

**INSTITUTE OF SOCIAL COMMUNICATION**

**TANGAZA COLLEGE**

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**EDUTAINMENT (EDUCATIONAL ENTERTAINMENT):**

**USING TELEVISION DRAMA TO EDUCATE AND  
INFORM TEENAGERS AS A PRIMARY AUDIENCE**

Supervisor

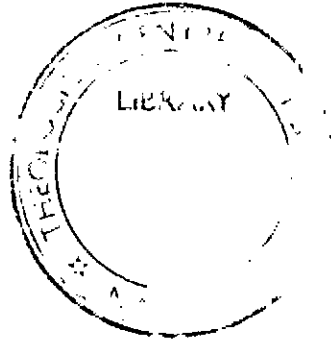
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## STUDENTS DECLARATION

I, the under signed, declare that this long essay is my original work achieved through my personal reading, scientific research method and critical reflection. It is submitted in partial fulfillment of the requirements for the Award of a B.A. in Social Communication. It has never been submitted to any other college or university for academic credit. All sources have been cited in full and acknowledged.

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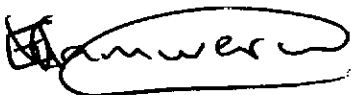
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This thesis has been submitted for examination with my approval as supervisor.

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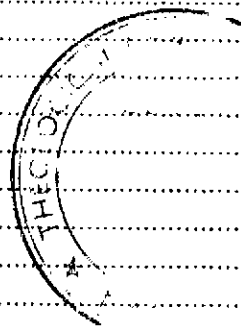
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## GENERAL INTRODUCTION

"I like the program because it teaches me many things. For example, if you want to protect yourself [from HIV/AIDS] you should avoid casual sex or use a condom and not touch a person who is bleeding with your own hands. You should wear something. I also learned that you must care for people who are HIV positive and not discriminate against them,"

Tebogo Siyaponga, a teenage fan of the South African educational TV drama *Soul Buddyz* describing the program.

"I think it's a good program. It is important because you shouldn't hide anything from children. They need to know everything about the world. Otherwise they might do bad things without knowing it."

Alina Seipati, 58 year old a retired machinist describing the South African educational TV drama *Soul Buddyz*.

Edutainment, also referred to as educational entertainment or entertainment-education is a form of entertainment designed to educate as well as to amuse. Edutainment typically seeks to instruct or socialize its audience by embedding lessons in some familiar form of entertainment: television programs, computer and video games, films, music, websites, multimedia software.<sup>2</sup>

The field of Entertainment-Education, combines communication and education theory with communicative arts to deliver social development messages. According to the wikipedia online encyclopedia, Although Entertainment-Education has long existed in different societies in the form of parables and fables, the most influential modern-day practitioner and theorist in the field is Miguel Sabido. In the 1970s, Sabido began producing soap operas that combined communication theory with messages to educate

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<sup>1</sup> [www.unicef.org/intobycountry/southafrica](http://www.unicef.org/intobycountry/southafrica)

<sup>2</sup> <http://en.wikipedia.org/wiki/Edutainment>

audiences throughout Latin America about family planning, literacy, and other topics. His model incorporated the work of Albert Bandura and other theorists, as well as research to determine whether programs influenced audience behavior. Today, edutainment is being used extensively in communication to educate people around the world about important issues.

With regards to television, excluding an entertainment component from a program that seeks to educate, makes it much less effective than it would be when merged with elements of entertainment. This is because an observer has to be motivated first in order to pay attention. Without the attention of the observer, he / she cannot gather information to modify his or her behavior. Secondly, an educational program that excludes an entertainment component is less likely to be remembered by its viewers. Embedding educational messages in popular program genres such as soap operas, dramas, action programs and comedies helps create characters that are realistic, captivating and can act as role models for viewers.

In the month of February, 2008, I conducted a study that sought to determine the effectiveness of local television programs in countering HIV and AIDS and related stigma. The subjects of this study were young adults living in Nairobi and I used both quantitative and qualitative methods. The responses I received gave a strong indication that programs that incorporated educational messages in an entertaining story line were more popular, easily remembered, and had a greater ability to influence behavior and attitudes among viewers.

The respondents in the survey could hardly remember the issues covered by different programs which were of genres like features and documentaries, while many could easily and vividly describe many episodes from dramas and advertisements that had an entertaining story line and point out what they had learned from them.

These results, and the fact that it is my field of specialization, inspired me to focus on television as an edutainment tool for teenagers. But why teenagers?

In present day Kenya, especially in urban areas. There is an increasing departure from traditional means of socialization and traditional sources of information like parents, leaders and other so called significant others. Young people, from very tender ages, are now becoming more and more dependent on television, radio, the press, the internet and the new media for information that they use while making certain decisions in life. Teenagehood presents a person with crisis and dilemmas in different areas in life, the prominent ones being, sexuality and identity. However, many of them are left to hang and dry. They solve these problems through trial and error and depend on half baked information from the media and from peers who are likely to have gotten their information from the media too. As a result, teenagers are more prone to making decisions that are harmful to their future.

Taking good look at today's television programming trends and one will notice that in nearly every television outlet, there is a program that targets a certain segment of the audience only and offers them a certain educational value. There are childrens programs, for example the Kenya Television Network airs Club Kiboko While Citizen Television airs Know Zone. There are business programs like bussiness weekly on K.T.N. which are of interest to bussiness people. Hospital dramas like House, E.R., Chicago Hope, Gedions crossing and Grays Anatomy are of great interest and value to medical practitioners. However it is hard to find a program that apart from being entertaining, offers teenagers information that is use to them.

These and other factors inspired me to take a more in-depth look at this field of entertainment education and how it could be used by television producers and television outlets to solve certain societal issues.

This thesis focuses on urban teenagers and seeks to come up with a solid proposal on how to use edutainment as a tool for tackling their issues.

### **Statement of the problem**

Teenage hood is a time of many transitions for both teens and their families. Some of these changes, especially the physical ones, occur at a speed comparable only to that at infancy. As a result teenagers are faced with different crises that they need to solve.

Problems that teenagers are faced with today can take very many forms. Even in stable, solid family units, teenagers will face confusion and uncertainty with themselves and life. But in the typical Kenyan urban environment with its weak communal and family life, unsafe sex and alcohol abuse, a widening in channels of information and socialization, these problems are compounded by their environment and teenagers need guidance in order to ensure that the decisions they make are to their benefit and not harmful to their future.

To ensure that teens navigate these transitions and crises successfully, it is important for both teenagers and adults to understand what is happening to the teen physically, cognitively, and socially; how these transitions affect teens; what adults can do; and what support resources are available.<sup>3</sup>

One of the major crises that teenagers face is related to their sexual health and development. In many urban areas, teenage hood marks the onset of sexual activity among teenagers. They however lack proper information on the implications and possible consequences of these activities. This is because their sources of information are equally lacking. Sex is still a taboo topic in many homes and many parents and guardians prefer to bury their heads in the sand for the time being. Some of them result to scolding, threats and other draconian means hoping that the fear factor will stop teenagers from engaging

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<sup>3</sup> [www.ag.udel.edu/extension/fam/FM/documents/FMwebTeenGrowthandDevelopment](http://www.ag.udel.edu/extension/fam/FM/documents/FMwebTeenGrowthandDevelopment)

in any sexual activity. Some parents and guardians on the other hand, while hoping to seem modern and open minded become passive.

These reactions provide teenagers with scanty information on how to handle the uncertainties and questions concerning sex that keep popping up at this stage. They thus tend to source information from peer groups and from the media. The peers in the groups, being teenagers, are most likely to have as well sourced what they have to share from different types of media as well. How reliable and helpful these sources are is an issue of concern.

