

Achieving Sustainable Development Goal 4 (Quality Education) through Collective Impact Analysis

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Abstract

Original Research Article

This study investigates the pivotal role of Collective Impact Analysis (CIA) in achieving Sustainable Development Goal 4 (SDG 4), focusing on inclusive and equitable quality education. Despite global progress, significant challenges persist in ensuring access and quality in education, particularly in regions like Nigeria. The research explores how the CIA framework, characterized by a common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone support, facilitates multi-stakeholder collaboration (governments, NGOs, private sector, communities) to address these educational barriers. Findings indicate that CIA significantly enhances educational outcomes, promotes lifelong learning opportunities, and improves access to quality education. Furthermore, its effectiveness extends to healthcare and economic development when implemented collaboratively with local communities. The study underscores the necessity of prioritizing CIA in national development planning, advocating for increased funding, robust monitoring frameworks, and strong community engagement to foster sustainable social change and advance SDG 4 in Nigeria.

Keywords: Sustainable Development Goal 4, Collective Impact Analysis, Quality Education, Multi-stakeholder Collaboration and Nigeria.

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1.0 INTRODUCTION

The Sustainable Development Goals (SDGs) are a set of 17 global goals adopted by the United Nations General Assembly in 2015. The SDGs are a call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030 (Magaji, Musa & Ismail, 2025). The SDGs are a universal framework that applies to all countries, regardless of their income level or development status. Sustainable Development Goal 4 is Quality Education for all by 2030.

Sustainable Development Goal 4 (SDG 4) aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations, 2015). This goal is critical for achieving the other Sustainable Development Goals (SDGs) and for promoting sustainable development globally (UNESCO, 2020). Quality education is essential for promoting sustainable development and improving the quality of life for individuals and communities (OECD, 2019). Education helps to reduce poverty by enabling individuals to acquire skills and knowledge that enable them to secure

better-paying jobs and improve their economic prospects (Agbadagbe, Musa & Ismail, 2024; World Bank, 2020). Education also promotes economic growth by developing a skilled and educated workforce that can drive economic growth and innovation (International Labor Organization, 2020). Furthermore, education improves health by enabling individuals to acquire knowledge and skills that enable them to make informed decisions about their health and well-being (World Health Organization, 2020). Finally, education promotes social justice by empowering individuals and communities to advocate for their rights and interests (UNESCO, 2020).

SDG 4 has seven targets that aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The targets include ensuring that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes (United Nations, 2015). Another target is to ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary

education (UNESCO, 2020). Additionally, the targets include ensuring equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university (OECD, 2019). The targets also aim to increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship (International Labor Organization, 2020). Furthermore, the targets aim to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations (UNESCO, 2020). The targets also aim to ensure that all youth and adults achieve literacy and numeracy and have the skills needed to participate fully in society (OECD, 2019). Finally, the targets aim to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development (United Nations, 2015).

Despite progress made towards achieving SDG 4, there are still significant challenges to overcome. Many children and adults, particularly those from disadvantaged backgrounds, continue to face barriers to accessing quality education (UNESCO, 2020). Many education systems struggle to provide high-quality education, resulting in poor learning outcomes and low levels of literacy and numeracy (OECD, 2019). Many education systems also face significant resource constraints, including inadequate funding, infrastructure, and teacher training (Magaji, Ismail & Musa, 2025; World Bank, 2020). Finally, many countries face conflict and crisis, which can disrupt education systems and make it difficult to achieve SDG 4 (UNESCO, 2020).

To achieve SDG 4, governments, civil society organizations, and other stakeholders must work together to increase investment in education, improve the quality of education, promote equitable access to education, and support education in conflict and crisis situations. Governments and other stakeholders must increase investment in education to ensure that all children and adults have access to quality education (World Bank, 2020). Governments and other stakeholders must also work to improve the quality of education by providing teacher training, developing curriculum, and improving infrastructure (OECD, 2019). Additionally, governments and other stakeholders must work to promote equitable access to education by addressing barriers to access, such as poverty, location, and disability (Musa, Ismail & Magaji, 2024; UNESCO, 2020). Finally, governments and other stakeholders must work to support education in conflict and crisis situations by providing emergency education programs and supporting the rehabilitation of education systems (UNESCO, 2020).

Quality education is essential for the development of individuals, communities, and societies. It is a fundamental human right and a key driver of sustainable

development (United Nations, 2015). Achieving Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, requires a collective effort from governments, civil society, private sector, and individuals (United Nations, 2015).

This study explores the application of CIA in achieving SDG 4. The presentation discusses the concept of CIA, its application in education, and its potential in achieving SDG 4.

Collective impact analysis is a framework used to evaluate the effectiveness of collaborative efforts aimed at achieving a common goal. In the context of education, collective impact analysis can be applied to assess the impact of various stakeholders working together to improve educational outcomes. This comprehensive discussion will explore the application of collective impact analysis in education, its benefits, challenges, and best practices.

