



Perception on mass media impact on public policymaking. An analysis on the free senior high school education policy in Ghana

Gyimah William Afful

PhD, Candidate, School of Management, Jiangsu University, Zhenjiang, China

Abstract

Mass media globally has helped curb problems and somewhat has brought the world closer. The most important means of helping each other in the world is by means of information which speeds up growth. Education on the other hand has helped literally and practically to establish the fact that individuals obtain knowledge, skills and abilities. The Ghanaian perception on the mass media's impact on policymaking is very key through which they stand on the notion that the media today is the medium at which every news or information is channeled. Using an online survey of 400 respondents, the researcher investigated on the Perception on mass media impact on public policymaking. An analysis on the Free Senior High School education policy in Ghana. The study revealed that functions of the mass media have a positive relationship with the free Senior High School education policy. By virtue of Ghana been a democratic state, it was therefore recommended that in order to contribute to free formation of public opinion, the state should however support and allow the media to work in free environment without applying any coercion.

Keywords: mass media, free senior high school, education policy, public policymaking

Introduction

Background Study

The assertion that the world is a global village is deemed to be true since it recognizes the media as the backbone of globalization. The mass media ways of making the universe a smaller place to live is by its way of distributing information across the world. Today, the media is not only noted by its information giving but serves several purposes including educating the general public on current issues, accounting to both governments and international and local organizations on their works, and most popular known entertain the public. In the developing world, the mass media has grown profusely by means of television, radio and newspapers. In terms of socioeconomic and political growth, it is evidential that in recent times the mass media can contribute largely in that arena. In ensuring that an individual acquire knowledge, inspire a positive behaviour in the ups and downs of the human's life, and also help in areas like the health, agriculture and education (Locksley, 2009; Manyozo, 2008; UNESCO/UNDP, 2007) [12, 13, 27, 28]. Universally, to attain a better and quality education, all political heads have adapted a funding program to help curb the worries of parents financially (Abdul-Rahaman, Basit Abdul Rahaman, Ming, Ahmed, & S. Salma, 2018) [1].

In every jurisdiction education to the general public is very critical. By inculcating morals and classifying individuals as matters of action through their change of attitude in the society, education is said to be a very important subject through development, training, and imparting of knowledge (Florescu, 2014; Neveanu, 1979) [5, 16].

In Ghana, there has been changes on education policies over the years, therefore as part of the governments' approach to help mitigate the economic burden on parents, the incumbent president in 2015 introduced the free senior high school policy to replace the progressive free senior high

policy which made most citizens saw it as a good initiative to take. The progressive free SHS policy served as a part funding to senior high education. In limiting the financial cost of parents, they were cut off from paying some of the costs of fees and dues of education which includes (examination, entertainment, library, Students Representative Council (SRC), sports and culture, science development and mathematics quiz, Information and Communication Technology (ICT), and co-curricular). But after a careful review of the policy, the government current policy provided a total free education. The above cost the old policy took to help parents was replaced by a total free education policy which included no tuition, no boarding fees, no utility fee, free meals for both boarders and day-students and free workbooks for all level at the senior high in addition to the previous cost taken (Abdul-Rahaman et al., 2018) [1]. An independent media plays a critical role by ensuring that government has a restructure program to build an effective and responsive conditions answerable to their citizens. Today, politics and policymaking cannot be discussed without mentioning the media's involvement. Policymaking as an area of concern pinpoints the major role mass media plays (Pew Research Center., 2010) [19]. By ensuring industrious members of the future workforce, it is certain that the education system with the help of the mass media function and aim at preparing students to a bigger task. Personally, education policymakers in the past years, have tried to outline the conversation of the media concerning education development (Alasoluyi, O & Yakubu, 2016) [2].

Many scholars have argued that, the mass media is a dangerous tool to human life. Pege and Extra, (2004) argued that ideal or creepy-crawly images are what the mass media aims at, children begin to portray the characters of what is shown on the media and this has create several problem for

the young girls today since they do not match the expectations of their idols depicted. Instead of focusing on a productive learning, children nowadays imitate what the actors do and this intend takes their precious time.

