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Effectiveness of ICT for Rural Development

Building a Digital Green learning community

Held at The Claridges Hotel,

New Delhi, March 6-7, 2014

WORKSHOP DOCUMENTATION

Workshop Facilitation and documentation: Jürgen Hagmann and Joe Ramaru (PICOTEAM)

PICO

Learning together for change

This report documents the convening on "The effectiveness of ICT for rural development: BUILDING A DIGITAL GREEN LEARNING COMMUNITY", held in New Delhi, March 6-7, 2014. This report is not a final synthesis, but tries to capture the workshop outputs in a non-interpreted way.

THIS DOCUMENTATION IS MEANT TO BE A REFERENCE DOCUMENT for all participants and is intended to provide details of what transpired. Almost all results of the working groups and plenary sessions are documented.

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EXECUTIVE SUMMARY

The experience of Digital Green in introducing ICT in development offers new insights. To make ICT work for rural communities, it seems essential that ICT tools are demystified and blended in social and cultural ethos of the communities projects work with. This also means a grounded understanding of specific socio-cultural dynamics and nuances with an ability to see the world from their perspective. Incubated in Microsoft Research India in 2006 as a research project, Digital Green spun off into a non-profit organisation in 2008. In India, Digital Green partnered with the National Rural Livelihood Mission of the Government of India and several other organizations to extend its approach to over 2,400 villages. Till date, over 2,900 videos[1] in 20 different languages have been produced on topics ranging from institution building , sustainable agriculture to animal husbandry.

A workshop to share Digital Green approach using ICT for rural communities across different domains was held in New Delhi, during March 6-7, 2014. The workshop was organised to analyse experiences from the projects that Digital Green is currently involved in with various partners and get insights on some promising initial results and collaboratively work towards creating communities of practice. Specific outputs of the workshop were:

1. To share experiences and lessons on the Digital Green approach
2. To assess potential setbacks/challenges and work on solutions for the way forward
3. To explore opportunities to link agriculture, health and nutrition through the video-based approach
4. To identify themes to be explored through communities of practice and /or a learning network
5. To develop a vision for the future development of the Digital Green approach

To have a common understanding on the Digital Green approach, a presentation was given to elaborate on how the approach evolved over time, the geographies and the areas where the approach is being implemented, how the content of the videos are developed and the different types of partners involved at various levels. Furthermore, participants shared and analysed experiences from twelve case studies to get out the implication of scaling out the DG approach. The outputs of this analysis were:

- Need for integration across sectors and actors (models of the partners organisation)
- Need for emphasis on sustainability – equipment and support
- Need to have more sharing opportunities – get to know the partners
- Need to have a network of partners to institutionalise the process (implementation and knowledge partners)
- Need to balance participatory versus top down approaches
- Need for intensive support by Digital Green at the beginning
- Start “small”- otherwise you set yourself early up for failure
- Use government structures
- Integrating agriculture, health and nutrition (have some example projects where integration could be tried out)
- Are we ready to expand – what exactly are we expanding?

[1] All of the videos are publically available on a web-based library (http://digitalgreen.org/discover/) along with analytics data (http://analytics.digitalgreen.org) and a geo-located view into the histories of the groups and individual community members involved in this process via a platform called Farmer book (http://farmerbook.digitalgreen.org).

- Need for context specificity – what is there and make sense out it
- Need for fast learning (leaning from others)- monitoring and evaluation, lessons and documentation.

Having shared experiences from several rounds of case study analysis, participants were having full understanding of what projects have done in using the DG approach and were at a position to identified challenges, strategies to address them, kind of partnerships required and some examples of cases to learn from. Below are the themes around which the challenges were clustered and example of the cases:

