
**MANAGING MARITIME EDUCATION AND TRAINING FOR THE
ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOALS IN
NIGERIA**

ARIT MKPANDIOK, Ph.D
*Maritime Academy of Nigeria, Oron,
Akwa Ibom State.*

And

UKPAI ENI UKPAI, Ph.D
*Maritime Academy of Nigeria, Oron,
Akwa Ibom State.*

Abstract

The study investigated the extent to which the management of maritime education and training will contribute to the attainment of sustainable development goals in Nigeria. Three research questions were posed and addressed in the study. The population of the study consisted of Deans/Directors of Faculties and Schools, Heads of Departments, Training Directors and Cadets/Students from the 10 MET accredited institutions in Nigeria. The population is estimated to be about 7891 from where a sample size of 780 was drawn using purposive sampling technique. Data was generated with an instrument developed by the researchers titled ‘Maritime Education and Training for Sustainable Development Goals Questionnaire’ (METSDGQ), with a reliability co-efficient of 0.89 established through a correlation statistical analysis. Findings revealed that academic staff and cadets/students do not have the awareness of SDGs, maritime education and training curriculum is yet to be completely aligned with SDGs. New content, learning methods and approaches related to SDGs are not significantly part of the practice in MET. Management have not engaged cadets’ commitment and support to SDGs. Based on these findings, a major conclusion drawn is that MET is yet to integrate fully its activities towards the attainment of sustainable development goals. In view of this, a major recommendation made is that maritime institutions, allied industries and stakeholders in a collaborative effort should review maritime education and training curriculum to incorporate sustainable development imperatives and pedagogical practices as well as a funding pattern.

Keyword: Sustainable Development Goals (SDGs), Maritime Education and Training (MET).

The world depends on safe, secured and efficient shipping industry; and the shipping industry depends on an adequate supply of seafarers to operate the ships that carry the essential cargoes we all rely on. Today, shipping is a modern, highly technical, professional discipline that requires a great deal of skill, knowledge and expertise from the maritime workforce. A safe, secured and clean shipping industry can only be built on effective standards of education and training. According to the International Maritime Organisation (IMO) Secretary General, without a quality labour force, motivated, trained and skilled to the appropriate international standards, shipping cannot thrive (World Maritime Day,2015). The secretary general also opined that all the many advances that have been made, in terms of safety and environmental impact, are at risk if personnel within the industry are unable to implement them properly.

The idea of sustainable development goals (SDGs) as a plan for the attainment of a better future for all by the year 2030 was launched by all the 193 member nations of the United Nations on September 2015. Accordingly, all member nations are expected to key-in to the plan which lay out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of “Agenda 2030” is 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time (UN,2015).

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. Education for sustainable development means working with students to encourage them to:

1. Consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives.
2. Consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives.
3. Think about issues of social justice, ethics and wellbeing, and how these relate to ecological and economic factors.
4. Develop a future-facing outlook; learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

As societies and economies develop, higher education providers face the challenge of ensuring that graduates are equipped to meet rapidly changing demands. Higher

education institutions are the focal points for imparting what is known, interrogating what is not, producing new knowledge, shaping critical thinkers, problem solvers and doers, so that we have the intellectual muscle needed to tackle societal challenges at every level necessary and advance European civilisation,(European Commission,2013).

One of the objectives of education in Nigeria and indeed in all nations of the world is to prepare the young ones to face future challenges and develop them to meet the nation's manpower requirements. Maritime education and training, as a component of Nigerian educational system has a significant role to play in the realization of educational philosophies. Managing maritime education and training in a manner that the principles of equity among generations, gender equity, peace, tolerance, poverty reduction, environmental preservation and restoration, natural resource conservation and social justice are preserved UNESCO (2012); can only happen when there is collaboration between the government, the maritime industry, the training institutions and all stakeholders. Education and training relevant to sustainable development and integrated management practice needs to be widely and methodically available, particularly in the initial stages of MET where professional values and practices are developed. The curriculum has to be inclusive where the competencies are taught with the overall goal of not undermining any of the sectors, since human welfare is very interdependent. According to UNESCO (2012) while explicating on education for sustainable development maintained that curriculum design, delivery and review should show a process of equipping students with the knowledge and understanding of skills and attributes needed to work and live in a way that safeguards environmental, social and economic well being, both in the present and for future generations.