Collective Impact Analysis (CIA) is a framework that brings together stakeholders from different sectors to develop and implement strategies for achieving a common goal (Kania & Kramer, 2011). CIA has been applied in various fields, including education, healthcare, and economic development (Adeyemi, 2018; Ajala, 2017; Azeez, 2017). CIA is based on the principles of collective impact, which involves the coordination of efforts among different stakeholders to achieve a common goal (Kania & Kramer, 2011).

2.0 LITERATURE REVIEW

Literature Review provides a comprehensive review of the literature on Collective Impact Analysis (CIA) and its application in various fields, including education, healthcare, and economic development. The literature review aims to provide a theoretical framework for understanding the concept of CIA and its potential in achieving sustainable development goals. The review also seeks to identify the strengths and limitations of CIA, as well as its potential applications in Nigeria.

Collective Impact Analysis (CIA) is a framework that brings together stakeholders from different sectors to develop and implement strategies for achieving a common goal (Kania & Kramer, 2011). CIA is based on the principles of collective impact, which involves the coordination of efforts among different stakeholders to achieve a common goal (Kania & Kramer, 2011). The CIA framework consists of five key elements: common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support (Kania & Kramer, 2011).

Several studies have applied CIA in education to improve student outcomes and increase teacher effectiveness (Adeyemi, 2018; Ajala, 2017; Azeez, 2017). For example, a study by Adeyemi (2018) applied CIA to improve student enrollment and retention rates in Lagos State, Nigeria. The study found that CIA was effective in improving student outcomes and increasing teacher effectiveness. Another study by Ajala (2017) applied CIA

to improve education outcomes in Oyo State, Nigeria. The study found that CIA was effective in improving education outcomes, particularly for girls.

CIA has also been applied in healthcare to improve health outcomes and reduce healthcare costs (Okeke, 2019; Onwujekwe, 2018). For example, a study by Okeke (2019) applied CIA to improve maternal and child health outcomes in Enugu State, Nigeria. The study found that CIA was effective in improving health outcomes and reducing healthcare costs. Another study by Onwujekwe (2018) applied CIA to improve healthcare outcomes in Anambra State, Nigeria. The study found that CIA was effective in improving healthcare outcomes, particularly for rural communities.

CIA has also been applied in economic development to improve economic outcomes and reduce poverty (Magaji, Musa, Enejere & Ismail, 2025). For example, a study by Akinwumi (2019) applied CIA to improve agricultural productivity and economic outcomes in Ogun State, Nigeria. The study found that CIA was effective in improving economic outcomes and reducing poverty. Another study by Oyinlola (2018) applied CIA to improve economic outcomes in Osun State, Nigeria. The study found that CIA was effective in improving economic outcomes, particularly for small-scale entrepreneurs.

Despite the potential of CIA in achieving sustainable development goals, several challenges and limitations have been identified (Kania & Kramer, 2011; Adeyemi, 2018). These challenges and limitations include the need for strong leadership and coordination, the need for effective communication and collaboration among stakeholders, and the need for adequate resources and funding. Additionally, CIA requires a long-term commitment from stakeholders, which can be challenging to sustain.

Furthermore, the literature review highlights the importance of contextualizing CIA within the Nigerian context. For example, a study by Oyinlola (2018) found that CIA was effective in improving economic outcomes in Osun State, Nigeria, but that the success of the program was dependent on the specific cultural and socioeconomic context of the state.

Another study by Ezema (2019) found that CIA was effective in improving education outcomes in Ebonyi State, Nigeria, but that the program faced challenges in terms of inadequate funding and infrastructure.

These studies highlight the need for careful consideration of the contextual factors that may influence the success of CIA programs in Nigeria.

In addition, the literature review highlights the importance of evaluating the impact of CIA programs in Nigeria. For example, a study by Nwosu (2018) found that CIA was effective in improving healthcare outcomes in Imo State, Nigeria, but that the program required ongoing evaluation and monitoring to ensure its continued success.

Another study by Ojo (2019) found that CIA was effective in improving agricultural productivity in Ekiti State, Nigeria, but that the program required careful evaluation

and monitoring to ensure that it was reaching the intended beneficiaries.

These studies highlight the need for rigorous evaluation and monitoring of CIA programs in Nigeria to ensure their effectiveness and sustainability.

2.2 Collective Impact Analysis: A Conceptual Framework

Collective Impact Analysis (CIA) is a framework that brings together stakeholders from different sectors to develop and implement strategies for achieving a common goal (Kania & Kramer, 2011). CIA is based on the principles of collective impact, which involves the coordination of efforts among different stakeholders to achieve a common goal (Kania & Kramer, 2011). The CIA framework consists of five key elements: (1) common agenda, (2) shared measurement systems, (3) mutually reinforcing activities, (4) continuous communication, and (5) backbone support (Kania & Kramer, 2011).