Television is the most popular medium among teenagers. It provides them with a pastime and information. With regards to sex however, It can be helpful or detrimental to their growth. Sex on television is an important means of gaining and captivating viewers. However, airtime is a limited commodity and thus it tends to be portrayed in a very shallow manner, just enough to get your attention. This is very common in music videos, dramas, and soaps. These programs may glorify casual sex, portray unprotected sex as okay, portray sex as a favourable leisure activity and imply that there are no real consequences to sexual activity.

On the other hand, there is currently no program that is concerned with portraying to teenagers the reality of the situation and promoting proper sexual development and sexual health among teenagers. There is a need to develop programs that will be entertaining enough to captivate teenagers and garner loyal viewership among them and still be able to guide them through this stage with the appropriate information and education that is needed.

## **Motivation for undertaking the study**

My first major motivation to undertake this study is the results from a study that I undertook in February 2007 that focused on the role of TV programs in countering HIV and AIDS and related stigma. This study mainly aimed at evaluating the effectiveness of current programs that were being aired on this issue. The results of this study gave the strong indication that programs that had an entertainment component were more effective. This is because they were more popular, better remembered and featured well in viewers conversations. They also provoked further thought, discussion and a further search for information among viewers. This made inspired me to look further into the field of entertainment education

Another motivation for undertaking this study is the observations I have made on how teenagers issues are handled by society. This includes observations on friends, family members, and also memories of personal experiences on how issues and crises were handled while at this stage by parents, religious leaders, educational institutions and other people with influence in ones life.

## **Working hypothesis for the study**

The working hypothesis for the study is;

- Television influences teenager's beliefs, attitudes, opinions and behavior.
- Television programs that have an entertainment component are more popular with teenagers.
- A program that utilizes edutainment can be used to influence teenager's decision making positively.

## **Objectives of the Study**

The major objectives of this study and this thesis are:

- To establish the educational and informational needs of teenagers that can be satisfied through the use of television drama.
- To identify the special characteristics of teenagers as an audience.
- To establish the elements that can constitute an effective edutainment program for teenagers.
- To come up with a reliable structure for a drama program that will captivate and entertain teenagers as an audience while at the same time educating them on sexuality and sexual health and other issues of concern to them.

## **Structure of the essay**

In the general introduction, the essay covers the background of the study and states its relevance and its objectives. The general introduction also has the statement of the problem and of the working hypothesis to be used in the study. It also describes the area in which the study is conducted and the methodology used.

The first chapter of this essay begins with the definition of terms. This clarifies the meanings of different terms that will be used in the essay. The first chapter then deals with teenage hood, the nature of this stage life, and the problems and crisis that it presents to an individual. This chapter explores what it means to be a teenager in urban Kenya and why this complicates this stage in life. It also explores the decisions that one has to make while at this stage and why they should be considered important with regards to a person's adult life.

The first chapter also covers television as a tool of communication exploring how it has evolved lately and its importance and potential as a tool for informing and educating teenagers.

The second chapter deals with the study that has been conducted using both quantitative and qualitative methods and based on the working hypothesis put forward earlier. This chapter involves analysis of the findings in order to find out what the reality on the ground really is like.

The third chapter involves interpretation and explanation of the study and uses this to construct a proposal on the use of entertainment and education to educate teenagers on sexuality and sexual health. Lastly there is a summary to wind up.

This includes recommendations on the way forward.

### **Research methodology**

The researcher use qualitative methods in gathering information. In-depth interviews and a focus group discussion are used to gather information and insights in the study.

### **Description of the study area**

The interviewees and focus group discussion participants are young people from two different groups of teenagers. One is the shrine of Mary Help of Christians youth group called the Jesus youth. The second group comprises teenagers from Nyayo High-Rise Estates J area. They are from varied backgrounds and what they have in common is age and activities that they undertake.

# CHAPTER 1

## **1.1 DEFINITION OF TERMS**

**AIDS-** acquired immunodeficiency syndrome. AIDS results from the weakening of a person's immune system by the HIV virus, making him or her highly susceptible to diseases.

**ANOREXIA NERVOSA** - An eating disorder where people starve themselves. Anorexia usually begins in young people around the onset of puberty. People suffering from extreme weight loss but are convinced that they are overweight

**BULIMIA** - A psychological eating disorder characterized by episodes of binge-eating followed by inappropriate methods of weight control including vomiting, fasting, enemas, excessive use of laxatives and diuretics, or compulsive exercising.

**HIV-** Human immunodeficiency virus. The virus that causes AIDS. It is spread through exchange of certain body fluids like blood, semen and vaginal and anal fluids.

**RATINGS** - the number of people viewing or tuning in to a certain media station.

**RESPONDENTS** - people who answered survey questions.

**SITCOM** - A situation comedy is a genre of comedy programs which consists of recurring characters in a common environment such as a home or workplace and generally include laugh tracks or studio audiences.<sup>4</sup>

**DROMEDY** - A program that draws its characteristics from both drama and comedy genres.

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<sup>4</sup> <http://en.wikipedia.org/wiki/Sitcom>

SOAP OPERA – A serial drama that has simultaneous storylines.

SPOF – An advertisement that has one simple message.

TEENAGER – word used to refer to a person who is at a transitional stage of adolescence between childhood and adult hood aged between 13 and 19 years of age.

TEENS – Short form of the word teenagers.

## **1.2 WHO IS A TEENAGER ?**

This is the word used to refer to a person who is aged between 13 and 19 years of age.

Apart from these numbers having teen behind them, they represent something that members of this age group have in common; they are all undergoing a transitory stage that takes them from childhood to adult hood. Other words that refer to this stage are puberty and adolescence.

Adolescence is a time of many transitions for both teens and their families. A lot of changes take place in the individual teenager physically, cognitively, and socially. While it is true that teenagers' development is not uniform, a lot of these changes do occur in relatively the same manner even if at different periods of teenage hood.<sup>5</sup>

## **1.3 TEENAGERS PHYSICAL DEVELOPMENT**

Physical development in teenagers is most obvious with rapid gain in height and weight. During a one-year growth spurt, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. This spurt typically occurs two years earlier for girls than for boys. Weight gain results from increased muscle development in boys and body fat in girls.

During puberty, changing hormonal levels play a role in activating the

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<sup>5</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

development of secondary sex characteristics. These include: growth of pubic hair, first menstrual period for girls, penis growth for boys, voice changes for boys, growth of underarm hair, facial hair growth for boys, and acne, which is triggered by the increased production of oil and increased sweat gland activity.

Recent research suggests that teenager's brains are also not completely developed until late in adolescence. This could explain why some teens seem to be inconsistent in controlling their emotions, impulses, and judgments. <sup>6</sup>

#### **1.4 HOW DO PHYSICAL CHANGES AFFECT TEENAGERS?**

Teenagers are affected in several ways by the rapid physical growth that they are experiencing. One way that this happens is that they tend to sleep more. Research suggests that teens actually need more sleep to allow their bodies to conduct the internal work required for such rapid growth. On average, teens need about nine and a half hours of sleep a night. However, anyone who has passed through a Kenyan high school will tell you that this isn't on the menu.

Teens may be clumsier because of growth spurts. During this phase of development, body parts don't all grow at the same rate. This can lead to clumsiness as teens try to cope with limbs that seem to have grown overnight. Teens can appear awkward and this may affect their confidence and esteem.

Teenage girls may become over sensitive about their weight. This concern arises because of the rapid weight gain associated with puberty. <sup>7</sup>

Many may try different ways to loose weight. Some become so obsessed with their weight that they develop severe eating disorders such as anorexia nervosa or bulimia.