Notwithstanding the challenges confronting the media, nothing considerably (in terms of realistic suggestion). In the Sub-Sahara Africa where equality and freedom of the press is now rising, all the news on the subject are learnt opinion pieces, articles from the newspaper, civil society and sketchy reports, which are regularly not reliable.

Day in and out, literatures however, is emerging based on the impact of the mass media on public policymaking. In the developing country like Ghana who sees the media as the 'fourth estate of government' in the policy process permeates its free and independent press. The main concern of this research is to highlight on the perception of mass media impact on public policymaking, a critical look on the Free Senior High School education policy of Ghana.

Literature Review

Public Policy-making Process and mass media's impact

In the 1930s, the media was used effectively to spread issues on propaganda during the Hitler's and Mussolini's regime, this is when the influence of the mass media began on policy as a contemporary empirical research.

In the area of voting, where mass media (radio and print press) had a fairly minimal influence on the way people casted their vote and how the media's impact on voter choices was mostly a result of universal selection and clarification, this was a primary comprehensive research conducted by (Lazarsfeld, Bernard, & Gaude., 1944) [11]. At the time, other additional studies found that in teaching their viewers on matters went wrong based on propaganda movies (Hovland, C. I., A. A. Lumsdaine, 1949) [8]. In explaining the impact of the media on policy process, scholars came up with new theories. This was a result of limited findings. Agenda setting is one of the theory, people tend to believe easily what the media broadcast and sees issues reported as an important subject (McCombs, M. E., 1972) [14]. The agenda setting theory explains clearly the position of an issue in a country or an organization to be tackled. The mass media's work it plays is to set an agenda to be taken by political heads or heads of an organization to dive deep into matters or issues concerning current situations. The other theory is set to be an idea that individuals tend to assess political leaders on concerns raised by the media (Iyengar & Kinder., 1987) [9]. Based on the quality and good information broadcasted by the media, people one way or the other come out with their own opinions structured by this models (Prat & Strömberg, 2011). Additional findings came across the mass media's effect on policy in several ways. First, they channel politician manifestos to electorate, this in other way serve as an influence to the electoral system. Secondly, they inform retrospective voters on activities taken by politicians concerning issues which are not observable but relevant to them (Strömberg, 1999) [26]. Thirdly, the pressure voters exert on various subject concerning choices made during electoral hours are affected by the media's influence on policies (McCombs & Donald, 1972; Besley & Burgess, 2000) [14, 3]. Politically, the final findings enable people to be empowered through the accessibility of the media and this build up the aids they receive from the agendas set by government (Strömberg, D. & Snyder, 2008) [25].

Education system in Ghana

In the 1960s many states in the West African continent including Ghana were known by their access to education. In times of political discrepancies which includes military coup d'état, economic instability ruined the efforts of attaining a full primary school cycle by Ghanaian children in the mid-1970s. Moving from the era of political disagreement, in the 1980s it was marked as the era of a strong governmental will for schooling reforms and this continued through the 1990s. The government of Ghana in 1995 introduced a reform in the education policy and came up with the free Compulsory Universal Basic Education (FCUBE). The policy was adapted from the Millennium Development Goals which stated that by 2015 basic education should be attained by children universally. As in 2015, it was evident that developing countries made much progress by achieving the goal, but even still there are more to do to better it (UNESCO, 2007) [27, 28]. The FCUBE policy helped Ghanaians especially those in the rural area since the policy took care of the schooling process, most household benefited from the policy, both the poor and rich had the chance to take their children through the system and helped reduce financial burden.

The success of the FCUBE mounted pressure at the Senior High level, since attainment to the junior high education were increasing timely and children graduating from the basic level were increasing rapidly, this made it a need to introduce a new policy to curb the problems arising. The new Sustainable Development Goals by the United Nation's call for "... free, impartial and quality basic and senior high education principal to important and effective learning outcomes" (Esther Duflo et al, 2019) [4].