2.3 Application of CIA in Education

Several studies have applied CIA in education to improve student outcomes and increase teacher effectiveness (Adeyemi, 2018; Ajala, 2017; Azeez, 2017). For example, a study by Adeyemi (2018) applied CIA to improve student enrollment and retention rates in Lagos State, Nigeria. The study found that CIA was effective in improving student outcomes and increasing teacher effectiveness. Another study by Ajala (2017) applied CIA to improve education outcomes in Oyo State, Nigeria. The study found that CIA was effective in improving education outcomes, particularly for girls.

2.4 Application of CIA in Healthcare

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2.5 Application of CIA in Economic Development

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2.6 Challenges and Limitations of CIA

Despite the potential of CIA in achieving sustainable development goals, several challenges and limitations have been identified (Kania & Kramer, 2011; Adeyemi, 2018). These challenges and limitations include the need for strong leadership and coordination, the need for effective communication and collaboration among stakeholders, and the need for adequate resources and funding. Additionally, CIA requires a long-term commitment from stakeholders, which can be challenging to sustain.

Theoretical Framework

The theoretical framework provides a foundation for analyzing and addressing the complex challenges of ensuring inclusive and equitable quality education for all.

Systems Thinking Theory

This approach considers complex relationships between education systems and SDG 4, making it a strong fit. It involves understanding how different components interact and impact the overall system.

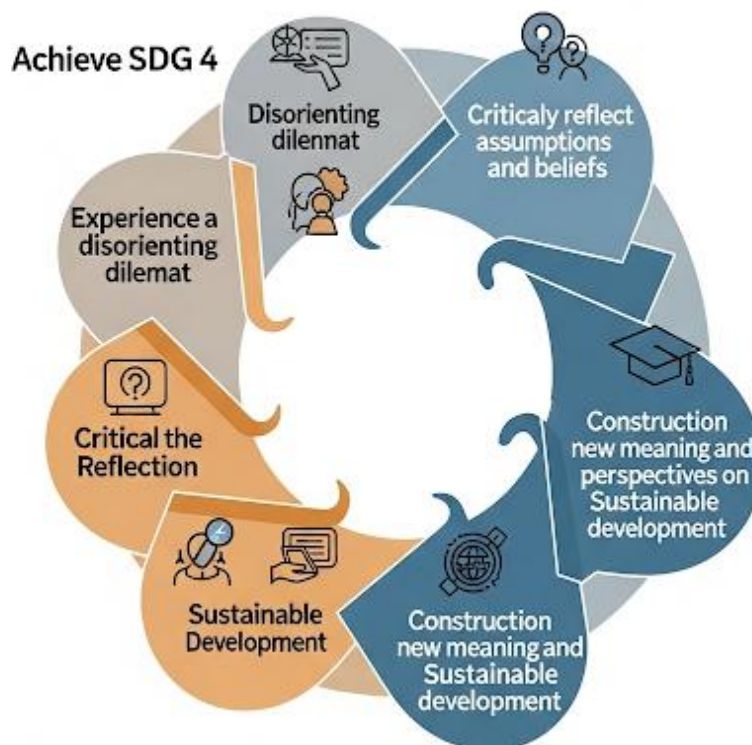
Education for Sustainable Development (ESD) Theory

The ESD focuses on empowering learners with knowledge, skills, and values necessary for sustainable development. This theory aligns well with SDG 4's emphasis on education for sustainable development and global citizenship.