Teens may also be concerned because they are not physically developing at the

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<sup>6</sup>Novella Ruffin, Virginia State University - pubs.ext.vt.edu  
<sup>7</sup>Novella Ruffin, Virginia State University - pubs.ext.vt.edu

same rate as their peers. Some teenagers are early maturers while others late maturers. But being out of step with peers is a concern to adolescents because most just want to fit in. Early maturation affects boys and girls differently. Some early maturing boys tend to be more popular with peers and hold more leadership positions. Adults often assume that early maturing boys are cognitively mature as well. This assumption can lead to false expectations about a young person's ability to take on increased responsibility. Because of their physical appearance, early maturing girls are more likely to experience pressure to become involved in dating relationships with older boys before they are emotionally ready. Early maturing girls tend to suffer more from depression, eating disorders, and anxiety.<sup>8</sup>

Teens may feel awkward about demonstrating affection to the opposite sex parent. As they develop physically, teens are beginning to rethink their interactions with the opposite sex. Hugging or kissing parents of the opposite sex as greeting or as farewell do not seem as easy as they used to be and many adolescents will stop doing it all together.

## **1.5 TEENAGERS PHYSICAL DEVELOPMENT AND SEXUALITY**

Physical development marks the onset of sexual maturity in adolescents. However, at this stage they are trying to define their values concerning sex. Teens often equate intimacy and sex. Rather than exploring other forms of intimacy first, teens tend to assume that if they engage in the physical act and have sex, the emotional attachment will follow.<sup>9</sup>

Teenagers are usually actively in search of information that they may use in making their decisions. They may ask questions about how to abstain without becoming embarrassed or about how they will know when the time is right to have sex with

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<sup>8</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

<sup>9</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

someone. They may also have specific questions about methods of birth control and protection from sexually transmitted diseases. Knowledge about what changes and behaviors during adolescence are normal can go a long way in helping both teens and adults manage the transition successfully. There are also some specific things adults can do to be supportive.<sup>10</sup>

It is very important to provide honest answers to teenagers about sex. If adults do not provide accurate information, teens are forced to rely on their peers or other potentially inaccurate sources. Unfortunately, such misinformation or lack of information is often to blame when teens make poor decisions. As mentioned earlier, the media are becoming preferred sources of information for teenagers. It is also important for them to have media products that are reliable and that will provide them with the information they need in order to make positive decisions.

It is just as important as well, to provide adults with information on how to handle teenagers and teenage hood in a way that promotes positive growth and a positive image of self. Adults often find it difficult to discuss sex with teenagers. Some fear that mentioning the topic is what will trigger their teenage children to start engaging in sexual activity. Some believe that heavy threats, grounding, overworking and other such paramilitary techniques will keep their teenagers well protected until the stage has passed. Needless to say, such approaches are worthless.

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<sup>10</sup> Novella Ruffin, Virginia State University - [pubs.ext.vt.edu](http://pubs.ext.vt.edu)

## **1.6 COGNITIVE DEVELOPMENT IN TEENAGERS**

Teenagers have better thinking skills than they possessed earlier. They have advanced reasoning skills including the ability to think about multiple options and possibilities. It includes a more logical thought process and the ability to think about things hypothetically. They are able to ask the question, what if?

They also develop abstract thinking. This means thinking about things that cannot be seen, heard, or touched. Examples include things like faith, trust, beliefs and spirituality.

They are also able to undertake a process known as meta-cognition. Meta-cognition allows individuals to think about how they feel and what they are thinking. It involves being able to think about how one is perceived by others.<sup>11</sup>

## **1.7 HOW COGNITIVE CHANGES AFFECT TEENAGERS**

Teenagers are extremely self-conscious. They tend to believe that everyone is as concerned with their thoughts and behaviors as they are. This leads teenagers to believe that they have an imaginary audience of people who are always watching them. They may also become overly dramatic in describing things that are upsetting to them. They may say things like "You'll never understand," or "My life is ruined!" this is because they tend to believe that no one has ever experienced the things that they are going through.

Apart from this, teenagers have what is referred to as the *personal fable*.<sup>12</sup>

It leads many teenagers to hold the thought that "that cannot happen to me" This belief causes teenagers to take unnecessary risks like drinking and driving, having unprotected sex, smoking or drug abuse. Cognitive development however does not have only negative

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<sup>11</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

<sup>12</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

effects on teenagers.<sup>13</sup>

One positive effect is that teenagers develop a sense of activism. This means that they may become very passionate about a certain cause that may seem absurd to adults. Activism is related to the ability to think about abstract concepts. For example, learning about effects of pollution might get a teenager very passionate about how you handle trash at home.

To handle teenagers' change in cognition it is important for adults to empathize with them and listen to their concerns. Teenagers need to feel that someone who understands them is listening. Enlist the help of a slightly older sibling or friend to give good advice to the teen if needed. Teens should also be allowed to take a more active role in determining how they should behave. Their advanced reasoning skills make it easier for them to generate realistic consequences for their actions.

Alternative adventures can be provided for teenagers so as to help them play out the personal fable phenomenon. Sports, camping and hiking are good examples. Teenagers want to become active in things that have deeper meaning. This is why certain groups like the Young Christian Association, Science Club, Presidents Awards Club, Environmental and wildlife Clubs do well in high schools.

## ***1.8 TEENAGERS PSYCHO-SOCIAL DEVELOPMENT***

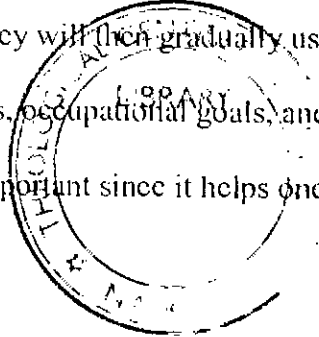
There are several psychosocial issues that teens deal with during their adolescent years. The most prominent is establishing an identity. It has been called one of the most important tasks for adolescents. The question "who am I?" is not one that teenagers think about at a conscious level. Instead, over the course of their teenage years, they begin to

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<sup>13</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

integrate the opinions of people who can be considered as significant in their lives.<sup>14</sup>

They will pick up ideas from parents, other adults, friends and peers, older siblings and from the media and media personalities. They will then gradually use these to come up with a clear sense of their values and beliefs, occupational goals, and relationship expectations. Having a secure identity is important since it helps one become autonomous.



Sometimes people handle this development wrongly because they equate this search for autonomy to rebellion. It however refers to becoming an independent and self-governing person within relationships. Autonomous teenagers gain the ability to make and follow through with their own decisions, live by their own set of principles of right and wrong and have become less emotionally dependent on parents. Autonomy is a necessary achievement if the teenager is to become self-sufficient in society.

## **1.8 TEENAGERS PSYCHO-SOCIAL DEVELOPMENT AND SEXUALITY**

Teenage years mark the first time that young people are both physically mature enough to reproduce and cognitively advanced enough to think about it. Given this, the teen years are the prime time for the development of sexuality.

How teens are educated about and exposed to sexuality will largely determine whether or not they develop a healthy sexual identity. A large percentage of high school students in Kenya are sexually active. In a recent study published by the *Nation Newspaper*, many teenagers reported to be sexually active and were using emergency contraceptives to avoid any negative consequences.

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<sup>14</sup> Novella Ruffin. Virginia State University - pubs.ext.vt.edu

This is just an example of how certain messages teenagers receive about sexuality contribute to problems such as teen pregnancy and sexually transmitted diseases.

Currently, there are many advertisements being aired on different media that promote the use of contraceptives such as Postinor 2, which are not 100 percent reliable, have side effects and do not prevent infection with H.I.V. and other sexually transmitted diseases.

