



Dissemination Training Manual
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Session 1: Ice-breaker

Duration: 45 minutes

Objective

- Participants will be able to mix in and communicate with unknown group members.
- Facilitator will know more about the entry behaviour of the participants.

Requirements

Open space

Methodology: Micro lab activity

Introduction

Participants come leaving behind various problems and issues at home. They come with different entry behaviour. This session builds a safe and enabling space and brings (connects) participants mentally into the program. There is a communication angle to this ice breaker. The facilitator can also learn about the entry behaviour of the group through this process.

Process

Facilitator asks the participants to stand in a line, arranged in ascending order according to age, from youngest to the oldest. Before initiating discussion, the participants will have to introduce themselves.

Observations

Participants will have to talk to each other to know each other's year of birth. Communication begins here.

Debriefing

Ask following questions for debriefing –

- How do you feel?
- How did you know where was your position?
- How did you know that that was your position?
- What problems did you face while identifying your position?
- How did you resolve this?
- What kind of communication was this?

Session 2: Expectation Mapping and Program Introduction

Duration: 20 minutes

Objective

Participants will be able to list what they will learn from this training

Requirements

- Meta cards (A6 size - 4 per participant) or post-its of the size 4"x3" (4 per participant)
- Pin-up or stick board (1 no.)
- Cellophane tape (1 roll of 1"width) or Bostik's Blu-Tack (10 strips)

Methodology: Lecture with activity

Process

1. Make participants sit in a circle
2. Distribute meta-cards (if not part of the kit). It is recommended to provide 4"x 3" post-its.
3. Ask participants if they know why they are here today.
4. Ask participants to write expectation from the training program.
5. There could be more than one expectation from each participant. If using post-it, then each expectation has to be on a separate post-it.
6. Ask the group to limit individual's expectations to about four.
7. Based on the gaps identified, group each of the meta-cards/post-its based on commonalities and paste them on the reference board.
8. Announce the gaps identified.
9. Let the group know which of these gaps are going to be addressed.
10. Arrange all the expectations in the sequence of their occurrence.
11. Through a flipchart, let participants know the objective of this training program.
12. Ask the group to set the ground rules and decide what should be the consequences of breaking the rule. Let this be done by the group through consensus.
13. Inform the group about various facilities (drinking water, washroom, dining area, etc.) and the training schedule.

Alternately, this exercise could be done by collecting expectations and jotting them on the flipchart and pasting the sheet once all the expectations have been listed.

Session 3: Visualisation and Situational Analysis

Duration: 30 minutes

Objective

- Participants will be able share their visualized state for their community
- Participants will be able to list various interventions and modes of communications within their community.
- Participants will be able to identify gaps in reaching the visualized state.

Requirements

- Flipcharts with questions on visualization (one question per slide or chart)
- Markers
- List of supplementary and leading questions

Methodology: Brainstorming

Process

1. Facilitator leads the discussion by asking following questions to the participants -
 - "How would you like to see your community after five years?"
 - "What are the current interventions underway in your village for improvement of best agriculture / health behaviours and practices?"
 - "Which of these interventions are giving you the best results and why?"
 - "What other interventions would you like to see in your village?"
 - "How will you use your experiences (of extension) to achieve the objective of this new intervention?"
 - "What challenges do you foresee to achieve what you have envisioned?"
2. Note down discussion points on the flipchart. Highlight the communication challenges faced by individuals.

Note: It is important to note that the vision or dream is not objective and so avoid using words like goal and objective when paraphrasing the discussions.

Session 4: Moon Tent

Duration: 45 minutes

Objective

Participants will be able to state how effective mediated audio-visual mode of communication is

Requirements

- Moon tent activity sheets
- Textual instructions for making moon tent (Exhibit A) – in local language
- Illustrations for making moon tent (Exhibit B) – in local language
- Video on making moon tent (Exhibit C) – in local language
- Two co-facilitators

Methodology: Activity based method with communication aids

Process

1. Participants are divided into three groups.
2. All three groups are made to sit in a different rooms
3. None of the groups is explicitly told what is to be done; not even the mention of activity name – moon tent.
4. Distribute three moon tent activity sheets to each participant.
5. Group-1 is given Exhibit A and is asked to make a model by following the instructions in the sheet. Ask the group to make as many of these as possible.
6. Group-2 is given Exhibit B and is asked to make a model by following the instructions in the sheet. Ask the group to make as many of these as possible.
7. Group-3 is shown the moon tent video through human mediation.
8. Ask the groups to make as many models as possible as per the instructions in their Exhibit.
9. Give 15 minutes to each group.
10. When two minutes remain, to the groups about the time left.
11. 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.
12. Plenary is as follows –
 - a. Ask participants to identify what they made
 - b. Ask individual groups to judge which group has done the most with quality
 - c. Start discussions by asking questions like –
 - i. What did group-1 try to make?
 - ii. What did group-2 try to make?
 - iii. How come group-3 got the best result?

