many different vays, with a core principle that is based on an approach to development that er deavours to behance different and often competing needs against an awareness of the environmental, social and economic limitations faced as a society. Sustainable development can also be viewed as " the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend" (Wikipedia, 2020). Among other transformational ideals, TWI2020 (2018) stated that sustainable development is a societal rather than environmental challenge, as subtantial advances in human capacity are needed through improvements on education and healthcare, resulting in improved standard of living, evident in higher income and better environmental decisions, among others.

Furthermore, sustainable development as used by the United Nations incorporates both issues associated with land development and broader issues of human development such as education, public health, and standard of living (Wikiped'a, 2020). Thus, according to Sachs et al in TWI2050 (2018), the UN member states defined sustainable development as a world in which all n a t enjoy economic prosperity, achieve social inclusion, and ensure environmental sustain billty. Owing to the importance of sustainable development to humanity, at the expiration of the Millennium Developments Goals (MDGs) declared in 2000 and intended to

be achieved by 2015, the United Ations General Assembly came up with another agenda called 2030 Agenda for sustainable development, which is intended to succeed the MDGs and also be achieved in the year 2030. The agenda is noted to be a blueprint to achieve a better and more sustainable future for all. Sustainable development has equally become a fundamental, overarding objective of European Union (EU) policies.

According to Becker (2014), sustainable development is generally conceived to be resting on three pillars, which involve economic development, social development and environmental protection. These pillars, which form the economic, social, and environmental goals are sometimes referred to as the 'triple bottom line' (Sachs et al in TWI2050, 2018). Kralin (2018) however maintained that for complete sustainable development to be achieved, the pillars must be balanced, though not easy, as each pillar must respect the interest of other pillars in order not to bring them into imbalance. This is corroborated by TWI2020 (2018) report that recognized that all sustainable development goals are interlinked and have knockon effects on one another. The 2030 sustainable development Agenda according to Sachs et al in TWI2050 (2018) emphasizes that human, economic, social, and environmental development must be strengthened by good governance and global cooperation, which can be referred to as the fourth pillar of sustainable development. The importance of good governance to actualization of sustainable development goals was buttressed by the TWI2050 (2018) report, which argued that global transformation is still possible, but requires strong political commitment, immediate and ambitious action of government of various countries. Each of the 17 sustainable development goals (SDGs) contributes to the four dimensions of sustainable development, which involve prosperity, social inclusion, environmental sustainability and good governance.

Becker (2014) and Sachs et al in TWI2050 (2018) opined that the SDGs are 'universal', in the sense that they apply to all nations, and to all people within those nations; and that they are equally 'holistic', in the sense that all the 17 SDGso must be achieved in unison, as the 2030 Agenda stipulates that no nation or region or SDG should be left behind. In corroboration, the United Nations Office of the Special Adviser on Africa (2015) emphasized that the new agenda as enshrined in the 2030 Agenda for Sustainable Development seeks to leave no one behind as it aspires to transform the World, we live in. The author further stated that the new agenda has a far more ambitious approach than the Millennium Development Goals (MDGs) as it promises to address the unfinished business of the MDGs and also meet the growing challenges in the interlinked economic, social and environmental dimensions of sustainable development.

Thus, according to United Nations (2015) and Scarlat and Dallemand (2019), the United Nations Conference on Sustainable Development of 2012, (Rio+20) held in Rio de Janeiro, Brazil, resulted in the development of a set of sustainable development goals (SDGs), built upon the Millennium Development Goals. Consequently, the United Nations General Assembly on 25th September, 2015,

formally adopted the 2030 Agenda for Sustainable Development and the set of 17 SDGs, comprising 169 associated targets. The 17 SDGs are great gifts to humanity, aimed at creating a new 'social contract' for the world. The sustainable development goals (SDGs) according to the authors include the following:

Goal 1: End poverty in all its forms everywhere;

Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture;

- Goal 3: Ensure healthy lives and promote well-being for all at all ages;
- Goal 4: Ensure inclusive and equitable quality edication and promote life-long learning opportunities for all;
- Goal 5: Achieve gender equality and empower all women and girls;
- Goal 6: Ensure availability and sustainable management of water and s a nititation for all;
- Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all;

Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all;

- Goal 9: Build resilient infrastructure, promote inclusive and sustainable inclustrialization, and foster innovation;
- Goal 10: Reduce inequality within and among countries;
- Goal 11: Make cities and human settlements inclusive, safe, resilient, and sustainable;
- Goal 12: Ensure sustainable consumption and production patterns;
 - Geal 13: Take urgent action to combat climate change and its impacts;
- Goal 14: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development;

Goal 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;

Goal 16: Achieve peaceful and inclusive societies, rule of law, effective and capable institutions;

Goal 17: Strengthen means of implementation and revitalize the global partnership for sustainable development.