Due to their psychosocial development teenagers will have many questions concerning their society's values and beliefs concerning sex. They may question why it is okay for adults to have sex yet it is frowned upon for them to have it. They may have questions on abstinence and how and why to abstain and when and with who it is right to have sex with. Teenagers will actively seek answers whether or not adults provide them with these answers. Television, being a part of urban teenagers, will be a natural source of information for them. This is not only through direct information but by observing and judging characters in soap operas, dramas, and other genres of programs. Characters in these programs can be as important as real life people in teenager's lives.

Another aspect of teenager's psychosocial development is the development of intimate relationships with other teenagers. During this period, many people equate intimacy with sex. In fact, intimacy and sex are not the same Intimacy refers to close relationships in which people are open, honest, caring and trusting.

It is usually first learned within the context of same-sex friendships, then utilized in romantic relationships.<sup>15</sup>

Friendships provide the first setting in which young people can practice their social skills with those who are their equals. It is with friends that teens learn how to begin, maintain, and terminate relationships, practice social skills and become intimate.

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<sup>15</sup> Novella Ruffin, Virginia State University - pubs.ext.vt.edu

This means that developing relationships and spending more time with their peers is not necessarily a bad. Teenagers are quick to point out to each other which behaviors are acceptable and which are not. Even though teens are spending increased amounts of time with their friends, they still tend to conform to many ideals that they get from reliable sources when it comes to decisions about values, education, and long-term plans.

## **1.6 TELEVISION AS A COMMUNICATION TOOL IN KENYA**

In urban areas today, television is one of the most favored and one of the most accessible forms of mass media. Television receivers are constantly falling in prices and even in areas with poor living conditions, people are increasingly being able to access television.

There is increasing confidence on the effectiveness of television among people and groups seeking to make an impact in society. This is very much visible in current trends in advertising. In the 2007 general elections, television adverts were aired in amounts and ways never seen before. Even more notable was the fact that the electoral commission of Kenya used television to promote voter awareness and education.

Television has its strengths and weaknesses as a communication tool. Some of its weaknesses are: Television is transitory. Messages aired on television cannot be clarified or repeated if not understood by a viewer.

Television, like many other mass media, is one way. This means that no feed back is received from audiences. Another disadvantage is that the effectiveness and the effects of television aren't well understood.

Many theories are still widely debated and disagreed upon. Its strengths include its power to captivate with ease. Television images are able to capture attention much more easily than other forms of media. This enables it to gather huge audiences. Evidence of this is seen in the rise of the genre of music videos. Music by nature is audio and is

expected to depend on a medium that is basically audio. But many musicians nowadays rely on videos that are aired on different TV shows to popularize and sell their music more than they rely on radio.

Many television programs are also able to captivate and maintain an audience. News, soap operas, comedies and numerous other genres attract viewers day after day and eventually viewers include their favorite programs in their daily routines. This has seen imported television series like *Desperate Housewives* keeping viewers faithful through several seasons.

Television also has its strength in that it does not require much concentration that, knowledge or effort to use. After a hard days work a person can watch television as a form of relaxation without having to think or concentrate on it so much. Many people are also able to watch television while conducting other chores.

Television is also an agenda-setter in society. During the day, people talk about things that they watched in the news and on programs that captured their attention. What is presented on television is thus brought to the forefront in our minds and in our memory and what is left out becomes obscure.

Here in Kenya, Liberalization of the media since the government change-over has led to a tremendous growth in the industry. There no longer exists the previous monopoly of Kenya Broadcasting Station (KBC) – the nationwide and government-owned broadcaster. The number of television stations has in a short period risen from a paltry one to over 8 channels excluding satellite and digital providers Zuku, DSTV, GTV and Oxygen.<sup>60</sup> It is predicted that they will reach 200 in number after the much awaited conversion to digital broadcasting.

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<sup>60</sup> [www.nairobist.com](http://www.nairobist.com)

This has heated up competition with every television station seeking to gain and retain the greatest number of viewers and consequently bag more advertisers and larger profits. Even the state broadcaster K.B.C. seems to have been thrown into the fray. This may mean that programmers and producers may view the programs they air as tools for retaining viewers for advertisers. This has both an upside and a downside.

For instance; the latest trend in this competition has been the realization of the ability of local production to gather more viewers for a particular station. This trend, started off by citizen television and K.B.C. has seen the investment in local production keep rising and rising in every television station. This could be considered an upside since Kenyans can now create programs that reflect the society. It means that, to some extent, we have control over what we view since it is homemade. It is like a change from eating out to eating homemade dishes. One can monitor, dictate and change the ingredients more easily in order to derive better nutrition and more overall fulfillment. For entertainment education though, there hasn't been much of an improvement. Currently, the only local program that does actively incorporate educational messages in its scripts is the soap opera, *Makutano Junction* and its children's sequel, *Junction Juniors*.

This may be attributed to a certain fear that educational messages may drive away viewers. This need not be the case.

A good example of such successes in Africa, are the South African *Soul Buddyz* and *Soul City* series'. *Soul City* is a drama that was created to educate young adults on HIV/ AIDS issues while *Soul Buddyz* was created as an educational tool for children. The two have been a great success in both ratings and their influence on millions of young people in the republic of South Africa.

It is my opinion that new generations of programs that incorporate entertainment education with particular focus on teenagers are needed. Despite them being a large and

active audience, there is currently very little effort to air programs that narrow down on teenagers as an audience or actively seeks to solve teen issues. In fact, music shows like the Kenya Televisions Network *I120*, Citizen Televisions *Xtreem*, N.T.V.s *The Beat* and K.B.C.s *Club One* are all we seem to have produced targeting teenagers. Extremely entertaining they are, but also of little value as educational tools. They may in fact serve to mislead their audience by glorifying drug abuse, violence, crime, and casual sex.

### **Summary**

This chapter dealt with teenage hood, the nature of this stage life, and the unique challenges that it presents to an individual. It explores what it means to be a teenager in urban Kenya. This chapter also briefly covered television as a communication tool in Kenya, its strengths, weaknesses and potential.

## CHAPTER 2

“Even news these days is just entertainment. If it wasn’t entertaining we wouldn’t watch it..”

Study respondent.

### **2.0 INTRODUCTION**

As is the case in many studies concerning media effects and media use, the main focus in gathering information is usually on the audience. In this study, in-depth interviews, a focus group, and participant observation were used to gain insights and gather qualitative data. This chapter presents the results from the three processes.

### **2.1 METHODOLOGY**

The researcher used quantitative research methods. This was by in-depth interviews, a focus group, and participant observation which sought to gather data among teenagers in several different areas

### **2.2 SAMPLING CRITERIA**

Stratified sampling approach was used since the sample I required is adequately represented. The characteristic of this sample that I focused on was age since the study focuses on the youth as an audience.

### **2.3 IN-DEPTH INTERVIEW**

I conducted in-depth interviews in the month of February 2009. My interviewees were young people from two different groups of teenagers. One was the shrine of Mary Help of Christians youth group called the Jesus youth. The second group comprised teenagers from Nyayo High-Rise Estates J area. Questions that we focused on are in the appendix.

To ensure that the selected interviewees were as representative as possible of the target group, a few pointers were taken into consideration during their selection.

All interviewees are resident of Nairobi and spend the whole or a large part of the year in this city. This was meant to ensure that they are urban teenagers. There is also the obvious factor of age, whereby all interviewees had to be between the age of 14 and 18. In order to verify that the patterns were not restricted to members of a certain socio-economic standing, I interviewed teenagers of different back grounds and who school or reside in places that vary in socio economic class.

