

# ASSESSMENT OF “MENK ENK” CROSSCULTURAL TV SHOW

## FINDINGS OF QUANTITATIVE AND QUALITATIVE SOCIOLOGICAL SURVEYS

### Introduction

The survey had three interrelated objectives: a) to learn about the information needs and media habits of the program's target audience; b) to assess the profile of regular viewers of the program; c) to establish the impact the programming had on its audience; and d) to gather specific feedback from the audience on content and production values of the program.

Two methods of data collection were used: a) structured face-to-face interviews and b) focus groups. Structured interviews were conducted with 500 schoolchildren from 22 secondary schools of Yerevan. Two focus groups were conducted with regular viewers of “Menk enk” (12-15 year-old and 16-18 year-old children) and one focus group was held with participation of opinion leaders (journalists, sociologists, teachers and representatives of NGOs on regional integration).

Teenagers invited to the focus-group discussion were requested to watch 4 programs of “Menk enk” and fill-in home-viewing diaries.

### Chapter 1. WHO WE ARE?

#### *SOCIAL-DEMOGRAPHIC CHARACTERISTICS OF THE SURVEY PARTICIPANTS GENDER AND AGE BREAKDOWN*

45.4% of the respondents were males and 54.6% were females. The youngest survey participant was 10 years old and the oldest was 18 years old. The majority of the respondents belonged to the age group of 13-16; the mean age of the survey participants was 14.3.

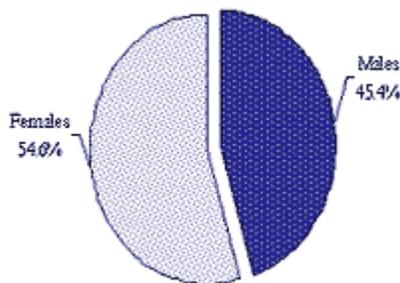


Chart 1. Gender breakdown

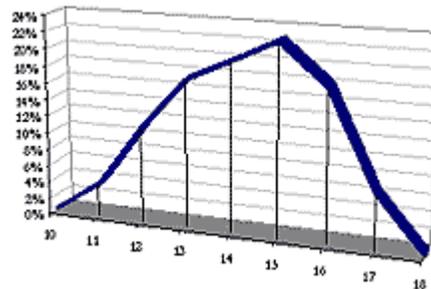


Chart 2. Age breakdown

Distribution of the survey participants by gender and age is presented in Table 1-2.

Table 0. Gender-age cross-tabulation

Age	Gender		
	Males	Females	Total
10	0.2%	0.0%	0.2%
11	2.2%	1.6%	3.8%
12	6.8%	4.4%	11.2%
13	7.8%	9.6%	17.4%
14	6.6%	13.4%	20.0%
15	10.8%	11.8%	22.6%
16	7.4%	10.6%	18.0%
17	3.4%	3.2%	6.6%
18	0.2%	0.0%	0.2%
Total	45.4%	54.6%	100.0%

#### NATIONALITY, RELIGIOUS AFFILIATION AND LANGUAGES SPOKEN

**Nationality:** 99.2% of the respondents were Armenians. In fact, only four respondents have mentioned other ethnic backgrounds, namely Russian, Assyrian, Russian-Armenian and Ukrainian-Armenian.

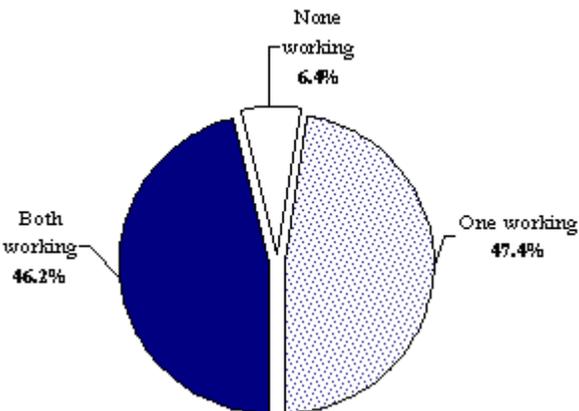
**Religious affiliation:** Overwhelming majority of the respondents (96.4%) belonged to Armenian Apostolic Church. Five children said they feel closer to Catholic Church, one of the survey participants belonged to Russian Orthodox Church and another one to Armenian Evangelistic Church. One respondent stated to be a Jehovah Witness. 1.4% of the surveyed children were not sure about their religious affiliation and three respondents claimed they did not feel close to any religious group.

**Languages spoken:** 95.8% of the respondents usually speak Armenian at home. The remaining 4.2% of the children said they speak Russian more often. At that, almost all respondents stated they speak at least one foreign language. Almost all respondents can watch and understand TV programs broadcasted in Russian (93.0%) and each third surveyed child can understand programs in English (34.1%). 3.2% of the respondents speak German and a few others have knowledge of Polish, Spanish, Bulgarian and Georgian languages.

#### FAMILY BACKGROUND

**Number of family members and marital status of the parents:** Families of the survey participants consist of an average of 4.7 members, with a minimum of 2 and a maximum of 11 members, including the respondents. Majority of the families consist of 4-5 members. Table 2. Number of household members

Number of members	Percent
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2-3	8.6
4-5	68.8
6-7	19.6
8 and more	1.6
DA/NR	1.4
Total	100.0

Mothers of 95% of the survey participants are married, 2% are divorced and 2.8% are widowed. One respondent refused to answer the question.

