

Fighting HIV/AIDS with Edutainment:
“An Exploratory Study of the Use of
Edutainment by the MTV Shuga Campaign”

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INTRODUCTION AND BACKGROUND

BONGI'S STORY

MTV SHUGA DOWN SOUTH

“...I am out of condoms and I think we should wait till we get some...”

-Colstove

“...you tested for HIV right? And you are negative?”

-Bongi

“...When my ex and I got serious we got tested and we were both negative, so we stopped using condoms...”

-Colstove



BACKGROUND

- People are constantly surrounded by and constantly consume entertainment through TV programs, advertisements, music, and YouTube.
- Organizations have turned towards non-traditional these non-traditional mediums to share their messages just like MTV shared the message of sex and safe sex habits with Bongi's story.
- Research conducted by (Wakefield, Loken & Hornik, 2010) revealed that messages passed through **traditional mediums are often overlooked and considered passive**. So what then makes a person stop to actively listen to a particular message?
- Evidence from studies show that **embedding messages in entertainment programs**, particularly soap operas have expanded the distribution and reach of the messages.

MTV SHUGA

W N S O U T H



CASE STUDY: MTV SHUGA CAMPAIGN

SOUTH AFRICA

- An international campaign that focuses on HIV prevention, promoting safer lifestyle choices, fighting stigma, funding innovative youth-led programs.
- Purposefully designs and implements a media message to both entertain and educate- a strategy known as **edutainment**.

RESEARCH QUESTIONS

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RQ1: What edutainment strategies did the MTV Shuga campaign in South Africa use?

RQ2: How did the edutainment strategies contribute to change?

EDUTAINMENT AS A PR STRATEGY

“Edutainment can be defined as a strategic process to design and implement a communication form with both **entertainment and education elements to enhance and facilitate change**. It is a powerful influencing tool used to change audiences’ knowledge, attitude and behavior” (Tuftte, 2012).

EDUTAINMENT ELEMENTS

- The more the audience **connected** with characters, plots and settings, the more likely they were to be more open and **engaged** with the themes and messages highlighted. (Tufte, 2002)
- As the audience engage in conversations about the entertainment content and characters with others, they bring up conversations about certain themes that **shine light on private** controversial issues. (Sood, 2002)
- The audience tend to develop **emotional attachments** to the characters. and construct representations **connections** to the story and characters in their minds. (Sangalang et al, 2013).

THEORY

- The effectiveness of edutainment strategies are largely based off communication and **behavioral change theories**.
- A key theory here is the **social learning/cognitive theory**. Singhal and Rogers state that “learning can occur through observing media role models, and that this vicarious learning is usually more effective than direct experiential learning” (Singhal & Rogers, 2001)

METHOD

METHOD

- A comprehensive content analysis
- The first review of the episodes helped understand the main storyline of the series.
- The second review was to help recognize the main themes and objectives of the Shuga series.
- The third review was needed to further help generate codes, review themes and define the major themes.
- For the third review there was the need to review the Shuga polls and resources on the Shuga multimedia components related to the episodes.

RESULTS

MTV SHUGA EDUTAINMENT MODEL

- The **characters** offer opportunities for **emotional identification and role modeling**. The good characters are **rewarded** and the bad characters are **punished**.
- Television and radio programs are **combined with more interactive interventions at individual, community and society levels**, such as; through youth clubs or discussion groups.
- The use of carefully crafted stories that include **social issues and statistics**.
- Appeal to the viewers' **minds and emotions**, developing multi-layered storylines inspired by **people's daily lives**.
- The use of **music, art and popular culture**.
- **Maintaining long-term contact** with their viewers, exposing them to **different aspects of the same theme** over several months or years.

MTV SHUGA KEY THEMES & MESSAGES

KEY MESSAGES

Key Messages on HIV/AIDS were:

