

digitalGREEN



DISSEMINATION TRAINING MANUAL

JUNE 2015

NAME.....

ORGANIZATION.....

DATE.....

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ABOUT DIGITAL GREEN



Farmers in Madhubani District, Bihar, India. Photo: Susan/DG

Digital Green is a not for profit international development organization that uses an innovative digital platform for community engagement to improve lives of rural communities across South Asia and Sub-Saharan Africa. We partner with local public, private and civil society organizations to share knowledge on improved agricultural practices, livelihoods, health, and nutrition, using locally produced videos and human mediated dissemination. In a controlled evaluation, the approach was found to be 10 times more cost-effective and uptake of new practices seven times higher compared to traditional extension services.

Till June 2015, we have supported our partner organizations in producing over 2,800 videos in more than 20 languages, reaching 3,000 villages and over 330,000 farmers. We currently implement projects in seven states in India and in select areas in Ethiopia, Ghana, Mozambique and Tanzania in Africa in partnership with over 20 partners. For more recent data please visit our Analytics Dashboard: http://www.digitalgreen.org/analytics/overview_module

We engage with and empower rural communities to produce participatory localized videos, leveraging pre-existing group structures, such as Self Help Groups, to disseminate these videos through human mediation. These videos are of the community, by the community and for the community.

The approach includes: (1) a participatory process for video production on improved livelihood practices, (2) a human-mediated learning model for video dissemination and training, (3) a hardware and software technology platform for data management customized to limited or intermittent Internet and electrical grid connectivity, and (4) an iterative model to progressively address the needs and interests of the community with analytical tools.

Our data management software called Connect Online | Connect Offline (COCO) and Analytics dashboard suite customized to low resource settings are used to collect and analyse near real-time data on dissemination, adoption, and community interest.

ABOUT THIS MANUAL

Training is an essential element in the Digital Green approach, since much of our work is centered on enhancing the capacities of our partners as well as the community.

A typical Digital Green training program has a participatory approach, which means that it:

- Is a process of collective analysis, learning & action for achieving shared objectives
- Has an environment of trust – sharing of skills, knowledge, ideas and resources

We essentially offer two kinds of training:

- Video Production Training
- Dissemination Training

This manual is designed to help facilitators conduct a Dissemination Training.

Instructions for Facilitators

As a Facilitator, ensure that you:

- Make learning participant-centric, not activity-centric
- Empower participants as individuals and as community members
- Encourage participants to express themselves, and be articulate and powerful speakers
- Evolve critical and independent thinking
- Make learning a fun experience
- Create a safe and supportive environment
- Encourage self-reflection

Encourage:

- Learning through doing: Give participants an opportunity to practice everything that they are learning.

- Using real examples: Ask participants to think of examples and experiences from their life. It will help them connect with concepts more easily.
- A shared process: Let participants learn in groups through exchange, discussion, feedback and sharing. Learning along with your peers is often more productive.
- Structured reflection: Help participants to consolidate their learnings, and take responsibility for what worked well, what didn't, where they need to improve.

Plan your training in advance: Ensure that you have all the materials, resources and videos with you. Respect the time that the participants are giving to this training. Go through all the sessions and practice with a colleague.

The training should be conducted with a co-facilitator: A single trainer would significantly dilute the level of attention given to all participants.

Ensure all participants get a chance to practice both model dissemination and group facilitation, even if for a short period of time.

This training should ideally span three days:

If due to unavoidable circumstances you are not able to get participants for the requisite three days, ensure that the remaining modules/exercises are done during refreshers.

If you have only two days for the training, then complete all the sessions on Day 1 and 2.

SCHEDULE

Day 01

01

Introduction

20 mins

02

 Expectation
Mapping

25mins

03

 Using Video in
Extension

1 hr 30 mins

04

 Working with
Community

 30 mins
(optional)

05

 Pico
Operations

2 hrs

06

Wrap-up

15mins

Day 02

07

Welcome

30 mins

08

 Operating the
Pico Projector

3 hrs

09

 Preparing for
Dissemination

15 mins

10

 Model
Dissemination

1 hr 30 mins

11

Documentation

30 mins

12

 Adoption
Verification

30 mins

13

Wrap-up

15 mins

Day 03

14

Welcome

45 mins

15

 Behavior Change
Communication

30 minutes

16

Public Speaking

1 hr 30 mins

17

 Group Facilitation
Skills

2 hrs 45 mins

18

 Planning your
Dissemination

30 mins

19

Wrap-up

30 mins

DAY 1

SESSION TITLE		TIME REQUIRED
1	Introduction	20 minutes
2	Expectation Mapping	25 minutes
3	Using Video in Extension System	1 hour 30 minutes
Break/Energizer		1 hour
4	Working with Community	1 hour
5	Introduction to the Pico Projector	3 hours
6	Wrap Up	15 minutes
Total Time		7 hours 30 minutes



Village Resource Persons learning how to set up a Pico projector. Photo: Susan/DG

INTRODUCTION & ICE BREAKER

 20 mins

Why conduct this session

Ice breaker is an activity or game which literally helps break the ice among the participants. It is a fun and engaging way to help participants become more comfortable and at ease with each other. Often when participants do not know each other, this session will help them get acquainted with other participants.

How to conduct the session

There are several ice-breakers which can be used for introductions within a group (Find them online at: <http://bit.ly/1G8wtKF>). One of the simplest and fun ice-breakers is the 'Me, You, You, Me' game, steps of which are listed below:

1. As the participants enter, let them mingle with each other.
2. Introduce yourself – your name, your organization and your background. Let them know why you feel excited about this training and what you are looking forward to in the next two days.
3. Ask participants to stand in a circle.
4. Pick one person in the circle and ask that (1st) person to say their name to the person on their right in the circle. Ask the (2nd) person next to them to say their name. The first person says the second person's name and vice-versa, following the sequence of 'Me, you, you, me'. For instance:

Gita (1st person) says: Gita

Priya (2nd person) says: Priya

Gita (1st person) says: Priya

Materials required:
None

Methodology:
Game



Priya (2nd person) says: Gita

5. Now the 2nd person looks at the person on their right and says their name:

Priya (2nd person) says: Priya

Nidhi (3rd person) says: Nidhi

Priya (2nd person) says: Nidhi

Nidhi (3rd person) says: Priya

6. Let the entire circle complete. This way everyone in the group will be able to introduce themselves in an engaging way. The repetition also ensures that other group members find it easier to remember the names.



Note: During the exercise, as a facilitator, you must remember the names of all the participants. The best way to memorize all names is to keep a notebook with you and write down one identifying factor about that person and their name. For instance: 'the person in green shirt – Ramesh'. It is recommended you address people by their names as much as possible during the entire training.

Session 2:

EXPECTATION MAPPING

🕒 25 mins

Why conduct this session?

Understanding the participants' priorities and expectations is critical to a successful training. How consistent is the experience you are offering with the participants' expectations and previous experiences? By charting their expectations, you can understand what participants hope to gain from the training, and even share your own expectations as a trainer.

How to conduct this session

1. Ask participants to sit in a circle.
2. Keep markers and Post-its in the middle of the circle.
3. Ask each person to pick a marker/pen and Post-its.
4. Ask the group to write down their expectations (max. 4) one on each post-it. Ask them to be as brief as possible. They can also use single words to describe their expectations. Give them 5 minutes for this activity.
5. Ask one person to collect all the Post-its and stand next to you.
6. Ask this person to read aloud what is written on the Post-its while you organize the expectation into groups on a flip chart.
7. Once all the Post-its have been read out, tell the group how you plan to address their expectations.
8. Brief the participants on what exactly you plan to cover in the next three days.
9. Lay emphasis on the fact that since there is a lot of material to be covered in the next three days, you will require the group to

Materials required:
 1. Post-its
 2. Markers/sketch pens
 3. Flip charts/White board

Methodology:
 Reflection



- cooperate with you and each other. Ask them to set some ground rules/norms for the training. For instance, not disturbing the session by attending calls, or allowing everyone to speak and not interfering. Also let the group decide the consequences of not following the norms. They should write these on a flip-chart and display it on the wall.
10. Inform the group about facilities for drinking water and washroom available at the training site.