**Occupation and education of the parents:** An encouraging finding was that only 6.4% or 32 of the 500 surveyed children stated neither of their parents work. In the remaining cases one or both of the parents are working (47.4% and 46.2% accordingly).

Among **spheres of employment** of the parents, the respondents have most frequently mentioned service industry (22.4%), trade (21.9%), education, science and medicine (17.2%), and construction (12.4%). 9.5% of the respondents said their parents are working in governmental bodies, including army, police and defense services (4.4%). About 8% of the families get their main income from manufacturing.

The **education level** of the children's parents is quite high, which, in our opinion, is highly conditioned by the fact that the survey was carried out only in Yerevan, where according to official statistics, about one third of the population has higher education.

Table 3. Highest education level achieved by the parents

Education level	Percent
Incomplete secondary	0.2
Secondary	9.0
Secondary special	9.8
Higher	71.8
Post-graduate	0.4
Don't know/Not sure	8.8
Total	100.0

*Note:* If the parents had different levels of education, the respondents were requested to mention the higher of the two.

**Financial situation:** In order to assess the living standard of the families, we have provided the respondents with a set of statements illustrating possible situations and asked them to choose one option that, in their opinion, best describes the financial situation of their families. We got quite interesting results, which greatly differ from data commonly received during “adult” surveys (*see Table 4 on the next page*).

Table 4. Financial situation of the respondents’ families

Estimate	Percent
We don't have enough money even for food	0.0
We have enough money for food, but buying clothes is difficult	2.0
We have enough money for food and clothes and can save a bit, but not enough to buy expensive goods such as a TV set or a refrigerator.	12.0
We can afford to buy certain expensive goods such as a TV set or a refrigerator.	49.6
We can afford to buy whatever we want	32.2
DK/NS	1.8
NR/Refused	2.4
Total	100.0

If the answers choices are assigned numeric values of 1 to 5 and interpreted as low living standard (1), lower than average living standard (2), average living standard (3), higher than average living standard (4) and high living standard (5), the results of the survey would mean more than 80% of the surveyed children have assessed their financial situation as higher than average or high. This also allowed estimating the mean living standard of the whole group as 4.17 points from possible 5.

*Note: Nationwide survey implemented by AST in February, 2005, reported that the majority of the adult population of Yerevan perceived the living standard of their families as average or lower than average and the mean estimate was 2.35 points from possible 5. (Labor Migration from Armenia in 2002-2003. A Sociological Survey of Households. Anna Minasyan (AST), Blanka Hancilova (OSCE Yerevan Office), Yerevan, “Antares”, 2005)*

We think that the big discrepancy between the estimates of children and adults is conditioned by age-specific social-psychological factors, such as children trying to overestimate their living standard to avoid the stigma of “poor” and “vulnerable”, or adults trying to underestimate their financial situation driven by relative deprivation.

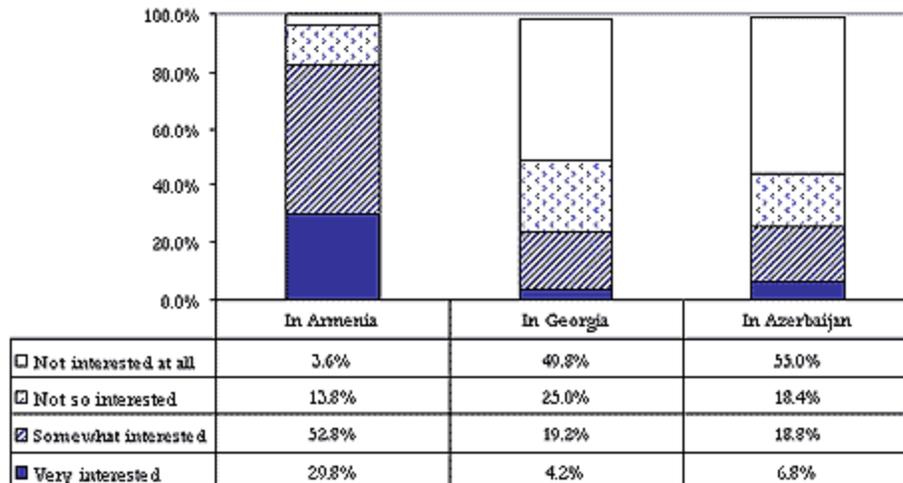
## TYPICAL RESPONDENT

The typical respondent of the survey can be described as a 13-16 year-old Armenian student of a secondary school of Yerevan, who belongs to Armenian Apostolic Church, speaks Armenian at home, but understands at least one foreign language (Russian and/or English) At least one of his or her parents has higher education and is employed. He or she does not belong to financially vulnerable strata of the society, or does not [want to] perceive his or her family as poor.

## Chapter 2. WE AND OUR WINDOWS TO THE WORLD *MEDIA HABITS OF THE SURVEY PARTICIPANTS*

### GENERAL MEDIA HABITS

Interest in current events: Although more than 80% of the survey participants stated to be interested in current events in Armenia, only about a quarter of the respondents were curious about the events taking place in Georgia and Azerbaijan.