### **1<sup>st</sup> interviewee**

18 years old, male and is just out of high school. He lives in Nairobi West area. He says that since completing his high school studies he spends most of his waking hours watching TV. Most of the time he watches local television channels, but also watches many foreign DVDs by swapping those that he owns with friends. His favorite programs are spread across many genres. Some examples are music shows like H2O, Xtrem, The Beat, dramas, action programs and dromedies like, The O.C., One Tree Hill, Heroes, and local programs like Tahidi High, Beba Beba, Makutano Junction, Papa Shirandula and features like Grape Vine and Churchill Live.

He watches some of these programs just to pass time but says that most are entertaining and others keep him up to date with the latest music and trends.

What he watches on TV does form a part of their daily conversation. He says that he does have a lot of questions and uncertainties concerning several areas issues. These include relationships both with people of the same and the opposite sex, career choice and career development and higher education. He says that he gets a lot of information on these issues from TV. For example, by watching shows like one tree hill, he gets to know what obstacles may lie in relationships between young people. He is also able to get a picture of what certain careers entail from some programs. For example, in the hospital

drama, House, he gets to know what being a doctor entails. By watching The Practice he sees the interesting side of criminal law. He however says that even though careers and relationships may differ in Kenya he at least has a partial picture.

## **2<sup>nd</sup> interviewee**

Fifteen years old, male and a student at the Highway High School. When school is in session he doesn't get to watch as much TV as he would want to. He however still gets to watch a lot of TV every night and on some weekends since he is a day scholar. His favorite programs include The O.C., One Tree Hill, Churchill Live, Papa Shirandula, Channel O Music, Xtrem Music, The Beat, The Unit and Alias.

The programs they watch on TV form a large part of their discussion when he is with friends. He also attributes some behaviors among his circle of friends to TV influence. For example, he says that there is a lot of cursing and use of American slang and some tend to dress in ways similar to what is shown on TV.

He says that he does have a lot of questions on certain issues in life but only finds answers from talking to his age mates and classmates and from analyzing information that he gets from the media. This includes the television and the internet. He says that even though he doesn't watch TV in order to get these answers, the stories that are portrayed in different programs and the characters help him get some important information. He names some of these issues as; sex and how and when it is right or wrong, how to get a girlfriend and how to handle a relationship with one, how to gain respect from parents, siblings and schoolmates.

### **3<sup>rd</sup> interviewee**

She is a student at St Christopher's High School and is a boarder. She gets to watch a lot of TV when school is not in session. She says that she buys DVDs of different foreign series' during this time in order to catch up with her friends. She also enjoys watching soap opera and many of the new local programs and says that she tries hard to follow the stories as they progress because they can not be found on DVD.

Her favorite local drama program is Tahidi High. She is a huge fan of music shows and confesses spending whole Saturdays switching from music show to music show. They help her keep in touch with the latest trends in music, fashion and celebrity news. She says she has learned a lot about male / female relationships and how to handle them from series' like The O.C. and One Tree Hill. She admits that they may have some negative influence on behavior but argues that "times are changing and that's how many people live". Some of the influences she identifies are indecent dressing, casual sex, having many sexual partners and alcohol abuse. She says that some of her school mates are engaged in some of these activities already.

She says that she does not get any information on teenage hood from adults and most of what she knows now is from TV, peers and experience. This information is what she uses when faced with decisions.

### **4<sup>th</sup> interviewee**

Fifteen years old and also a student at St Christopher's High School. She is also a boarder. She says that she is an addict of soap operas and actively follows the progress of the stories in more that six of them on different channels simultaneously. She watches music shows on the different TV channels in order to keep up with her friends and be able to engage in conversation about them.

She enjoys watching the local high school drama Tahidi High because, as she says, it has characters that she can relate with. She is also a fan of the immensely popular show, Churchill Live. She also watches local programs like Mother in Law, Wash and Set, Makutano Junction and Papa Shirandula if she stumbles upon them. She says that they are interesting because they are local and of good quality and that they reflect some realities of everyday life.

She says that she doesn't consider these programs a big influence in her life since she watches them as entertainment but does admit that the soap operas do make her have very many expectations about relationships and the opposite sex which, naturally, leave her disappointed. She says that she does have many questions about teenage hood and adult hood but has no source of information that she can clearly point out. She gets information from friends, observing her elder sister and from observing characters on TV and their behaviors and stories.

She says that one of her biggest influences is a Afro-American musician named Beyonce. She is keen on her lyrics as she says she learns a lot from them.

#### **5<sup>th</sup> interviewee**

He is 17 years old and a student at Upper Hill High School. He says that he watches a lot of TV while at home when school is out. His first action once out of bed is to switch on the TV and flip through a few channels until he finds something of interest. His favorite genres are comedy and drama. He says that he watches many local programs on TV and purchases or swaps DVDs of his favorite foreign programs instead of waiting for them on TV.

He is a big fan of music videos which he says portray "club culture" which he is involved in. this means that he goes out to discotheques and parties as leisure.

He admits that the music videos and celebrity lifestyles may influence him since what he sees is fun and it is cool and fashionable. He says that he is able to get many answers that he seeks from experience, friends and from the media.

**6<sup>th</sup> interviewee:**

She is sixteen years old. She says that her parents are very religious and have strict rules on what should be watched or not on TV. She however follows these rules only when they are around. She loves watching cartoons, sitcoms and dramas especially the Australian series Neighbors.

She admits having many questions on different issues on teenage hood that no adult gives a definite answer. She thus seeks the information or gets it from different sources either actively or passively. These issues include sex and sexuality, sexual intercourse, what it entails and what its implications are. As she put it “what is the big deal about it?”. She also has questions about love and falling in love, what to do or not to when in a relationship and how to know if you're with the right person.

She says that she gets some answers for these questions from dramas and soap operas that she watches and does use this information when making certain decisions.

She feels that there should be more programs which are designed with teenagers in mind and that may provide them with characters that are at least Kenyan. When asked which programs she considered as sources of information, she pointed out that the high school drama, Tahidi High, is not only entertaining but also very informative to teenagers.

## **PATTERNS OBSERVED**

My deductions from the in-depth interviews were as follows. All the interviewees mentioned programs from genres like comedy, drama, action and music, that are more entertainment oriented as their sources of information while none of them mentioned watching programs from genres whose whole purpose is to be educative and informative, for example documentaries, magazine programs and features. This means that searching for information is not the primary purpose of watching TV for teenagers but yet, even though it is entertainment is what draws them; gaining useful information is an outcome. It also shows that a program which is of one of the mentioned genres is more likely to register a success among a teenage audience. This also makes the success of direct messages doubtful. Teenagers are able to watch a program, analyze a scenario that takes place and localize it. Therefore, embedding messages by using character building and by dramatizing situations would seem a better idea than the making direct statements at the viewer. They also mentioned being interested in watching local programs on TV and enjoying them because of the stories they tell and the characters that they portray. Some of them preferred watching DVDs of full series' of foreign programs rather than following them up on TV.

All the interviewees believe that TV does to some extent influence some of their behaviors, opinions and attitudes. When it comes to TV then, this means that local programs may have or may be gaining the upper hand.

The interviewees also all admitted having dilemmas and questions on various issues in life and admitted lacking proper information to tackle this and so relying on the internet, peers and radio and TV programs for some guidance. This suggests that, the search for certain answers is always at the back or the side of the minds of teenagers but their

sources of answers are not limited. It also suggests open mindedness and an ability to decipher and decode in order to get these answers. This was covered more deeply in 1.7.

