



The Effect of Parental Support, Social Environment, and Access to Educational Programs on the Educational Continuity of School Dropouts, with Learning Motivation as a Mediating Variable in Southeast Sulawesi

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ABSTRACT

This study aims to examine the effect of Parental Support, Social Environment, and Access to Educational Programs on the Educational Continuity of School Dropouts, with Learning Motivation acting as a mediating variable in Southeast Sulawesi. The research employs a quantitative approach using primary data collected through questionnaires distributed to respondents involved in addressing school dropout issues. The total sample consisted of 200 respondents, selected using a proportional random sampling technique to ensure representative data. Data analysis was conducted using Structural Equation Modeling (SEM) to evaluate both the measurement model and the structural model, as well as to test the direct and indirect relationships among variables. The results indicate that Parental Support, Social Environment, and Access to Educational Programs each have a positive and significant effect on Learning Motivation. Furthermore, these three variables also have a positive and significant direct effect on Educational Continuity. Learning Motivation is found to have a positive and significant effect on Educational Continuity. The mediation analysis demonstrates that Learning Motivation significantly mediates the relationship between Parental Support, Social Environment, and Access to Educational Programs on Educational Continuity. The model shows strong explanatory power in explaining variations in both Learning Motivation and Educational Continuity. These findings emphasize the importance of strengthening family involvement, social support systems, and access to educational programs to improve learning motivation and support the reintegration of school dropouts into the education system.

Keywords: *Access to Educational Programs, Educational Continuity, Parental Support, Social Environment, Learning Motivation*

I. INTRODUCTION

The issue of school dropouts remains one of the major challenges in the education system in Indonesia, including in Southeast Sulawesi Province. This phenomenon not only affects educational participation rates but also has significant implications for human resource quality, community welfare, and regional competitiveness in the future. Individuals who do not continue their education are more likely to face limited access to decent employment opportunities, lower productivity levels, and increased social vulnerability. Therefore, efforts to enhance the educational continuity of school dropouts are a strategic issue that requires serious attention and collaboration from the government, families, and society.

The continuity of education for school dropouts is not determined solely by academic factors but is also influenced by social and psychological aspects. In this context, parental support plays a crucial role in shaping children's decisions to return to education. Parental support may include emotional support, such as encouragement and attention; instrumental support, such as financial assistance; and informational support, such as guidance and advice. Active involvement of parents in their children's educational processes can increase self-confidence, commitment, and responsibility toward education. Conversely, the lack of family support is often one of the main reasons children discontinue their schooling.

In addition to family factors, the social environment also has a significant influence on educational continuity. The social environment includes peers, community leaders, and prevailing social norms and values. A supportive social

environment can create positive perceptions about the importance of education. On the other hand, an unsupportive environment may reinforce the decision to remain outside the education system. Positive social interactions can serve as additional motivation for school dropouts to re-engage in education. Another important factor is access to educational programs. The availability and accessibility of formal and non-formal education programs significantly determine opportunities for school dropouts to return to education. Programs such as equivalency education, vocational training, and reintegration initiatives can provide second-chance opportunities for continuing education. However, the effectiveness of these programs depends on implementation quality, socialization efforts, and government policy support. Without adequate access, school dropouts will encounter greater barriers in resuming their education.

Besides these external factors, learning motivation is a critical internal factor influencing educational continuity. Learning motivation reflects an individual's internal drive to achieve educational goals. Individuals with high learning motivation tend to demonstrate persistence, determination, and a strong desire to overcome obstacles. Learning motivation can be influenced by parental support, social environment, and access to educational programs. Thus, external factors may play a role in shaping and strengthening learning motivation as a key driver of educational continuity.

From a theoretical perspective, social support theory explains that individuals who receive adequate support from their immediate environment tend to exhibit better psychological well-being and more positive behavioral tendencies. In education, social support can enhance confidence and commitment to learning. Meanwhile, motivation theory suggests that behavior is influenced by both intrinsic and extrinsic factors that drive goal achievement. Learning motivation serves as an important variable that may mediate the relationship between external factors and educational continuity.

However, previous empirical studies have shown inconsistent findings regarding the direct and indirect effects of parental support, social environment, and access to educational programs on educational continuity. Some studies report significant direct effects, while others indicate that the effects are stronger when mediated by learning motivation. These inconsistencies highlight the need for further investigation to better understand the underlying mechanisms among these variables. Based on these considerations, this study aims to analyze the influence of Parental Support, Social Environment, and Access to Educational Programs on the Educational Continuity of School Dropouts, with Learning Motivation acting as a mediating variable in Southeast Sulawesi. The findings are expected to contribute theoretically to the field of educational studies and provide practical implications for policymakers and stakeholders in developing effective strategies to reduce school dropout rates and improve educational reintegration.