*Note: 1.8% of the respondents had difficulty assessing the level of their interest in current events in Georgia, and 5 respondents (1.0%) were not sure about their interest in current situation in Azerbaijan.*

**Sources of information:** When asked about sources of information on various topics, almost all respondents mentioned television (99.2%). Moreover, 87.2% of the children said they watch TV every day or nearly every day (6 or 7 days a week) and only four respondents (0.8%) stated they never use television as a source of information.

Majority of the children get necessary information from their friends and relatives: 89.6% of the respondents said they discuss the current events with their friends and/or relatives daily or

at least several days a week.

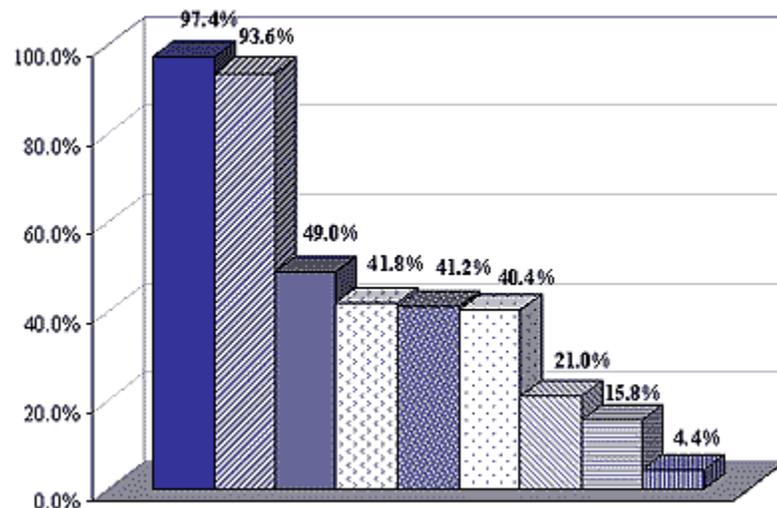
As far as the other sources of information are concerned, less than half of the respondents periodically get information from radio, print press, SMS and the internet, and only few children regularly watch foreign TV channels or listen to foreign radio stations.

Table 5. Sources of information

Source	Frequency of usage						
	Daily/ most days a week	Several days a week	1 or 2 days a week	From time to time in the past month	Less often	Never	DK
Television (any)	87.2	8.0	2.2	0.8	1.0	0.8	0.0
Radio (any)	17.6	10.8	12.8	6.2	23.8	28.6	0.2
Newspapers	4.2	9.8	26.4	8.4	26.4	24.4	0.4
Magazines	5.8	12.8	23.2	10.6	22.8	24.4	0.4
The Internet	18.2	17.4	13.4	7.8	17.8	25.0	0.4
Friends or family members	75.4	14.2	4.0	0.8	4.0	1.2	0.4
Foreign TV via Satellite	7.2	4.4	4.2	1.6	17.8	63.4	1.4
Foreign Radio	2.0	1.0	1.4	1.2	9.4	84.2	0.8
SMS	13.2	5.0	2.8	2.2	8.6	67.4	0.8

Based on the frequency of usage, the sources of information can be ranged as follows.

Chart 5. Sources of information used at least once a week

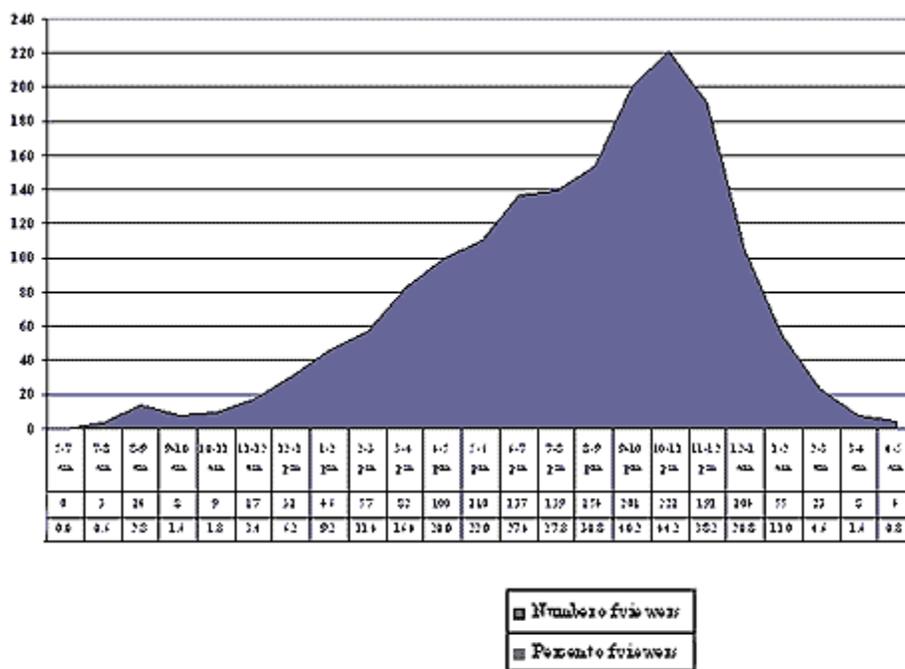


- Television
- ▣ Friends or family members
- The Internet
- Magazines
- Radio
- Newspapers
- ▣ SMS
- ▣ Foreign TV via Satellite
- ▣ Foreign Radio

## TELEVISION

**Watching time:** 93.2% of the respondents have last watched TV the day before the interview. We have asked them to specify at what times they started and stopped watching. It appeared that majority of the survey participants have watched TV between 9 and 12 pm and less than a quarter of the respondents watched TV at any hour in the afternoon (12-6 pm).