The SDGs according to Sachs et al in TWI2050 (2018) are interconnected and interdependent as many of them contribute to several dimensions of sustainable development: Prosperity means that basic needs are met for all, which the authors stated are captured in SDG 1 (end of poverty), SDG 2 (end of hunger), SDG 3 (health for all), SDG 4 (education for all), SDG 6 (water and sanitation for all), SDG 7 (modern energy for all), SDG 8 (decent jobs for all), and SDG 9 (modern infrastructure for all). Social inclusion means that all members of society have an opportunity to flourish, which is captured in SDG 5 (gender equality), SDG 10 (reducing inequality), and SDG 16 (freedom from violence).

In the same vein, WCED in Becker (2014) maintained that sustainable development is usually considered to be resting on three pillars: economic development, social development and environmental protection. It should therefore according to Klarin (2018) provide solutions to nations in the areas of meeting basic human needs, integrating environmental development and protection, achieving equality, ensuring social self-determination and cultural diversity, and maintaining ecological integrity. Elliot (2009) maintained that the pursuit of sustainable development is noted as a principal policy goal of organizations and institutions across all spheres of public life and the field of academic, and that practical enquiry around sustainable development is a diverse and expanding one. This results in adopting the concept in different areas of human activities, including developing reading culture. Furthermore, as the gap between the developed and underdeveloped nations continue to deepen and widen, stimulating sustainable development through improved reading culture becomes imperative.

This paper draws more insight from the 4th goal of the SDGs, which centres on ensuring inclusive and equitable quality education and promote life-long learning opportunities for all, which can be stimulated by inculcating enduring reading culture in the citizens. The relevance of quality education to sustainable development was particularly captured in 4.7 segment of the 4th goal, which stipulates that by 2030 there wou'd be assurance that "all learners acquire the

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knowledge and skills needed to promote sustainable development, in duding among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'' (United Nations, 2015). In the same vein, UNESCO (2017) affirmed that education has the capacity to develop crosscutting sustainability competencies in learners as it pays significant r de in all efforts to achieve sustainable development goals. The author further maintained that education enables individuals to contribute to sustainable development by promoting economic, societal, and political change and by transforming the behaviour of such individuals. Furthermore, when there is inclusive and equitable quality education, and promotion of lifelong learning opportunities, all the other sixteen goals will be effectively achieved because information and edication are basic keys to any form of development. Education empowers individuals and nations to achieve a healthy nation and environment, among other development indices.

Education comprises a lifelong learning system to cope with the changing needs and aspirations of society. The role of education in sustainable development involves encouraging changes in knowledge, skills, values and attitudes that empowers citizens to contribute to national development and equally enable a more sustainable and equitable society. Education equally empowers and equips

the present and future generations to meet their needs, using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development.

Education is important considering a renewed vision of sustainable human and social development that is both equitable and vibe. The vision of sustainable development must therefore take into consideration the social, environmental and economic dimensions of human development and the various ways in which these relate to education. This is because an empowering education is one that builds the human resources required for any nation to be productive, continue to learn, solve problems, be creative, and live together and with nature in peace and harmony. Thus, when nations ensure that such an education is accessible to all throughout their lives, a quiet revolution is set in motion, while continual invigoration of reading culture, sustaining literacy in the nation and eventually promoting education become the engine of sustainable development and the keys to a better world for all humanity.

The United Nations (2015) in corroboration stressed that education is arguably at the heart of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). Furthermore, UNESCO (2017) emphasized that education is explicitly declared in Target 4.7 of SDG4, which is aimed at ensuring that all learners acquire the knowledge and skills needed to promote sustainable development and is understood as an important means to achieve all the other 16 SDGs. Without inculcating, invigorating or stimulating reading culture in citizens and among nations, the goals of education cannot be achieved and invariably the sustainable development goals will become a mirage.

Goal 4 of the sustainable development goals can therefore be viewed as the mother of all the goals, as education can empower individuals and nations and equally provoke the actualization of all other goals, which deal with economic development, social development, and environmental protection. When people have reading culture, are literate and educated, they will be informed in all areas of life, including poverty eradication, healthy living, security consciousness, freedom from violence, reduction of inequality, climate change and environmental protection, which education empowers, among others.

Impact of Reading Culture on Sustainable Development in Nigeria

When citizens cultivate reading culture, read widely, widen their horizon through

voracious and lifelong reading, they will have knowledge of how developed nations emerged. It will equally reduce or eradicate the level of illiteracy, insecurity and corruption in Nigeria and invariably engender grassroots and national development. When people cultivate reading culture and imbibe lifelong reading and learning, they will value human life and the sporadic killings, among other security challenges in the nation may come to an end. Other vices like corruption, bad governance, political violence will stop because people through reading will be politically emancipated, as they will be involved in taking important political decisions and peoples' votes will count. People that are literate are equally easily governed.

When people of any nation do not read, do not have reading culture, they are bereft of the benefits of reading. They become selfish and do not think of how their local governments, states and the nation can be developed, they don't value lives and particularly the political class may not bring into perspectives the knowledge derivable from books and other reading materials.