- iv. What went wrong with the other groups?
 - v. What were the facilitating factors for group-3?
 - vi. What were the hindering factors for other groups?
 - vii. What challenges did each group face?
- d. Note the complete moon tent with unfinished ones and find the sum for each of the groups. Make participants understand the number of wrong practices that may lead to loss of resources. Example – if any group made 20 moon tents but 15 were wrong, then there is more harm than benefit.
13. Depending on the answers, channelize the whole discussion to the effectiveness of mediated audio-visual communication. This way make participant appreciate mediated audio-visual communication.
 14. 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.
 15. Show the moon tent video through mediated instructions.
 16. Make it evident that the mediated audio-visual approach is better than the current extension method that uses verbal communication.
 17. Appreciate what has been stated by participants on the effectiveness of audio-visual approach and state that this is same as per few researchers. Make way for the next session to motivate participants on their new learning.
 18. Take the whole discussion to the new extension approach by Digital Green.

Session 5: Introduction to Digital Green

Duration: 30 minutes

Objective

- Participants will be able to describe all the steps of the Digital Green approach
- Participants will be able to list the advantages of integrating this approach in extension activities (remembering by seeing, saving of resources, etc.)

Requirements

Digital Green process flow flex chart

Methodology: Lecture method with visual aids

Introduction

This session covers the actual processes of Digital Green approach. Participants are made to appreciate the advantages of Digital Green approach by comparing their existing approach with Digital Green approach.

Notes for the facilitator

This session builds on the learning from the previous session. Facilitator demonstrates how to embed the existing extension work with Digital Green while keeping the vision of the group in mind. The flex charts covers only the process flow of Digital Green with emphasis on feedback and the inherent advantages of the Digital Green approach. Presenting Digital Green as an extension approach will require efforts to bring change in the current extension system.

Process

1. Display the process flow chart and discuss the various steps -
 - a. Topic identification and content development
 - b. Video shooting
 - c. Editing video clips
 - d. Use of Pico projector in dissemination
 - e. Dissemination process
 - f. Information gathering and feedback
 - g. Verifying adoptions
2. Ask participants to list the advantages of the Digital Green approach. Discuss the advantages.
3. Brainstorm how the participants will be able to embed the Digital Green approach into their existing extension system.

Session 6: Outcome of screening Digital Green videos

Duration: 30 minutes

Objective

- Participants will be able to list one major achievement by virtue of screening a video
- Participants will be able to relate to the saying "Involve me and I will understand" or experiential learning

Requirements

- Flipchart
- Supplementary questions to lead to adoptions

Methodology: Group discussion

Introduction

This session will make it clear that watching videos is an example of the "Show me and I will remember" concept, which will have to be extended to the "Involve me and I will understand" concept, which involves actual adoptions.

Notes for the facilitator

This session requires appreciation for the mediated audio-visual approach built during the moon tent exercise. It is recommended that a Digital Green video is screened before discussion.

Process

1. Screen a short Digital Green video.
2. Ask participants to have group discussion on "what do we want to achieve by screening a video?"
3. Through supplementary or leading questions, lead the group to the final answer of adoption or learning by doing.
4. Ask one participant to list one or two major outcomes of the discussion on a chart paper. Participants can also create a slogan to highlight the purpose behind screening the video.
5. Ask the group if simply screening a video is effective. Lead the group to discuss using a Pico projector and mediating videos. Link mediation to facilitation which is an art of communication.

This session is precursor to facilitation.

Session 7: Facilitation

Duration: 150 minutes

Objective

- Participants will be able to communicate with other participants by actively listening and responding by the process of attending and responding
- Participants will be able to demonstrate non-verbal communication

Resources: Notes on verbal and nonverbal communication.