Chart 6. TV watching time (absolute number and percent of viewers)



**TV channels received:** Majority of the respondents (67.4%) said they can watch 14-25 TV channels at home. 23% of the children stated their TV receives more than 26 channels. The remaining 8.6% of the survey participants can watch less than 13 channels. In most of the families (76.4%) TV signals are received through antennas on the roofs or outside the windows. 12.2% of the respondents said they have individual satellite dishes and another 2.4% have shared dishes. Each tenth family (11.8%) receives TV signals through

antennas on TV or in the room. Those respondents who have satellite dishes mostly receive international and regional TV programs from NTV+.

## INTERNET

**Access to internet:** 76.6% of the surveyed children were internet users. Most of them access the internet at internet cafes (62.4%) and 38.4% of the respondents can access the internet at home. Some respondents have used the internet at homes of their friends and relatives (22.3%) or at school (18.0%).

Almost half of the survey participants said they access the internet via dial-up connection (45.4%), 17.8% connects to the internet through DSL and 4.5% uses satellite connection. The remaining 32.3% of the children were not sure about the type of connection, which is reasonable, since most of them use the internet in public places.

Majority of the respondents stated they can access media files in the internet or on their computers. 65.1% listens to audio and 59.7% watches video from the internet.

As far as intensity of internet usage is concerned, more than 70% of the children [who use the internet] access the internet at least once a week.

Table 6. Frequency of internet usage

Frequency	Percent
Daily/most days per week	21.2
Several days per week	27.7
1 or 2 days per week	24.9
From time to time in the past month	9.4
Less often	16.5
DK/NS	0.3
Total	100.0

**WebPages visited:** Overwhelming majority of the children said they access internet pages in Russian (89.3%). In contrast, only 55% of the respondents access on-line information in Armenian. More children use internet pages in English (63.4%). This outcome, however, is not surprising, considering that Armenian web resources are yet on the way of development and there are currently very few [if any] Armenian internet pages that are targeted at children.

Below are the top-five web-pages accessed by the respondents:

1. www.yahoo.com (71.6%)
2. www.rambler.ru (66.1%)
3. www.mail.ru (12.6%)
4. www.armtv.com (12.1%)
5. www.google.am, www.google.com, www.google.ru (10.0%)

Majority of the survey participants said they learn about new websites from their friends (76.2%). Each fifth respondent finds new web resources through search engines. Some children mentioned they get information about new websites from internet advertising or from the TV (both sources mentioned by 12.6% of the respondents).

**Chapter 3. WE AND OUR THOUGHTS**  
*OPINIONS AND ATTITUDES OF THE SURVEY PARTICIPANTS*

**WE AND OUR PROBLEMS**

Perception of problems facing Armenia: In order to assess the respondents’ opinions as to the issues currently facing Armenia, we have provided them with a list of problems and asked them to categorize those according to the level of importance for the country. The estimates of the surveyed children regarding the urgency of each problem for the Armenian society are presented in the table below.

Table 6. Problems facing Armenia (arranged in order of importance)

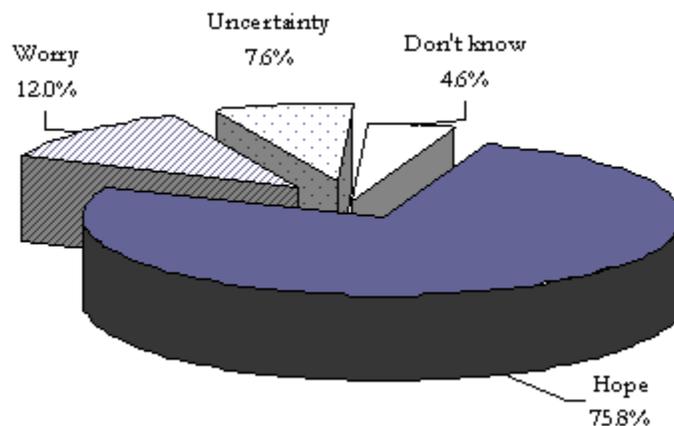
Problem	Critical (1)	Serious (2)	Not so serious (3)	DK/NS	Mean
Corruption	66.0	25.8	6.6	1.6	1.40
Unemployment	60.6	30.2	8.8	0.4	1.48
Low salaries	51.6	39.2	8.8	0.4	1.57
Human rights violations	47.1	40.3	9.6	3.0	1.61
Drug use	45.6	27.4	23.6	3.4	1.77
Health problems	40.1	39.9	18.0	2.0	1.78
Crime/insecurity/lack of safety	42.0	35.5	21.1	1.4	1.79
Environmental problems	36.5	40.0	21.3	2.2	1.84
Lack of educational opportunities	34.3	31.5	32.3	2.0	1.98
Terrorism/political violence	31.2	21.4	41.6	5.8	2.11
Armed conflict	26.2	32.0	36.6	5.2	2.11
Ethnic conflict/tension	23.6	37.3	34.5	4.6	2.11
Lack of a free press	16.6	38.2	41.4	3.8	2.26

We think the mentioned results are quite interesting. On one hand, they allow judging about the value system of the respondents’ families, because the estimates of the children reflect the influence of their parents. This particularly concerns the top-three problems mentioned by

the respondents. On the other hand, some estimates of the children are based on their own understanding of what is good and what is bad. A good example of this is that almost half of the respondents have assessed drug use, which is not a common issue in Armenia, as a critical problem. It is very remarkable that political violence, armed conflict and ethnic tension received equal attention of the respondents. Although the children considered all mentioned problems to be less critical than, for example, the environmental issues, the fact that the internal political tension is thought to be as serious problem as the external conflict, is quite notable.