II. LITERATURE REVIEW

2.1 Parental Support

Parental Support is defined by Robert D. Putnam (2020) as the emotional, informational, and practical assistance provided by parents that strengthens an individual's social and psychological development, particularly in achieving positive life outcomes such as educational attainment. In the context of education, parental support refers to the active involvement of parents in encouraging, guiding, and facilitating their children's learning process, especially for school dropouts who intend to continue their education.

The scope of parental support includes emotional encouragement, academic guidance, supervision of learning activities, communication about educational goals, and provision of necessary resources that help children overcome barriers to education. It also covers parents' engagement in decision-making related to schooling, collaboration with educational institutions, and continuous motivation to sustain learning commitment.

The benefits of parental support are extensive. It enhances students' self-confidence, increases learning motivation, strengthens commitment to education, and reduces the risk of re-dropping out. Parental support also contributes to improved academic persistence, better psychological well-being, and higher chances of educational continuity. For school dropouts, strong parental support can serve as a critical factor in rebuilding interest and confidence to re-enter the education system.

According to Robert D. Putnam (2020), the key indicators of parental support include emotional support, informational support, instrumental support, and parental involvement in educational activities. Emotional support is reflected in encouragement and empathy; informational support refers to guidance and advice; instrumental support involves tangible assistance such as financial or material help; and parental involvement is demonstrated through active participation in children's educational planning and monitoring.

2.2 Social Environment

Social Environment is defined by Albert Bandura (2018) as the social context in which individuals develop and learn through continuous interaction with family, peers, community members, and institutional systems, where behavior is shaped by reciprocal influences between personal factors, environment, and actions. In the educational context, social environment refers to the surrounding social conditions that influence an individual's attitudes, perceptions, and decisions regarding the continuation of education, particularly for school dropouts.

The scope of social environment includes family relationships, peer influence, community norms, cultural values, social expectations, and the level of community support toward education. It also encompasses the presence of positive role models, social encouragement, community awareness about the importance of schooling, and the overall climate that either supports or discourages educational participation.

The benefits of a supportive social environment are significant in promoting educational continuity. A positive social environment can strengthen learning motivation, enhance self-efficacy, improve confidence, and encourage

individuals to return to school. For school dropouts, supportive social surroundings can reduce stigma, increase social acceptance, and create a sense of belonging that motivates them to re-engage in educational activities. According to Albert Bandura (2018), the key indicators of social environment include peer support, family interaction, community norms toward education, social modeling, and perceived social encouragement. Peer support reflects positive influence from friends; family interaction indicates communication and encouragement within the household; community norms represent societal values regarding education; social modeling refers to learning from role models; and perceived social encouragement reflects the individual's perception of support from the surrounding environment.

2.3 Access to Educational Programs

Access to Educational Programs is defined by Amartya Sen (2019) as the real opportunity individuals have to obtain and utilize available resources and services, including education, in order to improve their capabilities and quality of life. In the educational context, access to educational programs refers to the extent to which individuals, particularly school dropouts, are able to reach, participate in, and benefit from formal and non-formal education opportunities provided by the government or other institutions.

The scope of access to educational programs includes the availability of educational institutions, affordability of education, geographical accessibility, flexibility of learning pathways, inclusiveness of programs, administrative procedures, and information dissemination about available educational opportunities. It also covers second-chance education programs, equivalency education, vocational training, and community-based learning initiatives designed to reintegrate school dropouts into the education system.

The benefits of improved access to educational programs are substantial. It increases educational participation, reduces barriers to learning, enhances equal opportunities, and supports social mobility. For school dropouts, accessible programs provide alternative pathways to continue education, develop skills, improve employability, and strengthen learning motivation. Greater access also contributes to long-term human resource development and regional progress.

According to Amartya Sen (2019), the key indicators of access to educational programs include availability of educational services, affordability, physical accessibility, program flexibility, and inclusiveness. Availability refers to the presence of adequate educational programs; affordability relates to cost considerations; physical accessibility concerns distance and transportation; flexibility refers to adaptable learning schedules and methods; and inclusiveness reflects equal opportunities regardless of background or prior educational status.