Methodology: Demonstration

Introduction

This session covers communication skills that cover verbal and non-verbal communication. Emphasis is laid on the importance of facilitation during mediation. There are two ways of delivering this session. One is simply as given below; while the other is to actually demonstrate the mediation and ask participants to identify what is good in communication and what needs improvement. In this case, demonstration of video is not required once again as mentioned in Session 20.

Process

1. Create a short discussion session between two participants and ask other participants to observe.
2. Have a similar discussion between the facilitator and the co-facilitator. Ask participants to observe.
3. Ask participants for what they perceived as the difference in the two modes of communication:
 - a. What was good and why?
 - b. What was not good and why?
4. Proceed to discuss communication and facilitation.
5. Discuss verbal communication
 - a. Listening skills
 - Self talk
 - Taking data
 - Listening with all senses (really listening)
 - Talking or listening? Give logic of two ears and one mouth
 - Give example of Ravan (number of ears and mouth)
 - b. Paraphrasing (give concept and discuss why it is required. One reason is to seek clarification)
 - c. Querying (inviting participation and getting clarification)

- Open
 - Close
6. Discuss non-verbal communication
 - a. Body language (posture, eye contact and facial expressions)
 - b. Voice modulation, clarity, throw
 7. Demonstrate communication (facilitators to communicate using above-listed skills).
 8. Form triads and let participants practice facilitation. One person becomes facilitator (receiver), second person becomes community person (sender) and third person becomes feedback provider.
 9. Give a discussion topic and five minutes to communicate between sender and receiver. At the end of five minutes, feedback is provided on the process observed.
 10. Repeat the above process two more times but reverse the roles i.e. the receiver becomes the sender; sender becomes feedback provide and feedback provide becomes sender.

Note: Avoid discussion on the concept of communication (sending and receiving messages through encoding and decoding)

Session 8: Group facilitation

Duration: 30 minutes

Objective

- Participants will be able to use facilitating forces
- Participants will be able to handle hindering forces

Resources: Examples of group facilitation.

Methodology: Lecture

Introduction

This session covers group dynamics.

Process

1. Discuss facilitating and hindering forces.
2. Discuss how to amplify facilitating forces and how to minimize hindering forces.
3. Discuss how to leave the most critical decision to the group.
4. Discuss the ability of group or community to take such decisions.
5. Discuss getting ownership of the group.

Note: Lightly touch on the necessity of group facilitation during balloon game in the Session 10 which where group will learn more about facilitating and hindering forces.

Session 9: Respecting other's perspective (frame of reference)

Duration: 30 minutes

Objective

Participants will be able to explain the need to respect other's point of view

Requirements

Old and young lady's optical illusion on flex

Methodology: Game and brainstorming

Introduction

This session will bring out the difference in perspective among different people on the same subject.

Notes for the facilitator:

Facilitator needs to highlight the differences in the group's observation and motivate the participants to prove their point.

Process (10 minutes)

1. Display the optical illusion of old and young lady.
2. Ask participants what they observed. Participants will come up with old lady, young lady, bird, lion, sparrow, etc.
3. Group each of the observations separately
4. Ask each group to convince others on what they have observed in the illusion, if convinced, the person will have to join that group.

Debriefing

- This optical illusion comprises images of both old and young lady.
- The differences do not get resolved.
- Show the participants both the images.
- Summarize the exercise by stating that we had the opportunity to understand the other's point of view but lost it as we did not build the trust. We did not respect other's point of view. If we do not respect other's point of view, then how will others respect us? Talk about collaborative effort and creating safe space and enabling environment. Talk about active listening (listening with all senses) to understand others.

Session 10: Being with the community (Balloon game)

Duration: 30 minutes

Objective

- Participants will be able to tell the differences between working alone and working in synergy
- Participants will be able to demonstrate how to handle negative / hindering forces
- Participants will be able to come up with a strategy on how to trigger behaviour change among farmers through mediated instructions

Requirements

- 10 balloons (round and medium size)
- A sheet with the TARGET written on it, i.e., – the outcome of "what you want to achieve by showing the video" that was discussed in Session 6.

Methodology: Game and lecture

Introduction

This session highlights the collective efforts of the mediators. The outcome expected from screening videos is to create awareness which will result into adoptions. How to trigger this thinking will be strategized during the exercise.