## **2.4 FOCUS GROUP DISCUSSION**

I arranged and conducted a focus group discussion with eight teenagers at my home estate. The purpose of the focus group discussion was to gather as much information as needed so as to design an effective program which targets them as an audience.

### **2.4.1. Report on of focus group discussion.**

All of the participants watched programs in the following genres; music video shows, action series, soap operas, dramas that include family dramas, courtroom dramas, police dramas, cartoons and news. The reasons for this, as cited by the participants is mainly the fact that they see the main purpose of TV as entertainment and watching a program with a good story line, fascinating characters and amusing events is what captivates them. This reiterates what was said by some participants in the in-depth interviews.

Quality was also mentioned as an important part of a program's attractiveness. Most of the participants said that they are more captivated by programs that are well produced, have realistic actors and have good quality pictures and sound.

According one of the participants, local programs had an upper hand over foreign ones and good quality locals are always chosen over foreign programs. One reason given for this was that foreign programs are widely available in DVDs and what is shown on TV seems like re-runs of episodes.

Music video shows on all channels were mentioned as being extremely popular among all participants. Some words used to describe them are, cool, hot, captivating, exciting and interesting. One participant stated that he couldn't imagine TV without

them. The TV was also mentioned as being useful to the participants, not for the programs broadcast but for viewing series that they acquire on DVDs. These series are mostly programs that have been broadcast on certain TV stations and are supplied by the alternative market for those who are too impatient to watch a whole season at an-episode-a-week-pace. Everyone in the group admitted being too impatient.

One participant also noted that DVDs are important to them because of the irregular TV watching habits especially when schools are in session. This shows that if a program is popularized on TV, other media can be used to distribute it too. This however needs to be done in a way that is not detrimental to viewer numbers. For example, by releasing DVDs for distribution just at the end of the first season in order to bring those who missed some episodes up to speed and also promote the coming season. Siblings were mentioned as the most common TV watching partners. The reasons given for this is their regular presence in the home and a somewhat common taste. One participant, seconded by others, cited that taste in programs did not vary much for teenagers and young adults. Some programs that elder siblings watched went down well with them. All the participants also did watch programs with friends or alone, one time or the other.

Nine participants in the discussion are in boarding schools and they cited their TV watching schedules as irregular.

When in school, there is hardly time to watch much TV while when schools are closed, almost whole days and nights are spent watching TV, as if to make up for time lost.

All the participants said that they did find programs that featured teenage characters more interesting regardless of origin or socio-economic status. Some of the programs they mentioned are *Tahidi High*, a local high school drama showing on both

Citizen TV and DSTV, Neighbors, which is an Australian family drama showing on K.T.N., Seventh Heaven, the O.C., Roswell, One tree hill, fifteen which is a cartoon.

Other participants said that some TV programs that did have teenage characters in some episodes though not as part of the main cast were also equally interesting.

Something noticeable about this list is that all these programs mentioned are foreign except Tahidi High. This shows the need there is for more teenage characters and role models gracing our screens in local programs.

One participant said that seeing other teenagers elsewhere going through certain things in life made her understand herself better and it also made her see her problems as much smaller since many others are going through the same dilemmas. Another participant said that many of the programs that featured teenagers were beneficial as they played out some mistakes that they were likely to make and the consequences. This sometimes helped him think twice when in a certain dilemma. One participant however noted that many foreign programs portrayed certain activities like taking drugs and alcohol and engaging in casual sex as okay and this may influence many teenage viewers badly.

Each participant was able to describe certain stories from their favorite programs that they considered as having beneficial information to them. For example, one participant described an episode from the program Without A Trace, which followed the aftermath of four teenagers taking off for a drinking spree after their high school graduation.

Participants could not recall much however, from programs that were dubbed as educational or as containing material of educational value for high school students. They described what little they could recall in various ways; a Swahili competition pitting high schools against each other, a game show sponsored by the French Cultural Centre, one of

them could remember watching a certain talk show on K.B.C. which had young people as guests but could not recall its name or its area of focus. All the participants did not remember any content they could term as beneficial in anyway from these programs and some could recall nothing of their content.

Programs that they could cite as beneficial in one way or another were mostly the same programs that they listed in their most popular programs list, except the music video shows which one of them cited as pure entertainment.

There was a heated argument on the negative influence of TV programs on teenagers. Some participants did agree that what they watched did affect teenager's behaviors but some disagreed with this notion. One of the participants said that what he watched was purely just to keep him entertained or to pass time and that he did not think it influenced him. However, other participants grilled him on his dressing and some of the slang he was using and he admitted that that could have come from some of the material that he watches.

One participant said that in her opinion many teenagers are influenced by what they watch on TV.

She cited the fact that even though she did not learn anything about sex and relationship with boys from anyone, she has a lot of information on these issues which she gets from watching programs on TV. She says that this information has sometimes helped her avoid some problems but at times it has led her to making certain mistakes which she however, did not volunteer. Another participant sided with her way of thinking saying that teenager's way of dressing showed this by being similar to that of certain celebrities they see on TV. She said that her friends spend hours searching for certain types of clothes in the second hand market in order to pull off a certain TV personality's

look at a lower cost. She also knows of her friends both male and female who use American slang and vulgarities in their everyday language.

Participants agreed that there are many questions on certain issues that they do seek concrete answers about. These questions were on sex, sexuality, love and relationships with the opposite gender, relationships with parents and elders, career aspirations and talents, drugs and alcohol, friendship, bullying, peer pressure, financial difficulties, HIV and AIDS, contraception, Sexually Transmitted Diseases, weight gain, acne, height and other appearance concerns.

All the participants could not point out a particular source of information that they rely on for guidance. As one of them put it, you get information from everywhere but you only know how true it is from experience. All participants agreed that TV was one of these sources of information. One participant noted that even though she does not watch TV to look for these answers, many programs have scenarios that help her get some answers or some even act out similar situations.

## **2.5 THE CONCEPT OF E-E (EDUCATION ENTERTAINMENT) AND THE SOCIAL LEARNING THEORY**

E.R. stands for emergency room. It is the title of a popular hospital drama that is broadcast on numerous channels worldwide including Kenya's K.T.N. A survey by the U.S. center for disease control among its viewers indicated more knowledge on health issues as a result of the programs content.

Makutano Junction is a local soap opera produced by the media company. It covers various societal issues in each episode ranging from child abuse to governance. The program is currently running its eighth season and is broadcast on Citizen TV. It has an effective evaluation system that helps the company keep track of its ratings and its influence on viewers.

Some strategies include organizing focus groups and using text messaging. The responses received by text messaging are overwhelming indicating the programs popularity and its influence on viewers.

These two are good examples of E.E. programs that have been broadcast locally. Many organizations around the world are beginning to recognize entertainment education as an effective way of educating the public on important societal issues.<sup>17</sup>

Producers of sitcoms, soap operas, dramas and other genres are incorporating educational messages in their scripts and this is yielding positive results.<sup>18</sup> E.E. derives a lot from the social learning theory, also known as social cognitive theory.

Social learning is whereby behaviour is modeled.<sup>19</sup> One observes behaviour in someone else, gathers information from this observation, and then uses it to modify his or her own behaviour.

As we grow up, we acquire different behaviours through social learning these range from smiling, food preferences to complex mathematical calculations.

Today, people pick up behaviours, beliefs and practices from the media as much as or even more than they do from their peers, families, schools, and churches. Television is the most popular medium mostly due to its attractiveness and its ease in use. The study detailed in this chapter shows that, teenagers do get information from certain television programs and use this information in their decision making process. It does not matter whether the program is educational, local or foreign or even dubbed beneficial or detrimental to them.

