



THE ROLE OF THE MANAGER OF THE COMMUNITY LEARNING ACTIVITY CENTER BINTANG CENDIKIA ANANDA IN IMPROVING READING CULTURAL LITERACY THROUGH TAMAN BACAAN MASYARAKAT

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Abstrak: Rendahnya minat baca masyarakat Indonesia menjadi tantangan dalam upaya penguatan literasi, sehingga diperlukan peran lembaga pendidikan nonformal seperti PKBM. Penelitian ini bertujuan untuk mendeskripsikan peran pengelola PKBM Bintang Cendikia Ananda dalam meningkatkan literasi budaya baca melalui Taman Bacaan Masyarakat (TBM). Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa pengelola PKBM berperan aktif dalam menyediakan fasilitas literasi, menyelenggarakan kegiatan menulis dan membaca, serta membangun kerja sama dengan berbagai pihak untuk mendukung program literasi. Pengelola juga menerapkan pendekatan personal dan pendampingan berkelanjutan yang mampu meningkatkan motivasi dan kepercayaan diri masyarakat dalam membaca dan menulis. Meskipun terdapat hambatan seperti rendahnya rasa percaya diri sebagian peserta, strategi yang dilakukan pengelola terbukti efektif dalam menumbuhkan budaya literasi. Dengan demikian, TBM PKBM Bintang Cendikia Ananda berfungsi tidak hanya sebagai ruang membaca, tetapi juga sebagai pusat pemberdayaan masyarakat berbasis literasi.

Kata Kunci: Budaya Baca, Literasi, Pemberdayaan Masyarakat, PKBM, Taman Bacaan Masyarakat.

Abstract: The low reading interest of the Indonesian people is a challenge in efforts to strengthen literacy, so the role of non-formal educational institutions such as Community Reading Centers (PKBM) is needed. This study aims to describe the role of the management of PKBM Bintang Cendikia Ananda in improving literacy reading culture through Community Reading Gardens (TBM). The research method used is descriptive qualitative with data collection techniques through interviews, observation, and documentation. The results show that PKBM managers play an active role in providing literacy facilities, organizing writing and reading activities, and building collaborations with various parties to support literacy programs. Managers also apply a personal approach and ongoing mentoring that can increase community motivation and confidence in reading and writing. Although there are obstacles such as low self-confidence of some participants, the strategies implemented by managers have proven effective in fostering a culture of literacy. Thus, TBM PKBM Bintang Cendikia Ananda functions not only as a reading space, but also as a center for literacy-based community empowerment.

Keywords : Reading Culture, Literacy, Community Empowerment, PKBM, Taman Bacaan Masyarakat

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INTRODUCTION

Reading literacy is widely recognized as a fundamental competency for lifelong learning, individual empowerment, and active participation in society. Through reading, individuals



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acquire knowledge, broaden perspectives, develop critical thinking skills, and strengthen their capacity to adapt to social and technological changes (Wiwin Herwina, 2020). In the context of the knowledge society, reading is no longer merely an academic activity but has become an essential life skill that supports personal, social, and economic development (UNESCO, 2021). Consequently, cultivating reading habits from an early age is crucial for developing human resources capable of responding to contemporary challenges.

Despite the increasing availability of information resources, reading culture in Indonesia remains a significant concern. Previous studies have reported that reading interest among Indonesians is relatively low compared to many other countries (Karwati, n.d.). Data reported by UNESCO and various national literacy assessments indicate that reading engagement among Indonesian citizens remains below the global average, despite substantial improvements in educational access over the last decade (Sirodjud Munir, 2019). Similarly, the World's Most Literate Nations study positioned Indonesia among the lowest-ranked countries in literacy-related indicators, highlighting persistent challenges in fostering reading habits and information-seeking behavior among citizens (Karwati, n.d.). These findings suggest that increasing educational participation alone is insufficient without strengthening literacy culture and lifelong learning practices.