Note: It is essential that the group starts owning the training, and setting their own norms would help in that – DO NOT skip this step.

The agenda shared with the participants need not be very detailed. It could give an overview of the key sessions to be covered, such as Pico Operations, Dissemination, Group facilitation.

Why conduct this session

This participatory, creative session will not only help energize your group, but also highlight how different types of communication work. More specifically, it is designed to show the benefits of a mediated, audio-visual mode of communication. It will also introduce all participants to the Digital Green approach for information dissemination.

How to conduct the session

Part I: Moon Tent

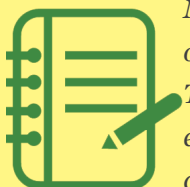
Time: 1 hour 15 minutes

1. Divide participants into three groups. Ask them to brainstorm amongst themselves and come up with a list of various mediums used for information dissemination in five minutes.
2. Ask each group to prioritize the list of mediums in order of effectiveness. For instance: 1) Radio 2) Newspaper 3) Street theatre etc.
3. Ask each group to come up and share their top three mediums and why they feel these mediums are effective.
4. Based on what each group has presented, select them for 'written instructions', 'visual instructions' and 'video instructions'. For example, if a group has mentioned written information is the best mode, give them written instructions (this can also be changed to oral instructions, where the instructions to make a moon tent are read out to them).
5. Ask each group to sit in separate rooms.
6. Make sure that none of the groups is explicitly told what is to be done. Do not even mention the name of the activity.
7. Distribute the moon tent activity sheets to each participant and then hand out the three different sets of instruction (written, visual and video) to each group.
8. Make sure each group gets only one of the three tools.
9. Ask each group to complete the activity and make as many models as possible within 15 minutes.

Materials required:

1. Moon tent activity sheets (at least 2-3 per participant)
2. Three sets of instructions (a.written, b.visual and c.video)
3. Moon tent video
4. Projector
5. Speaker

Methodology:
Simulation



Note: Encourage a free flow of responses, and ensure that while summarizing the advantages of audio-visual medium, you are using the same expressions/words as used by the participants. This would make them feel that the knowledge is coming from them, not from you. Use expressions like, 'Like you said', so that there is less ambiguity regarding the process to be adopted.



Moon Tents. Photo: DG

10. At the end of the 15 minutes, ask participants to gather in the training room and ask them to sit in a circle but with their team members.
11. Ask participants to identify what they made.
12. Ask individual groups to judge which group has done the most with quality.
13. Start a discussion on the following questions (also available on the cue cards given with this manual):
 - What did group 1 try to make?
 - What did group 2 try to make?
 - How come one group got the best result?
 - What helped them get the best result?
 - What went wrong with the other groups?
 - What were the hindering factors for other groups?
 - What challenges did each group face?
14. Depending on the answers, channelize the whole discussion to the effectiveness of mediated audio-visual communication. Cover the following main points:
 - Instructions become more clear than other mediums
 - It is also faster to understand things
 - There is little or no ambiguity about what needs to be done
 - You can see the exact process to be followed
 - Instructions can be repeated, if need be
 - You can both see and hear, so it is difficult to go wrong
- Several people can watch easily at one go
15. Ask groups 1 and 2 if they would be interested to make a perfect moon tent by understanding the procedure through human mediated audio-visual approach.
16. Show the moon tent video through mediated instructions.
17. Ask the entire group what they think about using video in extension system.
18. Appreciate what has been stated by the participants on the effectiveness of audio-visual approach.

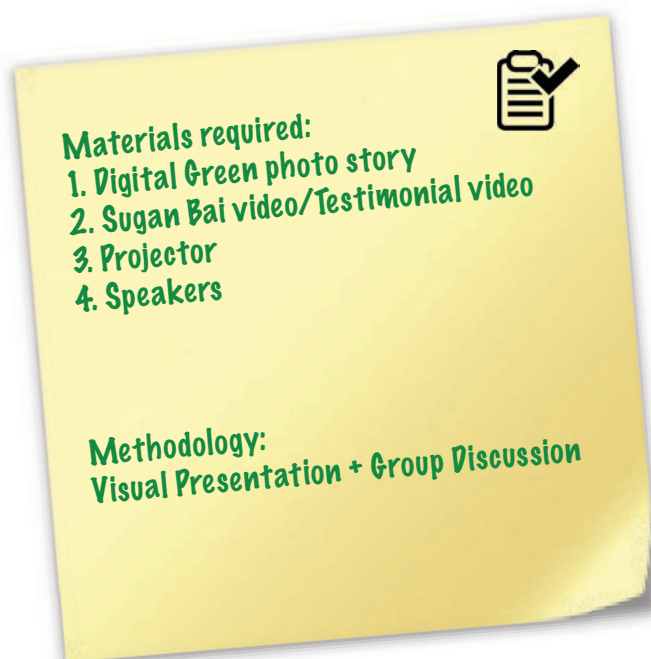
Part II: Introducing Digital Green and Mediator Role

Time: 30 minutes

1. Draw on the last activity to talk about Digital Green's work in using video in agriculture extension.
2. Explain the process flow chart through the Digital Green Photo Story (provided with this kit):
 - Topic identification and content development: By partner organization based on community needs in the region
 - Video shooting: By video production team at the block level, in local language and features local farmers
 - Editing video clips: By video production team, vetted by expert committee to check

the information

- Dissemination process: Practice shown through video to a group
 - Use of Pico projector in dissemination: Appropriate for areas with weak electricity supply
 - Information gathering and feedback: Discussion with the group and expressed adoptions noted
 - Verifying adoptions: Physical checks done
3. Ask participants to list the advantages of the Digital Green approach. Discuss the advantages.
 4. Emphasize the participatory approach that Digital Green adopts and why that is critical to the model we use. Discuss why participatory videos are better. Encourage participants to think about why doing everything at such a local level is helpful. Cover the following points (also provided in the cue cards):
 - Farmers learn from their peers
 - Agricultural practices differ from region to region and localized and more contextual videos are more helpful
 - Videos in local language are essential, if farmers are to understand the message
 - Featuring farmers can become role models for their community
 - Mediators have a relationship with their own village members and can be the motivating person to adopt agricultural practices



5. Brainstorm how the participants will be able to embed the Digital Green approach into their existing extension system.
6. Play the video on Sugan Bai or any other testimonial video in the local language, that you may have to also highlight the human aspect of the Digital Green approach. *In case you do not have such a video, then discuss the case of a strong VRP you know and highlight how they positively affected their community.*
7. Ask the participants what they think about the nature of their work and why it is important in their community.



Note: After the testimonial video, focus on how mediation is not just about showing a video, but it is about supporting people in improving their life. It is essential that the participants see their role as leaders in the community, who can encourage and motivate people to adopt better practices. You, as a facilitator, need to keep emphasizing throughout the training that screening videos is just a means; their real role is to motivate people.



Farmers at an SHG meeting in Madhubani District, Bihar, India. Photo: Susan/DG



Energizer

Time: 15 minutes

An energizer is usually used to raise the energy in the group, when you feel that they are losing interest. It can be simple things like clapping in a rhythm or short group games (Find some energizers online at: <http://bit.ly/1G8wtKF>).

Do an energizer at this stage, if you want to lift the energy in the room. The activity should not take more than 15 minutes.

Why conduct this session

This session will emphasize the need to win trust of the community.