Maritime education and training is 'future facing' in the sense that students are encouraged to think about current, emergent and future situations relevant to their studies, and in so doing gain a wider socio economic and environmental perspective on the relevance of their work. Oyewole, (2014) opined that many African nations also depended on the sea and sea resources for most of their energy needs, food supplies and water commercial transportation activities, with over 90 per cent of Africa's import and exports carried by sea. The ability of the African nations to exploit the resources and potentials of the maritime domain depend on the skill of the African maritime professionals.

Maritime institutions and programmes need to keep pace with the rapid development taking place in the industries and the world at large. There is need for a good collaboration between the government, maritime education regulators, the maritime industry, the maritime training institutions and the international agencies in organising regular reviews of the maritime education systems. Most importantly, special funds will be needed to invest in and finance established programmes for education and training in relevant skills and for upgrading maritime professionals in all areas of the maritime and ports industry. Against the backdrop of the foregoing analysis, and in view of the role that MET is expected to play in the attainment of

SDGs, underlies the need to examine certain managerial imperatives needed for success of SDGs, come 2030. This paper will examine the managerial imperatives needed in MET for the attainment of SDGs in Nigeria.

Statement of Problem

Educational curriculum all over the world tend to be similar in package and processes since they all emphasize the attainment of the needs of society. At the global level, emphasis is on education for the attainment of sustainable development goals come 2030. Maritime education and training institutions are part of the ideals of SDGs.

Some developments in the MET institutions leave doubt as to the viability of the sector contributing immensely to the attainment of SDGs. Explanation lies on the points raised in *The Nation* (2008) that there is a crawling maritime academy and training without a training ship which invariably affect the quality of seafarers. Cadets are faced with the inability to get sea time berth.

Again, the curriculum of MET are too restricted to the nautical specification without a corresponding emphasis on content related to the acquisition of the key generic skills that can enlist the attainment of SDGs. The number of accredited schools running courses and programmes of MET are too few compared to the teaming demand for MET.

At this juncture, one may ask; are the MET institutions positioned in terms of learning content, materials and approaches needed to impact the needed skills on cadets/students in line with the SDGs? What management imperatives are needed to reposition MET for the attainment of SDGs? It is the gap that exists between these pertinent questions that gave impetus to this study.

Purpose of the Study

The study investigated the position of MET for the attainment of SDGs in Nigeria. Specifically, the study will achieve the following objectives;

1. To determine the level of awareness of SDGs by academic staff and cadets/students in MET institutions.
2. To examine the extent to which maritime curriculum and research have been aligned to SDGs.
3. To determine the adequacy in content, learning methods and approaches of MET to SDGs.
4. To examine the extent to which management have engaged cadets/students commitment and support to the SDGs.

Research Questions

The following research questions were posed and answered in this study;

1. What is the level of awareness of SDGs by academic staff and cadets/students in MET institutions?

2. To what extent is maritime curriculum and research aligned to SDGs?
3. To what extent has MET incorporated new content, learning methods and approaches that are related to SDGs?
4. To what extent has management engaged cadets/students to be committed and supportive to SDGs?

Literature Review

Maritime Education and training involves all efforts geared towards providing and improving technical, managerial and research related manpower needs for organizations within the definition of the maritime industry. Such organizations to which maritime education and training are beneficial include shipping companies, seaports and terminals, fishing companies offering intermediary and agency services in shipping, insurance companies, offshore energy servicing companies, maritime transport regulatory agencies and maritime educational institutions among others. Maritime education involves tertiary studies at undergraduate and graduate levels in specific specialist fields leading to the award of degrees and diplomas, different stages of competency training for seafaring and other technical operational roles for granting licenses to officers and operators, and short courses for Safety and Security Proficiency and awareness. These main forms of MET are delivered through various combinations of classroom lectures, shipboard training, operational apprenticeships and facility familiarization tours. Being a highly specialized type of education and training, it has certain peculiar characteristics which suggest how it should be conducted to achieve best results especially at the national level. This is why McConnel (2002) said that the maritime sector is a key factor in effective integrated marine ecosystem development and protection and should take a leadership role. These peculiarities should be noted in the curriculum design.