As for the reasons why the respondents thought the lack of free press is not an urgent issue in Armenia, we think the estimates of the children are conditioned by the fact that most of them use mass media for entertainment purposes rather than as a source of information about the current events. Moreover, they would most probably fail to assess the objectivity and diversity of the information.

**Look into future:** Majority of the surveyed children are optimistic about their nearest future.



## WE AND THE OTHERS

Attitudes towards certain nations: Quite naturally, overwhelming majority of the respondents (87.6%) has very positive attitude towards Armenians. As far as the “others” are concerned, most of the children are most favorably inclined towards Russians and French, have positive attitude towards English and Americans. As for the neighboring countries, the children have neutral [though closer to negative] attitude towards Georgians and are unfavorably inclined towards Azeri and Turkish.

Table 7 on the next page illustrates the opinions of the respondents about each of the nations.

Table 7. Attitudes towards certain nations

Nation	Very negative (1)	Rather negative (2)	Neutral (3)	Rather positive (4)	Very positive (5)	DK	Mean
Armenian	0.2	1.2	3.6	7.2	87.6	0.2	4.81
Russian	4.0	4.6	13.8	24.0	53.2	0.4	4.18
French	2.0	1.0	24.4	31.2	40.2	1.2	4.08
English	1.6	4.4	29.0	33.2	30.2	1.6	3.87
American	5.4	8.0	25.5	27.3	32.7	1.2	3.75
Georgian	22.4	21.8	29.5	17.2	8.2	0.8	2.67
Azeri	62.8	19.4	12.0	3.4	1.6	0.8	1.60
Turkish	74.4	12.1	8.9	2.0	2.4	0.2	1.46

**Attitudes towards Armenian-Azeri conflict:** Majority of the surveyed children (83.6%) have peaceful feelings about the conflict. At that, 40.3% among those who are inclined towards peaceful resolution of the conflict said they previously leaned to military solution of the problem. 15.8% of the respondents stated they are now leaning towards military solution, although three years ago they were more inclined to peaceful approaches. Three respondents (0.6%) were not sure about their attitudes towards the conflict resolution process.

**Opinions regarding relations between nations:** We have offered the survey participants a set of statements regarding relations between different countries and people of different ethnic backgrounds and asked them to share their opinion regarding each of those statements. Overwhelming majority of the respondents (83.4%) strongly agreed that countries should allow their neighbors to live in peace. At the same time, 81.3% of the children agree that nations need to protect themselves however they can. This statement, however, was strongly supported by 60.9% of the survey participants. It is remarkable and commendable that only about one third of the children strongly believe that societies where everyone has the same ethnic background are best. Moreover, majority of the children are convinced that cultural diversity makes a nation stronger (77.6%) and that it is possible for people from different backgrounds to be friends (86.7%).

Although these estimates once again reflect the peaceful intentions of the children, it seems that they somehow contradict to their attitudes towards neighboring countries. We think there are two possible explanations to this: 1) the attitudes of the children towards neighboring nations are influenced by the information they receive from different sources, rather than by personal experience, and 2) when sharing their opinions regarding some of the statements, the children might have been talking about countries and nations towards which they have positive attitudes.

**Chapter 4. “WE” AND THE WAY WE WANT IT TO BE**  
**“MENK ENK” VIEWER PROFILE AND AUDIENCE PREFERENCES**

A U D I E N C E

**General statistics:** 46.4% of the surveyed children have watched “Menk enk” at least once. Almost all of them have watched the program in the last 12 months (96.6%) and 78.1% have watched the program within the past month.

Table 8. When did you last watch “Menk enk”?

Frequency	Percent
Yesterday	7.1
Within the past 7 days	37.9
Within the past 30 days	33.0
Longer than 30 days ago	17.4
DK/NS	4.5
Total	100.0

*Note: Figures are based on responses of 224 respondents, who watched the program in the last 12 months.*

Each fourth respondent stated he or she specifically tuned to the channel to watch “Menk enk”, whereas 75.4% of the children said they watched the program when it occasionally came on the channel they were watching. At the same time, 35.8% of the children said they try not to miss the program, while more than half of the respondents confessed they watch “Menk enk” when they have nothing else to do (58.2%).

**Viewer profile:** In order to describe the typical viewer of the program, we have analyzed the composition of the group of respondents who said they try not to miss the program. First of all, it appeared that this group is mostly comprised of girls (72.3%). The age group that is most interested in “Menk enk” is 14-15: about 43% of the children in this age group said they try not to miss the program. At the same time, majority of the respondents, who watched “Menk enk” at least once, believe that “Menk enk” is intended for children exactly their age (85.7%). This means the potential audience of the program includes 13-16 year-old children.

Another interesting finding was that regular viewers of “Menk enk” have better attitude towards Georgians and Azeri that the rest of the respondents: 32.9% of the regular viewers are favorably inclined towards Georgians (as opposed to 23.1% of the rest of the respondents) and 8.3% have positive attitude towards Azeri (as opposed to only 2.2% of the other children). The survey, however, did not allow establishing whether “Menk enk” has contributed to the betterment of the attitudes or better attitudes made the children interested in “Menk enk”.

