



Effect of International Donor intervention on Education and Literacy Level: The South East Nigeria- Community and Social Development Project Experience.

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ABSTRACT

The study investigated the impact of foreign aid on the Community and Social Development Education Projects in some selected communities of the South East States of Nigeria. Empowerment theory of development provided the theoretical framework for the research. Survey and content Analytical Approach were adopted to elicit data for the study. Multi-stage sampling technique was used to select respondents. The primary data were analyzed using Z-test parametric statistics. The findings revealed that the beneficiaries of CSDP educational infrastructure could read, write and do numerical calculations to some appreciable extent at the time of their completion of the programme and this helps them in their business activities. Consequently, the paper recommends amongst others that school administrators in Nigeria should adhere to the basic principles of quality control, government and policy makers should make more concerted and sincere efforts in building and sustaining the development of human capacity through adequate educational funding across all level.

Introduction

International donor intervention or foreign aid is assistance from mainly international humanitarian organizations and rich industrialized countries to the less economically developed countries of the World to achieve the provision of improved livelihoods for their citizens. Foreign aid represents an important source of finance in most countries in Sub Sahara Africa (SSA), including Nigeria.

Africa is the only region in the world where the number of extreme poor has always been rising over the past years [United Nations] (UN, 2015). It is also said to be the only region in the world where not even a single country (particularly for sub-Saharan nations) meet the MDGs (UN, 2015). Community and Social development are basic services essential in the effort to combat poverty and they are critical factors to achieving the human development SDGs. Rural communities are disproportionately poor; disempowered and severely constrained by lack of access to these basic services and other productive assets.

Nigeria though in recent discuss regarded as the largest economy on the continent of Africa, the most populated black nation in the globe is bedeviled with loads of challenges especially infrastructural deficit particularly in the rural areas where more than 50% of its population resides [International Fund for Agricultural Development] (IFAD, 2011)..

Education is generally regarded as a veritable tool and a crucial process through which individuals; old or young acquire and develop abilities, attitudes and or

behaviors that are of value to them, community and society at large Ololube, Nwachukwu and Egbezor (2012). Regrettably, the decay in the education sector particularly in rural communities in Nigeria is at an extremely and unbelievable high level that cannot be imagined in the 21st Century under normal circumstances and in a country where things work. No sane person can imagine the inhuman condition students and teachers alike operates in the name of education under trees and dilapidated structures called classrooms with stones and pieces of cement blocks as seats, the same structure also serves as office, kitchen and at the same time bedroom for the so-called teachers in the remote villages with particular examples from within the Federal Capital Territory of Nigeria. Oluyemi. (2015)

Nigeria being a developing country have in various ways received intervention programmes with the aim of improving standard of living of the populace, most communities have remained underdeveloped in terms of basic social amenities (such as pipe borne water, educational facilities, electricity, employment opportunities etc.). Failure and non-sustainability of the previous development programmes have contributed to the low standard of living among the people, more especially in the rural communities. The huge aid flows appear to have done little to change the development trajectories of poor countries in Africa, particularly in Nigeria. In the light of this, this research assessed the impact of international donor interventions of the Community and Social Development educational projects on literacy development and the development of the South East Nigeria .

Research Focus

This study attempt an answer to the domineering question in this study; To what extent has the CSDP intervention on Education affected the literacy level of the rural dwellers of the South East States? Precisely, the study made use of primary data to examine two hypotheses:

Ho: CSDP Education intervention has no significant relationship on the literacy level of the rural dwellers in the South East States.

H₁: CSDP Education intervention has significant relationship on the literacy level of the rural dwellers in the South East States.

2.1. Conceptual Review.

Overview of International Donor Intervention and Need

International donor agencies are powerful organizations in development aid and international development in general. They supplied aid to developing countries in many perspectives. They offer substantial assistance for humanitarian assistance and development activities and have increasingly emerged as influential factors in policy making and policy processes in the global governance (Morton, 2013).