National development through invigorated reading culture provides an enabling environment for the actualization of United Nation's sustainable development

goals agenda. The present agenda tagged "transforming the world: the 2030 agenda for sustainable development" requires all stakeholders to be active in collaborative partnership to implement the sustainable development goals. It is intended according to the United Nations (2015) to free the human race from the tyranny of poverty and want, and equally to heal and secure our planet by taking transformative steps required to shift the world, which Nigeria is part of, to a sustainable and resilient path. This new agenda is equally poised to build on the millennium development goals and complete what it could not adequately achieve. This brings to the fore why the three dimensions of sustainable development, comprising economic, social and environmental development and protection, still form the focus of the SDG agenda, which is made up of 17 goals and 169 tagets.

Reading culture has enormous impacts on individuals and the nation in the achievement of sustainable development, and should be inculcated right from infancy and equally maintained throughout one's lifetime. Reading has the capacity to provide citizens with access to full participation in various activities in the modern society and equally adds quality to living. Reading empowers and emancipates citizens as well as brings people together as a nation. Sisulu in Igwe (2011) stated further that "becoming a skilled and adaptable reader enhances the chances of success at school and beyond, as reading is not just for school, but is for life." This is so because the quality of age long or lifelong discoveries of new things through the boost of intuitive knowledge and its adaptability on various issues of life is enshrined in the reading culture. Inculcating reading culture from infancy and strengthening it throughout one's lifetime is necessary in order to grow natural talents which ultimately lead to enhancing the standard of output, making of skilled manpower and initiation of knowledge necessary for present-day economy. This will consequently enable individuals to develop their capacities to the fullest to contribute effectively to the society. As Nigeria struggles to achieve growth and development in economic, social and political sectors, among others, following the rise in population and the level of corruption and poverty that has engulfed the nation, it is crucial that students, who are the leaders of tomorrow, be prepared to face the challenge of continuous national development through reinvigorated reading culture and reading widely.

If there is an improvement in reading culture, it will economically result in the making of qualified manpower that will contribute positively towards improving the national ancome of the country. Also, at the political sphere, the nation will have highly spirited electorates who will participate fully in political activities and governance, which results in separating the wheat from the chaffs, and equally ensure that the electorates cannot be easily influenced to the detriment of the



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- Introducing reading with pleasure, which Akidi (2018) revealed should be made possible by motivating children and young adults to read and form good reading habit through encouraging storytelling, formation of reading clubs, and provision of conducive reading environment both at home and school.
- Providing opportunities for attending excursions to libraries and book exhibitions. Akidi (2018) suggested the need for schools without functional libraries to take their children/ students for excursion to important libraries within their locality so as to be introduced to libraries

and their resources, and also the usefulness of books to their educational attainment and sustainable development.

- Government at all levels should encourage user friendly policies and reader friendly environments in our libraries and schools.
- Teachers should be a model by reading in class and making time for students to read aloud in class too.
- Setting up of reading clubs, reading competitions, and reading days, to encourage young people to read and equally reward best readers with prizes as a way of inducing others to read.
- Parents/guardians should procure books for their children/wards as gifts and ensure that these books are read by their wards at their leisure times or during the holidays instead of idling away. Parents should also make extra efforts to ensure that they interact with their wards and share ideas of the content of their books through discussions.
 - Mothers should inculcate reading habits into their children by reading to them for at least two hours, as from the infant age as being done in some advanced countries.
 - Government should encourage authors to make more books available to readers by making policies that making book writing and publishing less cumbersome.

Employment of unqualified teachers in our schools should be discouraged, as such people may not have anything good to offer the children in developing their reading skills and culture.



Nigeria as a country should v due knowledge and education and encourage it to thrive by doing everything humanly possible to encourage the growth and development of our public schools and libraries. This will greatly to contribute for sustainable development of the nation.

Government should also see the functional literacy of the populace as a way for people to acquire knowledge, information, skils, values and attitudes necessary for personal, family, community and national awareness and development. Functional literacy also has the capacity to enable the citizens learn how to survive, develop their full capacities, 'ive and work in

dignity, participate fully in development, improve the quality of life, make informed decisions, develop critical and autonomous thinking and to engage in lifelong learning.

Conclusion

A reading nation is an informed nation, and an informed nation is a developed nation. A reading nation is developed politically, socially, economically and otherwise. Reading culture is therefore crucial for stimulating sustainable development of any nation. A nation can be classified as being developed when i can boast of qualitative life for the populace in the areas of economy, politics, governance, security, education and health, among others. This is because the development of the nation is dependent upon building a literate society that calls.

read widely and wisely apply knowledge gained to individual and national development. It therefore behaves on all the stakeholders like the parent teachers, librarians, NGOs, and government, among others, to encourage members of the society to inculcate reading culture in order to have knowledgeable and informed citizens who are intellectually prepared to advance Nigeria to sustainable development. This is sequel to the understanding that sustainable development provides solutions to societal problems by meeting back human needs, integrating environmental development and protection and achieving equality, an ong other. Furthermore, as the gap between developed and developing nations continues to deepen and widen, resulting in many countries of the World not event being u use to sustainable development, invigorating reading culture for promotion of literacy and education and equally engendering austainable development is earnes. If needed by nations, especially Nigeria.

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