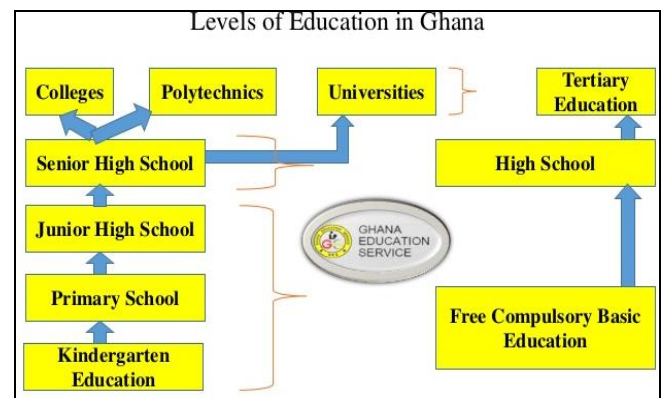


Fig 1: Ministry of Education, Ghana

Figure 2:1 above explains the structure of the education system in Ghana which ranges from the kindergarten, primary and junior high education which makes up the free compulsory basic education, senior high education and the Colleges, polytechnics and universities which makes up the tertiary education.

The media report and education policies

In contemporary politics and policymaking the media cannot be overlooked because of their great impact they make in the political arena. The role they play shape the political system and policy reforms made by policymakers. Mass media within the educational arena can enhance proper schooling and offer easily accessible mechanism to build the teaching abilities in a country (Nawaz, 1983) [15]. The availability of computer labs, television sets and

libraries have become part of the syllabus in most schools due to the role of media in education. The way learners acquire and understand information is the diversity in media news. In terms of globalization many scholars from diverse universities worldwide are linked together through the means of media by internet connections. The mass media has form part of our lives due to its informative revolution (Preeti, 2014) [21].

Without public sphere John Dewey specified that education could not be limited within tutors and skilled acquired. Therefore the mass media is a powerful tool in the public sphere of education. Mass media demonstrate a complete course in education through contemporary electronic skills and technologies and not only in the four corners of the classroom. Education in Ghana has had a little turn around in matters concerning how to find answers to long-term issues due to the numerous educational changes. For example, there has not been a standstill in the number of years a student is presumed to spend at the secondary level. In 1974 at the time of Ignatius Kutu Acheampong leadership of the National Redemption Council (NRC), the secondary education was four years. However, the policy changed to three years in 1987 under the Provisional National Defense Council. On the other hand, there was a back and forth from 2000 to 2009, the New Patriotic Party reversed the policy back to four years but only for the National Democratic Congress to revert the decision to three years till present.

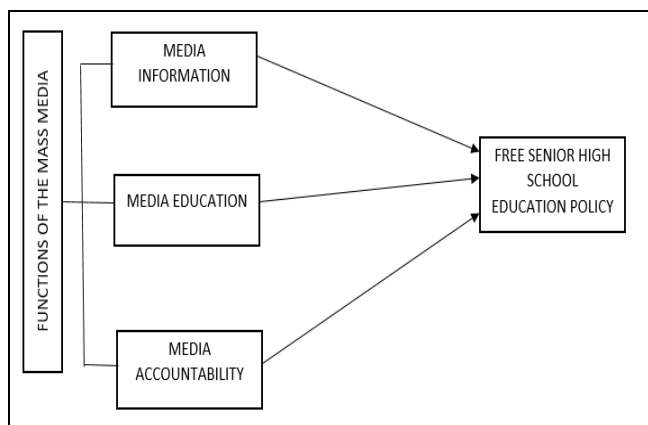


Fig 2: Conceptual framework of Perception on mass media impact on public policymaking. An analysis on the Free Senior High School education policy in Ghana.

Hypothesis Development

H1: media information will have a positive impact on free senior high school education policy.

H2: media education will have a positive impact on free senior high school education policy.

H3: media accountability will have a positive impact on free senior high school education policy.

Methodology

Research design

Research design explains the approach and measures used for attaining the needed data to construct and solve the research problems. The research design by so doing specify what information is to be gathered, the gathered information is from what source, and by what means (Reddy, P. N., & Acharyulu, 2008) [22]. The relevance of gathering information is from a good research design to solve the research problem (Smith & Gerald, 2010). Looking at the

structure and aims of the study, the researcher considered the adoption of the cross-sectional survey design. This survey design includes the gathering and analysis of data collected from a representative subgroup of a population of interest at a particular point in time (Zikmund, 2000) [29].