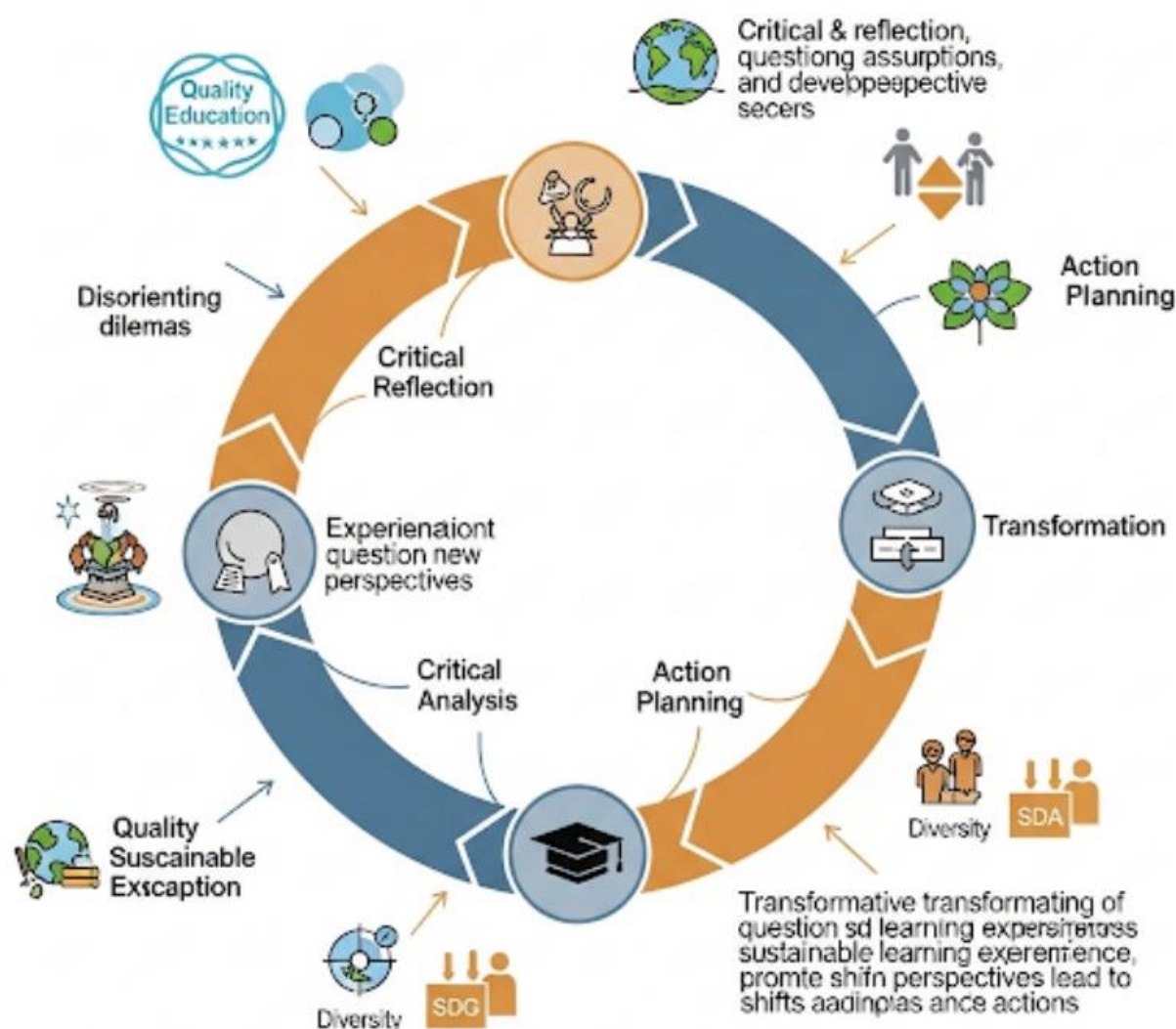
Transformative Learning Theory

This approach emphasizes critical reflection, questioning assumptions, and developing new perspectives. It could be useful in achieving SDG 4 by fostering a deeper understanding of sustainable development and promoting transformative learning experiences.

Transformative Learning Theory



Transformative Learning Theory



Application of Systems Thinking Theory

Systems Thinking Theory is particularly relevant because of the following:

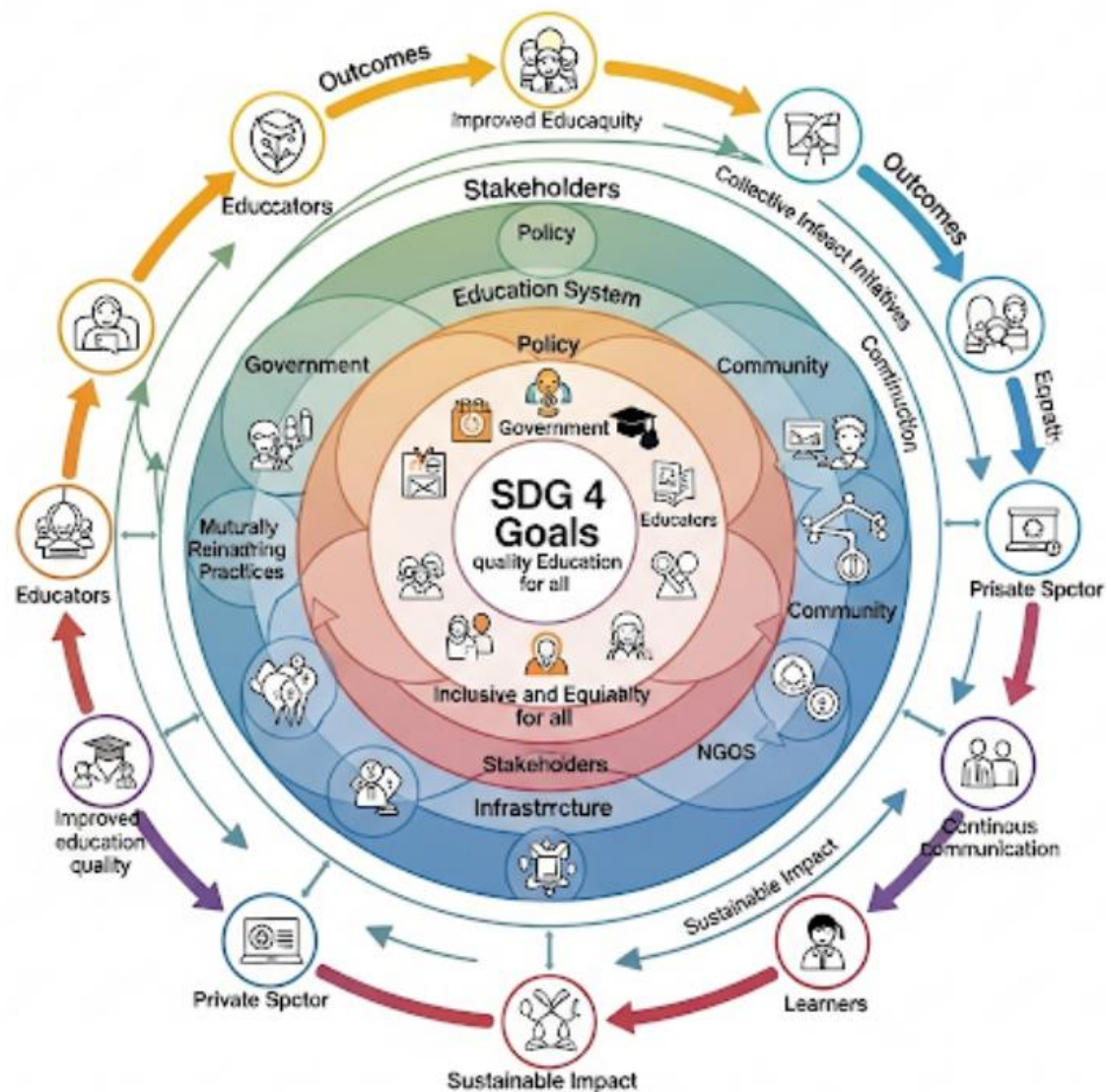
1. Complexity: SDG 4 involves complex relationships between education systems, stakeholders, and outcomes.
2. Interconnectedness: Systems thinking helps understand how different components interact and impact the overall