The challenge of low reading engagement becomes increasingly complex in the digital era. The rapid development of information and communication technologies has transformed the way people access information, communicate, and spend their leisure time. Digital entertainment platforms, social media applications, online games, and streaming services compete directly with reading activities for public attention. Research indicates that excessive exposure to digital entertainment may reduce the time allocated to reading activities, particularly among younger generations (Fajriani et al., 2023). At the same time, however, digital technology also offers opportunities to enhance literacy through access to e-books, digital libraries, online learning platforms, and educational content (Livingstone et al., 2018). Therefore, the relationship between technology and reading culture should be viewed as dynamic rather than inherently contradictory.

Within this context, cultural literacy has become increasingly important. Cultural literacy refers not only to the ability to understand written texts but also to the capacity to interpret cultural meanings, appreciate local values, and critically engage with diverse sources of information in a rapidly changing society (UNESCO, 2017). Cultural literacy enables individuals to maintain their cultural identity while simultaneously interacting with global knowledge and technological developments. In multicultural societies, cultural literacy functions as a mechanism for preserving local wisdom, promoting social cohesion, and strengthening community resilience against misinformation and cultural homogenization (Banks, 2019).

One of the strategic approaches to strengthening reading culture and cultural literacy in communities is through Community Reading Parks or *Taman Bacaan Masyarakat* (TBM). TBMs serve as community-based learning spaces that provide access to reading materials, educational resources, and literacy programs for people of all ages (Nurhayati & Anggidesialamia, 2020). Beyond their traditional function as repositories of books, contemporary TBMs have evolved into community learning centers that facilitate educational activities, skill development, social interaction, and lifelong learning opportunities (Wati, 2020). According to Dwiyanoro (2019), TBMs function as learning resources, information centers, and recreational-educational spaces that support community empowerment through literacy development.

The strategic role of TBMs is further reinforced by the Indonesian National Education System Law (Law No. 20 of 2003), which recognizes community learning institutions as integral components of non-formal education. Under this framework, Community Learning Activity Centers (*Pusat Kegiatan Belajar Masyarakat*—PKBM) are mandated to facilitate educational services that respond to community learning needs, including literacy development, life skills training, and lifelong learning programs. Consequently, TBMs managed by PKBMs have become

important instruments for expanding educational access and promoting literacy among underserved populations.

Among the various factors contributing to literacy development, leadership and managerial capacity play a particularly important role. Effective managers are responsible not only for administrative functions but also for designing literacy programs, mobilizing community participation, establishing partnerships, securing resources, and creating innovative learning environments that encourage reading habits (Rogers, 2004). Research in community education demonstrates that successful literacy initiatives often depend on the ability of local leaders to facilitate community engagement and sustain educational activities over time (Bhola, 2008; Merriam & Bierema, 2014). Therefore, examining the role of PKBM managers provides valuable insights into how literacy programs can be effectively implemented at the community level.

One institution actively engaged in promoting literacy culture is PKBM Bintang Cendikia Ananda in Bengkulu City. Through its Community Reading Park program, the institution seeks to encourage reading habits, improve access to learning resources, and strengthen cultural literacy among community members. The program is designed as a community-based educational initiative that enables individuals to utilize their leisure time productively while expanding their knowledge and participating in various educational activities organized by the PKBM. In addition, the institution has begun integrating digital technologies and social media platforms into literacy promotion efforts, reflecting contemporary approaches to community education and literacy development.

Although previous studies have examined the functions of TBMs and literacy programs in non-formal education settings, most have focused primarily on program implementation, literacy outcomes, or community participation. Limited attention has been given to the managerial dimension of literacy development, particularly the role of PKBM managers in planning, organizing, implementing, and sustaining literacy initiatives within community-based educational institutions. Furthermore, empirical evidence regarding how PKBM leadership contributes to strengthening cultural literacy through TBM programs remains relatively scarce, especially in the context of Bengkulu City.

Therefore, this study aims to analyze the role of the manager of PKBM Bintang Cendikia Ananda in improving cultural reading literacy through the Community Reading Park program. Specifically, the study explores managerial strategies, community engagement mechanisms, supporting and inhibiting factors, and the contribution of the TBM program to literacy development among community members. The findings are expected to contribute to the literature on community education, literacy development, and non-formal educational management while providing practical recommendations for strengthening literacy programs in PKBMs and other community-based learning institutions.

