

Dear everyone,

Thank you for your insightful input. If you have the time, please feel free to review each others comments by following this link: <http://tinyurl.com/2wcvr3>

Allow me to summarize some of the points brought up today:

Numerous participants agreed that every theatre is educational in its own way – it teaches or informs both the audience and the troupe members (actors, etc.) about numerous life-issues. Educational theatre should not be less artistic than “regular” theatre. Educational theatre may be more “organized” to educate the audience, by having an educational purpose, objectives, issues and may be focused on concrete results.

Another participants suggests examples from the Transtheoretical Model of behaviour change (by Prochaska and DiClemente) with its stages of change that include precontemplation, contemplation, preparation, action and maintenance (also sometimes includes relapse, at which time the circle would start again). This participant suggests that theatre education may help an observer move from precontemplation to contemplation change, but would probably not be helpful to change from preparation to action stage. For more information on Transtheoretical Model, please take a look at the article “Peer Education within a Framework of Theories and Models of Behaviour Change” that some of us Y-PEER folks wrote a few years back:

<http://www.euro.who.int/document/ens/en56.pdf> (in the same issue, you will find a great brief article by Cydelle and Ken on theatre and health education!).

On a slightly (un)related topic, another participant asked for some advice on how to use cellular phones to promote education and how to avoid breaking any laws in Nigeria. Although we will have a discussion on more “modern” technologies soon, as the moderator of the Forum I must underline that we are not in a position to give you specific guidance in terms of your local laws, however, we can offer recommendations on how you would find out the answers yourself – by linking with local stakeholders, etc. Stay tuned for more discussion on this topic in the upcoming weeks.

Finally, a few participants expressed interest in reviewing available published resources, such as articles or books covering theoretical models (see the one mentioned above), research on cost effectiveness, reach to large audiences in remote, rural areas, etc. One such resource is the publication that Cydelle and Ken authored for UNFPA and Y-PEER (http://www.unfpa.org/adolescents/docs/ypeer_theatre.pdf). I’m confident that other colleagues will have additional recommendations.

My best, and I look forward to Cydelle and Ken’s next posting as well as your further comments and questions.

Srdjan