How to conduct the session

1. Ask the participants to choose a partner, preferably one who is not known to them.
2. One of the partners is asked to close their eyes while the other leads and takes the partner for a walk for two minutes.
3. Instruct the pair not to talk while walking.
4. Then ask them to exchange their roles and repeat the exercise.
5. After the exercise, facilitate a discussion on feelings generated during the process and then categorize them as positive and negative feelings on the flip chart. Often you would hear people talking about feeling scared or apprehensive.
6. Ask participants to relate the situation to when they are dealing with farmers, in which their apprehensions would have similar impact on their program during mobilization process.
7. Summarize that building trust with the community is very important. They need to be caring and create safe environment in order to build the foundation for trust worthy relationship.
8. Divide the participants into three or four groups and discuss the reasons why a

Materials required:
1. Blindfolds
2. Flip chart/ White board

Methodology:
Game / Simulation



- community might not trust a mediator and the way a mediator can ensure that the community trusts her/him, and is also mobilized to attend disseminations. Give the groups 20 minutes to complete the task and ask them to write the reasons on a flip chart.
9. After the group work, ask the participants to present their discussion.
 10. Summarize that facilitation is a helping process which begins with a mediator's visualization for their community's well-being and socio-economic development through the screenings and helping them in adopting best practices.



Note: It is important that participants understand the importance of building and maintaining trust with the community. Help them relate this with their own experiences through this exercise.

Session 5

INTRODUCTION TO THE PICO PROJECTOR

⌚ 3 hours

Why conduct this session

This session will begin by introducing participants to the essential operations to be done using the pico-projector. The 'Let's Learn Pico' video and handout have been provided to help structure the session and to ensure that all operations, their significance and the actions to be done for each operation are addressed. Participants will be divided into groups and encouraged to practice the operations hands-on.

How to conduct this session

1. Ask the participants what they remember from the photo story in the previous session about dissemination – what kind of equipment was being used to show the video. Some of the participants would answer that there was a device that projected the image. If you used the Pico projector for showing the photo story, tell them that this is the device they will be using too.

Materials required:
 1. One Pico projector set for 4-5 participants (including chargers, tripod, aux cable charger, pre-loaded video on the memory card)
 2. Let's Learn Pico video

Note: The Pico projectors and speakers should be fully charged.

Handout:
 Let's Learn Pico

Methodology: Visual Presentation, Demonstration and Practice



Portronics Pico Projector

2. Tell them that the device is called a Pico projector and they would now be learning how to use it.
3. Before beginning, ask how many people have used a DVD player, or a mobile phone to play video/listen to songs, or even a tape recorder. This would help you assess how easily they can learn the functions of the remote. Tell them that operating the Pico is as simple as using any such other device.
4. Take the whole box of the Pico projector out. Ask one participant to volunteer and help take out the contents of the box. Keep the box on the table/floor. Ask the group to form a circle around it. If there is a co-facilitator, then make two groups, with two Pico projectors.
5. Pick up one item at a time and ask the participants to guess what it is and what purpose it serves. Let at least two to three people respond. If the group does not get what the object is, even after a few responses, name the item. Let the group figure out all the items.
6. Once you have all the items identified and named, tell them that you will now see a video, on using a Pico. The whole group should watch the 'Let's Learn Pico' video together.
If you do not have a video, demonstrate Pico set-up.
7. Play the Let's Learn Pico video.
8. At the predetermined mediation points, discuss the operation, its significance, and demonstrate how it is done with a Pico-projector.
9. Create groups such that each group has a Pico-projector set and no group has more than 5 people. Assign people to groups randomly. If there is more than one type of Pico, the groups should be constituted by people with the same type of Pico.
10. Encourage participants to learn and practice each operation. Encourage them to help their group members to perform all operations independently.
11. Distribute the handout – Let's Learn Pico.



Dissemination training in Madhubani District, Bihar, India. Photo: Susan/DG

Session 6:

WRAP-UP

⌚ 15 mins

Why conduct this session

This session would enable participants to reflect on their learning from the entire day. It would also help you as a facilitator to get a feedback on your training and things that can be improved for the next day.

How to conduct this session

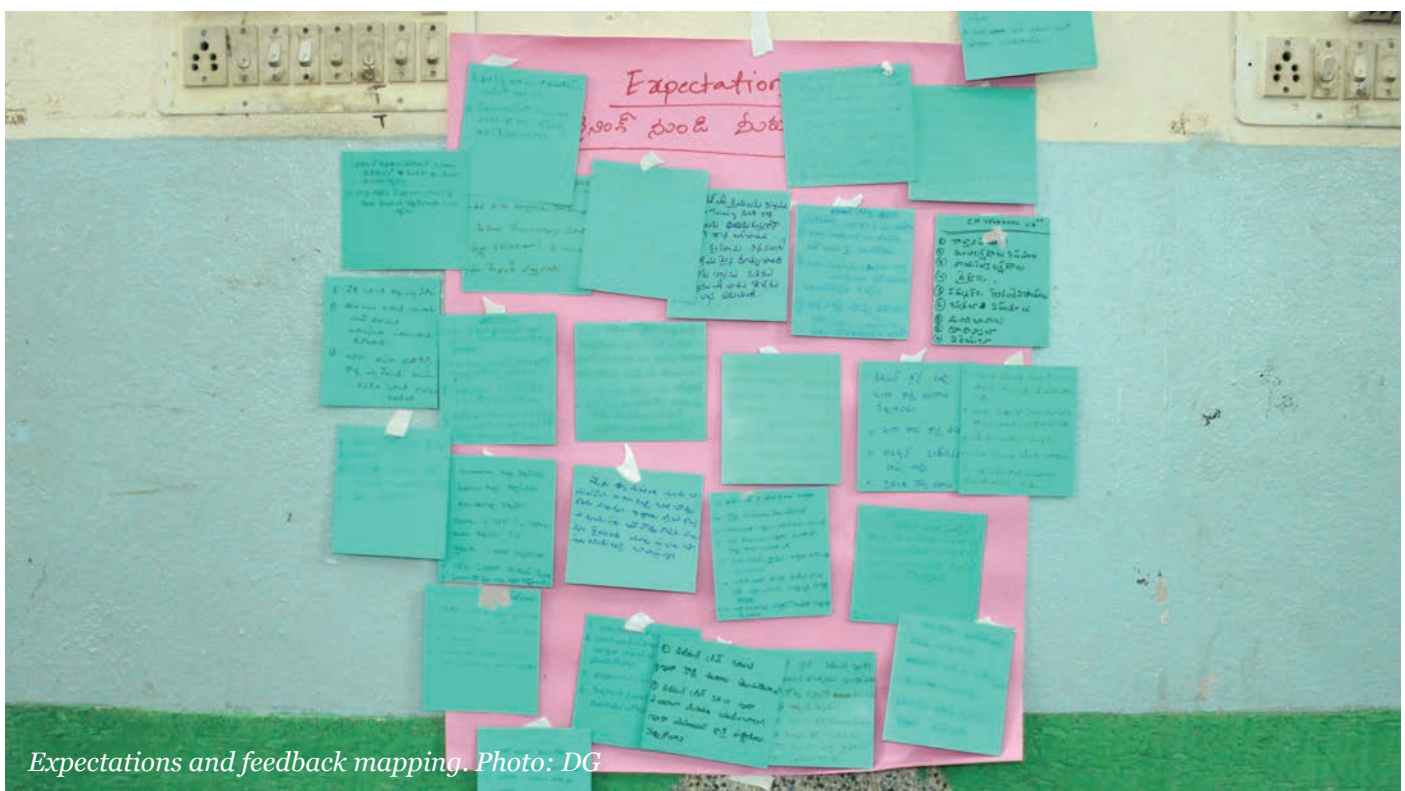
1. Ask the participants to sit in a circle and ask them to mention one thing they liked from the training session and one thing they would like improved. Make sure that their inputs are noted on a flip chart by you or your co-facilitator. Alternately, you can put up flip charts on the wall and ask the group to write what they liked on Post-its and paste on one and what needs to be improved on the other. Leave the Post-its and markers near the flipcharts.
2. Ask the participants to take the responsibility to charge the Pico projectors and speakers overnight – make one person

responsible for one set of projector and speakers.