Maritime education remains one of the deepest well of expertise for attainment of sustainable development goals. Unfortunately, Maritime education and training institutions in Nigeria have not done so well in the direction of attaining inclusive and equitable quality education, life-long learning opportunities for all, and expansion of access to education for all which would invariably encapsulate into the attainment of SDGs. Inyang (2010) asserted that many Nigerian Tertiary Schools have remained as degraded ivory towers with negligible contributions to regional and national sustainable development.

Maritime Education and Training for the Attainment of SDGs: The Critical Nexus.

There are complicated series of connection in the planning, development and implementation of SDGs. These critical nexus call for certain pertinent questions that bothers on management imperatives. The pertinent questions are;

1. What is SDGs?

2. Why do we need these goals?
3. How will the goals be funded?
4. What are the management imperatives?

What is SDGs?

The sustainable development goals (SDGs) are universal set of goals, targets and indicators that all UN member nations agreed to pursue with a view to frame their agendas and political policies over the next 15 years. It is an expansion of the millennium development goals (MDGs), which were agreed by governments in 2001 and have expired in 2015.

Why Do We Need these Goals?

The MDGs were too narrow (UN,2015).While the goals focused on reduction of poverty and hunger; achieve universal education; promote gender equality; reduce child and maternal deaths; combat HIV, malaria and other diseases; ensure environmental sustainability; develop global partnerships, it failed to consider the root causes of poverty and overlooked gender inequality as well as the holistic nature of development. The goals made no mention of human rights and did not specifically address economic development. While the MDGs, in theory, applied to all countries, in reality they were considered targets for poor countries to achieve, with finance from wealthy states. Conversely, every country will be expected to work towards achieving the SDGs because it is all embracing in the task of achieving sustainable development.

How will the Goals be Funded?

The attainment of the goals will require huge monetary investment. Its funding will require a collaborative effort from government, the private sector and donor agencies.

What are the Management Imperatives?

The extent to which tertiary education will contribute to the attainment of SDGs will require managerial policies and actions along the following imperatives;

1. Aligning Maritime Curriculum and research to the SDGs commitments
2. Management of new content and learning methods.
3. Management of cadets/students personnel to the commitment and support of the SDGs.
4. Re- engineering, Revitalising and Repositioning of internal management of the MET institutions.
5. Strengthening school- community relationship.

Aligning Maritime Curriculum and Research to the SDGs Commitments

The issue of relevance and quality in education revolves around the curriculum. The curriculum according to Obanya (2002) is to be seen as a process (ways and means) of achieving educational aims, goals and objectives. For MET institutions to live-up to expectations in the attainment of SDGs in 2030, they must align maritime curriculum and research to the SDGs commitments. Emphasis on curriculum review and enrichment should be on;

- (i) General education that emphasizes entrepreneurship, effective thinking and human relation skills development.
- (ii) Teaching- learning approaches that focus more on practical, shipboard training, apprenticeship, facility familiarization, tours and all these are to be sponsored by stakeholders in the Maritime Industry.
- (iii) Teaching – learning methods that focus on life-long learning through the acquisition of analytical, manipulative and communicative skills.
- (iv) Instructional materials that go beyond textbooks, chalkboard to ICT materials with stringent policy on compliance and utilization in all pedagogical activities.
- (v) An association between pedantic learning and real-life experiences in the world of work.

Management of New Content and Learning Methods

In the current demand imposed by SDGs for higher education to encourage life-long learning, one of the imperatives is the management of new content, learning methods and adoption of transformation approaches. The bottom line of the demand of SDGs is that MET curriculum should emphasize the inculcation of a set of generic skills such as analytical power, communication skills, problem solving, team spirit, creativity, versatility, life-long learning skills and information technology compliance (Obanga, 2002).

MET Institutions in Nigeria need to rise up to the challenge of the global trend, and

- (i) Ensure a collaborative effort with all stakeholders in the Maritime industry. Anarch (2005) and Sota (2007) advanced that the major problem facing MET in Nigeria is lack of maritime industry's support.
- (ii) MET institutions should review their different course contents and programmes to incorporate the 17 goals and about 169 related targets that address the most important economic, social, environmental and governance challenges of this time. In terms of teaching-learning, emphasizes should be on transformative approaches which emphasize several learning principles and methods of instruction such as active learning, student centered learning, collaborative learning, experiential learning and problem based learning.