International Donor Intervention, such as Overseas Development Assistance (ODA) and Overseas Development Finance (ODF) are two major concepts that are usually used by different donor agencies to refer to aid. This dissertation uses a conventional definition of international donor intervention, which is official development assistance (ODA), widely accepted in the development community. This concept was introduced in the early 1970s by the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD). According to this definition, the ODA consists of official grants and highly concessional loans from bilateral or multilateral donors to developing countries aiming to promote economic development and welfare OECD (2001).

According to Chkravarti (2005) aid as all official concessional flows from bilateral and multilateral agencies, whether in the form of a loan, or grant that can be considered developmental in intent. Krueger (1986) also defined aid as capital inflows into the country; which include amongst others, foreign direct investments,

Food aid and humanitarian assistance that does not fall within the definition of ODA. In this study foreign aid is defined as a sum of ODA and OA flows from both multilateral and bilateral donors to developing countries and both flows are simply called foreign aid or ODA. The international donors have basically three main components as implementers; catalysts and partners. The implementer role involved the mobilisation of resources to provide goods and services to those who need them. The catalysts action is the inspiration, facilitation and contribution towards improved thinking and action to promote social transformation. This activity may be directed towards individuals, organizations, institutions and governments. The role of the partner is to liaise with government, organization and other agencies on joint activities such as electoral conduct and educational programmes (Lewis, 2009).

CSDP and Its Objectives.

Community and social Development Project (CSDP) according to Onuoha (2011) is a World Bank assisted project and co-financed by Federal Government of Nigeria and the participating State Governments. The Community and Social Development Programme (CSDP) is the outcome of an agreement between the Federal Government and the World Bank anchored on the 2005 – 2007 Country Partnership Strategy (CPS) to harmonize World Bank funded Community Driven Development (CDD) projects in the country. The harmonization process, which informed the merger of Community-Based Poverty Reduction Project (GPRP) and Local Empowerment and Environmental Management Project (LEEMP), is to ensure that resources are effectively and efficiently targeted in reducing poverty levels in the country.

The overall goal of the CSDP is to improve access to services for Human Development (HD). To achieve this goal, the Project Development Objective (PDO) is to support empowerment of Communities and Local Government Authorities (LGAs) for

sustainable increase access of poor people to improved social and, natural resource infrastructure services. The focus of CSDP and the linkages with the national development expectation is however targeted at the rural dwellers where community and social development needs respectively are to be guided by basic underlying principles of CSDP development frameworks, namely:

- Community participation in project identification, design, implementation and monitoring;

- Empowering communities and local governments to take charge of their own development needs;

- Amelioration of environmental degradation processes with the active participation of rural community

- Sustainable management of natural resources to enhance income of rural people; encouraging transparency and accountability in project management and governance at all levels;

Alleviating poverty;

Creation of employment opportunities;

Ensuring that donor support is appropriately targeted at the community level;

Articulating a workable mechanism for ensuring complementarities of donor support at the community level; and

Mainstreaming gender and vulnerable into the development agenda of communities).

It is then obvious that these underlying principles are geared at enhancing accelerated community and social development at grassroots levels where developments have been limited over the years by absence of resources, lack of accountability and transparency in governance among others. For community and social development to occur, people in a community must believe that working together can make a difference through self-reliance by organizing to address their shared needs collectively (Akinkayo & Oghenekohwo, 2013; Flora, Spears & Swanson 1992). Critical to the overall goal of CSDP is to improve access to services for human development.

An Overview of States' Educational Sector

Ministries of Education are in charge of supervision and policy formulation on educational matters in states. The Ministry makes decisions concerning the mobilization and allocation of resources, approves programmes and annual work budget, analyses result and progress in implementing educational programmes, deals with issues requiring inter-ministerial decision, promotes teaching of science and technology and capacity building for manpower development.