3. Ask the participants to practice the Pico projector after the day's session.

Materials required:

1. Post-its
2. Markers/Sketch pens
3. Flip chart

**Methodology:**
Reflection

Expectations and feedback mapping. Photo: DG

DAY 2

	SESSION TITLE	TIME REQUIRED
7	Welcome	30 minutes
8	Operating the Pico Projector	3 hours
9	Preparing for Dissemination	15 minutes
10	Model Dissemination	1 hour 30 minutes
	Break/Energizer	1 hour
11	Documentation	30 minutes
12	Adoption Verification	30 minutes
13	Wrap-Up	15 minutes
	Total Time	7 hours 30 minutes

Session 7

WELCOME TO DAY 2

⌚ 30 mins

Why conduct this session

This session will help get the participants start their day with high energy levels and introduce an element of fun in the proceedings.

How to conduct this session

1. Welcome everyone to Day 2 and ask them to sit in a semi-circle (if possible).
2. Ask the group to recall what has been covered in the training in a sequential manner. Ensure that different people get a chance. Ask them to highlight the learning from each session. Cover this activity in 10 minutes.
3. Ask everyone to stand in a circle.
4. Ask them to introduce themselves again. First they will say their name and then do an action that defines them, while standing using their hands. For instance, someone could raise their hand, or someone could do a driving action. Remind them that they cannot make a noise using their hands (like a clap).
5. Demonstrate the action for them with 2-3 people in the circle, if needed.
6. When one person has finished their action, the whole group has to repeat their name and action. Give them a few seconds to think about their action.
7. Select one participant and ask them to start and continue in a circle till everyone has had their chance.
8. If you have time, you can randomly select people and ask the group to repeat their name and action.



Note: Such a session would help people to overcome their inhibition. It can also help you realize as a trainer who is shy and who is less inhibited. The same exercise can be done with sound, where people define themselves using a sound. You can use the exercise with sound at any other point of time in the training too.

Why conduct this session

This session is designed such that trainers can assess the Pico-projector operation skills of each participant. It also gives participants an opportunity to self-assess and fill gaps in their skills. The session is structured as a team competition so that participants are encouraged to collaborate and cooperate.

Participants will be divided into groups and given time to practice. Before beginning the practice session, groups will be informed that each group's final score will comprise the individual scores of group members. This would motivate participants to practice the basics of Pico set-up and operation and encourage others in their group to do the same.

After the practice session, the assessment will begin. Assessment stations, each with a charged Pico projector set, will be arranged on a wall so that all stations are visible to the assessor at all times. There will be as many assessment stations as there are groups.

The assessment will be conducted in rounds. In each round, stations will be occupied by one player from each group. The trainer will announce instructions in sets and players will demonstrate those operations on the pico. At the end of each set, the trainer will mark players on the scoresheet in their hands. When all sets are complete, the round is complete. The trainer computes the total score of each player and adds it to the score of the groups.

The current score of each group is displayed as a part of the group scoreboard. It should be displayed prominently so that all players are aware of current scores and are motivated to do their best to help their group win.

Materials required:



1. Pico projector sets including the following: a charged Pico projector, a charger, remote, memory card with videos, charged speakers, speaker charger and an aux cable. (atleast 1 for every 5 participants).
2. Pico Assessment Sheet (1 per round)
3. Game scorecard (on a chart paper or board)

Methodology: Group work and game



VRPs learning to use a Pico. Photo: Kundan/DG

How to conduct this session

1. Create groups such that each group has a Pico-projector set and no group has more than 5 people. Assign people to groups randomly. If there is more than one type of Pico, the groups should be constituted by people with the same type of Pico.
2. Call the groups to attention. Explain the rules of the game.

We will now play a game – called Let's Learn Pico

अब हम एक खेल खेलेंगे – इसका नाम है पीको खेल ।

Like every game, this game has some rules.

हर खेल की तरह, इस खेल के कुछ नियम हैं ।

This game is played in groups.

यह खेल ग्रुप में खेला जाता है ।

One player from each group will come forward.

हर ग्रुप से एक खिलाड़ी आगे आएगा ।

There are 15 main activities that can be done using a Pico. Each person in the group will do each of these activities.

पीको के साथ हर खिलाड़ी 15 काम करके दिखाएँगे ।

For each activity successfully done, the player's group will get 1 point.

एक काम सही करने पर खिलाड़ी के ग्रुप को 1 नंबर मिलेगा।

The group that gets the most points per player wins.

प्रति खिलाड़ी के हिसाब से, जिस ग्रुप को सबसे ज़्यादा नंबर मिलेंगे वही ग्रुप जीतेगा ।

3. Draw the game scoreboard on a flipchart or board such that it is visible to all participants.
4. Pose the question – what can you do to help your group win? There are two points to highlight here: practice how to perform all operations, help others learn to perform all operations, take help from your group if you are unable to do a task.
5. Instruct the groups to practice the points described in the handout. Give the group 30 minutes to practice.
6. Begin the game. For each round, do the following:
7. Call 1 person forward from each group and give them each a Pico in a box.
8. Ask them to stand in a line in front of a wall.
9. Take a score-sheet and write the Round number, player names and their groups.
10. Speak out the instructions one by one. On instruction no. 1, all the players should do just that activity and nothing more. On instruction no. 2, they do that activity. Once you have gone through the 1st set of instructions, check if every participant has completed all operations in the set correctly. For each operation successfully performed, place a tick in the player column in the scoresheet or a cross for every incorrect operation. Go through each set of instructions in the same manner.
11. The 1st set of instructions is:

पीको चलाएं।

पीको पीछे ले जाकर बड़ी तस्वीर बनाएं।
तस्वीर ऊंचाई पर बनाएं और सीधी रखें
तस्वीर साफ़ करें।

