

A photograph of four women sitting on the floor in a rustic room, looking towards a small projector on a table. The woman on the far right is smiling. The room has mud-colored walls and a window in the background. The projector is a small black device with a green light, sitting on a wooden table. A red power bank is also on the table.

Digital Green

Dissemination Training Manual



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Photography

Aniruddh Kaushal/Digital Green
Diana Mrazikova/Digital Green

Layout & Design

Nabajit Malakar/Digital Green

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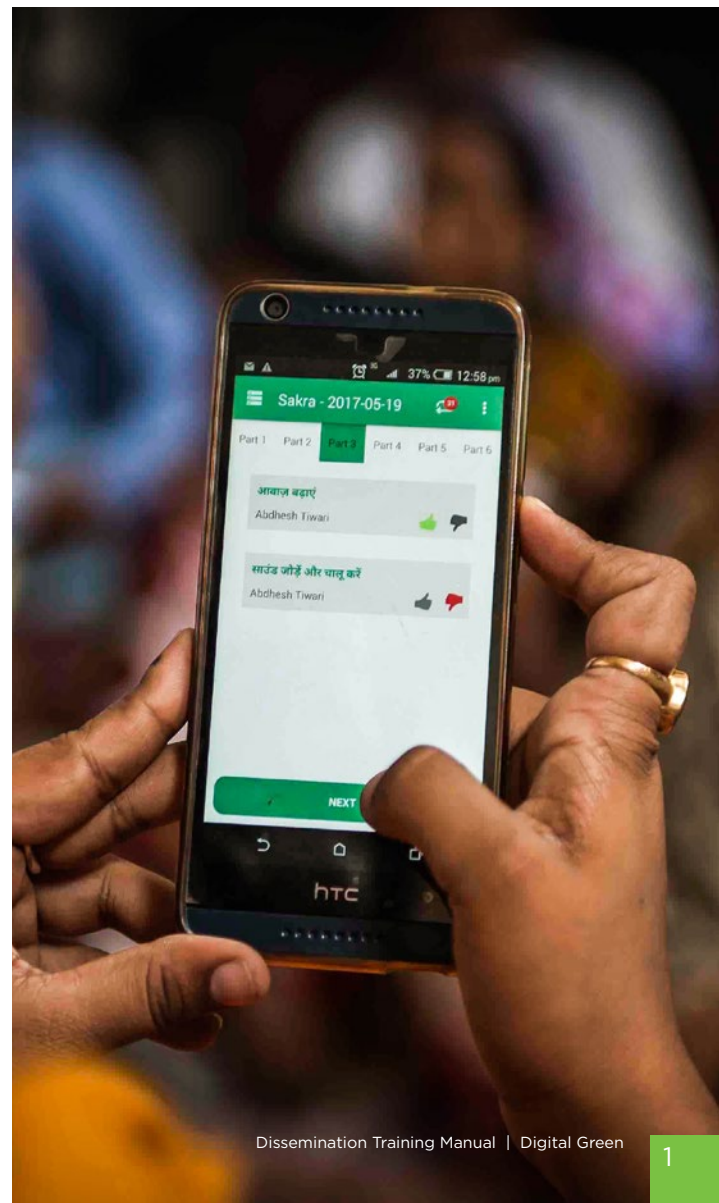
ABOUT DIGITAL GREEN

Smallholder farmers are the heroes that produce much of the world's food, and yet they're often the poorest and most malnourished among us. At Digital Green, we believe that rural communities can lift themselves out of poverty, and that technology can accelerate their ability to do so. But technology alone is not enough – and neither are we. That's why we join forces with governments, private agencies and, most importantly, rural communities themselves to co-create solutions that are of the community and for the community.

By integrating digital innovation with grassroots expertise, we are collectively changing the status quo. When farmers have the tools they need to learn from each other, they're far more likely to integrate what they've learned into their farming practices – improving their own livelihoods, and those of others in their community, in a manner that's nutrition-sensitive, climate-resilient and inclusive. Digital Green began as a research project at Microsoft and became its first non-profit spin-off in 2008. We began by working with frontline extension workers, training them to produce and share videos featuring local farmers. This led to significant increases in information sharing, best-practice adoption rates and, above all, sustainable development at scale. Rigorous data analysis and farmer feedback continually challenge our assumptions and identify new ways that technology coupled with local knowledge can push the needle on agriculture, food and nutrition security.

Since day one, our deeply committed, curious and collaborative team has been challenged and inspired. We've tried and failed and tried

again, and have ultimately become leaders in using technology for global development. To date, we've worked with more than 1.5 million smallholder farmers – eighty percent of whom are women – in South Asia and sub-Saharan Africa. And we're just getting started.