2.4 Learning Motivation

Learning Motivation is defined by Edward L. Deci (2021) as the internal and external forces that initiate, guide, and sustain goal-directed learning behavior, particularly the psychological drive that encourages individuals to engage in, persist in, and complete educational activities. In the context of school dropouts, learning motivation refers to the inner willingness and determination that encourage individuals to return to education and continue their studies despite previous interruptions.

The scope of learning motivation includes intrinsic motivation, extrinsic motivation, goal orientation, persistence in learning, self-determination, and willingness to overcome academic barriers. It encompasses the psychological readiness to learn, the enthusiasm to achieve educational goals, and the commitment to maintain consistent learning behavior. Learning motivation also reflects an individual's interest in education, confidence in learning abilities, and long-term aspirations related to academic achievement.

The benefits of strong learning motivation are significant for educational continuity. High learning motivation enhances academic engagement, improves persistence in completing educational programs, strengthens self-confidence, and reduces the likelihood of re-dropping out. For school dropouts, learning motivation plays a crucial role in transforming external support and opportunities into actual educational participation. It serves as a driving force that connects environmental factors with sustained educational behavior.

According to Edward L. Deci (2021), the key indicators of learning motivation include intrinsic interest in learning, goal commitment, perseverance, self-efficacy, and responsiveness to external encouragement. Intrinsic interest reflects enjoyment and personal satisfaction in learning activities; goal commitment indicates dedication to achieving educational objectives; perseverance represents sustained effort despite difficulties; self-efficacy refers to confidence in one's learning abilities; and responsiveness to external encouragement shows how individuals react positively to support from parents, peers, and educational institutions.

2.5 Educational Continuity

Educational Continuity is defined by Amartya Sen (2019) as the real capability and opportunity of individuals to sustain and continue their education as part of human development and quality of life improvement. In the context of school dropouts, educational continuity refers to the individual's effort to re-enter the education system and complete the interrupted level of schooling, either through formal or non-formal educational pathways.

The scope of educational continuity includes reintegration into the education system, participation in equivalency or alternative education programs, completion of educational levels, consistency in attending learning activities, and commitment to achieving graduation. It also involves access to educational services, adequate social support, and psychological readiness to maintain continuous learning. Educational continuity is closely related to institutional support and the availability of opportunities that enable individuals to resume their education.

The benefits of educational continuity are highly significant for both individuals and society. It enhances knowledge and skills, expands employment opportunities, increases economic welfare, and reduces social vulnerability. For school dropouts, educational continuity provides a second chance to improve their future prospects, strengthen self-

confidence, and build a better quality of life. At the regional level, improved educational continuity contributes to the development of competent and productive human resources.

According to Amartya Sen (2019), the indicators of educational continuity include participation in educational programs, consistency in learning engagement, completion of educational levels, utilization of available learning opportunities, and commitment to finishing education. Participation reflects active involvement in education; consistency indicates sustained attendance and learning behavior; completion refers to successfully achieving a certain educational level; utilization of opportunities demonstrates the ability to take advantage of available access; and commitment represents the determination to complete education continuously.

2.6 Conceptual Framework and Research Hypotheses

The conceptual framework of this study examines the relationships among Parental Support, Social Environment, Access to Educational Programs, Learning Motivation, and Educational Continuity of School Dropouts. This framework is based on the assumption that the educational continuity of school dropouts is influenced by external and internal factors, both directly and indirectly. Parental Support, Social Environment, and Access to Educational Programs are positioned as independent variables that affect Educational Continuity either directly or through the mediating role of Learning Motivation. Learning Motivation serves as a mediating variable that explains how family encouragement, social surroundings, and access to educational opportunities contribute to strengthening individuals' willingness and determination to return to and continue their education. Through this framework, the study aims to analyze the extent to which Learning Motivation strengthens the relationships between Parental Support, Social Environment, and Access to Educational Programs in enhancing the Educational Continuity of School Dropouts in Southeast Sulawesi.