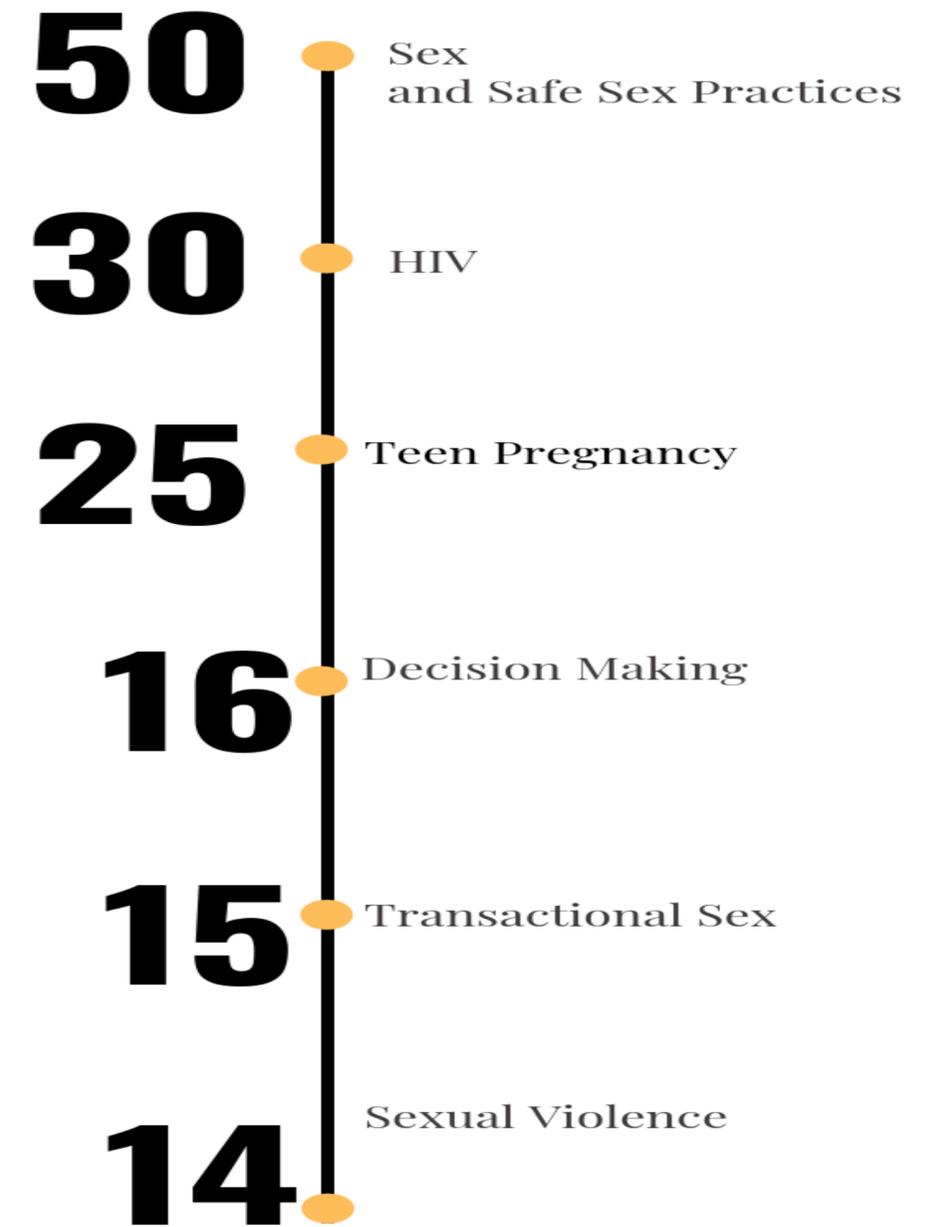
- HIV/AIDS is not a death sentence
- Always get tested
- Condoms and safe sex practices is critical to prevent getting HIV/AIDS
- You can get HIV/AIDS through unprotected sex
- You can live positively with HIV

Key Messages on sex and safe sex practices were:

- Un-protected sex can lead to unwanted pregnancies and STDs
- Always use a condom even if you are on contraceptives
- No means no
- Love is not equal to sex

MTV SHUGA KEY THEMES

Mentions



Key Messages & Tools of Edutainment

	SEX	HIV/AIDS	TEEN PREGNANCY	SEXUAL VIOLENCE	
	CHARACTERS	<i>Bongi has unprotected sex and gets HIV</i>	<i>Femi's HIV Story</i>	<i>Khensani gets pregnant at 15</i>	<i>Just because I am with him does not give him the right to force sex -Shuga Ep 10</i>
	EDUCATIONAL INFORMATION	<i>Shuga Poll Is it ok not to use a condom?</i>	<i>Shuga Poll PrEP is an option for HIV + & HIV - partners for extra safety. Should Shiela take PrEP?</i>	<i>Shuga Poll Is Khensani naive for thinking she is too young to get pregnant?</i>	<i>Shuga Poll Tsolo just got raped by Sol, who should she tell?</i>
	EMOTIONAL APPEAL	<i>Bongi breaks up with Colstove after getting HIV</i>	<i>Femi proposes to Sheila</i>	<i>Khensani finds out her teacher dies not love her & she is heartbroken</i>	<i>Sophia breaks up with Leo after he forced himself on her</i>
	ENTERTAINMENT	<i>Music</i>	<i>Street Art</i>	<i>Celebrity features</i>	<i>Social media hashtags</i>

CONCLUSION

IN CONCLUSION,

Introduction

Acceptance

Impact

Key Messages

Characters
Music & Art

Engagement

Connection
Modeling

Change in Attitude

Learning
Open Discussion

QUESTIONS



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