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 to strengthen extension systems:

- » 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.



DAY 1

405 minutes / 6 hours and 45 minutes

Session 1 - Introduction & Ice Breaker 20 mins	4
Session 2 - Expectation Mapping 25 mins	6
Session 3 - Using Video in Extension System 105 mins	8
Break/Energizer 60 mins	
Session 4 - Operating the Pico Projector 180 mins	12
Session 5 - Wrap-up 15 mins	14

Session 1

Introduction & Ice Breaker

Time: 20 minutes

Material required: None

Methodology: Game

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: <https://solutions.digitalgreen.org/training/courseware/>). One of the simplest and fun ice-breakers is 'Marketplace', 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 now start walking as if they are in a marketplace. After about 30 seconds, ask them to stop and make a group of 4. Ask them to share their name and one interesting thing about their village. After a minute or two, ask them to walk again and make different groups. You can repeat this 4-5 times.
4. To get everyone introduced, you can either do a simple go around the circle introduction, or the following

one: 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
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

Time: 25 minutes

Material required:



Post-its



Marker/Sketch Pens



Flip charts

or



White board

Methodology: Game

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 the 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 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, 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.



Session 3

Using Video in Extension System

Time: 105 minutes

Material required:



Moon tent activity sheets
(at least 2-3 per participant)



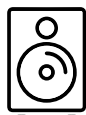
Three sheets of instructions
(a. written b. visual c. video)



Moon tent video



Projector



Speakers

Methodology: Simulation

PART I: MOON TENT 75 minutes

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

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

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.

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

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 on 'Most Impactful Practices' will help farmers increase their productivity and therefore, their income.
 - 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 Dharmendra VRP from Bihar or any other testimonial video in the local language that you may have to also highlight the human aspect of the Digital Green approach.
7. 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.
8. 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



Session 4

Operating the Pico Projector

Time: 180 minutes

Material required:

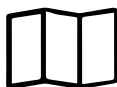


Pico Projector

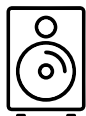
One fully charged set for every 4-5 participants (including chargers, tripod, aux cable charger, preloaded video on the memory card)



'Let's learn Pico' video



'Let's learn Pico' handout



Speakers

should be fully charged

Methodology:

Video, Demonstration and Practice

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 the 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.
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.



Session 5

Wrap-up

Time: 15 minutes

Material required:



Post-its



Marker/Sketch Pens



Flip charts

Methodology: Reflection

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 the 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 the 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 days session.



DAY 2

405 minutes / 6 hours and 45 minutes

Session 6 - Welcome 30 mins	16
Session 7 - Assessment: Pico Projector Operations 180 mins	18
Session 8 - Preparing for Dissemination 30 mins	20
Session 9 - Dissemination Process and Form 60 mins	22
Break/Energizer 60 mins	
Session 10 - Adoption Verification process and form 30 mins	24
Session 11 - Wrap up 15 min	26

Session 6

Time: 30 minutes

Material required: None

Methodology: Reflection + Game

Welcome to Day 2

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.



Session 7

Assessment - Pico Projector Operation

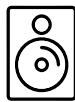
Time: 180 minutes

Material required:



Pico Projector

One fully charged set for every 4-5 participants (including chargers, tripod, aux cable charger, preloaded video on the memory card)



Speakers

Fully charged, chargers and aux cables should be provided



Pico assessment sheets

(1 per round)



Game scorecard

(on a chart paper or board)

Methodology:

Group work and game

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.

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 groups to attention. Explain the rules of the game. We will now play a game – called Let's learn Pico:
 - Like every game, this game has some rules. This game is played in groups. One player from each group will come forward
 - There are 15 main activities that can be done using a Pico
 - Each person in the group will do each of these activities
 - For each activity successfully done, the players' group will get one point

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:
 - Call 1 person forward from each group and give them each a Pico in a box
 - Ask them to stand in a line in front of a wall.
 - Take a score sheet and write the round number, player name and their groups Or use the training App.
 - 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.
 - When all instructions have been announced and scored, the round ends. Compute the total for each player, and assign points out of 15.
 - Add these points to the respective groups score in the game scoreboard
 - Make sure that the speakers are disconnected at the end of each round. Then call the second set of participants and repeat the process
7. When all the players have completed their turn, add the total score for each group and declare the winner. Acknowledge participants who have performed well.
8. 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.
9. At the end of the session, invite questions and doubts from participants and encourage other participants to respond

Session 8

Preparing for Dissemination

Time: 30 minutes

Material required:



or



Flip charts

White board



Marker or
Sketch Pens



Pre dissemination
preparation Video

Methodology: Discussion +
Mediated Video

Why conduct this session

This session will demonstrate the need for adequate preparation before a dissemination session. It also introduces the participants to the concept of non-negotiables. The video would help you structure the 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, based on timeliness of the practice
 - 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
 - If the video is on a 'most impactful practice', then ensuring that maximum number of farmers attend the screening. Inform the farmers that the practice shown in the video can substantially increase their yield.