METHOD

This study employed a qualitative descriptive approach to explore and understand the role of the manager of PKBM Bintang Cendikia Ananda in promoting reading culture literacy through the Community Reading Park (Taman Bacaan Masyarakat/TBM). A qualitative approach was selected because it enables researchers to investigate social phenomena in their natural settings and to gain an in-depth understanding of participants' experiences, perceptions, and practices related to literacy development (Creswell & Poth, 2018; Moleong, 2017).

The research was conducted in November 2025 at PKBM Bintang Cendikia Ananda, Bengkulu City, Indonesia. The site was selected purposively because it actively manages a Community Reading Park and implements various literacy programs aimed at fostering reading habits and lifelong learning among community members.

Research participants were selected using purposive sampling (Patton, 2015), focusing on individuals who possessed relevant knowledge and experience regarding the implementation of literacy programs. The primary informant was the manager of PKBM Bintang Cendikia

Ananda, while supporting informants included tutors, TBM users, and community members actively involved in literacy activities. The inclusion of multiple informants was intended to provide comprehensive insights into the planning, implementation, and impact of literacy initiatives.

Data were collected through observation, in-depth interviews, and documentation. Observation was conducted to examine literacy activities, interactions between managers and community members, and the utilization of TBM facilities. In-depth interviews were carried out to explore managerial strategies, program implementation, challenges, supporting factors, and perceived outcomes of literacy activities. Documentation was used to complement the data through the examination of program reports, attendance records, activity archives, photographs, and other relevant institutional documents (Yin, 2018).

To ensure data trustworthiness, the study employed source triangulation and method triangulation (Lincoln & Guba, 1985). Source triangulation was conducted by comparing information obtained from different informants, including managers, tutors, and community members. Method triangulation involved comparing findings from observations, interviews, and documentation. In addition, member checking was conducted by returning preliminary findings to selected participants to verify the accuracy and credibility of the interpretations

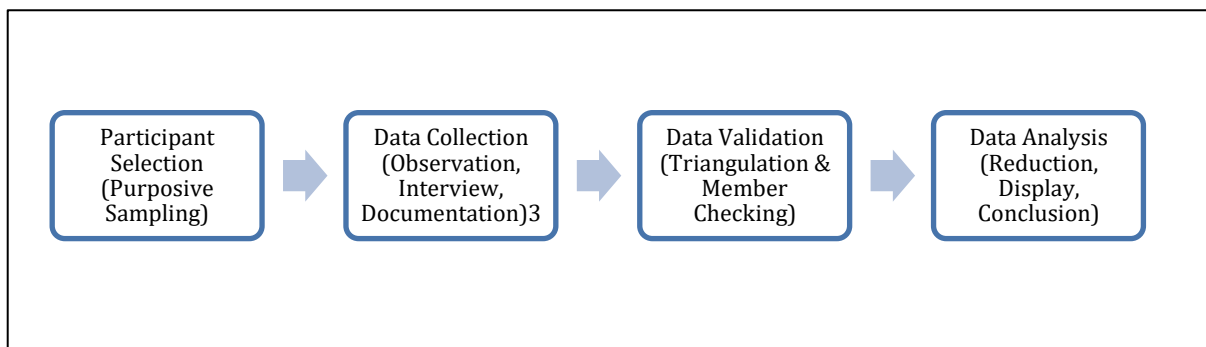


Figure 1. Research Procedure

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of three stages: data reduction, data display, and conclusion drawing/verification. During data reduction, relevant information was selected, coded, and categorized according to the research objectives. The organized data were then presented in thematic narratives to facilitate interpretation and pattern identification. Finally, conclusions were drawn through an iterative process of verification to ensure consistency and validity across data sources.

Ethical considerations were observed throughout the research process. All participants were informed about the objectives and procedures of the study and voluntarily agreed to participate through informed consent. Participant confidentiality and anonymity were maintained, and all collected data were used solely for academic and research purposes.