It provides for vocational and educational guidance, school service and supplies, physical education in schools and quality control through inspection of schools. The educational system in the Geo- Political zone, before the present administration experienced deep crisis for many years, vital literacy indicators revealed a deplorable condition. Adult literacy rate was relatively poor at 37%. Only 50% of school age children were in school from 2001-2002, while enrolment ranged between 10% and 30%.

Chukwuemeka., Okechuku & Uchechi. (2015). There has been an increasing rate of school dropout in recent years and the quality of education has fallen significantly at all levels. The schools, at all levels, lacked teachers and

basic infrastructures, including teaching aids and recreation centres. They suffer from overcrowding, poor quality products, industrial disputes and strike actions. It suffered from poor management, manifested in poor sectorial allocation, multiplicity of agencies with duplicated functions and inadequate coordination. Disparities between rural areas became more pronounced following the introduction of school fees. Rather than addressing the issue of sectorial budget, which has been on the decline, the government has introduced the “one school, two principal” system for junior and senior secondary schools, respectively, thereby increasing the cost of running these schools without a corresponding increase in the budgetary allocations in the sub-sector. Most of the primary schools, lack the enabling structure for teaching and learning. Research is almost non-existent. The recent attempt at introducing free education at the primary and secondary school levels has its attendant increase in enrolment resulting in existing facilities in public schools being over stretched. The constraint associated with education in the states, like improving the infrastructural facilities, were paid lip service, even in the urban town which has high enrolment figures, with the result that the existing facilities are visible overstretched. In analyzing the state of primary and secondary education in the South East States, it is pertinent to note that there is a serious decline in both the enrolment of school children in public schools and quality of education.

Foreign Aid to the Educational Sector (Ministry of Education) South East States

The above situation analysis of primary and secondary education in the area is the reason the State asked for intervention aid from the United Nations agencies. Various forms of foreign aid have been made available to the educational sector in order to provide quality education, eradicate

poverty, educate every child, and care for every child to ensure the best possible start in life. Various development programmes and projects were put in place and sponsored by various multilateral agencies such as the United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO) and World Bank. Two hundred Non-Formal Education (NFE) programme centres, reinforced teaching skills, lifesaving skills, toy construction, classroom blocks and conveniences were constructed for which has benefited a lot of pupils and students. The sector also seeks intervention aid from the World Bank through Education for All (EFA) programme to resuscitate quality education in states. All the projects are well focused. It is envisaged that with the effective implementation of the states strategies and cooperation of the donor agencies, an enabling and school friendly environment to make learning and teaching easier for the pupils and teachers will be created in the South East States educational sector. Also, the Sustainable Development Goals and Education for All goals of achieving universal primary education and reducing illiteracy to the barest minimum will be realized by 2030.

Literacy conceptualized

The term literacy has been conceptualized by many schools of thought. It is “the state or condition of being literate” (New International Webster’s Comprehensive Dictionary of the English Language, 2010). UNESCO (1993) defined a literate person as “someone who can with understanding both read and write a short simple statement on his/her everyday life.” Learning which is necessary for an individual to attain a certain level of literacy is endless; otherwise, a relapse may occur. Therefore “literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO, 1993). On the words of Graff (2008), “literacy is commonly considered

the ability to read and write at a designated level of proficiency.”

Nigeria’s educational system way forward

Education has been identified as the fulcrum that drives the society; its centrality in stimulating and transforming the society cannot be over-emphasized. Gains of the kind of education prevalent in Nigeria described variously as literary, general or Liberal by Ajayi (1963), Forum Future (2007) and Tiamiyu and Babalola(2013) have been outlined as follows:

- i. Education is the milestone of every type of development;
- ii. Education provides all knowledge to do any work with systematic way;
- iii. With education a country can develop its economy and society;
- iv. Well-educated population lives with silence and calm;

Alemika (2015) added that:

- i. Education enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs;
- ii. It empowers individuals and liberates citizens from ignorance, prejudice, bias, superstition, and manipulation by people who claim to have superior knowledge;
- iii. An educated person has a broad view of issues instead of narrow and parochial outlook;
- iv. He/she is tolerant of other people’s religion, belief, culture and limitations and promotes social harmony and security;

Theoretical Framework

Empowerment Theory: Empowerment theory is another alternative theory of development for developing countries. The theory emerged from the need to humanise development policies and programmes. Development recognizes power as a key element for bringing about effective social change. Empowerment as a concept is seen as freedom of choice and action that increases control over the resources and decisions that affect the life of an individual. Fride (2006) sees empowerment as an increase in the resources and capability of the poor to participate, negotiate, influence, control and ultimately demand accountability from the institutions that affect their lives.