Population and Sample size

Every research needs to focus its attention to a particular place or a specific geographical settings. Research population is simply a gathering of persons or subjects who are bond to share related characteristics (Hassan, 2014) [7]. A research is conducted based on the assumptions of the population size which consist of some common and binding characteristics of traits. With the definitions outlined, the study is channeled to citizens of Ghana both home and abroad and are above 18 years.

Fraenkel & Wallen, (2000) [6] asserts that there is no straight answer as to which sample size a researcher should use in conducting the research but rather the appropriate answer is when a researcher uses the available time and energy. The study uses a random sample size of 450 subjects from the Greater Accra Metropolis, whereby 400 subjects responded and completed in an online survey which represented 89% of the response that sort their perception on mass media impact on public policymaking a critical look on the Free Senior High School education policy of Ghana.

Reliability and Validity

Validity is a notion which explains the tool used to measure the credibility of a supposed data. Whereas reliability explains the estimation of a consistency of a measurement. This represents the point to which a tool or scale tests exactly with the same subjects each time it is used in the same situation (Petty, R. E, Briñol, P., Loersch, C., & McCaslin, 2009) [18]. Cronbach’s alpha is a test consistency method which needs one direction to acquire a distinctive evaluation of the consistency for a particular test (Sarrasat et al., 2018) [23]. By measuring the consistency of a research, the simplest tool to use is the Cronbach alpha. It provides the researcher with a detailed result of a set of variables which shows its reliability coefficient. The result is presented from a range between 0 and 1.00, whereby 0 indicates no reliability and 1.00 indicate a good and perfect reliability. In broader scope, the reliability coefficient is depicted in a decimal form (.80 or .90) respectively. In recording the test, the larger the coefficient, the more reliable the test score is. Also the coefficient of .70 or greater is seen adequate (Kline, 2010) [10].

Table 1: Model Summary

Model	R	R Square	Adjusted R Square
1	.840 ^a	.705	.702

a. Predictors: (Constant), EPP, MI, MA, ME

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

Table 2: Reliability Statistics Summary

S.N	Variables	Cronbach’s Alpha	Number of items	Number of Respondents
1	MI	0.852	6	400
2	ME	0.866	5	400
3	MA	0.878	5	400

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

The reliability coefficients for the independent variables media information, media education and media accountability were .852, .866 and .878, respectively. The dependent variable and the independent variables showed a good and strong coefficient. All variables had a Cronbach alpha values higher than .70, indicating the high internal consistency of each scale instrument.

Table 3: Respondents' demographic characteristics

Variables	Characteristics	Frequency	Percentage
Gender	Male	282	70.5
	Female	118	29.5
Age	18-25	134	33.5
	26-35	293	50.8
	36-45	33	8.3
	46+	30	7.5
Education	HND	11	2.8
	Undergraduate	96	24.0
	Masters	263	65.8
	PHD	15	3.8
Marital Status	Informal	15	3.8
	Single	318	79.5
	Married	80	20.0
	Divorce	1	0.3
Occupation	Widowed	1	0.3
	Employed	66	16.5
	Unemployed	55	13.8
	Self-employed	13	3.3
	Student	266	66.5

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

The result from the data indicated that out of the total of 400 respondents, 70.5% represented males who took part in the survey and 29.5% represented females. 50.8% fall under ages 26 – 35, 33.5% cumulated ages 18 – 25, and the rest follows. 65.8 were masters students whilst 24.0 were undergraduates. It happened that 79.5% were singles whilst 20.0% were married and the rest fell under the other category. Majority percentage were students with an average score of 66.5% and 16.5 were employed. The demography demonstrated above in table 3:2 shows the characteristics of the study area.

Table 4: Sources the respondents heard the policy from

		Frequency	Percent	Valid Percent
Valid	College/ Friend/ Family	20	4.8	5.0
	School	36	8.6	9.0
	Media	264	62.9	66.0
	Stakeholder meetings	80	19.0	20.0
	Total	400	95.2	100.0
Total		420	100.0	

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

The education policy were made known to the public through various means, after the survey the media recorded 66% as the highest source where most respondents heard the policy from. Other respondents heard the policy from various means through friends, family or colleagues (5%). The school and stakeholders meeting recorded 9% and 20% respectively.