Process

1. Display the TARGET at a height within the training hall.
2. Put some obstacles to obstruct the TARGET.
3. Keep the windows open and switch the fan on which is closer to the TARGET.
4. Take a balloon which represents the thought of the farmer which has to reach the TARGET, i.e. to help bring a shift in the farmer's understanding and toward adopting practices (behaviour change).
5. Let participants stand away from the TARGET.
6. Ask participants to move the thinking of the farmer (balloon) towards adoption (TARGET). Since balloon represents the farmer's attitude and thought process, it cannot be touched.
7. Every time someone touches the balloon or the balloon (the thinking) drops, the participants have to start the process all over again.

Debriefing

Sound the participants on their experience and takeaways from the exercise:

- How did you feel when you were not successful initially?
- What was your feeling when you accomplished the task?

- What changes did you make in order to be successful?
- What are the feelings of the participants who did not contribute to this activity?
- Why was reaching TARGET important?
- How else could you have achieved this?
- What will you do in order to actually change the behaviour of your community?

Session 11: Pico operations (Demonstration and practice)

Duration: 150 minutes

Objective

- Participants will be able to show different parts of the Pico projector
- Participants will be able to identify different keys of the Pico projector's remote

Requirements

- Pico projector sets - 5 No.
- Speaker sets with charger and chargeable batteries - 5 sets
- Extra batteries for Pico projector - 10 No.
- Poster of Pico with part labels
- Poster of Pico remote

Methodology: Demonstration and coaching

Introduction

This session covers handling and operating a Pico projector.

Process

1. Form small groups of four participants each.
2. Each group should nominate a representative who will be responsible for the equipment and learning.
3. Give one set of dissemination equipment to each group.
4. Show various parts of the Pico projector through the poster and let every group identify the part on the Pico.
5. Explain the front panel operation of the Pico projector using the poster. Demonstrate the process and let the participant demonstrate what they have learnt.
6. Repeat step 5 to demonstrate operation of Pico projector remote parts and functions of other dissemination equipment.
7. Test the participants to check if everyone has understood how to use the Pico projector, its remote and the other dissemination equipment.
8. Ask the participants to list down all the Dos and Don'ts of Pico and other equipment demonstrated in this session.
9. Ask the participants to practice handling the dissemination equipment within their small groups. Encourage them to continue practicing with handling the equipment as part of their homework.
10. Ask the participants to charge the Pico batteries during the night.

Session 12: Preparing for dissemination (enhancing knowledge on video content)

Duration: 30 minutes

Objective

- Participants will be able to tell the need for previewing videos and preparing answers for the questions that may possibly be asked by the viewers during video screening.

Requirements

- Poster of Tutankhamen
- Whiteboard

Methodology: Group exercise

Introduction

Through this exercise, anxiety is created among the participants by not answering the questions they raised during the session. This way, as mediators, they are made to feel the importance of gaining in-depth subject knowledge before screening the video. This preparation will help the community to gain more knowledge about the practice.

Process

1. Display the poster of Tutankhamen and ask participants to take two minutes to think about what they see.
2. Remove the poster and ask each participant to voice the questions they have on what they saw.
3. Note all the questions on the whiteboard. If there are repetitive questions, then appreciate the question and prompt another question.
4. If someone mentions a statement instead of question, then assist the person to frame that statement into a question.
5. Group questions according to "what, why, when, where, who and how"
6. After everyone has asked their questions, try to collect more questions.
7. Confirm from the participants that there are no more questions left.
8. Without answering these questions, simply rub the board and pretend to proceed to the next learning session.

Debriefing

- There will be uneasiness among the participants at not having their questions, which were invited by the facilitator, answered.
- Once this situation is created, ask the participants how did they feel when their questions were not answered?

- Ask the participants what they would do if their questions are not answered? What will they think of the facilitator if these questions are not answered? Will there will be negative feeling for the facilitator?
- Ask the participants if they were the mediator and if farmers asked them questions, how will the farmers feel if their questions are unanswered? How would this affect their image in front of their community?
- What is required to save such a situation? Let participants come up with the answer. The obvious answer will be to prepare and have adequate knowledge about the subject.
- Let participants come up with their preferred sources of information for any particular subject.

Session 13: Preparing for dissemination (checklist)

Duration: 15 minutes

Objective

Participants will be able to list the preparatory steps for conducting a dissemination

Requirements

- Whiteboard
- Dissemination checklist
- A Pico projector without battery charge and without video

Methodology: Brainstorming

Introduction

Through this session, mediators will learn how to prepare before a dissemination, so as to successfully share information.