## PREFERENCES

Topics covered: Top-five topics that “Menk enk” viewers are interested in are stories about teenagers, traveling, entertainment, music and sports. Majority of the respondents likes topics covering relationship between girls and boys, education/school, human rights, culture, history and literature and family issues. The respondents seem to be not interested in economics/business, social issues, and politics. Most of the children like stories about Armenia, however, according to the children’s estimates, stories about Georgia and Azerbaijan belong to the category of less interesting subjects.

Table 9. Topics of interest

Topic	Very interesting (1)	Some what interesting (2)	Neu-tral (3)	Somewhat uninter-esting (4)	Not inter-esting at all (5)	Mean
Stories about teenagers	75.9	15.9	4.3	0.9	1.3	1.33
Traveling	76.1	15.2	4.3	1.7	0.9	1.33
Entertainment	75.3	16.5	3.0	1.3	1.7	1.34
Music	72.7	16.9	3.0	3.5	1.3	1.40
Sports	66.1	24.8	3.0	2.6	1.7	1.46
Stories about Armenia	61.5	29.9	3.9	2.2	0.9	1.48
Relationship between boys and girls	57.1	29.0	6.9	2.6	1.3	1.58
Education/school	53.2	35.1	3.9	3.5	2.2	1.63
Human Rights	52.8	29.9	8.7	3.9	2.6	1.71
Culture/History/ Literature	55.7	22.2	7.8	6.5	4.8	1.79
Family issues (relations with parents)	52.4	24.2	13.9	2.6	4.3	1.79
Health/Medicine	39.8	36.8	13.0	4.8	3.0	1.92
Environment/Ecology	36.8	37.2	13.0	6.9	2.6	1.98
Internet	43.0	29.1	14.3	3.9	7.0	2.00
Science/Technology	38.5	33.8	13.0	6.5	5.6	2.04
Religion	34.3	34.3	13.5	6.5	9.1	2.20
Stories about Georgia	29.4	37.7	13.4	6.1	11.3	2.31
Weather	21.4	37.6	16.6	11.8	10.0	2.50

Economics/Business	26.3	31.1	14.9	15.4	10.1	2.51
Social issues	19.0	38.1	17.3	13.4	9.1	2.54
Stories about Azerbaijan	27.3	26.8	17.3	10.8	15.6	2.60
Politics	19.2	25.8	19.2	14.8	17.9	2.86

**Rubrics:** As for the rubrics of the program, the children have almost repeated their preferences as to the most interesting topics of the program. Traveling and stories about teenagers still appear on the first place, while social issues are given the lowest priority. In order of importance for the viewers, the rubrics of “Menk enk” can be listed as follows:

- We are with our mountains (45.3%)
- We are with our wants (40.1%)
- We are with our problems (32.8%)
- We are with our notes (30.2%)
- We are with our genius (29.7%)
- We are with our kingpins (20.3%)
- We are with our ads (3.9%)

**Moderators:** More than 60.0% of the respondents could not remember names of the “Menk enk” moderators. 5-10% of the surveyed children have memorized the names of Tigran Danielyan, Elina Chilingaryan, Artak Vardanyan, David Grigoryan and Seda Grigoryan.

#### A “CRITICAL” GLANCE

**Advantages and disadvantages of “Menk enk”:** Overwhelming majority of the respondents agreed that “Menk enk” is interesting because it is made by teenagers for teenagers (91.8%) and because it allows learning about kids in neighboring countries (90.9%). About 80% of the children said the program allows kids in other countries learn the truth about Armenia, and almost 90% of the respondents said “Menk enk” is good because it is educational.

Majority of the respondents (81.5%) did not find the program boring. 12.5% of the children thins “Menk enk” sometimes upsets, because the topics are not serious enough, while 16.6% is of opposite opinion and states that the topics are too serious. At the same time, the majority of the respondents is completely satisfied with the thematic balance.

14.4% of the surveyed children get disappointed with “Menk enk”, because the stories about Armenia do not make us look good, and each fourth respondent said the program sometimes upsets them, because they realized that kids from the other countries spend better time.

**Suggestions for improvement:** 41.1% of the children said they like the program the way it is, and would not like to change anything. If given the opportunity, 12.1% of the children would extend the duration of the program, 8.2% would invite kids from the other countries to discuss issues and 5.6% would include more music.

## **Chapter 5. WHAT ABOUT ADULTS?**

### *EXPERT OPINION REGARDING “PEREKRESTOK” TV PROGRAM*

#### GENERAL OPINION

The experts think that the idea of “Perekrestok” is quite interesting, but it would be better to change the format of the program. They think that it is not clear what audience the program is intended for, since those who are interested and follow the situation in the region, will find the materials and news to be outdated. And those who are not interested in the developments would not be interested in the program at all. *“The society is either quite politicized or not politicized at all. Those who are not politicized are not interested at all in what the program tells about. Those who are politicized, read newspapers, watch TV, and search the internet for information every day. After all, watching “Perekrestok” would be quite uninteresting for them”.*

The experts are sure that both the chosen topics and the way they are presented contribute to the regional integration process. But there was a remark that the Azeri version of the programs starts with “Hello Azerbaijan” greeting, which itself does not contribute to the integration.

