



Educational Television Stations and Adult Literacy in Nigerian Villages, 2004

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Abstract

This study examines the impact of Educational Television Stations on adult literacy rates in Nigerian villages. Qualitative data were collected through structured interviews and focus group discussions conducted in randomly selected villages across Nigeria. A mixed-methods approach was employed to triangulate findings. There is evidence of increased literacy rates among adult participants, particularly women, who have access to these stations. The proportion of literate individuals rose from 35% to 48% within a year of station operation in some villages. Educational Television Stations can be an effective tool for promoting adult literacy in Nigerian villages, especially when targeted at gender-relevant content and reaching marginalized groups. Future research should explore the long-term effects of these stations on sustained literacy gains. Policy recommendations include expanding station coverage to underserved areas and ensuring equitable access across genders.

Keywords: *Sub-Saharan, African, Villages, Literacy, Micro-Interventions, Vocational, Community Engagement*

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