RESULT AND DISCUSSION

The Role of PKBM Management in Developing Reading Culture Literacy

The findings indicate that the manager of PKBM Bintang Cendikia Ananda plays a strategic role in developing reading culture literacy through the Community Reading Park (Taman Bacaan Masyarakat/TBM). Based on observations and interviews conducted in November 2025, the TBM functions not only as a reading facility but also as a community learning space that encourages literacy participation, creativity, and lifelong learning among local residents.

The manager actively designs and facilitates literacy programs that go beyond conventional reading activities. Community members are encouraged to engage in creative

literacy practices, including story writing, simple novel development, reflective writing, and group discussions. These activities provide opportunities for participants to express ideas, improve language skills, and develop critical thinking abilities. The findings suggest that literacy development is viewed not merely as the ability to read texts but as the capacity to create, communicate, and share knowledge within the community.

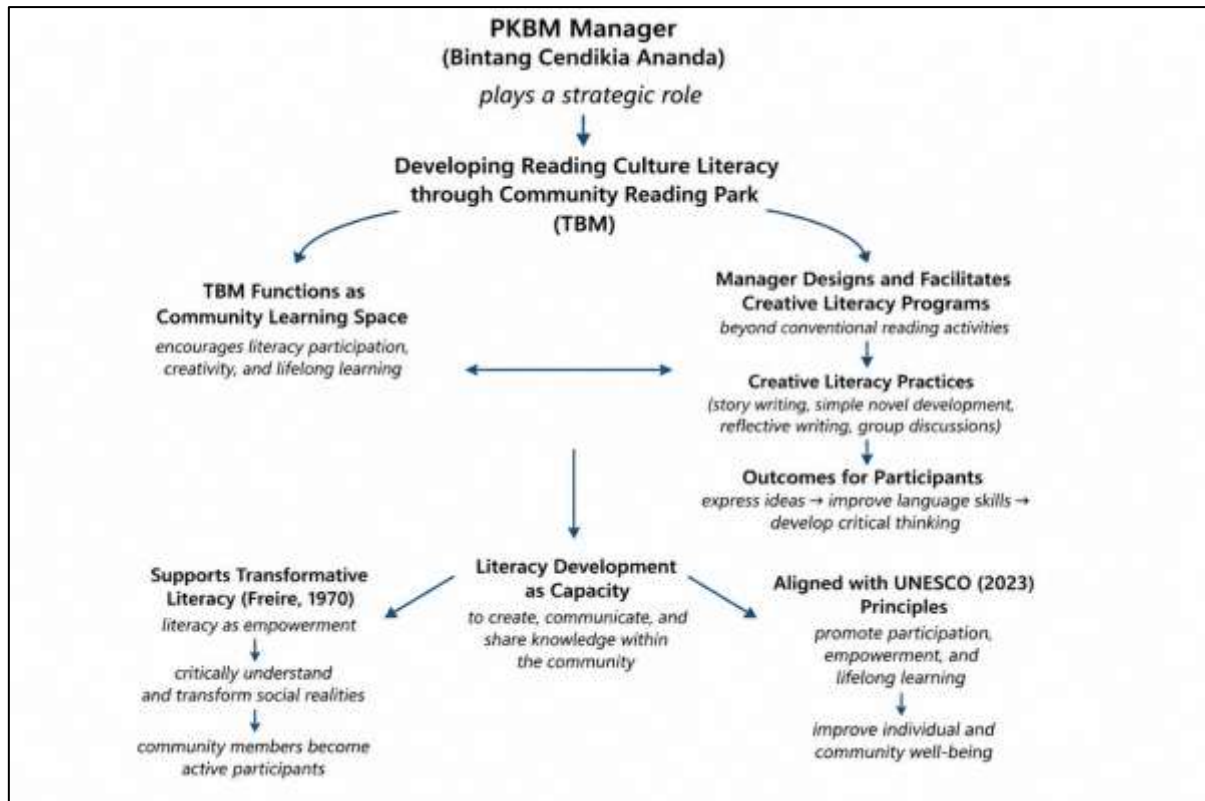


Figure 2. Conceptual Framework

The conceptual framework illustrates the strategic role of the PKBM Bintang Cendikia Ananda manager in fostering reading culture literacy through the Community Reading Park (Taman Bacaan Masyarakat/TBM). The findings indicate that the manager acts not only as an administrator but also as a facilitator, motivator, and community learning organizer who actively promotes literacy engagement among local residents. Through the TBM, literacy activities are designed to extend beyond conventional reading practices by encouraging community members to participate in creative and reflective learning experiences.