Process

1. Ask the participants that now they know how to operate a Pico projector and facilitate, are they ready to conduct a dissemination? The possible answer would be yes!
2. Ask the participants what they would do in order to screen the video? The possible reply from the participants would be to turn-on the Pico. However, the Pico with the facilitator does not have a charged battery. Try switching on the projector and let the participants realise that there is no charge in the battery.
3. Insert a charged battery and turn-on the Pico. Now ask the participants what next? The possible answer will be "go to video and select video file".
4. Select video icon and press Enter. Note that this Pico has no videos. Participants will realize that there is no video.
5. Ask the participants what happened? What will happen if they made such mistakes in front of their community? What will their community think of them? Take the group's responses.
6. Ask the participants, "What is required to save such a situation". The answer is adequate preparation.
7. Ask participants what preparations they would do before screening a video? List all the responses.
8. Appreciate the group's participation and distribute the dissemination checklist.

Session 14: Role of the mediator

Duration: 15 minutes

Objective

Participants will be able to list the essential activities that a mediator needs to perform during a dissemination

Requirements

- Whiteboard
- Sheet listing role of the mediator

Methodology: Brainstorming

Introduction

Through this session, mediators will learn about the role they play in the community as an extension person.

Process

1. Question the participants on what they think their role is as a mediator.
2. List all the responses.
3. Appreciate their participation and distribute the sheet listing their role as a mediator.

Session 15: Information gathering

Duration: 30 minutes

Objective

Participants will be able to fill the dissemination form.

Requirements

- Poster of dissemination form
- Dissemination forms - two per participants
- A big bag or a box
- 25 articles (anything that can go into the box like pencil, pen, marker, cap, clips, coins, etc.)

Methodology: Game and brainstorming

Introduction

This is a combination of game-based and brainstorming methods, with question-answers on how to fill the dissemination form. This session starts with creating appreciation for documentation (recording).

Process

1. Take an empty bag / box and start putting in different articles / items while showing each to the participants.
2. After all the items are put into the bag, ask one of the participants to write down every single item that has gone into the box.
3. There will be something missing. Leverage on this to ask the participants to state what needs to be done to remember every single item. Possible answer will be documenting. Stress on the importance of correct documentation.
4. Brainstorm on what all needs to be recorded.
5. Display the mediation sheet poster.
6. Tell the participants that one of the checklist items was attendance sheet, but in case of the Digital Green approach, it is slightly different in terms of collecting information which will help the mediators and the community.
7. On the poster, tell participants what is to be done and ask the reason why it is required. For example, there is a space for recording questions, then why are these questions required. Provide answer if it fails to come from the participants, but do trust their wisdom.
8. Reinforce the importance of filling all relevant fields in the form.
9. In the end ask participants to fill a dummy form.

Session 16: Quality of mediation

Duration: 30 minutes

Objective

- Participants will be able to mention the necessity for quality dissemination.
- Participants will be able to use dissemination observation tool.

Requirements

- Dissemination observation tool (each participant must have one at least)
- Model dissemination video

Process

1. Facilitator discusses the mediation observation form based on the facilitation recap. Mention importance of mediation quality.
2. Mediation observation forms are distributed and the group is asked to use this form during practice session.
3. Mediation observation tool can also be used for self reflection.

Session 17: Dissemination demonstration

Duration: 60 minutes

Objective

- Participants will be able to list different stages of mediation.
- Participants will be able to demonstrate a good mediation.

Requirements

- Pico projector set
- Speaker
- Batteries for speaker
- White screen
- Video
- Mediation observation forms

Methodology: Demonstration

Introduction

This is a demonstration and role-play method to show how actual dissemination takes place. This session also covers various aspects of facilitation. Self-reflection and feedback after mediation will let participants know how mediation can be improved.

Process

1. Facilitator recaps various facilitation aspects covered during the facilitation session. Mediation observation form is discussed.
2. Facilitator divides group into two. One group represents the observers, while the other represents the farmer group. The observers have to provide feedback on the dissemination process observed by them, while the farmer group has to interact with the facilitator during the mediation process.
3. The facilitator sets the equipment up and demonstrates the dissemination.
4. After the demonstration, feedback is sought from the farmer group on how the process was conducted.
5. Feedback is sought from the observers on the quality of the process.