Assessment of the impact of foreign aid to Nigeria

Dreher et al. (2015) pointed out that in many of the developing countries receiving aid, poverty still looms large, and underdevelopment persists while concluding that there is no robust evidence that aid affects growth. On the other hand, Adawo (2011) in his work on the contributions of primary education, secondary education and tertiary education to economic growth of Nigeria concluded that all primary and secondary education input contribute to social development. Tamer (2012) also submitted that , foreign aid can achieve some development goals in absence of corruption, with good governance present in the recipient country, with the presence of sound economic policy and institutions.

Okon. (2012) posited in his study on foreign development aid and human development in Nigeria. Result shows that there is a positive relationship between development aid and human development, implying that aid tends to improve human development in Nigeria. As such Nigerian government should put in place more appropriate policy measures that would monitor the maximum and effective utilization of foreign aid. Riddell and Miguel (2016) In their study on The effectiveness of foreign aid to education: What can be learned? This study shows the positive contribution that aid has made to education in aid-recipient countries,

the most tangible outcome of which is the contribution that aid makes to expanding enrolments especially of basic education.

Muhammed, Ghulam and Sardar (2018) in his research viewed Foreign Aid as an important determinant of economic growth in the developing world and especially

countries like Pakistan, where development needs could not be financed by the government due to limited domestic resources. The results show positive relationship between foreign aid and education. The study has relevance as far as policy decisions are concerned for foreign aid.

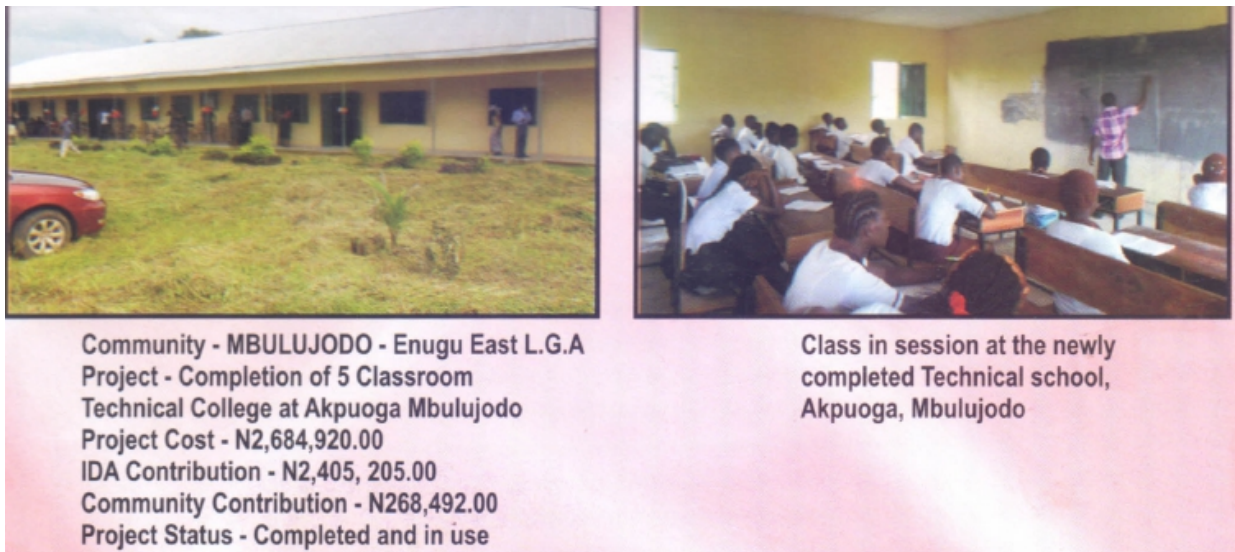


Figure 1: Classroom Block projects, a World Bank Assisted Project at Akpuoga, Mbulujodo community, Enugu East L.G.A.