The study found that various literacy programs, such as story writing, reflective writing, simple novel development, and group discussions, provide opportunities for participants to express ideas, improve language proficiency, and strengthen critical thinking skills. These activities contribute to the development of literacy as a multidimensional competence that encompasses reading, writing, communication, and knowledge-sharing abilities. Consequently, literacy is not viewed merely as the ability to decode written texts but as a means of empowering individuals to actively participate in social and educational processes.

Furthermore, the TBM functions as a community learning space that promotes participation, collaboration, and lifelong learning. The supportive learning environment created by the PKBM manager encourages residents from different age groups and educational backgrounds to engage in literacy activities without fear of failure or social judgment. This inclusive approach helps build self-confidence, increases motivation to learn, and strengthens social interaction among community members.

These findings are consistent with Freire's (1970) concept of transformative literacy, which emphasizes literacy as a process of empowerment through which individuals develop critical awareness of their social realities and gain the capacity to transform them. Through

participation in literacy activities, community members become active creators of knowledge rather than passive recipients of information. The results also support UNESCO's (2023) perspective that literacy programs should foster participation, empowerment, and lifelong learning as essential foundations for individual and community development.

Overall, the findings demonstrate that the effectiveness of literacy development at PKBM Bintang Cendikia Ananda is closely linked to the managerial role in creating innovative literacy programs, fostering community participation, and establishing a sustainable learning ecosystem. As a result, the TBM has evolved from a simple reading facility into a community-based literacy center that contributes to personal development, social empowerment, and the cultivation of a sustainable reading culture.

This finding supports the concept of transformative literacy proposed by Freire (1970), which emphasizes literacy as a process of empowerment that enables individuals to critically understand and transform their social realities. Through literacy activities, community members become active participants rather than passive recipients of information. Similarly, UNESCO (2023) emphasizes that literacy programs should promote participation, empowerment, and lifelong learning to improve individual and community well-being.

Community-Based Collaboration in Literacy Development

Another significant finding is the strong collaborative network established by PKBM Bintang Cendikia Ananda. The manager collaborates with government agencies, educational institutions, literacy communities, and external partners to strengthen literacy services. Such collaboration includes writing workshops, literacy campaigns, book donations, and mentoring programs for aspiring writers.

These collaborative efforts have contributed to the improvement of participants' literacy competencies by providing access to broader learning resources and expertise. The additional collection of approximately 1,000 books received from the National Library has also enhanced the availability of reading materials and increased community interest in utilizing the TBM.

The findings are consistent with the community-based education framework, which emphasizes the importance of community participation and institutional partnerships in achieving sustainable educational outcomes (Bhola, 2008). Community engagement enables educational programs to become more responsive to local needs while strengthening social capital within the community.

Strategies for Increasing Community Participation

The study further reveals that the manager employs a participatory and interpersonal approach to attract community involvement. One of the most effective strategies is the sharing-session model, in which active participants share their experiences and achievements with prospective participants. This approach creates a supportive learning environment and reduces psychological barriers among community members who are hesitant to engage in literacy activities.

In addition, participants are encouraged to invite family members, friends, and neighbors to join literacy programs. Such peer-based recruitment strengthens social relationships and contributes to the formation of a literacy community. These findings support Wenger's (1998) theory of communities of practice, which argues that learning occurs effectively through social interaction, participation, and shared experiences within a community.

The results demonstrate that successful literacy development is not solely determined by the availability of reading materials but also by the creation of a supportive social environment that fosters motivation and sustained engagement.

Challenges in Literacy Program Implementation

Despite the positive outcomes, several challenges remain. The most prominent obstacle identified in this study is the low self-confidence of community members regarding writing

activities. Many participants perceive writing as a difficult task and doubt their ability to produce meaningful texts. Such perceptions often discourage active participation in literacy programs.