In other to achieve this, MET institutions must embrace pedagogy training as an integral part of staff development to ensure that teachers are abreast with new knowledge, teaching skills and competencies.

Maritime education and training must be tailored to the specific needs of the industry through continuous and effective hobnobbing between maritime institutions and the industry. The shipboard and operational apprenticeship forms of education and training should always be in line with industry requirements as they are hands-on-and practical. However, to achieve this in classroom lectures in tertiary institutions, there has to be a synergy between trainers, lecturers and instructors and the maritime industry through planned physical industry familiarization programmes. Workshops, symposia for brainstorming, collaboration and knowledge sharing between industry practitioners and the academic institutions should be regularly organized and recommendations implemented. Curriculum development should be strictly based on industry requirements. Strategic arrangements should be made for trainees in maritime institutions to frequently visit ports, terminal and other operational sites during the course of their studies. Emphasis on the use of pictorial learning resources should be encouraged to bring industry realities to trainees. This may involve a combination of the use of physical models, simulators, projectors and maps during lectures.

Management of Cadets/Students to the Commitment and Support of the SDGs

Management of cadets/students to the commitment and support for SDGs entail the provision of counselling and orientation programmes. Counselling and orientation programmes are too essential because it help the students to understand themselves and to help themselves. Again, it helps the institution to understand and help the students. Inyang (2010) advocated that management should make counselling for students at all levels compulsory because many students have limited or no knowledge about what their education will lead to. Seemingly, therefore students/cadets must be counselled in matters relating to SDGs and to help them get committed to the goals.

Re- Engineering, Revitalising and Repositioning of Internal Management of the MET Institutions

The bottom-line in the realization of the objectives of any venture is management. Accordingly, the bottom-line for assurance of greater returns to the nation from investment in education is management. The Nigerian educational system and indeed the maritime educational and training institutions require over-hauling. Obanga (2002) opined that our educational system require an improved national management system in the areas of educational statistics, educational management information system and human resource development. In view of this, the management of MET require re-engineering, revitalizing and repositioning reliable educational statistics for proper planning, educational management information system for effective and efficient communication as well as human resources development (specially professional development for academic staff).

Strengthening School-Community Relations

There is an advocacy for more goal-directed relationship between the school and the community. This is so because the school and the society cannot exist in isolation. Schools are established on the ethos, values, aspirations and needs of the society (Anuna,1997). Since the purpose of the school is to serve the needs of society, it becomes imperative that educational administrators must ensure a cooperative relationship, enlisting the interest and concern of the society on whose goodwill the school depends.

The need for a good school community relationship is unimaginative. The society is the proprietor of higher educational institutions (public or private). Again, the society also absorbs the products of educational institutions.

Maritime education and training is globally renowned to be relatively expensive. As such public and individual efforts in funding are grossly inadequate for the achievement of significant positive results toward the sustainable development goals at the national level. The most viable solution is to encourage the industry to support academic and research activities in the maritime field. The interest of the public can be solicited through a harmonious school-community relationship.

Methods of the Study

The study was undertaken using the following methods.

Design of the Study

The research design adopted in this study is survey in which questionnaire was used for data collection. A survey design according to Isangedighi, Joshua, Asim, and Ekuri(2004), makes it possible for a generalization to be drawn on the population using a sample.

Population of the Study

The population of this study is made up of Directors, Heads of Departments (HODs), Lecturers, Training Directors and Cadets/Students from the 10 MET accredited institutions in Nigeria. The population is estimated to be about 7896, (Staff and Student Departments Statistics, 2016).

Sample and Sampling Technique

The sample size of the study is 780 respondents comprising of 13 Directors, 15 HODs, 74 Lecturers, 11 Training Directors and 667 Cadets/Students selected through purposive sampling technique.

Instrumentation

The instrument used for data collection was developed by the researchers known as “Maritime Education and Training for Sustainable Development Goals Questionnaire” (METSDBGQ).

Method of Data Analysis

Data generated for the study were analyzed using mean..

Results and Discussion of Findings

The results and findings are provided accordingly. Data generated to provide answer to research question 1 were subjected to mean analysis and the results is presented in table1.