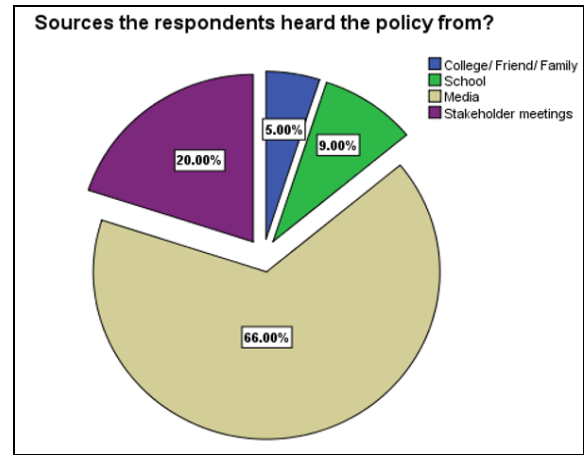


Fig 3: Source: generated by researcher from data collected and analyzed using Spss (version23.0)

Table 5: The media channels the respondents heard the policy

	Frequency	Percent	Valid Percent	
Valid	Print media	59	14.0	14.8
	Broadcast media (radio/TV)	196	46.7	49.0
	Social media	84	20.0	21.0
	Internet media	61	14.5	15.3
	Total	400	95.2	100.0
Total	400	100.0		

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

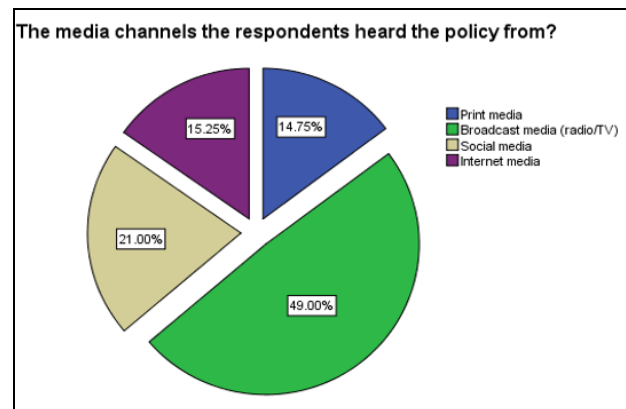


Fig 4: Source: generated by researcher from data collected and analyzed using Spss (version23.0)

From table 3:4, Broadcasted media (radio or TV) recorded the highest response with a value of 49% which indicated that the radio and TV are the mainstream for channeling information to the citizens. Other channels include print media with a value of 14.75%, social media 21% and internet media 15.25% respectively.

Table 6: Descriptive Statistics of Mass media impact on public policymaking (Free Senior High School policy) in Ghana

	Mean	Std. Deviation	N
FSHS	4.2775	.52659	400
MI	4.2567	.49301	400
ME	4.3588	.49374	400
MA	4.3763	.51573	400

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

From the table, free Senior High School had a mean and Std. of 4.2775 and .52659 respectively. Media information

recorded a mean and Std. of 4.2567 and .49301 respectively, media education recorded a mean and Std. of 4.3588 and .49374 respectively and media accountability recorded a mean and Std. of 4.3763 and .51573 respectively. This means that participants have the notion that there is a relatively high mass media impact on the education policy (free Senior High school) in Ghana. This therefore supports the hypothesis H1, H2, and H3.

This could relate to the existing literature which explains the emerging of more media channels in the country according to Shardow, M & Asare, B, (2016) [24] that Ghana has seen multiple Medias coming up and private owners establishing them to achieve their business plans and other motives. The rate at which it's rising makes people assume that since the number of media has increased in the system, which makes their services on high demands and works as a transmitting agency.

Table 7: Summary of correlation between free Senior High School policies (FSHS), and Mass media (MI, ME, MA) impact on education policy in Ghana.

Correlations					
		FSHS	MI	ME	MA
Pearson Correlation	FSHS	1.000			
	MI	.537	1.000		
	ME	.730	.594	1.000	
	MA	.697	.521	.726	1.000

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

The Pearson r correlation revealed that there is a high positive correlation between FSHS and Media education (ME) of (.730). This means that an additional unit on ME will cause a positive impact on the free Senior High School policy which explains the educational policy derives good education from the media to educate the public. The other correlation between the MI, MA and the FSHS shows a positive and a good relationship which helps in improving the policy in Ghana.

