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Examining How Media Platforms Affect the Impact of Akili and Me in Northern Nigeria

A Randomized Control Trial in Northern Nigeria

Read the full study here
Reference citation: Borzekowski et al. (2023)

Objective

To explore how different media platforms (video, radio, print) impact the educational outcomes and content receptivity of young children in Northern Nigeria.

Participants

Number: 393 pre-primary children
Demographics: 46.3% girls, 53.7% boys
Average age: 5.1 years (SD = 0.8)
Age Distribution: 26.2% (3-4 years), 35.7% (5 years), 36.2% (6-7 years)

Methodology

Type:
Randomized Control Trial (RCT)

Procedure:
Participants were randomly assigned to one of four groups: control, print, radio, and video.

The intervention involved a 15-minute exposure to Akili and Me content through different media platforms.
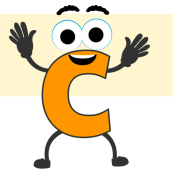
Performance assessment on various educational constructs before and after the intervention. intervention.

Location: 8 government-owned public schools in Tarauni Local Government Area (LGA), Kano State, Nigeria.

Duration: Single 50-minute study session.

Assessment

Measured Outcomes:

- **Literacy (Letter Identification)**
- **Numeracy (Counting and Number Identification)**
- **Handwashing Knowledge and Skills**
- **Occupation Identification**
- **Receptivity to Akili and Me content**

Control Variables:
Gender
Age
Baseline Scores

Results - Improvements in Measured Areas:

Literacy: Small gains in letter recognition, with "Oo" identified by 51.1% at endline (up from 47.3%).

Occupation: Most students identified common jobs like **farmers (75.3%)** and **musicians (73%),** with **90.1% recognizing a football player.**
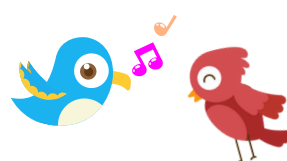
Numeracy: Almost all students could count two flags, **improving slightly from 92.6% to 95.2%.**

Receptivity: More children could name Akili and Me characters at endline (2.1) compared to baseline (1.78).

Handwashing: Knowledge of the handwashing song **increased from 14% to 18.6%, with better sequencing of steps (55.2% to 63.1%).**

Appeal: 86.3% liked Akili and Me, with **Akili being the favourite character** for 75.3% of students.

Conclusion

1. **Learning can occur across various platforms,** making educational content accessible regardless of media.
2. For educational media producers, especially in regions with limited access to broadcast television, **considering diverse content delivery platforms (print, radio, video) is essential.**