This finding aligns with Bandura's (1997) concept of self-efficacy, which highlights the importance of individuals' beliefs in their capabilities to perform specific tasks. Participants with low self-efficacy tend to avoid challenging activities, including writing and public expression. Consequently, literacy development requires not only technical instruction but also motivational support and confidence-building interventions.

Additional challenges include limited literacy facilities, competition with digital entertainment, and the persistence of reading habits that are not yet deeply rooted in the community. These challenges reflect broader issues faced by literacy programs in many developing contexts where digital distractions often compete with reading activities (OECD, 2021).

Managerial Efforts to Strengthen Literacy Culture

To address these challenges, the manager adopts a mentoring-oriented approach characterized by continuous encouragement, positive reinforcement, and individualized support. Participants are regularly appreciated for their progress, regardless of the quality or quantity of their outputs. This strategy helps create a psychologically safe learning environment where participants feel comfortable experimenting with reading and writing activities.

Regular reading discussions, collaborative writing sessions, and literacy competitions are also organized to maintain participant motivation. The findings suggest that such activities contribute to the gradual development of reading habits and creative expression among community members.

From the perspective of adult learning theory, these practices reflect the principles of andragogy, which emphasize learner-centered approaches, experiential learning, and intrinsic motivation (Knowles et al., 2015). Participants become more engaged when learning activities are relevant to their interests, experiences, and everyday lives.

Overall, the findings demonstrate that the success of literacy development at PKBM Bintang Cendikia Ananda is strongly influenced by the managerial capacity of the PKBM manager in mobilizing community participation, building collaborative networks, and creating supportive literacy environments. The TBM has evolved from a conventional reading space into a community learning center that facilitates knowledge sharing, creativity, and social empowerment.

The study contributes to the growing body of literature on community literacy by highlighting the importance of leadership and community-based approaches in strengthening reading culture. Unlike traditional literacy interventions that focus primarily on reading skills, the literacy model implemented at PKBM Bintang Cendikia Ananda integrates reading, writing, community participation, and empowerment into a holistic framework.

These findings suggest that strengthening literacy culture requires not only the provision of reading materials but also sustained community engagement, effective leadership, collaborative partnerships, and continuous motivational support. Therefore, the experience of PKBM Bintang Cendikia Ananda may serve as a best-practice model for community-based literacy development in other regions of Indonesia.

CONCLUSION

This study concludes that the manager of PKBM Bintang Cendikia Ananda plays a pivotal role in fostering reading culture literacy through the Community Reading Park (Taman Bacaan Masyarakat/TBM). The findings demonstrate that the TBM functions not only as a reading facility but also as a community-based learning center that promotes literacy engagement, creativity, and lifelong learning among local residents. Through various literacy-oriented activities, including writing workshops, book discussions, experience-sharing sessions, and

collaborative literacy programs, the TBM has successfully encouraged community members to actively participate in reading and writing practices.

The study further reveals that the effectiveness of literacy development is strongly influenced by the managerial strategies adopted by the PKBM manager. Personalized mentoring, motivational support, and continuous guidance have contributed to increasing participants' confidence, particularly among individuals who initially perceived reading and writing as difficult or intimidating activities. These approaches have helped create an inclusive and supportive learning environment that strengthens community participation and sustains literacy engagement.

From a broader perspective, the findings highlight that literacy development extends beyond improving technical reading skills. Instead, it involves empowering individuals to express ideas, share knowledge, and actively participate in community life. This finding aligns with transformative literacy and community-based learning perspectives, which emphasize literacy as a tool for empowerment and social development.

Overall, the study demonstrates that the managerial role of PKBM Bintang Cendikia Ananda has been effective in cultivating a sustainable reading culture within the community. The TBM has evolved into a dynamic literacy hub that supports personal growth, social empowerment, and lifelong learning. Consequently, the literacy development model implemented by PKBM Bintang Cendikia Ananda may serve as a best-practice example for other community learning centers seeking to strengthen reading culture and community literacy in non-formal education settings.

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