12. The 2nd set of instructions is:
चिप लगाएं।

वीडियो सूची तक जाएं।

दूसरे नंबर का वीडियो चुनें।

13. The 3rd set of instruction is:
वीडियो चलाएं बटन हटा कर पूरी तस्वीर दिखाएं।

14. The 4th set of instructions is:

पीको या रिमोट से आवाज़ बढ़ाएं।

साउंड जोड़ें और चालू करें।

15. The 5th set of instructions is:

वीडियो रोकें। यह समझाने का समय है।

16. The 6th set of instruction is:

वीडियो को फिर वहीं से चलाएं।

17. The 7th set of instruction is:

वीडियो को थोड़ा पीछे ले जाएं और फिर वहीं से चलाएं।

18. The 8th set of instruction is:

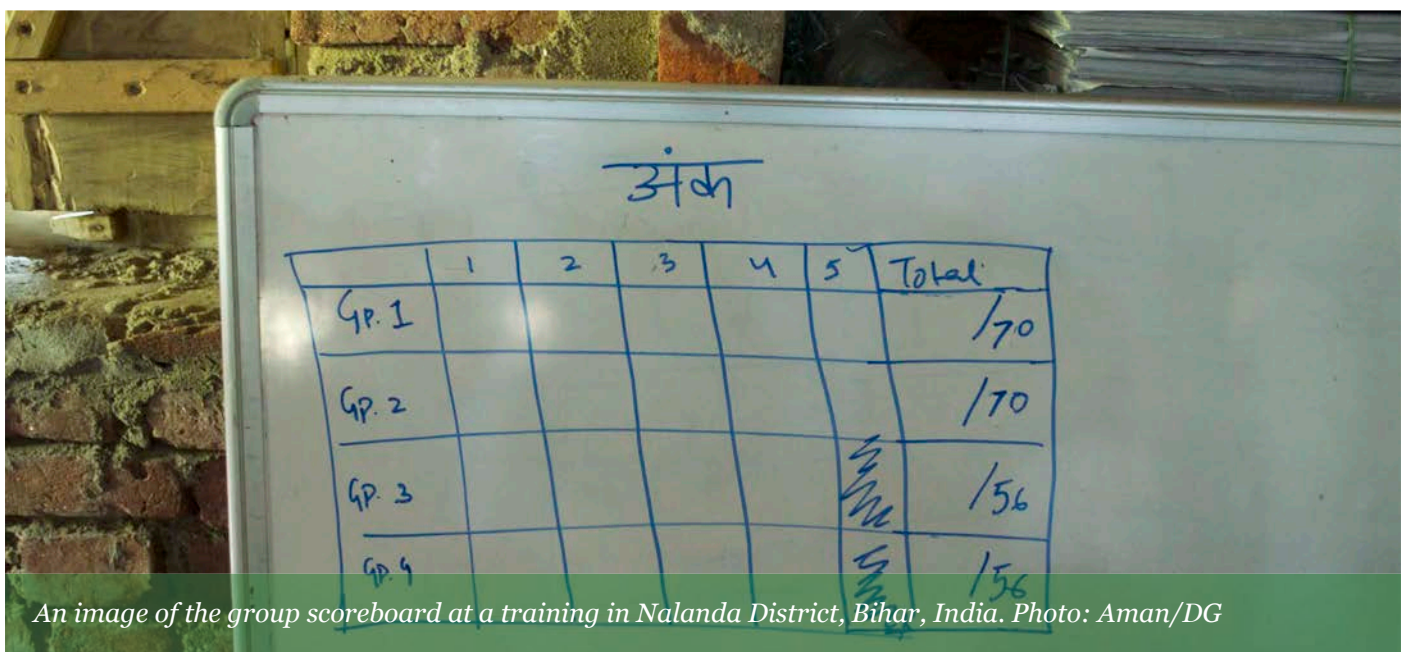
वापस जा कर पहले नंबर का वीडियो चलाएं।

19. The 9th set of instruction is:

पीको और साउंड बंद करें।

20. Score each person – 1 point for each task
successfully completed.

21. When all instructions have been announced and scored, the round ends. Compute the total for each player, and assign points out of 15.
22. Add these points to the respective group's score in the game scoreboard.
23. Make sure that the speakers are disconnected at the end of each round. Then call the second set of participants and repeat the process.
24. When all players have completed their turn, add the total score for each group and declare the winner. Acknowledge participants who have performed well publicly and boost their morale.
25. During the demonstration and assessment, you should identify those participants who have not learnt to do the essential Pico operations well. You could spend 15-20 minutes with those participants in a group and address their specific issues.
26. At the end of the session, invite questions and doubts from participants and encourage other participants to respond.



	1	2	3	4	5	Total
Gr. 1						170
Gr. 2						170
Gr. 3						156
Gr. 4						156

An image of the group scoreboard at a training in Nalanda District, Bihar, India. Photo: Aman/DG

Session 9

PREPARING FOR DISSEMINATION

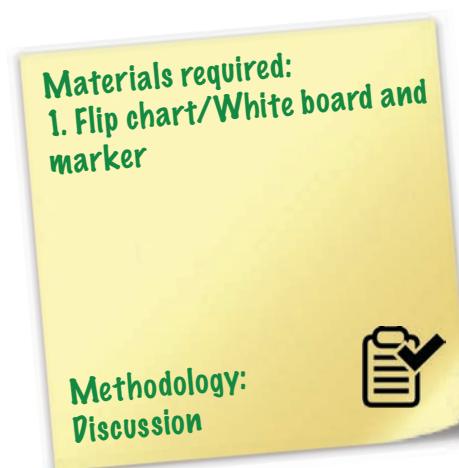
🕒 15 mins

Why conduct this session

This session will demonstrate the need for adequate preparation before a dissemination session.

How to conduct this session

1. Ask all the participants to sit in a semi-circle. Ask them if they feel ready to conduct dissemination, now that they know how to operate a Pico projector. The most probable answer would be 'Yes'. Even if the answer is 'No', give the group cues to come up with a list of things they need to prepare for dissemination.
2. Ask them what would their first step be when they have to conduct their first screening. For each point ask them why it is necessary to do so – the group has to realize that these preparations are essential to be able to conduct a good dissemination. For example, 'Why do you need to ask for a date and time from the group? Answer: 'Because if you keep a screening at a time when the group is busy, most people would not turn up.' Or that you can make a better decision about the venue once you know the time. If the screening is in late evening, you can choose an outside venue, especially in summers.
3. Note the responses of the group members on a flip chart. Ask the participants for next steps till you cover the following in the same



sequence (also provided in the cue cards):

- Finalizing the group with which to conduct the dissemination
- Selecting the video to be shown
- Telling the group about the video dissemination
- Asking the group what day and time works for them
- Fixing up a date and time
- Finalizing the venue
- Reminding the group about the screening a day earlier

MODEL DISSEMINATION

 1 hr 30 mins

Why conduct this session

This session would help participants understand the key aspects of dissemination, namely:

1) Logistics; 2) Screening structure; 3) Non-verbal communication. They would also understand the details and nuances of each of these aspects.

How to conduct this session

Part I: Model Dissemination Practice

Time: 30 minutes

1. Ask one person from the group to come and set up the Pico.
2. Ask another person to come forward and play the video on 'Model Dissemination Practice'. This will also give the participants a chance to practice Pico in front of others. Play Part 1 of the video: 'Dissemination Preparation.'
3. Open up the floor for discussion and ask participants to share their observations on what they saw the moderator do in a step by step manner. Select one person from the group to note the answers on a flip chart as you moderate the discussion. Following is the step by step process (also provided in the cue cards):
 - Charge and test equipment
 - Review the video to be screened
 - Prepare for possible questions during discussion
 - Keep dissemination form and all equipment in a carry bag
 - Remind people
 - Set equipment
 - Check the venue for light, space, weather, accessibility, location and safety

Materials required:
 1. Model Dissemination Practice Video
 2. Projector
 3. Speakers



Methodology:
 Visual Presentation and Group Discussion

Remind them to look at the Let's Learn Pico handout and video. Ask them to follow all the steps in the handout/video to prepare for the screening.

4. Have a short discussion about the process and then show them Part 2 of the video: 'Structure of the screening'.
5. Ask the participants to share their observations on what they saw the moderator do in a step by step manner. Select one person from the group to note down the answers on a flip chart as you moderate the discussion. Following is the step by step process (also provided in the cue cards):
 - Welcome address
 - Discussion about the previous video
 - Introduction to the video/project; setting the context
 - Play, pause, discuss; play, pause, discuss
 - Encourage discussion and engage participants

6. After the discussion, play Part 3 of the video: 'Screening Wrap-up'. Ask the participants to share their observations on what they saw the moderator do in a step by step manner. Select one person from the group to note down the answers on a flip chart as you moderate the discussion. Following is the step by step process (also provided in the cue cards):

- Encourage group to summarize the non-negotiables in the video
- Document expressed adoptions + attendance
- Revise the non-negotiables of the featured practice
- Summarize the discussion
- Closing statement
- Pack equipment safely

Materials required:
 1. One Pico projector set for a group of four to five (including chargers, tripod, speakers, and memory card). The Pico and speakers must be charged.
 2. One pre-loaded video in all the memory cards.

Methodology:
Practice



although this session is role-play for them to get an experience of the real activity, everyone needs to get a chance, hence, they should not exceed the time limit given to them.