Session 9

Dissemination Process and Form

Time: 60 minutes

Material required:



Dissemination process and form video



Dissemination process cards



Combined dissemination and adoption verification form

Methodology: Mediated video
+ Game

Why conduct this session

This session is designed so that participants get to know both about the process of dissemination and the form that needs to be filled during dissemination. The video shows them both these things - and also how they need to happen side by side. The assessment of dissemination form filling happens along with the video.

How to conduct this session

1. Discuss with the participants that a major part of their work is video dissemination. They have already learnt how to operate the pico projector. They have also learnt how to prepare for their dissemination. Now they would learn how to conduct one. Along with the process, it is important that they learn how to document it as well. Therefore, you would also give them the forms that they would need to fill every time that they do a screening.
2. Hand over the most recent combined dissemination and adoption verification form - one per participant.
3. Now play the video. Pause at the predetermined mediation pauses. Discuss with the participants about the field of the form to assess if they have learnt about it or not. Also invite any questions that they might have.
4. For assessment, it is essential that each participant fills the form that they have been given. They should fill in:
 - The top left hand side with their own information. Video name should be, as given in the video.

- The top right hand side with their own information
 - Information of 4-5 group members from one of their groups
5. After the dissemination part of the form has been filled, summarize the form. Take any questions that the participants might have.
 6. To assess their understanding of the process of dissemination, divide them into 5-6 groups and distribute the 8 Dissemination process cards. They should fall in the same sequence as given below:
 - Fill some information before hand
 - Welcome everyone
 - Discuss the previous video
 - Introduce the video and its purpose
 - Discuss the video by pausing at required places
 - Ask questions to audience to know their concerns
 - Motivate audience to adopt the practice
 - Take signatures on the dissemination form
 7. You can then ask 2-3 participants to come up and conduct a mock dissemination, following a similar process.
 8. You and other participants can give them feedback



Session 10

Adoption Verificationn Process and Form

Time: 30 minutes

Material required:



Adoption
Verification Video



Non negotiable
card



Handout:
Adoption Verification Form

Methodology: Mediated video
+ group discussion

Why conduct this session

This session is designed so that participants understand the entire process of adoption verification and how to fill the form associated with it. The video on adoption verification will help them understand how to conduct an adoption verification, and how to fill the form properly. The video ends with an assessment, which is essential to know about the participants understanding.

How to conduct this session

1. Play the Adoption Verification - process and form video. Pause at the pre-determined places for mediation.
2. The first part of the video explains how the form needs to be filled. After showing that part, discuss with participants and take any questions that they might have.
3. The next part of the video shows a case, where a mediator visits a farmer's field for adoption verification.
4. Pause at each and every non-negotiable, to discuss what the answer was, was it correct or wrong, what does the mediator need to fill in based on the answer of the farmer.
5. The participants should continue to use the form they were given in the last session and fill the tick or cross based on the case being shown in the video.

6. Discuss that verification can be done in 2 ways: recall-based, and physical verification. In the case shown, the 1st question is recall-based, and the other three questions can be physically verified.
7. Discuss about open-ended and close-ended questions too. Particularly for recall-based questions, mediator should ask further questions to determine whether a practice was done properly or not.
8. If your participants are not very familiar with agricultural practice, please relate it to the themes they work in – for e.g. health
9. Explain to them that the process of adoption verification is similar. They need to visit the person who should have adopted the practice. They have to check whether the person has adopted all the non-negotiables. For that reason, they should ask questions based on the answers, put ticks and crosses for each of the non-negotiable
10. Now play the last part of the video, which is the assessment.
11. During the assessment, the participants should not talk to each other and fill their own forms
12. If you want you can distribute the non-negotiable card as well
13. Collect the forms at the end of the session



Session 11

Wrap-up

Time: 15 minutes

Material required:



Post-its



Marker/Sketch Pens



Flip charts

Methodology: Reflection

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.