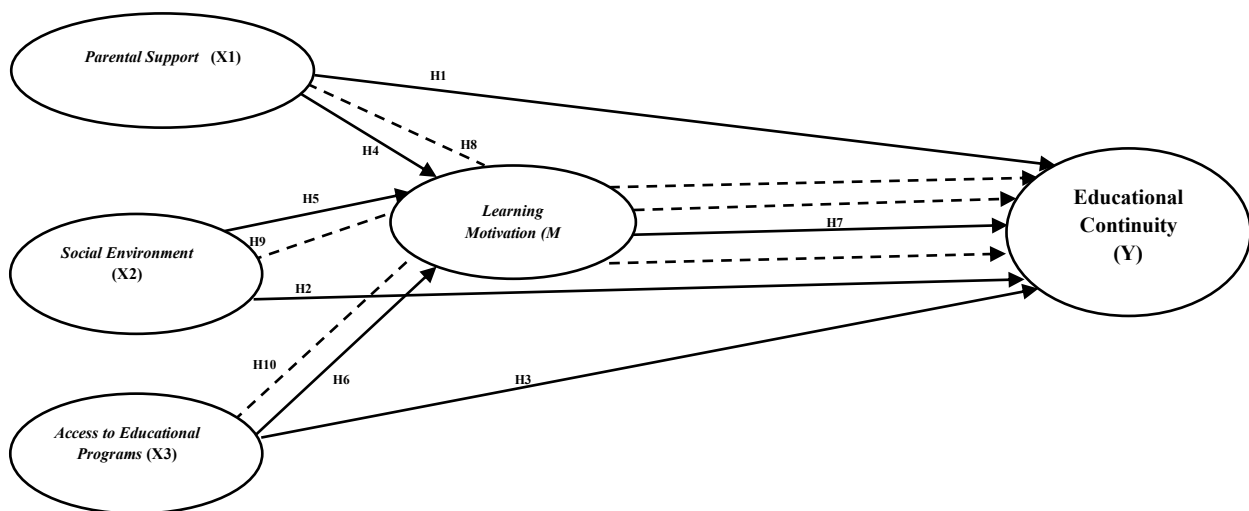


Figure 2.1. Conceptual Framework for the Research

2.7 Research Hypothesis

- H1: Parental Support has a positive and significant effect on Educational Continuity.
 H2: Social Environment has a positive and significant effect on Educational Continuity.
 H3: Access to Educational Programs has a positive and significant effect on Educational Continuity.
 H4: Parental Support has a positive and significant effect on Learning Motivation.
 H5: Social Environment has a positive and significant effect on Learning Motivation.
 H6: Access to Educational Programs has a positive and significant effect on Learning Motivation.
 H7: Learning Motivation has a positive and significant effect on Educational Continuity.
 H8: Learning Motivation mediates the positive and significant effect of Parental Support on Educational Continuity.
 H9: Learning Motivation mediates the positive and significant effect of Social Environment on Educational Continuity.
 H10: Learning Motivation mediates the positive and significant effect of Access to Educational Programs on Educational Continuity.

III. RESEARCH METHOD

This study was conducted to examine the relationships among Parental Support, Social Environment, and Access to Educational Programs, with Learning Motivation as a mediating variable and Educational Continuity of School Dropouts as the dependent variable in Southeast Sulawesi. The research employed a quantitative approach using a survey method and was carried out among individuals related to school dropout cases and educational reintegration programs. The total sample consisted of 200 respondents, selected using a proportional random sampling technique.

The study includes three independent variables (Parental Support, Social Environment, and Access to Educational Programs), one mediating variable (Learning Motivation), and one dependent variable (Educational Continuity). Data were collected using a structured questionnaire developed based on validated measurement indicators relevant to each variable.

Data analysis was conducted using Structural Equation Modeling (SEM). The analysis evaluated both the measurement model and the structural model, including the direct and indirect effects among variables. Model evaluation was performed using R-square and Q-square values to assess explanatory power and predictive relevance. Hypothesis testing was carried out using the bootstrapping technique at a 5 percent significance level to determine the relationships among variables and to examine the mediating role of Learning Motivation.

IV. RESEARCH RESULT AND DISCUSSION

4.1 Research Result

Table 4.1. Direct Effect

Relationship Between Variables	Path Coefficient (β)	T-Statistic	P-Value	Description
Parental Support → Educational Continuity	0,612	6,35	0,000	Significant
Social Environment → Educational Continuity	0,587	5,92	0,001	Significant
Access to Educational Programs → Educational Continuity	0,645	7,08	0,001	Significant
Parental Support → Learning Motivation	0,703	8,11	0,000	Significant
Social Environment → Learning Motivation	0,676	7,52	0,002	Significant
Access to Educational Programs → Learning Motivation	0,731	8,34	0,000	Significant
Learning Motivation → Educational Continuity	0,618	6,97	0,001	Significant

The results of the direct effect analysis indicate that all proposed relationships in the structural model are positive and statistically significant. Parental Support has a positive and significant effect on Educational Continuity, with a path coefficient (β) of 0.612, a T-statistic of 6.35, and a p-value of 0.000. This indicates that stronger parental support increases the likelihood of educational continuity among school dropouts in Southeast Sulawesi.