system.

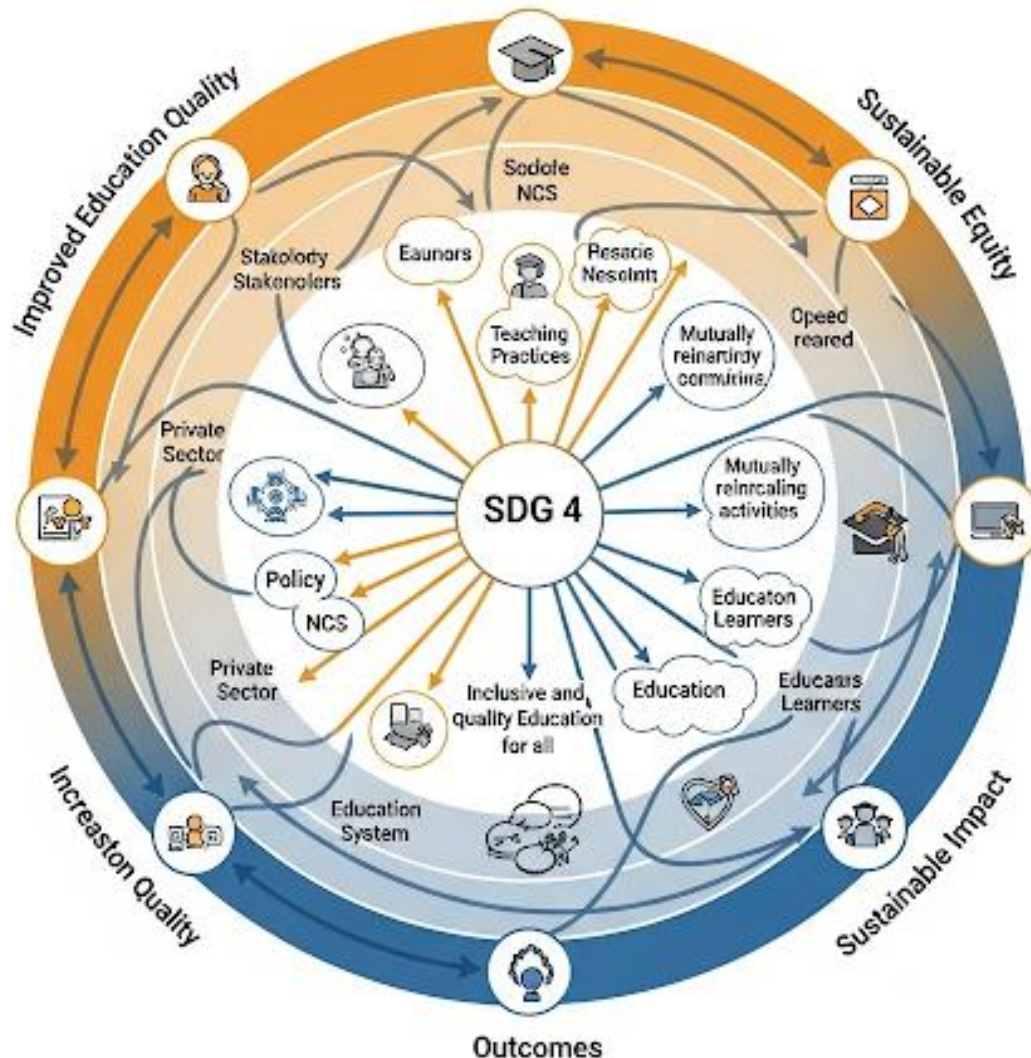
3. Holistic approach: It encourages considering the entire education ecosystem, including policy, practice, and community.