Table 1. Extent of Awareness of SDGs by Academic Staff and Cadets/Students

Demographic	No. of Respondents	percentage
Status		
Academic staff	113	14.5
Students	667	85.5
Awareness Level		
Aware	93	9.1
Not Aware	687	88.1
Source of Awareness		
Personal Research	67	72.0
Conference	05	5.4
School programme	21	22.6

Data generated to access the extent of awareness of SDGs by academic staff and cadets/students show that only 93(9.1%) have the awareness of SDGs, while 687(88.1%) respondents do not have the awareness. The major source of awareness is through personal research efforts of (67 out of 93) respondents who are aware of SDGs. Data generated to provide answer to research question 2 were subjected to mean analysis and the results is presented in table2.

Table 2. Extent of Alignment of Maritime Curriculum and Research to SDGs

S/N	Statement Maritime education and training curriculum addresses	Highly Address ed(4)	Addres sed(3)	Inadequa tely Addresse d(2)	Not Addressed (1)	TOT AL	MEAN
1.	Poverty alleviation	8(32)	10(30)	54(108)	41(41)	211	1.87
2.	Good health and wellbeing	6(24)	8(24)	61(122)	38(38)	208	1.84
3.	Quality education	6(24)	10(30)	54(108)	43(43)	205	1.81
4.	Gender equality	40(160)	39(117)	8(16)	26(26)	319	2.82

The results presented in table 2 shows that the mean responses of the respondents in items 1-3 were less than the weighted mean of 2.50. This indicates that the statements were not significant. Nevertheless, item 4 was significant. Thus, MET curriculum is rated not to align with SDGs indicators of poverty alleviation, good health and wellbeing, and quality education. However, the respondents rated MET curriculum to have been aligned to gender equality.

Table 3. Extent of MET Incorporation of New Content, Learning Methods and Approaches that are Related to SDGs

S/N	Statement	SA(4)	A(3)	D(2)	SD(1)	TOT AL	MEA N
1.	We facilitate and support dialogue and debate among educators, students and other stakeholders on critical issues related to sustainable development.	6(24)	5(15)	28(84)	74(74)	197	1.74
2.	My institution interacts with stakeholders in the maritime industry to explore jointly effective approaches to meet our challenges.	15(60)	16(48)	33(66)	49(49)	223	1.97
3.	My institution engages in conceptual and empirical research that advances knowledge.	2(8)	7(21)	25(50)	79(79)	158	1.40

The results presented in table 3 shows that the mean responses of the respondents in items 1-3 were less than the weighted mean of 2.50. This indicates that the statements were not significant. Thus, new content, learning methods and approaches are not significantly incorporated into the educational practice of MET.

Table 4. Extent of Management Engagement of Cadets/Students to be Committed and Supportive to SDGs

S/N	Statement	SA(4)	A(3)	D(2)	SD(1)	TOTAL	MEAN
1.	My institution creates educational framework, materials, processes and environment that enable effective learning experiences.	75 (300)	81 (243)	310 (620)	201 (201)	1364	2.05
2.	My school has given us orientation on sustainable development goals.	2(8)	5(15)	35 (70)	625 (625)	718	1.08
3.	My school engages us in skill acquisition programmes.	41 (164)	59 (177)	279 (558)	288 (288)	1187	1.78

The results presented in table 4 shows that the mean responses of the respondents in items 1-3 were less than the weighted mean of 2.50. This indicates that the statements were not significant. Thus, management has not engaged cadets/students commitment and support to SDGs through the indicators as reflected in items 1-3 in table 4.

Discussion of Findings

The findings of this paper are quite revealing as it has unveiled gaps and shortfalls in our institutions. First, the study revealed that quite an insignificant number of academic staff and cadets have the awareness of the provisions of SDGs. Secondly, the study revealed that MET curriculum is not significantly aligned to SDGs. Thirdly, the study revealed that the practice of incorporating new content and learning methods and approach is not significantly assumed in MET institutions. Finally, the study show that Management have not engaged cadets/students commitment and support through the use of certain indicators as identified in items 1-3 of table 4.

One of the starting points to the success of SDGs is to get all interest groups properly educated about the goals, implementation processes, funding pattern and the role of individuals, groups, corporate bodies and others. This can be achieved through conferences, seminars, workshops, orientations, publications and others. If teachers are well informed about SDGs, they will be in a better position to impact our generation towards the attainment of SDGs. No nation can rise above the quality of her teachers. The need for intermittent review of curriculum is to keep our educational aspiration in line with the trend of things within our immediate environment and the world at large. We need to be so articulate and design our curriculum to align with current thinking, else, the products from our institutions will not able to compete with their contemporaries at the global market and arena.

