

Dear colleagues,

I wish to thank Bill and his team for a great start to week 3.

Below, kindly find a summary of comments and answers to Bill's questions that we received so far:

1. How do you define the term, entertainment-education?

In the field of public health, entertainment education can be defined as a way to combine educational and leisure activities in order to improve transfer of information.

2. Do you think radio interventions really work?

Radio interventions have a large audience, especially those in rural areas who may not have access to other mediums. If well conceived, radio interventions may have a large impact on a large portion of a population. For an example of use of radio for World AIDS Day programming in Tunisia, please refer to participants' comments.

However, some urban communities are starting to prefer other media such as television over radio. Thus, when programming, it is important to know your audience (remember discussions during Week 1).

3. Also, are the effects long-lasting, or do they disappear after the program ends?

Much like with any other educational program, the more frequently people receive information, the more they learn, the bigger the effects. Thus, if radio-based programs have a way of being sustainable and long-lasting, their effectiveness would increase.

In addition, entertainment education has the ability to be more personable, more emotional than the "old-fashioned" educational methods. This provides it with the ability to be more memorable and thus effective.

Whether or not radio (or any other learning approach) will be effective also depends on personal interest and preference on the subject matter of the individual learning.

Benefits of radio programming include the fact that they may be easier to produce and less costly than television, and radio programming is user-friendly, because it can allow a listener to do other things (like work) while listening to the radio, so people do not have to interrupt their daily routines

However, as a participant from Myanmar points out, according to the adult learning theory, just with listening, an adult can memorize only 10-15% of all information heard, but with TV, since it consists audio-visual stimuli, one can memorize between 20 and 30%.