DAY 3

420 minutes / 7 hours

Session 12 - Welcome 30 mins	28
Session 13 - Facilitation skills of a mediator 30 mins	29
Session 14 - Environment building 30 mins	30
Session 15 - Open and close ended questions 60 mins	31
Session 16 - Body language 60 mins	33
Session 17 - Summarizing 30 mins	34
Break/Energizer 60 mins	
Session 18 - Facilitation role play 90 mins	35
Session 19 - Wrap up 30 mins	36

Session 12

Time: 30 minutes

Material required: None

Methodology: Activity based

Welcome

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 - Overcoming inhibitions and being more confident.

Why conduct this session

1. Do a recap of the previous two days of the training. Ask different participants to talk about the different sessions and what they learnt in those sessions, making sure they cover each session - Session 1 on Day 1 till the last session of the previous day.
2. Ask the participants to conduct a short interview with co-participants they have interacted with the least yet.
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, and should spend approximately five minutes interacting with the other person.
4. Once a participant has been interviewed, they have to interview the person who came up to them.
5. Everyone does this with at least two to three participants. They must end the interview with a thanks and move to the next person they want to interview.

Session 13

Facilitation Skills of a Mediator

Time: 30 minutes

Material required:



Post-its



Marker/Sketch Pens



Chart papers

Methodology: Reflection + Discussion

Why conduct this session

This session will help participants think through the facilitation skills a mediator should have, and develop a common understanding on the kind of practices which they can imbibe to make the screenings more effective.

Why conduct this session

1. Make the participants sit in a circle with a chart paper and post-its. Sit in the circle with them.
2. Ask them to think about the facilitation skills that a mediator should have. Clarify that you are not looking for technical skills, such as operating the pico projector, but soft skills. In case the participants are confused between technical skills and facilitation skills, give an example. Each person should write down at least one skill on a post-it and stick it on the chart paper.
3. After everyone has shared their thoughts, go over all the listed skills and add in case you feel anything important has been missed. Have a discussion on why each of those skills are important. Ensure that every person understands what is meant by each skill listed.
4. After the discussion is complete, tell them that you would now be focusing on some of the critical skills in detail, which can make a big difference to the quality of the dissemination.

Session 14

Environment Building

Time: 30 minutes

Material required:



Video 'Environment building'

Methodology: Mediated

Video + Reflection

Why conduct this session

Through this session the participants will understand why it is important to introduce the purpose of screening a topic, and setting the context before a screening. They will also learn how to practically implement it in a screening.

Why conduct this session

1. Begin the session by playing the environment building video.
2. After the participants have watched the video, have a discussion around the differences that they observe in the two scenarios shown in the video.
3. Discuss how in the current training, and for each session within the training, a proper introduction was provided and a context was set. Give a few examples from the training, like the session held earlier on the skills of a mediator, or when this dissemination training started, how you conducted a few sessions like the introduction and ice-breaker.
4. Ask them why was the above done. Tell them that it is simply because each one of us has got a lot of things going on in our minds. Someone might be worried about a sick family member, someone might be thinking about their child's performance at school, another might be thinking about other household responsibilities. To ensure that everyone is able to come out of such thoughts and focus fully on the session, an introduction and context setting is necessary.

Session 15

Open and Close-ended Questions

Time: 30 minutes

Material required:



Post-its



Marker/Sketch Pens



Chart papers

Methodology: Reflection + Discussion

Why conduct this session

Through this session the participants will understand what are open and close-ended questions, and the kind of questions they should ask during video screenings. They will further understand how this is important to keep the viewers engaged and how much information the viewers have retained.

Why conduct this session

1. Begin by showing the picture provided below. Display the picture using your projector.





2. Ask the participants to ask as many questions as they can around the picture.
3. Note down all the questions on a whiteboard. Continue to write until you find the 5Ws+1H [5 W-What, When, Where, Why and Which , 1 H-How). Underline/encircle all the Ws and H.
4. After jotting down the questions, start asking all close-ended questions from your end, such as - 'did you understand?', 'did you like the picture?' 'Have you seen this picture before?' 'do you want to learn about the picture?'. Ask at least 7-8 close-ended questions, so that the participants get the drift. Finally, ask them what are the answers that are coming from them, i.e., participants are able to answer only in 'Yes' or 'No'.
5. Now begin by answering the questions that the participants asked - focus on the 5Ws and 1H. Ask them what are the answers they are getting - much more detailed? Not just a 'Yes or No'? Explain the difference between closed and open-ended questions and the different types of answers it elicits.
6. After the participants have understood the concept of open and close-ended questions, divide them in small groups and give each group a small object (It can be anything - a pencil, paper, book, chalk, glass etc). Ask each group to write closed and open ended questions around it. After everyone has finished writing, ask each group to read out the questions they have written down.
7. After conducting the above activities, play the video 'Engaging audience' and have a discussion around their observations and the differences they see in the two scenarios shown.