The experts also emphasized that tolerance can not be achieved through ignoring the existing relationships. And when propagating tolerance we should take into consideration the anti-propagation that goes in Azerbaijan. *“How correct is it to persuade our society to be tolerant, when Azeris propagate hostility?”*

#### SUGGESTIONS

The experts have made two main suggestions for improvement of the “Perekrestok” program:

- Not to broadcast materials about Armenia in Armenia, and, instead, present materials about Georgia and Azerbaijan separately twice a week.
- To make materials about problems that are common for all three countries, present materials about bordering regions, to talk about institutions that operate in all three countries, draw parallels, talk about common business of representatives of three countries in Russia, present Armenian, Georgian and Azeri intelligentsia, or personages that integrate the three countries. At the same time, the producers should be very careful concerning the last option. Such topics may fail to serve the purpose of integration, because the parties may start arguing about whom one or another cultural or national value belongs to.

## Annex 1. HOME-VIEWING DIARIES (CONSOLIDATED)

### AGE GROUP 12-15

*Note: The numbers in the table below show the number of participants who have chosen the specific answer.*

	1 Poor	2	3	4	5 Excellent
<b>CONTENT</b>					
Relevance				2	4
Thematic Balance				4	2
Sample of Rubric				3	4
Uniqueness			2	1	4
Objectivity		2	1	1	3
Timeliness				1	6
informative				4	3
<b>PRESENTATION</b>					
Moderators		1		5	1
Program organization				1	6
Studio equipment				5	2
Program formatting				3	4
Tempo and dynamism				5	2
Quality of language				1	6
Operator's work			2	1	3
Item length		1	1	3	1
Use of Music			3	1	3

**Question A: Of the several programs you watched, which one was the best?**

4 participants chose program N41, 2 participants chose N42, 1 participant chose N43, and 5 participants chose N44 (*note: some participants have chosen 2 programs*).

**Question B: Which aspects of the program did you like most? Why?**

The participants have expressed the following opinions:

- Everything was very clear; some topics were somehow connected with my school, my character and my hobby.
- I liked to get to know teenagers from other countries, learn about their interests and their daily life
- I liked the sincerity of the program.
- I liked the music used in the program.

***Question C: Where there any aspects of the program that you did not enjoy or dislike? Why?***

The participants have mentioned some topics in the programs that were not interesting for them, but the answers were not repeating and can be explained by the difference of their tastes and interests.

One of the participants mentioned that the moderators were speaking too fast and another participant stated that some of the topics were given too much time, and s/he became bored.

***Question D: Of the several programs you watched, which one was the worst?***

Only 4 participants have answered this question. Others have stated that they liked all 4 programs. Among those 4 participants, 1 mentioned that s/he did not like program N41, another participant did not like program N42, and two participants mentioned N43 as the worst one.

***Question E: Which aspects of the program did you dislike most? Why?***

***Question F: Where there any aspects of the program that you like? Why?***

Here as well the participants have mentioned only some topics that they liked or disliked in the program. A material that is rated as “uninteresting and boring” by one of the participants is rated as “very interesting” by another one.

*- In program N43 I did not like 3 of the presented topics, especially Shahin’s material; the moderator was not honest and the whole material seemed to be quite artificial. But I liked the materials about the journalist and the bicycle riders. Those were about unique people.*

*- I did not like the material about old and new buildings of Yerevan in program N41. It was not presented in an interesting way. But I liked the material telling about piercing of Georgian girls.*

*- I did not like the story about bicycle riders from Tbilisi in Program N41. It was not presented in an interesting way. But the material about children making cars and boats with remote control was very interesting.*

*- In program N42 some of the materials were too long and I was bored. But I liked materials about fishing and dancing.*

***Question G: If you were not required to watch this program for two hours, would you have listened to it - in its entirety? If not, at what point would you have tuned out? Why?***

4 of 7 participants answered that they would watch all 4 programs. 2 participants answered

that they would switch off the TV after the second program. And one of the participants answered that s/he would watch all 4 programs but would skip some parts that were not interesting for him.

## OVERALL EVALUATION

### ***1. Would you continue to watch this program in the future?***

All seven participants have answered that they will continue watching the program in the future.

### ***2. After watching the program, did your opinion of the youth of the three countries change in any way (Georgia, Armenian and Azerbaijan)?***

2 of the participants answered that they have changed their opinion, other 2 participants answered that their opinion remained the same. And 3 participants answered after watching the program they found out that the teenagers of all three countries are much alike.

### ***3. Would you recommend for your friends to watch this program? Why or why not?***

All of the participants have answered that they will recommend their friends to watch the program and brought the following arguments

- Thanks to these 4 programs I learned a lot about our neighbors.
- My friends would also like to get acquainted with the culture and youth of our neighbors.
- The program raises and presents important topics.
- It is very interesting to learn about culture and youth of other countries.

### ***4. How would you describe it to your friends? What words, phrases would you best use?***

- *I would tell my friends that this program is very interesting, sometimes it tells about strange people. I would also tell them that it has an original design and that it is prepared by teenagers.*
- *I would tell them that this is a nice program with materials presented in an interesting way.*
- *This program is necessary for Armenian youth, because it allows us get acquainted with the life of youth in Georgia and Azerbaijan.*

### ***5. Which other youth cross-cultural programs are familiar to you from Radio/TV, and please define exactly what are their strengths and weaknesses?***

The participants answered that they do not know any other youth cross-cultural programs.