Identified challenges	Examples of cases to learn from
1. Content management	Digital Green
2. Managing quality of content and process	Program for Appropriate Technology in Health
3. Facilitation of groups	**Facilitation** • SERP, Andhra Pradesh: Partner resource person/master trainers • Madhya Pradesh and Guna,: Change in behaviour • SPRING trainings for CSP and AHSA in VARRAT. **Groups** • ACCESS, Madhya Pradesh in Guna, Ashok Nagar and Rajgarh in Madhya Pradesh. • Andhra Pradesh and Jeevika Society for Elimination of Rural Poverty, Bihar for large-scale women self-help groups. • VARRAT created groups initially for credits • IDE, Ziway, Ethiopia has created 15 groups very recently.
4. Measurement and feedback	• PDS: Social audits embedded with government system: • Sure Start: Third party QA: • Farmer training systems of MoA, Ethiopia: Decentralized data use • mKisan: Need based advisory:
5. Institutionalization and partnership for scale	• PATH: Model to achieve a win-win situation. • AGRA (In Kenya(: Performance contracts • Lynux model

Participants explored themes around which the proposed community of practice would learn and try out things:

- Scaling up in quality
- Experimentation with new media
- Integration of sectors
- Capacity development
- Evidence and monitoring and evaluation

Building on what was done during the two days' workshop, participants explored institutional arrangements for the future and thought through the roles of DG and the partners if the scaling up of DG has to happen. Ideas presented by the groups were:

- Partners will innovate and do the things that DG has been doing at the beginning with DG providing better quality in content development and also at implementation level
- DG will develop a package for the implementation and monitoring of the three elements of the DG approach (capacity building, content and dissemination)
- The institutional arrangement need to be a flat platform rather than a hierarchical one. The DG will be in the middle and not in a hierarchical imposing structure
- The partners benefit from each other's information and they are slowly drying away from the likes of DG and are becoming independent.
- There will be a partner in each country that will be able to handle multiple small partners who can apply and propagate the model to different partners within the countries
- DG will become a virtual institute where it will have the ability to transfer the knowledge back and forth.
- The DG provides the network and the structure for sharing and learning, and disseminating information to the network and the network also disseminating information back to Digital Green.
- There is a need for backstopping, particularly in the development of the content and dissemination of the packages. This will include recommendations that will be put together as a package by DG. The backstopping and support is defined at three levels:
    - The 1st level: This is the level where there is a need for intensive support to the partners. The partners get more technical assistant or they need funds for implementation of the model.
    - The 2nd level: This is the level where less support is needed by the partners with some of them being more independent in the implementation of DG approach- some of the partners adapting the approach.
    - The 3rd level. This is a level where partners are interested in DG and may come to get consultation services, but end up not using the approach. They do not get the same support from Digital Green like the other levels do, but they will still be part of the network and spreading the approach to other areas.

To map out immediate future actions, participants agreed on what would be done and reached consensus on those who will be responsible for the proposed actions and deadlines. The next steps (not in terms of priority) are shown in the table below.

What	When	Who
1. Workshop documentation	20th March 2014	Joe and Jürgen
2. Take forward COPs	5th April	DG
3. MOUs with the partners		DG
4. Country strategies (2 pages)		DG
5. Evaluation	20 March 2014	
6. Report from the groups	10th March 2014	Rapporteurs
7. Team on organisational model (COP)		DG
8. Sharing meeting / conferences		DG
9. DG newsletter – for ongoing communication		

FOREWORD BY THE WORKSHOP ORGANIZERS

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At Digital Green, partners are central to the success of our approach. We actively seek ways to reaffirm our commitment to strengthening existing and forging new relationships with a vision of building a productive learning-driven ecosystem of partners.

The convening in New Delhi was a wonderful opportunity to bring together our partners and supporters from across the globe to share experiences in using the Digital Green approach for development and harness their insights for improved program planning and implementation.

This consultation was also an important first step toward the creation of a community of learning based on the Digital Green approach, cutting across domains and geographies within the development landscape.

We look forward to creating more such spaces for insightful and purposive dialogue within our knowledge network, which could potentially influence policies and programs, and lead to strategic innovations within the field of technology for development.

Vinay Kumar

Chief Operating Officer

Rikin Gandhi

Chief Executive Officer

FOREWORD BY THE WORKSHOP FACILITATORS

The workshop on "The effectiveness of ICT for rural development- BUILDING A DIGITAL GREEN LEARNING COMMUNITY" was an interesting and challenging one to facilitate. We hope we managed to help the diverse participants in the workshop to achieve the objective of the workshop. This workshop enlightened us as we learned from different organizations, how the Digital Green approach evolved, how it was implemented by different partners and how it could be scaled out.