Methodology

This research adopted the survey research design. The study made use of primary data as opinions were sourced using structured questionnaire as well as secondary data were collected and used.. A basic sample size of 427 was drawn from a population of 3,328,999 residents of the selected senatorial zones of the region using online sample size calculator advanced by Wimmer and Dominick (2013) with confidence level of 95% , for the selection of a manageable and representative sample size that would

produce valid results because of the largeness of the population (3,328,999) Descriptive and Inferential statistical tools were used to analyze the data. while the Z-test statistics was used to determine the strength of association between the independent and the dependent variables (Education micro projects and literacy level in the south east Nigeria) and the independent variables of (International donor intervention on the activities of Community and social development projects CSDPs) in the South East States with the help of a computer programme, statistical package for social sciences (SPSS 20).

Table 1**Demographic Characteristics of Respondents**

GENDER		
Gender	Frequency	Percentage %
Male	200	49.4
Female	205	50.6
Total	405	100
AGE		
Below 50	150	37
50-62	100	24.7
63-75	150	37
76 and Above	5	1.2
Total	405	100
EDUCATION		
No formal Education	50	12.3
Primary Education	200	49.4
Secondary Education	100	24.4
Post Secondary.	55	13.6
Total	405	100
MARITAL STATUS		
Single	100	24.7
Married	250	61.7
Widowed	50	12.3
Divorced	5	1.2
Total	405	100
OCCUPATION		
Farming	150	37.0
Trading	200	49.4
Civil Servant	55	13.6
Total	405	100

Source: Researcher's Field Survey, 2019

The demographic characteristics of the respondents are presented in Table 1. The Table revealed that 50.6% of the respondents were females, while 49.4% were males. The implication is that though the opinion of both sexes were sampled, but males predominated. The results shows that greater proportion (37%) of the respondents were below the age of 50 years and 63-75. While 24.7% were within the ages of 50-62 years and 1.2% were above 76 years of age. This implies that most of the respondents, mainly middle aged people and the elderly permanently resides in their rural communities. The table also revealed that 12.3 percent of the total respondents have no formal education,

49.4 percent of the total respondents have primary education. 24.7 percent of the total respondents have secondary education. While 13.6 percent of the total respondents have post- secondary education. Also, 24.7 percent of the total respondents are single. 61.7 percent of the total respondents are married, 12.3 percent of the total respondents are widowed. While 1.2 percent of the total respondents are divorced. The table also revealed that 150 respondents, representing 37 percent of the total respondents are farmers. 200 respondents representing 49.4 percent of the total respondents are traders. While 55 respondents representing 13.6 percent of the total respondents are civil servants.

Table 2

Descriptive Statistics on the Extent CSDP Intervention on Education has impacted on the literacy level of the rural dwellers

CSDP and Education	Very Good Extent		Good Extent		Not sure		Low Extent		Very Low Extent		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Edu1	50	12.3	200	49.4	35	8.6	80	19.8	40	9.9	405	100
Edu2	50	12.3	250	62.0	30	7.4	50	12.3	25	6	405	100
Edu3	40	9.9	150	37	80	19.8	80	19.8	55	13.6	405	100
Edu4	55	13.6	200	49.4	50	12.3	70	17.3	30	7.4	405	100
Average	49	12.1	196	48.4	49	12.1	70	17.3	41	10.1	405	100

Source: Researcher's Field Survey, 2019

Edu 1 = CSDP and mobilization of more children to attain basic education.

Edu 2 = CSDP intervention and school renovation.