Part II: Model Dissemination Role-play

Time: 1 hour

1. Show the group one short DG video. Divide them in groups of 4-5. Ask the participants to prepare for role-playing the dissemination. Tell them that they should prepare their welcome note, discussion on hypothetical video screened in the previous session, and introduction to the new video that will be screened. Each person would be given 10 minutes to prepare for the screening and 10 minutes for the role-play.
2. Explain that in 10 minutes, they need to play the video, pause it and conduct a brief discussion on the points covered.
3. Select one person from each group to keep a check on the time. Remind the groups that
4. If there are only two facilitators, you must divide time between the groups as they conduct their role-plays to be able to watch all of them.
5. Once all the role-plays are over, gather the entire group together for a discussion. Ask them how this experience was, what they learned, how they are feeling after this role-play (confident, nervous, anxious), and the challenges they faced.
6. Give them specific feedback on their non-verbal communication.
7. Wrap up the discussion by emphasizing that preparing before the dissemination is essential for a good screening. There will be occasions when their supervisors or other people would come and observe their dissemination and give them feedback. Let the participants know that it is proven that feedback helps improve the quality of disseminations.



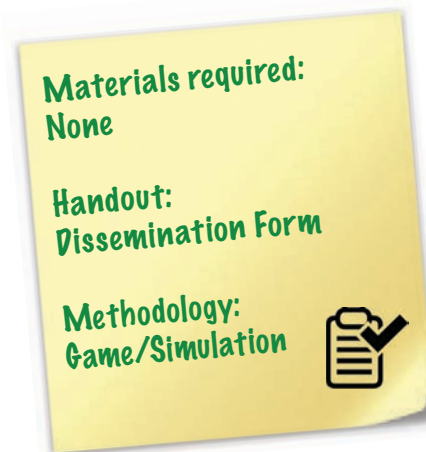
Note: Ensure that each participant gets a chance to do a role-play, and that they keep it short. Give personal feedback to the participants you have watched – let them know what was good and the area they can work on. Emphasize during the wrap-up that give that since they were doing the role-play for the first time, everyone has done a good job and that they would be given continued support to improve their skills.

Why conduct this session

This session helps participants understand why documentation is important and why it is essential to correctly document the information. This session would also introduce the participants to the forms that they will be using during disseminations.

How to conduct this session

1. In an empty bag collect about 15 different objects available in the room— pen, paper, clips, key ring etc.
2. Put all the objects in the bag one by one and ask all the participants to see what you are putting in.
3. Ask one of the participants to come up and write down all the items on the board. There would be some items missing. Use this opportunity to ask the participants what they need to do to remember all the items. They may answer that they would ask other people and mention the need to document.
4. Once the group has come up with the answer that documentation is important, ask them to think of examples in their day-to-day life where things are documented, e.g., ration book, bank passbook. Relate to their local examples of why documentation is important.
5. Once the group understands the importance of documentation, show them the forms that would be used in their work:
 - a) Dissemination form
 - b) Adoption verification form
6. Play the video on 'Documentation' if you have the video.
7. Hand the group the Dissemination Form. Ask the participants what each field is about, and clarify in case of doubts.
8. Explain to them why each field is important. Emphasize the need to fill correct and legible information. Relate to their examples (bank passbook etc.), and sound the group on what they think would have happened if wrong or illegible information was filled in it.
9. Ask the participants to fill a dummy dissemination form on their own and ask you for any clarifications.
10. If conducting disseminations is linked to their payment, remind the group that submission of these forms is necessary for them to get paid.



Note: Often the moderators are unable to understand how wrong/unclear data affects the work on the field. Therefore, it'll be important for you to clarify each and every field and why it is important to fill it properly. There might be regional/partner variations in the fields to be filled, destination of these forms, how data is entered etc. Check with your partner organization about any such details and inform the participants about the specific process being followed in the particular area.

Session 12

ADOPTION VERIFICATION

🕒 30 mins

Why conduct this session

Training community mediators is intended to result in the adoption of improved agricultural/health/nutrition practices by farmers. Thus, it is critical to capture adoptions and verify their authenticity. If the farmers' adoption process is inaccurate, then they can be affected negatively and they might lose trust in the information shared through Digital Green videos and extension workers in general.

All Digital Green videos are designed to clearly state non-negotiable elements within a given practice. Only when all the non-negotiables are adhered to, can the adoption be considered successful. The mediators need to know these non-negotiable points so that they can assist farmers who are trying to adopt a practice, and also verify the authenticity of an adoption.

How to conduct this session

1. Ask the participants what happens if the practices are not adopted properly by the farmers/community members. Record all responses on the whiteboard. The participants will realize and appreciate that adoptions will have to follow the steps depicted in the videos.
2. Once the context is set, ask participants what needs to be done to check that a farmer is following the right methods.
3. Show the video on Adoption Verification to the participants, if you have the video.
4. Reiterate the importance of adoption verification and run through the adoption verification form. Mention the importance of quality of adoption.
5. Remind the group that each featured practice shown through the videos will have

Materials required:
Adoption Verification Video

Handout:
Adoption Verification Form

Methodology:
Visual Presentation and Group Discussion



certain non-negotiable points and it is these non-negotiables that they will need to check while verifying adoptions.

6. Let the participants know where to submit all the forms and at what frequency.



Note: Emphasize that all the non-negotiables need to be followed and the process of adoption verification has to look at all the non-negotiables. Give the group examples from the field on how following only a few of the non-negotiables does not help the farmers/community, and might even be harmful.

Why conduct this session

This session would enable participants to reflect on their learning from the entire day. It would also help you as a facilitator to get feedback on your training and elements that can be improved in the next session.

How to conduct this session

Ask the group to sit in a circle and ask them to mention one thing they liked about this session and one thing they would like improved. Make sure that these points are noted on a flip chart, by you or a co-facilitator. Alternately, put up flip charts on the wall and ask the participants to write what they liked on Post-its on one and improvement areas on the other flipchart. Leave the Post-its and markers near the flipcharts.

Materials required:
1. Post-its
2. Markers/Sketch pens
3. Flip chart

Methodology:
Reflection



DAY 3

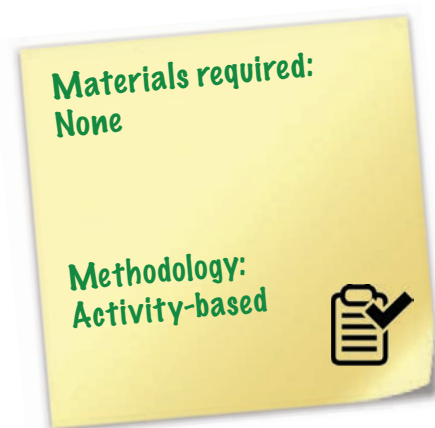
	SESSION TITLE	TIME REQUIRED
14	Welcome to Day 3	45 minutes
15	Behavior Change Communication	30 minutes
16	Public Speaking	1 hour 30 minutes
	Break/Energizer	1 hour
17	Group Facilitation Skills	2 hour 45 minutes
18	Planning Your Dissemination	15 minutes
19	Wrap-Up	30 minutes
	Total Time	7 hours 15 minutes

Why conduct this session

This session is a quick recap of the learnings of the past two days of the training. This session will also help warm up participants for this particular day's agenda – breaking down inhibitions and being more confident.

How to conduct this session

1. Do a recap of the previous two days of the training. Ask different participants to talk about the different sessions, from Session 1 on Day 1 till the last session of the previous day and what they learnt in those sessions.
2. Ask the participants to conduct a short interview with others in the room, selecting people they have interacted with the least.
3. Do a demo: Walk up to a person, introduce yourself, ask them their name, where they come from, their reason for attending the training, and how their experience has been. Participants can choose their own questions. Once a participant has been interviewed, they have to interview the person who came up to them.
4. Everyone does this with at least three to four participants. They do not have to stay with one person, but end the interview, thank the person and find someone else to interview.