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<sup>17</sup> Entertainment Education and Health in the United States

<sup>18</sup> A survey of prime time TV viewers, Centers for Disease Control and Prevention. [www.cdc.gov/HealthMarketing/entertainment\\_education/2000Survey.htm](http://www.cdc.gov/HealthMarketing/entertainment_education/2000Survey.htm)

<sup>19</sup> A Nzangi psychology of communication class notes

If they are captivated by a program, they will draw something from it. According to the social learning theory though, there are certain factors that determine whether someone models a behavior which he or she observes or not.

Reinforcement is the most important factor. Reinforcement means that the viewer has to be reinforced (motivated) first in order to at least pay attention. Without the attention of the observer, he / she cannot gather information to modify his or her behavior. A program that lacks an entertainment component fails in this area especially when it comes to teenagers. A program that is branded as educational may repel them. This may be as a result of our country's secondary school system which makes education seem like a tasking ordeal. However, simply broadcasting and marketing a program as entertaining gives it a better chance of doing well. Neither E.R. nor Makutano Junction mention Education when advertising their coming episodes and seasons.

Reinforcement is also needed in order to keep a viewer watching a program for a whole season. Humor, suspense, fear, joy, sadness, curiosity have to be upped in order to keep viewers coming back. Characters are necessary.

Apart from reinforcing the viewer, TV viewers may learn from a program depending on:

- Perceived similarity- are the characters like me in the situations that they are going through, their age, socio-economic status etc?
- Perceived status- is the character a hero, icon, celebrity or leader?
- Perceived ease- is the behaviour I am seeing easy and understandable enough to model?

According to the research conducted for this study, it does make more sense to create characters and situations that teenagers can relate with and give them a realistic story line other than breaking down information and having characters deliver it directly.

## **2.6 SUMMARY**

This chapter described a study that was undertaken in order to gather information that would ensure that the program proposal in the following chapter is based on solid facts and thus has a greater chance of achieving its objectives among teenagers as an audience. Qualitative research was undertaken in two ways and the findings and their implications were analyzed in this chapter. Media theories that offer more insights into these findings were also covered in this chapter in order to link these findings with the actual process of production.

# **CHAPTER 3**

## **PROGRAM PROPOSAL**

**PROGRAM TITLE – INNER CORE**

**GENRE - FAMILY DRAMA**

### **COMMUNICATION OBJECTIVES**

Inner Core's primary purpose is to entertain and captivate a large teenage audience while at the same time embedding educative and useful information in the characters and the storylines focusing on issues that are of concern to teenagers. The programs script delves deep into issues such as sex, sexuality, love and relationships with the opposite gender, relationships with parents and elders, career aspirations and talents, drugs and alcohol, friendship, bullying, peer pressure, financial difficulties, HIV and AIDS, contraception, Sexually Transmitted Diseases, self esteem, weight gain, acne, height and other appearance concerns.

This is however done subtly and indirectly so that the program is not overwhelmed and its entertainment component compromised. This means that the above issues will be covered as a part of the natural story line. The teenage characters will not be advisers or role models but will provide someone who the teenage characters can relate with in the good and bad decisions that they make while no information will be provided in narrative form or in fixed into dialogue.

### **TYPICAL MODE OF PRESENTATION**

The program would be best suited to be broadcast on local TV stations in order to gain initial popularity and gather a large viewership. An episode's length would therefore average twenty five minutes, once in a week with a season running for 13 weeks.

At the final episode of a successful season, the programs DVD may then be released into the market in order to reach greater numbers and overcome TV's handicap of being transitory.

### **SYNOPSIS OF PILOT EPISODE.**

The Kige family undertakes the tedious but necessary task of moving with all their belongings from the up – market Wilson Gardens estate to the lower middle class Inner Core Estate. Dan, the younger of the two children seems to be more understanding but inside he is truly depressed. His elder sister, Clarisa, is in a rotten mood. She however is a little pleased that she is leaving the estate where she had made a few enemies. Their parents have their hands full trying to keep the family's businesses afloat in order to avoid getting any poorer and have no time for the children. A few "new neighbors" lend the family hand as they move in and the Kige's are pleased by the young men's goodwill. Clarisa gets some welcome attention from a handsome young stranger. Dan's friends at Wilson call him and he expresses his dismay at the new life. The family gathers at suppertime where their father, finally getting off his phone, tells them of the failed businesses and asks them to be strong. Unable to hide his feelings, Dan throws a tantrum and storms out of the family meeting and goes for a walk in the night in order to ease his temper. He gets his initiation into the estate when he has to run away from two gun totting policemen and is assisted by two "hustlers". The ordeal seems to seal a friendship between the three. Later that night, the family discovers that the DVD player is missing, a welcome sign from the young men who helped them.

In this episode, Clarisa meets a young man among the new neighbors who gives her unusual attention. In her previous estate she was teased for being fat and did not have male attention. This will set off several events that will help teenagers learn from her

actions and her mistakes. Dan makes new friends with neighborhood delinquents, who are good hearted yet involved in petty crime. He has to make some vital decisions in subsequent episodes. Mr Kige tries desperately to hold up the families business and has no time for the teenager children. The following episodes will deepen on this issue and aim at helping teenagers understand their parents more and have better relationships.

## **UNIQUE CHARACTERISTICS**

The programs jingle is Swahili Hip Hop. The song has a touch of Rock N Roll in it in as this sort of blend is rising in popularity among young urbanites. The program is more dynamic in terms of shots and transition in order not to appeal more to a younger audience and to set it apart from other local soaps and dramas. It will thus be shot by handheld camera most of the time. Shakes, sudden zooms, pans and tilts and soft focus will be used subtly and appropriately where action is needed. Dissolves will be standard fade in fade out dissolves and cuts where needed but custom transitions will be used in appropriate scenes. Another unique aspect of the program is that characters, at certain points, speak to the camera and describe what they really think and feel. For example, in the scene where Kige tries to talk to the family and Dan storms out. The scene cuts from where Dan jumps and interrupts his father with his complaints. It cuts to Kige alone in an infinitely wide open space that is all white. He talks to the camera describing how hard he his trying to keep the family afloat yet his stupid boy is throwing tantrums. He expresses his fear that he has spoiled them. This cuts back to the family at the table trying to call back Dan as he shouts on and storms out. This sort of format is used in the sitcom “War at Home” and will be accomplished using green screen.

## **CONCLUSION OF EACH EPISODE**

Each episode will conclude dramatically leaving many questions that should be answered in the next episode. This will help encourage continuous viewing. In the pilot episode, the final scene is that of the Dan and his two friends lying in a drainage tunnel as the police, who have already fired two shots at them, search the area. The closing shot, an extreme close up of Dan wincing in fear freezes, turns to grayscale and the closing jingle enters while credits roll.

At this point, the program will incorporate a competition at the end of the program where by viewers who send their text messages giving their views on the day's episode may win DVDs, computers, MP3 players, electronic appliances, clothes and fashion accessories, sports equipment and other items.

## **SUMMARY**

This chapter presented a program proposal that builds on the study to come up with a product that incorporates both entertainment and education in order to solve the problem at hand.

## GENERAL CONCLUSION

Education Entertainment has been tried and tested both locally and internationally and its results have been proven. This study aimed to verify its viability in filling the programming vacuum that existed for teenagers in this country and provide them with a program that is entertaining enough to gain popularity yet useful to teenagers in providing answers to questions that they have through its characters and its story line.