Similarly, Social Environment shows a positive and significant effect on Educational Continuity, with a path coefficient of 0.587, a T-statistic of 5.92, and a p-value of 0.001. This suggests that a supportive social environment contributes to improving the continuity of education. Access to Educational Programs also has a positive and significant influence on Educational Continuity, with a path coefficient of 0.645, a T-statistic of 7.08, and a p-value of 0.001. This finding indicates that better access to educational opportunities enhances the chances of school dropouts returning to education.

Regarding the mediating variable, Parental Support has a positive and significant effect on Learning Motivation ($\beta = 0.703$; $T = 8.11$; $p = 0.000$). Social Environment also significantly influences Learning Motivation ($\beta = 0.676$; $T = 7.52$; $p = 0.002$). Furthermore, Access to Educational Programs shows the strongest positive effect on Learning Motivation ($\beta = 0.731$; $T = 8.34$; $p = 0.000$), indicating that program accessibility plays a crucial role in strengthening students' motivation to continue their education.

Finally, Learning Motivation has a positive and significant effect on Educational Continuity, with a path coefficient of 0.618, a T-statistic of 6.97, and a p-value of 0.001. This result confirms that higher learning motivation increases the likelihood of school dropouts continuing their education. Overall, all direct relationships in the model are statistically significant, supporting the proposed hypotheses and indicating that both external factors and internal motivation play important roles in promoting educational continuity.

Table 4.2. Indirect Effect

Construct	Indirect Effect	P-Value	Direct Effect	Mediation Effect	Type of Mediation
Parental Support → Learning Motivation → Educational Continuity	0,438	0,001	0,612	5,96	Partial Mediation
Social Environment → Learning Motivation → Educational Continuity	0,421	0,000	0,587	5,74	Partial Mediation
Access to Educational Programs → Learning Motivation → Educational Continuity	0,465	0,001	0,645	6,28	Partial Mediation

The results of the indirect effect analysis indicate that Learning Motivation plays a significant mediating role in the relationships between Parental Support, Social Environment, Access to Educational Programs, and Educational Continuity. All indirect effects are positive and statistically significant, as indicated by p-values below 0.05.

The indirect effect of Parental Support on Educational Continuity through Learning Motivation is 0.438 with a p-value of 0.001. This result confirms that Learning Motivation partially mediates the relationship between Parental Support and Educational Continuity. Although Parental Support has a significant direct effect, its influence becomes stronger when mediated by Learning Motivation. Similarly, Social Environment shows a significant indirect effect on Educational Continuity through Learning Motivation, with an indirect coefficient of 0.421 and a p-value of 0.000. This finding indicates that Learning Motivation partially mediates the relationship between Social Environment and Educational Continuity. A supportive social environment enhances learning motivation, which in turn contributes to increased educational continuity.

Furthermore, Access to Educational Programs has the strongest indirect effect among the three independent variables, with a coefficient of 0.465 and a p-value of 0.001. This result demonstrates that Learning Motivation significantly mediates the relationship between Access to Educational Programs and Educational Continuity. Improved

access to educational opportunities strengthens individuals' motivation to continue their education, thereby enhancing educational continuity.

Overall, the mediation analysis confirms that Learning Motivation functions as a partial mediator in all relationships. This indicates that Parental Support, Social Environment, and Access to Educational Programs influence Educational Continuity both directly and indirectly through Learning Motivation. These findings support the proposed research model and highlight the important role of internal motivation in strengthening the impact of external factors on educational continuity.

4.2 Discussion

The findings indicate that Parental Support has a positive and significant relationship with Educational Continuity. This suggests that higher levels of parental involvement and encouragement contribute directly to improving the likelihood of school dropouts continuing their education in Southeast Sulawesi. In addition, Parental Support also has a positive and significant effect on Learning Motivation, indicating that strong emotional, informational, and instrumental support from parents enhances individuals' willingness and determination to return to education.

Social Environment shows a positive and significant effect on Educational Continuity, both directly and indirectly through Learning Motivation. This finding implies that a supportive social environment, including peers, community norms, and positive social interactions, contributes to increasing educational continuity. Furthermore, Social Environment has a significant positive influence on Learning Motivation, demonstrating that a constructive surrounding environment strengthens individuals' internal drive to continue their education.