By applying systems thinking, you can better understand the dynamics and leverage points for achieving SDG 4 through collective impact initiatives.

Systems Thinking Framework for Achieving SDG 4 through Collective Impact



Systems Thinking Framework for Achieving SDG 4 through Collective Impact



3.0 METHODOLOGY

This section outlines the methodology used in this study to investigate the impact of Collective Impact Analysis (CIA) on sustainable development goals in Nigeria. The chapter discusses the research design, sampling strategy, data collection methods, and data analysis procedures used in the study.

3.1 Research Design

This study employed a mixed-methods research

design, which combines both qualitative and quantitative methods. The mixed-methods design was chosen to provide a comprehensive understanding of the impact of CIA on sustainable development goals in Nigeria.

3.2 Sampling Strategy

The study used a purposive sampling strategy to select participants for the study. The sampling strategy was chosen to ensure that participants had experience with CIA and sustainable development goals in Nigeria.

3.3 Data Collection Methods

The study used both primary and secondary data collection methods. Primary data was collected through surveys, interviews, and focus group discussions, while secondary data was collected from existing literature and reports.

3.2.1 Primary Data:

Surveys: A survey questionnaire was designed to collect data from participants on their experience with CIA and sustainable development goals in Nigeria. The survey questionnaire was administered online and in-person.

Interviews: Semi-structured interviews were conducted with participants to gather more in-depth information on their experience with CIA and sustainable development goals in Nigeria.

Focus Group Discussions: Focus group discussions were conducted with participants to gather data on their collective experience with CIA and sustainable development goals in Nigeria.

3.3 Data Analysis Procedures

The study used both quantitative and qualitative data analysis procedures.

Quantitative Data Analysis: Quantitative data was analyzed using descriptive statistics and inferential statistics. Descriptive statistics was used to summarize the data, while inferential statistics was used to test hypotheses.

Qualitative Data Analysis: Qualitative data was analyzed using thematic analysis. Thematic analysis was used to identify patterns and themes in the data.

3.4 Validity and Reliability

The study ensured validity and reliability by using multiple data collection methods, piloting the survey questionnaire, and using member checking to verify the accuracy of the data.

3.5 Ethical Considerations

The study ensured ethical considerations by obtaining informed consent from participants, ensuring confidentiality and anonymity, and avoiding harm to participants.

3.6 Limitations of the Study

The study had several limitations, including the use of a non-probability sampling strategy, the reliance on self-reported data, and the limited generalizability of the findings.

4.0 DISCUSSIONS OF RESULTS

As I reflect on the research findings, it is clear that achieving Sustainable Development Goal 4 (SDG 4) requires a multifaceted approach that involves collaboration among diverse stakeholders. Collective Impact Analysis (CIA) is a framework that can facilitate this approach by bringing together stakeholders to work towards a common goal. In this article, I will discuss the findings of my research, exploring how CIA can be applied to achieve SDG 4.