Session 15

BEHAVIOR CHANGE COMMUNICATION

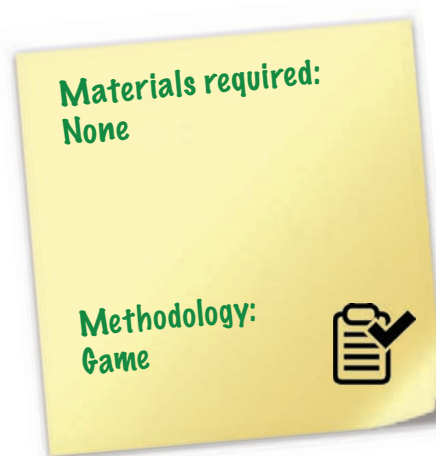
⌚ 30 mins

Why conduct this session

The participants have to understand that behavior change requires specific efforts – it is not merely about showing the videos. There are certain things that they will need to do during disseminations to enable people to change their practices. They have to ensure that people 1) understand the message; 2) believe the message; 3) get the right information; and 4) feel motivated to adopt the new practice.

How to conduct this session

1. Pick one proverb in the local language, which you think some people might agree to and some might not. For example, 'Jo garajte hain, woh baraste nahin; or 'Aap bhale toh jag bhala'; or 'Jaisa raja waisi praja.' Have three to four local proverbs handy, in case you find that not too many people disagree.
2. Say the proverb out loud and ask people who agree with the proverb to form one group on the right, those who think 'maybe' the proverb is right form a group in the center, and those who disagree to form a group on the left.
3. Pick a couple of people from the 'Agree' group and ask them why they think so and if they have any personal experience. Make sure only a couple of people speak to avoid chaos with everyone shouting.
4. Repeat step 3 with each group. Now ask the whole group if anyone wants to change their group after hearing the reasons, and those who want to change their group should change.
5. In case no one wants to switch groups, ask the groups to make their points more strongly and convince the people in other groups to change to their side. Do this only once or twice.
6. Once a few people have moved from one group to another, stop the game. If you have time and you sense increased energy levels within the group, you can repeat this activity using two or three more proverbs.
7. Ask the whole group to come together, ask them to reflect on the activity:
 - Why do they think certain people were in one group?



Note: Emphasize that mediators do not have to argue or debate with the audience. Persuading or motivating people to adopt a new practice is dependent on the audience realizing that they need change, instead of mediators trying to force opinions.

- Why did others change their group?
- Could more people have changed groups if there was time?
- 8. Ask the group how they think this activity is related to the Digital Green videos they have seen. Emphasize that these videos help in people changing their behavior/practices. While they show these videos, they would have to encourage and convince the audience to adopt new practice.
- 9. Discuss the basics of behavior change communication with them. Most of the points should have come up in the discussion you had after the activity. Cover the following points (provided in cue cards)
 - Know your audience and their background
 - Understand what they already know
 - Understand their experiences
 - Help them understand how the new practice could be helpful for them
 - Highlight examples of featured farmers/people who have adopted this practice
 - Give them detailed information about the practice, so that they know exactly what to do
 - Share any resources that they can access, for instance, contact details of the local community health worker, or the local grassroots organization
 - Address any social or cultural norms that might prevent adoptions
 - Motivate them to adopt the practice



Session 16

PUBLIC SPEAKING

🕒 1.5 hrs

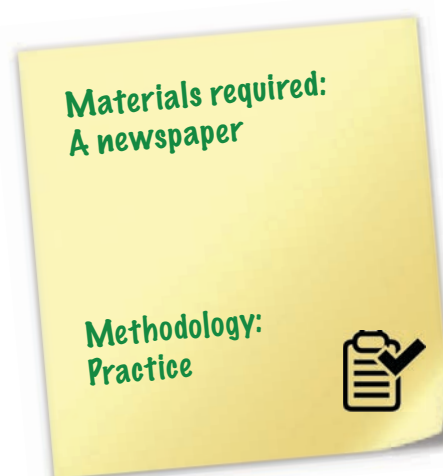
Why conduct this session

Being an engaging and confident speaker is essential for a mediator. If they have to encourage other people to adopt new practices, this skill would be critical for them. It is not a skill that everyone can build easily, but it can be improved and developed with time. This session would help participants learn about public speaking and get over some of their inhibitions.

How to conduct this session***Part I: Extempore speaking***

1. Divide the group into pairs - **1's** and **2's**.
This initial exercise is done in pairs, so that people who are not that confident or feel shy can also participate fully.
2. Ask one person to come forward, take the newspaper and select and read out a headline.
3. Ask the 1s to talk to their partner for one minute about the topic. Keep a timer and ask them to stop after a minute is over.
4. Call another person and ask them to pick up another headline.
5. Repeat the exercise with the 2s. Stop after one minute.
6. Open up a discussion on the exercise. The point that you want to get at is that it is important to stay on the topic, not deviate from it, be clear and not hesitate too much while speaking. You can ask the following questions (provided in cue cards):

- How important was it to stay on topic and not deviate?
- How much did the body language make a difference?
- How much did it matter that the person was fast or slow in their speech?
- How important was it that the person did not hesitate, or had too many pauses in their speech?
- Ask the pairs to give feedback to each other on what they did well and where they can improve.



Note: Ensure that this activity does not become a 'conversation' between the partners. One person has to clearly speak on the given topic and the other person has to just listen to them, not ask any questions.

Part II: Storytelling circle

Time: 15 minutes

This activity is meant to introduce a fun element in the proceedings, and also increase people's openness, confidence and creativity. This activity will help ease the participants into the next exercise.

1. Ask the group to sit in a circle.
2. Ask one person to create the first line of a story. The next person would add the second line to continue the story and so on.
3. Let the group know that the story has to end in five rounds.

Materials required:
None

Methodology:
Game



1. Each person picks up a chit. They get 15 minutes to prepare their speech of one minute. Tell them that they can write their speech on a paper to prepare, but they cannot read from it.
2. Emphasize that each participant should incorporate the feedback they got from their partner in the last exercise and focus on their body language.
3. After 10 minutes, each person would get up in front of their groups, stand and make their speech for a minute. The timekeeper has to strictly enforce the time.
4. Once everyone is done in the group, each person is given feedback by the others in their group. This feedback session should last for 10 minutes.
5. Get the whole group together again and ask them for their feedback on how much they thought this exercise helped them. Ask the group to list the elements of a good speech. Note the reasons on the whiteboard. Emphasize the importance of:
 - Body language
 - Eye contact
 - Clarity in speech
 - Good volume of voice
 - Less hesitancy
 - Fluency
 - Right pace, not too fast, not too slow

Materials required:
Six to eight paper chits for each group containing different topics

Methodology:
Practice



Part III: One minute speech

Time: 45 minutes

1. Divide the participants into groups of four or five. Ask one person to be the timekeeper in the group. Give the chits to each group. Each group will have the same topics.
The chits can have a range of topics you are sure your participants would be familiar with - growing vegetables, a festival, trains, schools or animals. The participants can treat the topic the way they want to. For instance, they can talk about the situation of the school in their village, or why schooling is important, or even their memories of school.



Note: Go around the room and give the participants tips. This has to be a safe environment for participants to overcome their hesitation and develop confidence. Ensure that no one is being ridiculed and that constructive feedback is given in good spirit.

Session 17

GROUP FACILITATION SKILLS

🕒 2 hrs 45 mins

Why conduct this session

Facilitating a group can be a daunting task, since one is dealing with a large number of people, and can be easily distracted. Facilitation can be particularly challenging in groups consisting of adults, as they come with a host of expectations, prior experiences and knowledge, which might be difficult to manage. In this session, participants will learn about different strategies for facilitating a group discussion successfully.