We would like to thank all the participants for their active participation and dedication throughout the workshop. It was really interesting to note that despite the time limitation and with a lot to cover in two days, key issues and modalities necessary for scaling the DG approach and establishing a community of practice were discussed, analyzed and consensus reached for the way forward. Our special thanks also go to the process steering group, which reflected with us on the daily proceedings, as well as jointly planned with us the next day's process. Without their 'steering and ideas', it would have been difficult for us to navigate through the process and make the 'loose ends meet'. We would like to thank all the participants who volunteered to facilitate several sessions and those documented the table group discussions and open space sessions. We hope you will all enjoy reading very informative summaries of these sessions in the report.

We would also like to thank Vinay Kumar and Rikin Gandhi and the whole Digital Green team for giving us support during the facilitation of this workshop. You have made our work very easy and more exciting.

We have really enjoyed working with you all and we wish you all the best as you get ready to further apply the DG approach in different contexts and engaged in the respective learning areas through your communities of practice.

Best Wishes,

Jürgen Hagmann and Joe Ramaru

PICOTEAM
Institute for People, Innovation and Change in Organisations
Facilitation - Coaching - Research for Change

ACRONYMS

AGRA	Alliance for Green Revolution in Africa
ATA	Agricultural Transformation Agency
AWW	Anganwadi workers
BMGF	Bill & Melinda Gates Foundation
CAB	Community Advisory Board
CMAs	Community Marketing Agents
COCO	Connect Online | Connect Offline
CRPs	Community Resource Persons
CSPs	Community Service Providers
DFID	Department for International Development
DG	Digital Green
FRI	Farm Radio International
GVS	Gramin Vikas Sansthan
GVS	Gramin Vikas Sanstham
iDE	International Development Enterprises
IFPRI	International Food Policy and Research Institute
MGs	Marketing Groups”
NRLM	National Rural Livelihood Mission
NYST)	Nehru Yuva Sangathan Tisi
PATH	Program for Appropriate Technology in Health
PICOTEAM	People Innovation & Change in Organizations
PSG	Progress Steering Group
SBCC	Social and behavior change communication
SHG	Self-Help Groups
SPRING	Strengthening Partnerships, Results and Innovations in Nutrition Globally
USAID	United States Agency for International Development
VARRAT	Voluntary Association for Rural Reconstruction and Appropriate Technology
VPOs	Video Production Officers
VTI	Virtual Training Institute

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1. OPENING AND SETTING THE SCENE

1.1. Opening and Welcoming Remarks

Remarks by Vinay Kumar, Digital Green

Vinay, Chief Operating Officer at Digital Green (DG), commenced the workshop by highlighting the theme as "*The Effectiveness of ICT for Rural Development: Building a Digital Green Learning Community*". He said that it was wonderful for him and his organization to see partners from across the world coming to share the experiences on the use of the DG approach. He wished that at the end of the two days, participants could work together to develop a community of practice around the approach. He remembered some years ago when DG was launched with fresh graduate, but could not imagine a moment to have a workshop with the partners to discuss how DG could be used to address some of the most pressing problems in the world: food security, women empowerment, nutrition within some of the sectors like health and agriculture.

He indicated that during the two days, participants would be reflecting on how the DG approach has evolved, how can it be adapted and contextualized in different domains and geography. He further mentioned that at DG, partners are taking part in what the organization does. The partners and DG are involved in reaching rural communities with information that the partners can identify with and adapt. Digital Green empowers the partners through exposure to good practices, peer to peer learning, and social networking. In the past few years, DG has had partners which were very diverse and coming from public, private, and civil society organizations. This experience has enormously enriched the meaning of collaborative leadership.

Vinay was proud to have all the participants and was confident that the interactions during the workshop would further enhance the mutual understanding and respect among the partners, which is a base for a very successful partnership. He further said that all the work of DG based on is implementation research and the organization is constantly learning. The organization has developed simple, easy to use and customized tools that capture both qualitative and quantitative data from the field and provide insightful information. Through this information, DG is getting good feedback to improve the quality of its interventions. Keeping a focus on learning, from the beginning of 2014, DG had begun to observe one day in a month as a "*learning and reflection day*". He mentioned that unlike in other workshops where participants are requested to switch off their mobile phones, they will be asked to keep them on. The reason was that the workshop was live and workshop updates were being constantly tweeted, and at some point, the tweets would be projected on the screen as well.