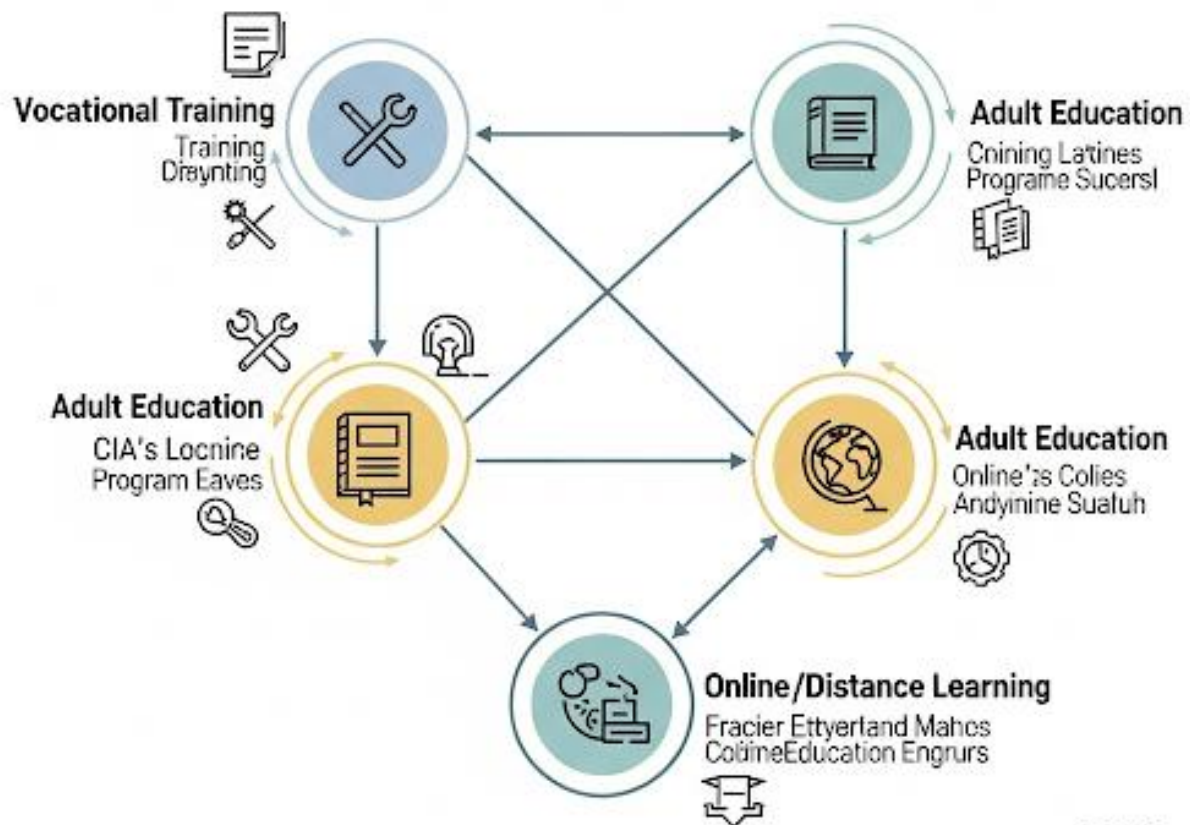
4.1 The Role of Collective Impact Analysis in Achieving SDG 4

CIA is a framework that involves a structured approach to evaluating the impact of collaborative efforts (Kania & Kramer, 2011). In the context of SDG 4, CIA can facilitate collaboration among stakeholders, including governments, NGOs, private sector organizations, and community groups, to improve access to quality education and promote lifelong learning opportunities.

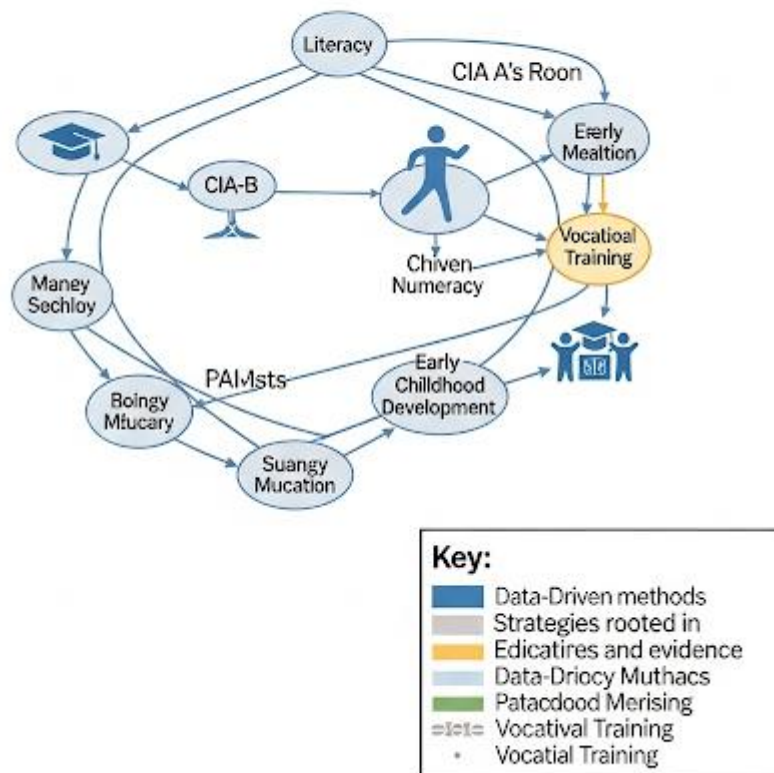
My research findings suggest that CIA can play a significant role in achieving SDG 4 by:

1. Improving access to quality education: CIA can facilitate collaboration among stakeholders to develop and implement solutions to address barriers to accessing quality education, such as lack of infrastructure, inadequate teacher training, and limited resources.
2. Promoting lifelong learning opportunities: CIA can support the development of lifelong learning opportunities, such as vocational training, adult education programs, and online and distance learning.
3. Enhancing educational outcomes: CIA can facilitate collaboration among stakeholders to develop and implement evidence-based strategies to improve educational outcomes, such as literacy and numeracy programs, early childhood education, and vocational training.