Table 8: Summary of Regression Analysis for Mass media impact on public education policy (FSHS) in Ghana

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.318	.169		1.881	.061
	MI	.122	.043	.114	2.847	.005
	ME	.448	.053	.420	8.454	.000
	MA	.340	.048	.333	7.110	.000

a. Dependent Variable: FSHS

Source: generated by researcher from data collected and analyzed using Spss (version23.0)

With a confidence interval level of about 95%, the regression model recorded an R-squared (R²) of 0.71 with a Cronbach alpha of 0.91, indicating that the model is good and reliable as it explains 71% of the variation between variables. This implies that the model can explain the detailed association between the variables. Again, with a confidence interval of 95%, the model reveals that all the variables were statistically significant to the study with p<0.05. All the independent variables showed a positive relationship with the dependent variable and a good significant p-values of MI recording 0.005, ME 0.000, and

MA 0.000 respectively. MI has a coefficient of 0.062, ME 0.142, and MA 0.327. This indicating a positive influence on FSHS. This means an additional unit of all variables will lead to a positive effect on the influence of the FSHS.

The 1992 Constitution and the Social Responsibility Theory of the press states it clear and used in this study explains how the media both the public and private, play their roles as a watchdog over the government. Though, some sections and clauses in the constitution sets as limitation for the media perform their duty. From the result it explains clearly how the mass media influence the free Senior High school program.

Summary of findings

1. Respondents reported a relatively high level of Mass Media impact in Ghana's education policy program.
2. Functions of the mass media have a significant positive effect on public policy making in Ghana.

Conclusion

The mass media shows a positive impact on the free senior high policy which proved to help in dealing with the financial burdens on parents. Just as there is no uniform 'internet' body, there is also no primary function it performs. Nevertheless, the position of a certain part of the media is very much decided by a number of factors affecting the existence of the media itself, in particular, what the media is made up of and the ways used. The expectations of probity, openness, and disclosure in democratic governance emphasize the importance of the news media and public opinion. While some scholars and practitioners believe (based on the empirical findings) that the mass media has performed poorly on the education policy process to the free senior high school program, others have their doubts on its action using its objectives as a benchmark.

However, the findings of this study show that the media information and the media accountability failed to perform their duty in terms of their correlation with the free Senior High School education policy which is, therefore, a challenge and needs immediate attention. The findings also showed the media education had a great impact on the education policy process and to the free senior high school program. The study is significant as it has provided useful precedent for other studies to follow for improvement in research on the functions of the media and its influence.

Limitation

The study paves the way for improvements on limitations for future research. Firstly, the research focused on the entire functions of the mass media which made it difficult to measure which function influence the free senior high policy the most. With the adoption of one function which can lead to a better prediction and understanding of the influence of the mass media on the free Senior High School program. The study again only selected few towns purposively for the research. However, involving other towns could have been helping in determining larger resonating the influence on the education policy.

Reference

1. Abdul-Rahaman N, Basit Abdul Rahaman A, Ming W, Ahmed ARS, Salma AR. The Free Senior High Policy: An Appropriate Replacement to the Progressive Free Senior High Policy. International Journal of Education