Session 16

Body Language

Time: 60 minutes

Material required:



Video 'Body language'

Methodology: Mediated video

+ Role Play

Why conduct this session

Through this session the participants will understand the importance of body language and what are some of the good practices they should adopt when facilitating a screening.

Why conduct this session

1. Begin the session by playing the video on Body language and discuss the differences they observe in the two scenarios shown.
2. During the discussion, enact a few good and bad examples of body language for clarity.
3. After establishing a common understanding, ask a few participants to volunteer to do a role play on good body language and another set of participants on a bad example of body language.
4. Have a discussion around the role plays presented by the participants.

Session 17

Summarizing

Time: 30 minutes

Material required:



Video 'Summarizing', video on agriculture/health topic

Methodology: Mediated video

+ Practice

Why conduct this session

Through this session the participants will understand the importance of summarizing and providing a gist of all the important points covered after a screening.

Why conduct this session

1. Ask the participants about everything they have to do with regards to a dissemination and jot it down on the whiteboard. In all probability, the participants will miss out on mentioning summarizing.
2. Play the video to establish the importance and purpose of summarizing. Discuss the differences they observe in the two scenarios shown in the video.
3. Following the above, play a short video on any agricultural/health topic and ask the participants to write a summary of it (as they would summarize it during a dissemination). Make a few participants share what they have written.

Session 18

Facilitation Role Play

Time: 90 minutes

Material required:



Video on an agricultural/health topic

Methodology: Practice

Why conduct this session

The purpose of this session is to consolidate the learnings of all the previous sessions. The mock facilitation would help participants go over everything they learnt over the last three days.

Why conduct this session

1. Begin by playing any agricultural/health video.
2. Divide the participants into groups of 4-5. Ask everyone to individually prepare for a full dissemination within their groups. Give them 10 minutes to prepare. Emphasize that they will have to accommodate everything they have learnt during the training, starting from setting up the pico to facilitation skills.
3. Once the participants begin their mock sessions, go around the groups to observe how it is being done, and provide feedback wherever required.
4. After all the participants have conducted a mock dissemination in their groups, ask all the other participants to provide constructive feedback about each individual. Ensure that only positives are highlighted during the feedback, and no one leaves feeling demotivated.

Session 19

Wrap-up

Time: 30 minutes

Material required:



Training feedback sheet

Methodology: Reflection

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.

Why conduct this session

1. Ask the participants to share any questions that they have regarding the training. Respond to these queries appropriately.
2. Ask each participant about one high point and one low point of the training and ask if they have a suggestion to improve the learning experience.
3. Hand over copies of the Training Feedback Sheet to all the participants and ask them to fill it. Collect the filled-in forms.
4. 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: digitalgreen.org/about/training)

Refresher Training

- » Pico operations
 - » Documentation + adoption verification
 - » Facilitation skills
- (These would be pre-decided and happen at regular intervals)

Supportive Supervision - Ongoing

- » Pico operation and troubleshooting
- » Facilitation skills
- » Dissemination form filling
- » Adoption verification and form filling
- » Subject knowledge

Training Checklist

- » General Material List
- » Post-its
- » Markers/Sketch pens
- » Flip charts
- » Whiteboard
- » Pico projector sets
- » Memory car
- » Speakers
- » Four to five Digital Green videos in local language

Materials for sessions

- » Moon tent activity sheets
- » Moon tent instructions: a) written b) illustration c) video
- » Digital Green Photo Story
- » Dharmender's video
- » Pico Assessment Sheet
- » Dissemination Process cards
- » Non-negotiable card
- » Training feedback Sheet

Handouts

- » Let's Learn Pico
- » Combined Dissemination – Adoption Verification Form

Video List

- » Let's Learn Pico
- » Preparing for Dissemination
- » Dissemination process and form
- » Adoption Verification process and form
- » Environment building video
- » Body language video
- » Engaging Audience video
- » Summarizing video

Find the resources online at: <http://solutions.digitalgreen.org/training/courseware/>

NOTES

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal green lines running across the entire width of the page. The lines are thin and consistent in color, providing a guide for letter height and placement. There are no margins, text, or other markings on the paper.

NOTES

This image shows a blank sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