Session 18: Model dissemination

Duration: 15 minutes

Objective

- Participants will be able to list different stages of mediation.
- Participants will be able to demonstrate a good mediation.

Requirements

- Pico projector set / projector
- Speaker
- Batteries for speaker
- White screen
- Model dissemination video

Methodology: Demonstration

Process

1. Facilitator mediates model dissemination video to recap various facilitation aspects covered during the facilitation session and to link it to the dissemination demonstration.

Session 19: Dissemination role-play

Duration: 180 minutes

Objective

Participants will be able to demonstrate their role as a mediator.

Requirements (per group)

- Pico projector set
- Speaker
- Batteries for speaker
- White screen
- Video
- Mediation observation forms (5 per participants)

Methodology: Role-play

Introduction

Participants will practice in groups and provide feedback. Feedback will help the participants know how they would have liked the mediation to happen. Feedback is also critical for self-improvement.

Process

1. Groups of four participants are formed.
2. Group leaders are chosen.
3. Each group is given a set of mediation equipment.
4. One member in each group practices mediation while the remaining group members will enact as community group members with real issues. They will also provide feedback based on the mediation observation form.
5. Each person in the group should be given about 20 minutes to practice mediation.
6. Each group has a co-facilitator for supportive supervision.

Session 20: Adoption verification

Duration: 30 minutes

Objective

Participants will be able to fill the adoption verification form.

Requirements (per group)

- Poster with adoption verification format
- Adoption verification form (2 per participant)
- Whiteboard

Methodology: Lecture method with visual tools

Introduction

The training of mediators is targeted toward adoptions by farmers, who get information through videos. Thus, it is critical to capture adoptions and verify their authenticity. If the farmers' adoption process is inaccurate, then the farmers/community members are affected negatively and they may lose trust, which may be due to loss of resources and produce.

Process

1. Facilitator asks the participants what happens if the adoptions have failed? All the responses are captured in words on the white board.
2. Participants will realize and appreciate that adoptions will have to happen the way they are shown in the videos.
3. Once the context is set, ask participants what needs to be done to check that each adopter is not harmed?
4. Reiterate the importance of adoption verification and run through the adoption verification form using the poster. Mention the importance of quality of adoption.
5. Inform participants on how they can get information of adopting farmers.
6. Let participants know where to submit all the forms and at what frequency.

Annexure: Schedule

S/N	START TIME	END TIME	SESSIONS	Time (Min.)
DAY-1				
1	09:00	09:45	Micro lab	45
2	09:45	10:05	Expectation mapping and program introduction	20
3	10:05	10:35	Visualization and its importance	30
	10:35	10:50	Tea	15
4	10:50	11:35	Moon tent	45
5	11:35	12:05	Introduction to Digital Green	30
6	12:05	12:35	Objective of screening Digital Green videos	30
	12:35	13:20	Lunch	45
7	13:20	15:50	Facilitation (concept and activity)	150
	15:50	16:05	Tea	15
8	16:05	16:35	Group facilitation	30
9	16:35	17:05	Respecting other's perspective	30
	17:05	17:20	Feedback	15
DAY-2				
	09:00	09:30	Recap	30
10	09:30	10:00	Balloon game	30
	10:00	10:15	Tea	15
11	10:15	12:45	Pico operations (demo and practice)	150
	12:45	13:30	Lunch	45
12	13:30	14:00	Preparation for dissemination (preparing for questions)	30
13	14:00	14:15	Preparation for dissemination (processes and checklist)	15
14	14:15	14:30	Role of the mediator	15
	14:30	14:45	Tea	15
15	14:45	15:15	Information gathering (dissemination form)	30
16	15:15	15:45	Quality of mediation (observation form)	30
17	15:45	16:45	Dissemination (with model dissemination video)	60
	16:45	17:00	Feedback	15
DAY-3				
	09:00	09:30	Recap	30
18	09:30	09:45	Model dissemination video	15
	09:45	10:00	Tea	15
19	10:00	12:30	Dissemination (practice)	150
	12:30	13:15	Lunch	45
	13:15	13:45	Dissemination (practice continues)	30
20	13:45	14:15	Adoptions verification (adoption verification form)	30
	14:15	14:45	Conclude	30
	14:45	15:00	Feedback	15
	15:00	15:15	Post training test	15
	15:15	15:30	Tea	15
	15:30	16:00	Thanks & certificate distribution	30