- and Literacy Studies. 2018; 6(2):26. <https://doi.org/10.7575/aiac.ijels.v.6n.2p.26>
2. Alasoluyi OE, Yakubu I. school-community relationship's impact on curriculum delivery in senior secondary schools, kaduna state, nigeria. atbu. Journal of Science, Technology & Education (JOSTE), 2016, 4(2).
 3. Besley T, Burgess R. "Does Media Make Government More Responsive? Theory and Evidence from Indian Famine Relief Policy." In International Monetary Fund Seminar Series. 2000; 10:1-40.
 4. Esther Duflo. The Impact of Free Secondary Education: Experimental Evidence from Ghana, 2019.
 5. Florescu O. Positive and Negative Influences of the Mass Media upon Education. Procedia - Social and Behavioral Sciences. 2014; 149:349-353. <https://doi.org/10.1016/j.sbspro.2014.08.271>
 6. Fraenkel RJ, Wallen EN. How to design and evaluate research in education (4thed.). San Francisco: McGraw-Hill, 2000.
 7. Hassan R. Freedom Of Media In India: A legal perspective. International Journal of Humanities and Social Sciences. 2014; 3(2):191-202.
 8. Hovland CI, Lumsdaine AA, FD S. Experiments on Mass Communication. Princeton, NJ, US. Princeton University Press, 1949, 3.
 9. Iyengar S, Kinder DR. News that matters: Television and American opinion. Chicago: University of Chicago, 1987.
 10. Kline R. Principles and practice of structural equation modeling (3rd ed.). Guilford, New York, NY, 2010.
 11. Lazarsfeld P, Bernard B, Gaude H. The People's Choice: How the Voter Makes UP His Mind in a Presidential Election. New York: Duell, Sloan and Pearce, 1944.
 12. Locksley G. The Media and Development: What's the Story? World Bank, 2009, 158.
 13. Manyozo LP. Communication for Development: A historical overview. In Reports prepared for UNESCO on the occasion of the International Association of Media and Communication Research (IAMCR) 50th Anniversary Conference 2007: Media, communication, information: Celebrat, 2008.
 14. McCombs ME, DL S. "The Agenda-setting Function of Mass Media." Public Opinion Quarterly. 1972; (36):176-187.
 15. Nawaz S. The mass media and development in Pakistan. Asian Survey. 1983; 23(8):934-957.
 16. Neveanu P. Dicționar de psihologie. București: Albatros, 1979.
 17. Pege E. Television & Children Development, Michigan. 2nd Edition Sage Publications, 2004.
 18. Petty RE, Briñol P, Loersch C, McCaslin MJ. The need for cognition. In M. R. Leary & R. H. Hoyle (Eds.), Handbook of individual differences in social behaviour. New York, NY: NY: Guilford Press, 2009.
 19. Pew Research Center. How news happens: A study of the news ecosystem of one American city. Retrieve 23 Feb, 2019. <http://www.journalism.org/sites/journalism.org/files/Baltimore%20Study>, 2010.
 20. Prat A, Strömberg D. (n.d.). The Political Economy of Mass Media. CEPR Discussion Paper No. DP8246. London: Center for Economic Policy Research.
 21. Preeti. Education and Role of Media in Education System. International Journal of Scientific Engineering and Research (IJSER). 2014; 2(3):2347-3878.
 22. Reddy PN, Acharyulu GV. Data Processing. In P. N. Reddy, & G. V. Acharyulu, Marketing Research: Excel Books. New Delhi, 2008.
 23. Sarrassat S, Meda N, Badolo H, Ouedraogo M, Some H, Bambara R *et al.* Effect of a mass radio campaign on family behaviours and child survival in Burkina Faso: a repeated cross-sectional, cluster-randomised trial. The Lancet Global Health. 2018; 6(3):e330-e341. [https://doi.org/10.1016/S2214-109X\(18\)30004-4](https://doi.org/10.1016/S2214-109X(18)30004-4)
 24. Shardow MS, Asare BE. Media Ownership and Independence: Implications for Democratic Governance in the Fourth Republic of Ghana. Africology. The Journal of Pan African Studies, 2016, 9(9).
 25. Strömberg DJ, Snyder JMJ. "The Media's Influence on Public Policy Decisions." Information and Public Choice: From Media Markets to Policy Making. Washington, DC: World Bank, 2008.
 26. Strömberg D. The Politics of Public Spending. Princeton, NJ: Princeton University, 1999.
 27. UNESCO/UNDP Towards a common UN system approach. Harnessing communication to achieve the Millennium Development Goals. Background papers. 10th UN Inter-Agency Round Table on Communication for Development. No Title., Addis Ababa, Ethiopia, 2007, 12-14. Retrieved from <http://unesdoc.unesco.org/images/0014/001496/149687e.pdf>
 28. UNESCO. Education for All by 2015: Will we make it? Global Monitoring Report. Paris: UNESCO, 2007.
 29. Zikmund WG. Business Research Methods. 6th Edition, the Dryden Press, Fort Worth. Modern Economy, 2014, 5(6).