Access to Educational Programs also has a positive and significant effect on Educational Continuity. This indicates that the availability and accessibility of formal and non-formal education programs play an important role in facilitating the reintegration of school dropouts into the education system. Moreover, Access to Educational Programs significantly influences Learning Motivation, meaning that better educational opportunities enhance individuals' motivation to pursue and sustain their learning goals. The mediation analysis reveals that Learning Motivation partially mediates the relationships between Parental Support, Social Environment, and Access to Educational Programs on Educational Continuity. This means that the influence of these three variables on educational continuity occurs both directly and indirectly through Learning Motivation. Learning Motivation serves as an important psychological mechanism that strengthens the impact of external factors on the decision to continue education.

Overall, the results emphasize that strengthening Parental Support, creating a supportive Social Environment, and improving Access to Educational Programs are essential strategies for enhancing Learning Motivation and ultimately increasing Educational Continuity among school dropouts in Southeast Sulawesi. These findings highlight the importance of integrated social and educational interventions in supporting sustainable educational reintegration.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results and discussion, the study concludes that Parental Support has a positive and significant effect on Educational Continuity. This indicates that stronger emotional, informational, and instrumental support from parents contributes directly to increasing the likelihood of school dropouts continuing their education in Southeast Sulawesi. Parental Support also has a positive and significant influence on Learning Motivation, showing that active family involvement strengthens individuals' internal drive to return to education.

Social Environment has a positive and significant effect on Educational Continuity, demonstrating that a supportive surrounding environment contributes to improving educational reintegration. Social Environment also significantly influences Learning Motivation, indicating that positive peer relationships, community support, and constructive social norms enhance individuals' motivation to continue their education. Access to Educational Programs shows a positive and significant relationship with Educational Continuity, meaning that the availability and accessibility of educational opportunities directly increase the chances of school dropouts resuming their studies. In addition, Access to Educational Programs significantly affects Learning Motivation, reflecting that better program availability strengthens individuals' willingness and commitment to pursue further education.

The mediation analysis reveals that Learning Motivation partially mediates the relationships between Parental Support, Social Environment, and Access to Educational Programs on Educational Continuity. This indicates that the influence of these variables on educational continuity occurs both directly and indirectly through Learning Motivation. Therefore, Learning Motivation serves as an important psychological mechanism that strengthens the impact of external factors on educational reintegration.

Overall, the findings emphasize that strengthening parental involvement, creating a supportive social environment, and improving access to educational programs are essential strategies for enhancing learning motivation and ultimately increasing the educational continuity of school dropouts in Southeast Sulawesi.

5.2 Suggestions

The study recommends strengthening Parental Support by encouraging greater family involvement in children's educational decisions, providing consistent emotional encouragement, and ensuring adequate guidance and assistance for school dropouts who intend to return to education. Families should actively communicate the importance of education and support children in overcoming psychological, social, and economic barriers to learning.

Social Environment should be enhanced by promoting community awareness regarding the importance of education, reducing stigma toward school dropouts, and fostering supportive peer and community networks. Local

leaders, educational institutions, and community organizations are encouraged to create a positive social climate that motivates individuals to reintegrate into the education system. Access to Educational Programs needs to be improved through the expansion of formal and non-formal education opportunities, simplification of administrative procedures, increased socialization of equivalency programs, and equitable distribution of educational services across regions in Southeast Sulawesi. Government and educational institutions should ensure that second-chance education programs are accessible, affordable, and inclusive for all school dropouts.

Since Learning Motivation plays a significant mediating role, policies should focus on strengthening individuals' internal motivation through counseling services, mentoring programs, academic guidance, and motivational support initiatives. Enhancing learning motivation will help transform external support and opportunities into actual educational participation and continuity. Furthermore, achieving optimal educational continuity requires integrated collaboration among families, communities, and government institutions. Regular evaluation of educational programs, social support systems, and motivational interventions is necessary to ensure their effectiveness in reducing dropout rates and improving reintegration outcomes.

Future research is encouraged to involve larger samples and expand the study to other regions to improve generalizability. Researchers may also consider adding other relevant variables such as self-efficacy, educational awareness, economic conditions, or government policy support to better explain the mechanisms influencing Learning Motivation and Educational Continuity. Longitudinal or mixed-method approaches are recommended to provide deeper insights into long-term relationships among these variables.

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