### ***6. If you could do anything to change or improve the program “Menk enk” what would you do?***

2 of the participants have answered that they would not make any change, as they like the

program the way it is. Other 2 participants would like the program to involve more countries and 3 participants would extend the program duration. There were also suggestions to involve moderators with more pleasant appearance, to make the materials more dynamic and to have “Our advertisement” and “Our Mountains” rubrics in each program.

Some participants have also mentioned in their questionnaires that the materials of Georgia and Azerbaijan were more interesting than Armenian ones, and that the original language in the background was not letting them hear the translation properly.

**AGE GROUP 16-18**

	1 Poor	2	3	4	5 Excellent
<b>CONTENT</b>					
Relevance 1 6 1		1		6	1
Thematic Balance 2 1 5		2	1	5	
Sample of Rubric 3 3 2			3	3	2
Uniqueness 3 4 1			3	4	1
Objectivity 3 5				3	5
Timeliness 1 7			1		7
Informative 6 2				6	2
<b>PRESENTATION</b>					
Moderators 2 1 4 1		2	1	4	1
Program organization 4 4				4	4
Studio equipment 3 4				3	4
Program formatting 1 6 1	1			6	1
Tempo and dynamism 1 6 1			1	6	1
Quality of language 5 3				5	3
Operator’s work 2 6				2	6
Item length 2 2 4			2	2	4
Use of Music 1 4 3			1	4	3

***Question A: Of the several programs you watched, which one was the best?***

4 participants liked program N44 most of all, and another participant has preferred program N43. 3 of the participants did not answer the question.

***Question B: Which aspects of the program did you like most? Why?***

Participants have mainly mentioned that the reason why they liked those programs more than the others was that topics in those programs were of big interest for them.

**Question C: Where there any aspects of the program that you did not enjoy or dislike? Why?**

Two of the participants did not like the advertisements and rated them as boring and uninteresting. Others have expressed the following opinions:

*- I did not like that Armenian, Georgian and Azeri youth were presented in the same way, thus transforming “Us” into “Them”. I agree that there are also nice people in Azerbaijan, but it is necessary to present the real situation. Watching this program one can come to the conclusion that there are no problems between our countries, and this is not true at all.*

***Question D: Of the several programs you watched, which one was the worst?***

3 of the participants did not like program N41, 2 participants did not like N42, one participant rated N43 as the worst one, and another one mentioned N44.

***Question E: Which aspects of the program did you dislike most? Why?***

Almost all of the participants stated that they liked those programs less because topic(s) discussed were not interesting for them.

***Question F: Where there any aspects of the program that you like? Why?***

Here participants have mentioned only one or two of the topics that were interesting to them.

***Question G: If you were not required to watch this program for two hours, would you have listened to it - in its entirety? If not, at what point would you have tuned out? Why?***

2 of the participants have answered that they would switch off the TV during the first program because the material about piercing was very unpleasant for them. Another participant stated that he would switch off the TV after watching the first 5 minutes of the first program, as he does not like programs which give only some general information, but prefers the ones which present different aspects of one topic in details. And four participants that they would watch all 4 programs as in each program they could find at least 1 or 2 topics that were interesting to them.

**OVERALL EVALUATION**

***7. Would you continue to watch this program in the future?***

3 of the participants have answered that they will continue watching “Menk enk” program.

Other 3 participants answered that they will watch it only if they are free. And one participant answered that he will not watch “Menk enk” in the future.

**8. After watching the program, did your opinion of the youth of the three countries change in any way (Georgia, Armenian and Azerbaijan)?**

2 of the participants think that the programs are not giving enough information for changing their opinion or for forming any opinion about youth in Georgia and especially Azerbaijan. One of the participants mentioned that thanks to the program he has discovered that “humans” live in Azerbaijan. Others have mentioned that they discovered that in Georgia and Azerbaijan (especially in Azerbaijan, as it is a Muslim country) youth is quite open-minded and modern.

**9. Would you recommend for your friends to watch this program? Why or why not?**

5 of the participants have answered that they would recommend their friends to watch this program as they also need to get additional information about neighboring countries and each of them can find interesting materials.

**10. How would you describe it to your friends? What words, phrases would you best use?**

*Interesting, informative, diverse, fun program for youth about interests and daily life of the youth of the 3 countries, where everyone can find something interesting for himself/herself..*

**11. Which other youth cross-cultural programs are familiar to you from Radio/TV, and please define exactly what are their strengths and weaknesses?**

Most probably the participants have misunderstood the question, because they mentioned some cultural programs broadcasted by different TV channels.

**12. If you could do anything to change or improve the program “Menk enk” what would you do?**

2 of the participants would like the program to involve more countries. Other 2 participants mentioned that they will choose more interesting topics and also would change the moderators and the method of translation. Another participant would make the program in a way that would show the real relations between Armenia, Georgia and Azerbaijan. Another suggestion was to have not 4-5 materials in one program but only 1 or 2, but to present those topics in more detail and to give more information. Another participant has suggested making the Armenian materials more interesting. He thinks that someone who does not know Armenia and watches this program might think that, as opposed to Georgia and Azerbaijan, Armenians live in villages, destroy churches, have no water or electricity.