The designing of the program proposal draws from the findings of the study and hopes to provide a reliable source of both information and entertainment in the form of the drama, Inner Core. A study and program proposal is however a small, though important, step in coming up with a viable solution. In the event of successfully reaching the planning stage of the pre production stage, issues like funding and investment will very likely take the forefront. A series is indeed a costly affair and before any solid results are achieved, a lot has to be done. I would also like to recommend, in this case, or in other similar ones, cooperation between media practitioners like us and specialists in areas like teen psychology. A large part of the information that helped make this thesis a success, as seen in the first and third chapters, is sourced from these experts in their publications and websites. This helps ensure maximum effectiveness of the final product.

The 1<sup>st</sup> chapter explored the dynamics of our local TV industry, the rise in popularity of local content and the increase in the number of TV outlets. In this evolution of events, TV stations will need to invest more in local productions in order to satisfy this demand.

Compounding the situation is the international deadline that the country has in order for it to convert to digital broadcasting. This conversion is guaranteed to flood the market with at least 200 more TV stations. China is already looking to grab about 60 while the UK is aiming for 40. Local investors are repositioning too.

It is thus safe to say that a series that focuses on teenagers as an audience will be a welcome investment as stations struggle to get a share of the population watching them. In case of its successful production and achievement of its objectives, the winners will certainly be its target audience, teenagers.

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## Websites

[www.avert.org](http://www.avert.org)

[www.wikipedia.org](http://www.wikipedia.org)

[www.cdc.gov/HealthMarketing/entertainment\\_education/2000Survey.htm](http://www.cdc.gov/HealthMarketing/entertainment_education/2000Survey.htm)

[www.kff.org/entmedia](http://www.kff.org/entmedia)

[www.pubs.ext.vt.edu](http://www.pubs.ext.vt.edu)

[www.ag.udel.edu/extension/fam/FM/documents/FMwebTeenGrowthandDevelopment](http://www.ag.udel.edu/extension/fam/FM/documents/FMwebTeenGrowthandDevelopment)

[www.nairobist.org](http://www.nairobist.org)

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wikipedia

[www. Soulcity.org](http://www.Soulcity.org)

[www.unicef.org](http://www.unicef.org)

# APPENDICES

## APPENDIX 1: ABBREVIATIONS

E.E. Education Entertainment.

TEENS - Teenagers

TV- Television

UNAIDS- Joint United Nations Program on HIV/ AIDS.

## APPENDIX 2: INTERVIEW QUESTIONS AND FOCUS GROUP

### DISCUSSION TRIGGERS

How would you describe your TV watching habits?

Which types of programs do you enjoy watching most?

Which are your four favorite programs?

Why do you like them?

Name some of your favorite programs that feature teenage characters.

What do you think of programs that have teenage characters versus those that do not?

What do you think of local productions versus foreign ones?

Do you think that the programs you watch on TV have influence on certain aspects of your behavior?

If yes, what makes you think so? If not, why do you think not?

Do you find what you watch on TV as beneficial in ways other than entertainment?

Which programs do you feel have benefited you in the past?

Please describe a particular episode?

In what environment do you watch TV? For example, with who? where? while doing what?

What issues in your life do you feel you do not understand fully?

What issues in your personal life do you feel that you need better information on?

Have you ever found some answers to these issues in a program that you have watched on TV?

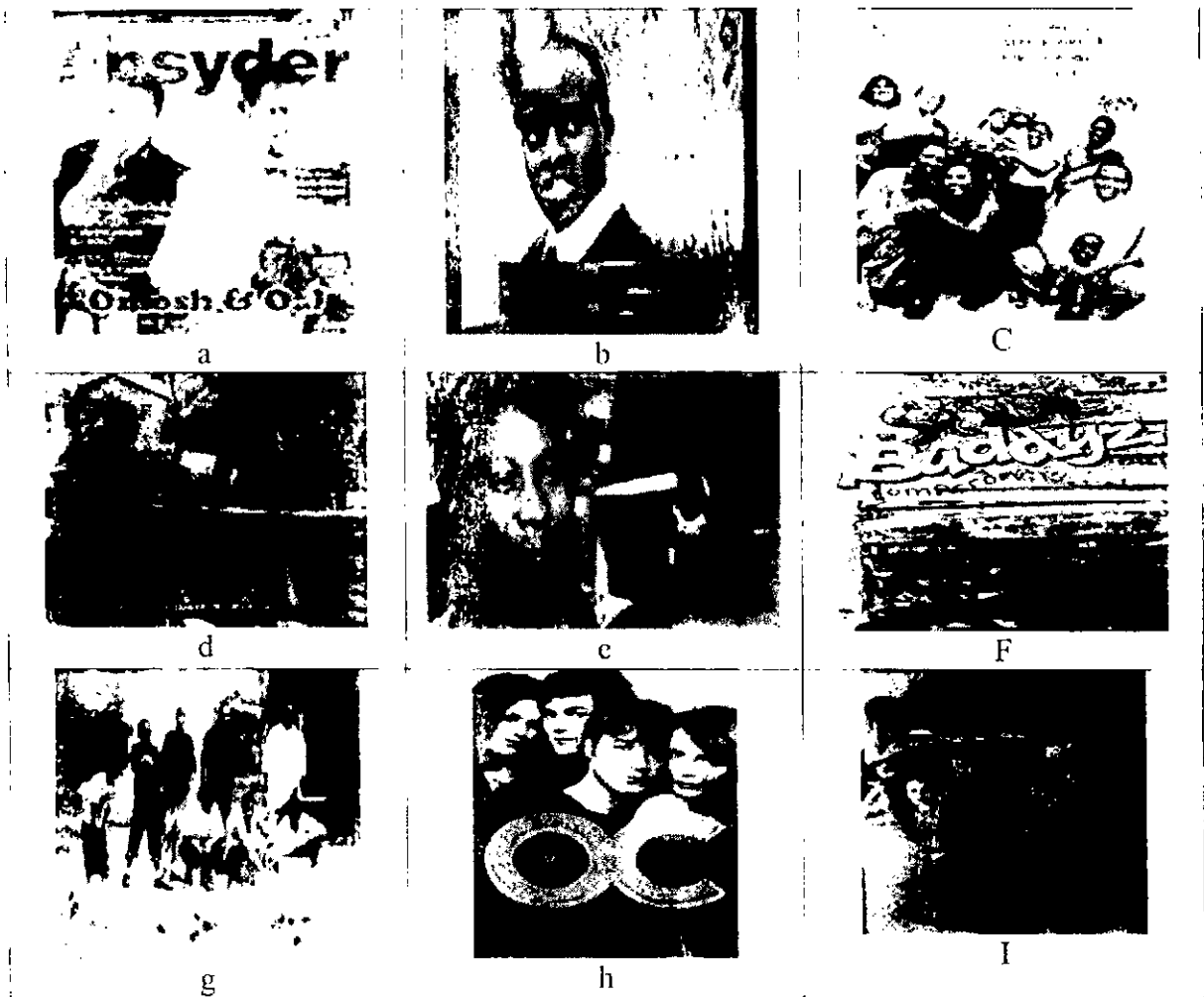
Do you feel that teenager's informational needs are catered for by what is broadcast nowadays?

What characteristics would attract you to a new local program?

Do you know any educational programs?

If so please describe an episode from one that you feel you have benefited from.

### APPENDIX 3: PHOTOS



A - Omosh and O.J., stars from the local teen drama Tahidi High, pose in the cover photo of a local teen magazine.

B - A scene from Tahidi High.

C - DVD cover for the South African childrens drama, Soul Buddyz.

D & E - Scenes from the local soap opera *Makutano Junction*.

F - A scene from Soul Buddyz.

G - A group of teenagers relaxing in their neighbourhood.

H - teenage stars in the American drama, *The O.C.*

I - A scene from the teenage drama, *One Tree Hill*