There is need to incorporate new content into our learning. New content calls for innovation in learning methods and approaches to teaching. Emphasis should be on transformative approach to curriculum delivery which emphasizes critical thinking, reasoning and problem-solving. The management of new content and learning methods should incorporate and encourage regular research, staff development and reward for innovation as necessary imperatives.

Learning cannot occur when the learners are not made to be committed and supportive to the learning process and content. Students need to be properly educated and guided on the SDGs and to be made to know what is expected of them. The environment of learning should be equipped with modern materials and gadgets that support learning.

Conclusions

This paper assumes that where the critical nexus lies in the attainment of SDGs using MET as a medium is management. Based on the findings of this paper, the following conclusions seem pertinent.

1. Academic staff and cadets/students of MET are not aware of SDGs and their implications. Consequently, they may not be able to contribute significantly to the attainment of the goals.
2. MET curriculum are not significantly aligned to the realities of SDGs. There is need for an immediate review.
3. School management need to engage the commitment and support of cadets/students if SDGs is to be achieved.

Recommendations

In the light of the conclusions drawn in this paper, the following recommendations are made;

1. Maritime institutions, allied industries and stakeholders in a collaborative effort should review maritime education and training curriculum to incorporate sustainable development imperatives and pedagogical practices as well as a funding pattern.
2. There is a need for educational reform in the maritime sector in order to equip people with ability to work effectively and take the lead in promoting integrated management of coastal and ocean activities. This will help to ensure that this sector actively promotes ecological and human security. It will also help this sector play a meaningful role in addressing the complex problems of poverty and global inequities in a manner that reduces conflict and that takes care of both the present and the future.
3. Sustainable development goals ideals should be incorporated into MET courses and programmes. Again, there is need to create new contents oriented on different aspects of SDGs.
4. Intermittent workshops, seminars and conferences on SDGs should form an integral part of school programme. This will be the fulcrum upon which teachers and students/cadets can gain wider knowledge and experiences about SDGs.

References

- A speech of Mr. Koji Sekimizu – the IMO Secretary General on World Maritime Day, 2015.
- Anarah, H.O. (2005). Development of nautical education and training in Nigeria. MSc dissertation. Malmo, Sweden. World Maritime University.
- Anuna, M.C.E (1997). *Foundation of Educational Administration*. Enugu, Eresco publications.
- Dato' Abd Radzak, A. M. and Mokhtar, K. (2015). *Maritime Education and Training*. Chartered Institute of Logistics and Transport, Malaysia.
- Education for Sustainable development. Quality Assurance Agency (QAA) and Higher Education Academy. 2014, United Kingdom.
- European Commission (2013). Improving the quality of teaching and learning in Europe's higher education institutions, report to the European Commission.
- Inyang, H.I. (2010). Sustainability, higher Education and National Development. A Public lecture under the auspices of office of International Programmes. University of Uyo, Uyo.
- Isangedighi, A.J., Joshua, M.T., Asim, A.E. and Ekuri, E.E.(2004). *Fundamentals of research and statistics in education and social sciences*. Calabar, University of Calabar Press.
- Mc Connell, M. (2002). *Capacity building for a Sustainable Shipping industry: A Key ingredient in improving coastal and ocean management*. Elsevier Science Ltd. Halifax, Canada.
- Obanya, P. (2002). *Revitalizing education in Africa*. Lagos; stirring – Horden publishers (Nig.) Ltd.
- Oyewole, O. (2014). African Maritime Domain Conference, held in Port-Elizabeth, Eastern Cape, South Africa.

Managing Maritime Education and Training For the Attainment of Sustainable Development Goals In Nigeria --Arit Mkpandioke, Ph.D And Ukpai Eni Ukpai, Ph.D

Sota, V.A. (1991). A proposal for Maritime education, training and certification in Nigeria for Deck officers on ships engaged in coastal activities. MSc dissertation. Malmo, Sweden. World Maritime University.

UNESCO (2012). *Education for Sustainable Development*. Paris, France.

United Nations (2015). *Management education and the sustainable development goals: Transforming Education to Act Responsibly and Find Opportunities*. New York; Compact.