How to conduct this session

*Part I: Basics of group facilitation***Time: 45 minutes**

You can choose to show the video if you have it or demonstrate bad facilitation yourself, or do both, depending on your comfort level.

1. Talk to four participants during lunch to support you in this session. Two of them will have to talk between themselves while you are doing this session and two would have to constantly ask questions, ignoring other participants.
2. At the beginning of the session, tell the group that they will watch video. Start the projector and pretend that the video is not in the projector. Ask your co-facilitator if they know where the video is. Walk out of the room for a while and come back, looking a bit out of control.
3. Shuffle through your pages and pick out an image. Ask the group what questions come to their mind when they see this image. You have to keep focusing only on the two people you had requested to keep asking questions. Pretend to only listen to them and not anyone else. Also in between, ignore the participants and keep looking at your papers and shuffling them. Continue this play-acting for about 5 minutes.
4. Abruptly finish the session and tell the group that the next session will begin now. It would obviously baffle the participants a bit. When you sense confusion in the participants, ask them what they thought about the session.
5. A few of them would answer that they do not know what that session was for. Ask them what they think went wrong in the session.
6. Emphasize the need to facilitate the screenings with the group effectively.
7. Refer to the role-play on dissemination that the participants were part of on Day 2. Ask them if there was a difference in how different people handled the discussions after the video. Emphasize that being able to facilitate a group discussion successfully is as important for ensuring people actually adopt the practice.

Materials required:
 1. Group Facilitation Skills video
 2. Display image (any photograph)
 3. Non-verbal communication Do's and Don'ts



Methodology:
 Demonstration and Visual Presentation

8. Play the video on 'Group Facilitation Skills', if you have it. Otherwise, discuss what the participants think is essential for a good group facilitation and cover the following points:
 - Make people feel comfortable and set the context
 - Have control over the group and being confident
 - Be prepared, know your content
 - Listen to your audience and respond to their questions
 - Ask the right questions to engage them
 - Encourage people who are silent, but avoid too many people speaking at a time
 - Effectively manage facilitation while handling disruptive people
 - Instead of answering questions yourself, get answers from the participants
 - Check back with the audience if they have understood what was taught in the sessions, or if they have further questions
 - Appropriately close the questions and the session

Part II: Group facilitation role-play

Time: 2-3 hours

1. Create groups and give a different video to each group.
2. Remind the participants that everything they have learnt in the previous sessions of the training – preparing for screening, Pico set up, screening the videos, non-verbal communication and public speaking - will come in use in this role play that they will now be doing.

Materials required:
1. Four to five Digital Green videos (each four to five minutes in length)

Methodology:
Practice



After all groups have watched the videos, redistribute the groups comprising participants who have each watched a different video. Each group would have 20 minutes to prepare the content and their presentation.

3. Each person will present in their group, with the focus on the discussion that they conduct. The other group members would have to ask them questions. The total time that each person would have is 15 minutes.
4. The group members will evaluate each presenter and share their feedback.
5. Do an overall feedback after all the participants have presented in their group.



Note: Make sure that most of the feedback centers on facilitation skills, rather than content. Ensure that once the training is over, you compile the assessment of each individual. This would count as a post-test of the participants.

Session 18

PLANNING YOUR DISSEMINATIONS

🕒 15 mins

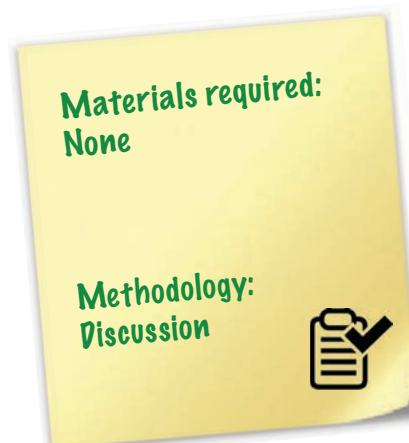
Why conduct this session

This session will help the participants prepare for the live disseminations and planning their screenings effectively.

How to conduct this session

Ask the participants to remember the things that they have to keep in mind while planning their dissemination. Build a list and emphasize the following points (provided in cue cards):

- Select/know the group that they have to show the video to
- Discuss and finalize the time and venue that would be convenient for the group
- Discuss the areas of interest and the needs of the group
- Select the video to be shown based on how timely and relevant it is to the audience. Base video selection on community needs, crop season and the plan prepared by extension agents.
- Watch the videos in advance and develop subject knowledge on the topic. Meet extension agents to get the right information.
- Finalize the screening.



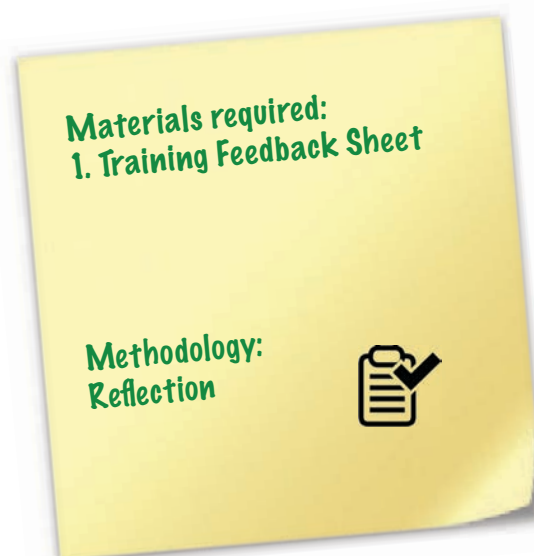
Village Resource Persons learning to use the Pico in Madhubani District, Bihar, India. Photo: Susan/DG

Why conduct this session

This session is essential for you to get feedback on the overall training and also resolve any final questions that the participants might have.

How to conduct this session

1. Ask the participants to share any questions that they have regarding the training. Respond to these queries appropriately.
2. Go round the group and ask each participant about one high point and one low point of the training and if they have a suggestion to improve a particular element.
3. Hand the Pico Troubleshooting Sheet to the participants now.
4. Hand over copies of the Training Feedback Sheet to all the participants and ask them to fill it. Collect the filled-in forms.
5. Assure the participants that after this training, there will be supervisors who will mentor them through the disseminations and help them improve their facilitation skills.



Optional Sessions

Visualization and situation analysis

Balloon game

Frame of reference

Live screenings

Adoption verification field visit

(Find them online at: <http://bit.ly/1G8wtKF>)

Supportive Supervision - Ongoing

Pico operation and troubleshooting

Group facilitation skills

Context setting

Documentation

Adoption verification

Subject knowledge

Refresher Training

1. Pico operations

2. Documentation + adoption verification

3. Group facilitation skills

(These would be pre-decided and happen at regular intervals)

TRAINING CHECKLIST

General Material List

1. Post-its
2. Markers/ Sketch pens
3. Flip charts
4. Whiteboard
5. Pico projector sets
6. Memory card
7. Speakers
8. Four to five Digital Green videos in local language

Resources for Sessions

1. Moon tent activity sheets
2. Moon tent instructions: a) written, b) illustrations and c) video
3. Digital Green Photo Story
4. Sugan Bai video/ Testimonial video
5. Pico Assessment Sheet
6. Local newspaper
7. Public speaking topics
8. Training Feedback Sheet

Handouts

1. Let's Learn Pico
2. Dissemination Form
3. Adoption Verification Form



Video List

1. Let's Learn Pico
2. Model Dissemination
3. Documentation
4. Adoption Verification
5. Group Facilitation Skills

Find the resources, handouts and videos in the pen drive given along with this manual. They can also be found online at: <http://bit.ly/1G8wtKF>

Make sure you get these materials ready before your training.



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