Edu 3 = CSDP and curriculum development in rural areas.

Edu 4 =CSDP Science laboratory equipments and facilities encouraging more students participation in science subjects

On the average, 49 (12.1%) of the respondents affirms to a very great extent

the impact of CSDP micro project on education on the literacy level of the rural

dwellers, 196 (48.4%) of the respondents affirms to a great extent the impact of CSDP micro project on education on the literacy level of the rural dwellers , 49 (12.1%) of respondents were indifferent to the extent CSDP micro project on education has impacted on the literacy level of the rural dwellers of the south east states, 70 (17.3%) and 41 (10.1 %) of respondents affirmed to a low extent and a very low extent the impact of CSDP micro

project on education on the literacy level of the rural dwellers. This means that CSDP intervention on Education significantly impacted on the literacy level of the rural dwellers as 245(61%) of respondents affirmed to either to a very great extent or a great extent. 111 (27.4%) affirms either to a very low extent or a low extent on the CSDP Intervention of Education Impact on the literacy level of the rural dwellers

Table 3

Z-Test on CSDP Education projects and Literacy Level.

CSDP intervention on education impact on the literacy level of the rural dwellers		
N		405
	Mean	3.3506
Normal Parameters ^{a,b}	Std. Deviation	1.19426
Most Extreme Differences	Absolute Positive	.312
	Negative	.172
		-.312
Kolmogorov-Smirnov Z		6.271
Asymp. Sig. (2-tailed)		.000

Source: SPSS version 20.0.

Test of Hypotheses

Z- test on CSDP intervention on education impact on the literacy level of the rural dwellers

Ho: CSDP Education intervention has no significant relationship on the literacy level of the rural dwellers in the South East States.

H₁: CSDP Education intervention has a significant relationship on the literacy level of the rural dwellers in the South East States.

Decision Rule

If calculated Z-value is greater than the critical Z-value (ie $Z_{cal} \geq Z_{critical}$), reject the null hypothesis and accept the alternate hypothesis accordingly.

Result/Findings

With Kolmogoro- Smirnon Z-value of 6.271 and Asymp. Significance of 0.000, the responses from the respondents and displayed in the table is normally distributed. This affirms the assertion that CSDP Education intervention has positively affected on the literacy level of the rural dwellers in the South East States. Furthermore, comparing the calculated Z-value of 6.271 against the critical Z- value of 1.96 (2 tailed test at 95% level of confidence) the null hypothesis was rejected. Thus the alternate hypothesis was accepted which states that CSDP Education intervention has a significant relationship on the literacy level of the rural dwellers in the South East States.

Discussion

To ascertain the extent CSDP intervention on Education has affected the literacy level of the rural dwellers. The results in table 2 proved that this variable has a positive significant effect on the literacy level of the rural dwellers. The study confirmed this, through the comparison of the finding with empirical review. The evidence is shown in the calculated value ($z = 6.271$, Sig. value = $.000 < 1.96$). Also in the empirical review conducted by Riddle. A & Miguel K. (2016) on the effectiveness of foreign aid to education. It was found that education is one of the most powerful instruments for both the development of man and transformation of the human society.

Implication to Research and Practice:

The result of this study can be useful to International donors, community and social development agencies and the health sector.

Conclusion.

The study has once again justified the capacity of community driven development (CDD) interventions to exclude rural dweller from poverty and get them included into the mainstream of economic and social development. Given the challenges of under-development in rural south east states Nigeria, CSDP response is seen as an instrument and process of inclusion into the development process through engagement, empowerment and sharing of experience that must be evident in the attainment and sustenance of the variants of the social-well-being in an all inclusive society that is not environmentally, institutionally, technologically, and humanly excluded.

Areas for Further Study:

The research focused on the impact of international donor intervention on community and social development in Nigeria.

Further research should equally be conducted in other geopolitical zones of Nigeria with larger sample size.

Qualitative method should be adopted in terms of research methodology. Mixed method can also be used which combines both qualitative and quantitative research design.

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