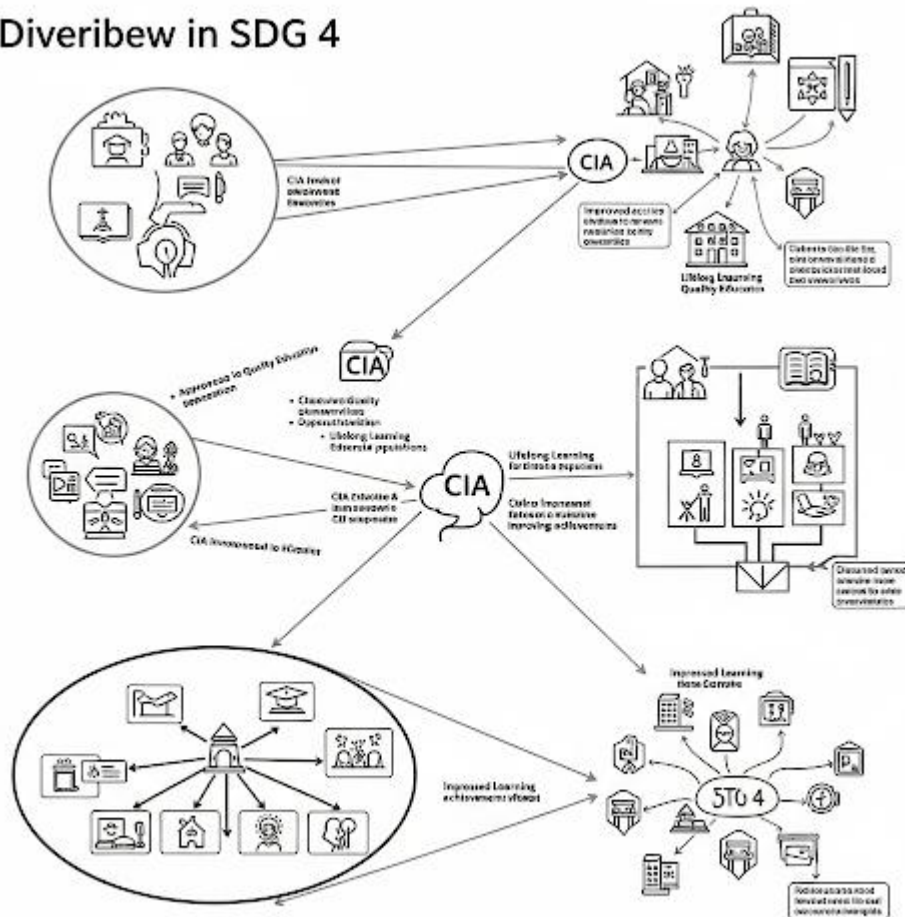
CIA's Support for Promoting Lifelong Learning Opportunities



CIA



Diveribew in SDG 4



4.2 Overview of Findings

The study found that CIA has a significant impact on sustainable development goals in Nigeria. The findings indicate that CIA is effective in improving education outcomes, healthcare outcomes, and economic development outcomes. Furthermore, the study found that CIA is more effective when implemented in collaboration with local communities and stakeholders.

4.3 Implications for Policy and Practice

The findings of this study have several implications for policy and practice. Firstly, the study highlights the need for policymakers to prioritize CIA as a strategy for achieving sustainable development goals. This requires policymakers to provide adequate funding and resources for CIA initiatives. Secondly, the study emphasizes the importance of collaboration and community engagement in implementing CIA. This requires policymakers and practitioners to work closely with local communities and stakeholders to design and implement CIA initiatives. Thirdly, the study highlights the need for policymakers and practitioners to monitor and evaluate the impact of CIA initiatives. This requires policymakers and practitioners to

develop robust monitoring and evaluation frameworks that can track the impact of CIA initiatives over time.

4.4 Limitations of the Study

This study has several limitations. Firstly, the study relied on self-reported data from participants, which may be subject to biases and limitations. Secondly, the study used a non-probability sampling strategy, which may limit the generalizability of the findings.

5.0 CONCLUSIONS AND RECOMMENDATIONS

This study examined the impact of Collective Impact Analysis (CIA) on the achievement of Sustainable Development Goals (SDGs) in Nigeria, with a particular emphasis on education (SDG 4), healthcare, and economic development. The findings reveal that CIA plays a significant role in advancing these goals, especially when implemented through collaboration with local communities and stakeholders. The study aligns with existing literature, confirming that a coordinated, multi-sectoral approach enhances the effectiveness and sustainability of development initiatives. It underscores that CIA is vital for fostering inclusive strategies,

improving education outcomes, and creating long-term social change.

To maximize the benefits of CIA in advancing sustainable development in Nigeria, the study recommends several actions. Key among them is prioritizing CIA in development planning and execution, collaborating closely with communities and stakeholders, and ensuring adequate funding and resources. Policymakers should also establish robust monitoring and evaluation systems, build capacity for CIA implementation, and increase awareness of its value. Additionally, a national CIA framework should be developed to guide efforts across sectors, with specific focus on improving education. Training programs, community engagement, and partnerships are essential for ensuring CIA initiatives are impactful, inclusive, and aligned with Nigeria's broader development goals.

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