



**HOW YOUTH IN UGANDA EXPERIENCE
TELEVISED HIV AND AIDS
EDUCATIONAL PROGRAMMES**

by

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I dedicate this study to my family:

My wife Mary Nsangi Kakembo
and my children, Rhoda, Brian, Arnold, Eric and Jonathan:
my parents Samuel and Catherine Ntambi.
Your support, sacrifice, patience and encouragement
inspired me to complete this study.

To begin with, my gratitude goes to the Almighty God who provided me with the resources, courage, guidance and strength that made this study possible.

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“The fundamental basis of learning is discovery” (Piaget 1973) and
“The real challenge today is not to teach, but to stimulate learning” (Von Feilitzen 1999).



DECLARATION

I, Frederick Kakembo, declare that this thesis which I hereby submit for the degree Philosophiae Doctor in Adult and Community Education and Training is my own work and that it has not been previously submitted by me for a degree at this or any other institution.

Frederick Kakembo
August 13, 2010

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How youth in Uganda experience televised HIV and AIDS educational programmes

by

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Department : Department of Curriculum Studies
Degree : Philosophiae Doctor

This study investigates how youth in Uganda experience televised HIV and AIDS educational programmes. Television is the medium that can be used to address the resurgence of HIV and AIDS in Uganda. The factors responsible for the resurgence include prevention fatigue and the saturation of HIV and AIDS messages in the media. The audio-visual component of television makes it possible to convey HIV and AIDS messages innovatively through education-entertainment. Despite its potential, television has not played a leading role in conveying HIV-related knowledge, skills, and attitudes to urban youths.

The study required looking at the televised HIV and AIDS educational programmes from the perspective of young people. In line with the interpretivist and social constructivist framework, the primary source of information about the programmes is the experiences of young people who are the target audience. A qualitative research approach was used in the study and an instrumental case design in particular was employed in data collection. Data were collected through focus group discussions, personal interviews, document analyses and participant observations.

Findings have revealed that young people can learn about HIV and AIDS from both educational programmes and television soaps. While they undergo sexual socialisation through television soaps, they have the capacity to distinguish between fiction, fantasy and reality. However, they dislike the didactic and authoritarian approaches that are used in the educational programmes.

An important finding is that communication gaps characterise televised HIV and AIDS educational programmes. Some of the prevention messages and the values propagated by

television HIV and AIDS education are detached from the experiences and world views of the youths. This could be attributed to insufficient knowledge on the part of HIV and AIDS educators regarding the way in which youth experience televised HIV and AIDS programmes.

KEY WORDS

Constructivism
Educational programmes
Experiences
HIV and AIDS
Interpretivism
Television
Television soaps
Urban youth

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EXPLANATION OF KEY TERMS AND CONCEPTS

(Adopted from the Uganda AIDS Commission, 2006, 2007)

ABC: HIV prevention approach based on Abstinence, Faithfulness, Condom use.

AIDS: Acquired Immunodeficiency Syndrome.

ARV: antiretroviral drugs

Commercial sex worker: The perpetual dependency on sex for money or other items.

Constructivism: This is a philosophy of learning founded on the premise that people construct their own understanding of the world by reflecting on their experiences.

Education: the processes through which individuals acquire knowledge, values, attitudes and skills.

Edutainment: Educational entertainment or entertainment education. It is a form of entertainment designed to educate as well as to amuse

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

Expectations: Based on their experiences, expectations are the things individual youth believe that ought to happen in a specific way, at a specific time, in a specific order.

Experiences: In the context of this study, this will be taken to mean the sum-total of the insights that an individual acquires as he/she grows up within a specific environment.

High Risk sex: includes sex with multiple partners especially non marital, non consensual; inconsistent or no condom use; commercial, transactional and intergeneration sex including sex for survival; alcohol consumption and drug abuse before sex; unprotected sex with someone whose status one does not know; sex without testing and disclosure.

HIV and AIDS education: for the purposes of this study, the concept of HIV/AIDS education will be used to refer to the process by which individuals acquire knowledge, skills and attitudes needed to deal with the issues of HIV/AIDS.

HIV: Human immunodeficiency virus, the virus that causes AIDS.

Incidence: New infections per population at risk in a specified period of time.

Life Skills Education: Training in such skills as interpersonal relationships, self awareness and self esteem, problems solving, effective communication, decision making, negotiating sex resisting peer pressure, critical thinking, negotiation, formation of friendships and empathy.

Prevalence: The total number of cases of HIV at point in time per base population.

Television Soaps: Narratives composed of interlocking story lines, focusing on the relationships within a specific community of characters (Mumford 1995).

Transactional Sex: Sex in exchange for money or other items and favours.

Trans-generation Sex: (also called Cross-generational Sex): Sex with a partner considered much older than one's sexual partner.

UAC: Uganda AIDS Commission.

Urban: Places/areas located within or around cities or towns; with features similar to those in cities, towns or major trading centers.

Urban youths: People between ages 15-24 who live in cities, towns or places that have features similar to those in cities and towns.

Youths: for the purpose of this study, the youths are those people between the ages 15-24 years (MoH, 2003).

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