Lastly, Vinay invited Lakshmi to take participants through the information pack given to them. She requested participants to go through the information pack and provide feedback for improvement. Finally, Vinay welcomed all the participants and invited other speakers to give opening remarks.

Remarks by Berga Lemaga, ATA

Berga, who is the Director, Research and Extension within the Agricultural Transformation Agency (ATA) in Ethiopia, informed the participants that the government of Ethiopia is determined to increase the productivity of the smallholder farmers to enable them to become food secure. He indicated that the government is serious in the transformation process of agriculture, and hence it has formed the ATA. This agency has been established to help the government to transform the agriculture of the country

through adopting different ideas, tool and methods. The government of Ethiopia and the delegates at the workshop accepted the invitation to attend the workshop because they believe that the DG approach is one of the transformative methods to improve the extension service to the people. Effective extension delivery will bring technologies closer to farmers for them to increase their productivity. With farmers accessing the market for their produce, Ethiopia will be self-sufficient and its economy will grow fast. There are plans to scale out the DG approach in the coming two years period to about 145 000 households and to 500 000 households in the next five years. He mentioned that there were three organisations (Oxfam America, Sasakawa Global, and iDE) which represented at the workshop and were already implementing the DG approach in Ethiopia. These organisations have already recorded about 75% successes by using the DG approach. This is the reason why the Ethiopian government is investing money to support smallscale farmers with approaches that are transformative like the DG approach.

Remarks by Sam Sharpe, DFID

Sam, from Department for International Development (DFID) office, indicated that he was happy to be part of the workshop, particularly that it was his second visit to India since the 1990s. He mentioned that he was involved at the time in the work of the DFID on agricultural extension. In those days, he used a flip chart as a communication tool to interact with farmers. He accepted the fact that many things have changed in India since those days. Some of the things include the ease with which men, women and particularly youth could use technology. Now, it seems one of the main challenges is 'how to integrate technology and technical solution as part of our mainstream programs?'. For this workshop, the focus is DG and its work. But, the focus on technology is what people are seeing across the development agenda. Some of the technologies are about delivering services and others are about helping people and service providers to account.

He said that it is not surprising that people are upbeat about the role of technology to transform the development world. But, he warned that people should know that technology is not a magic bullet. Technology can only be effective if it humanizes and supplements biological interactions- this is what he believes DG has got and done very well. Digital Green sees the world in the perspective of its clients, and it works to make technology real for them. Digital Green has also managed to harness the power of the women groups and their movement that has taken over India.

Sam indicated that DFID entered into a partnership with DG in September 2012. The mandate for DG was to take and apply the approach to Africa, and DFID has been surprised to see how much DG has done in health and nutrition. Sam thanked the partners that have supported DG in the implementation of the approach in Ethiopia and Ghana to improve the quality of life of the rural communities. He seemed interested to listen to the experiences about what worked, what didn't and how the approach could be made more effective.

Remarks by Paolo Ficarelli, BMGF

Paolo from Bill & Melinda Gates Foundation (BMGF), indicated that the Gate Foundation has been one of the sponsors of the DG approach since its inception. The reason why the idea of DG is so powerful is because of the weak state of the public extension services all over the world. Digital Green is probably the only innovative idea that Paolo has seen emerging in the past 20 years of the extension debate on how to bring better information and engage farming community for them to adopt technologies that had stayed on the shelves for many years. He indicated that one of the critical objectives of the Knowledge Exchange Team of the Gate Foundation in Seattle, is to support innovative models to make a

change and ensure that extension services reach more people with information and engage them in the process of learning how to be exposed to new idea to improve their livelihood.

About the purpose of the meeting, Paolo indicated that coming together would not have been possible without a strong partnership that DG has established all over the world. Through the powerful partnership, DG reinforced the effectiveness of the delivery of services to farmers. Paolo mentioned that he was part of an evaluation last year of the DG approach and its partnership model. It was very clear from the mission that there is no success of DG without a successful partnership that owns, recreates and develops the capacity of different organizations. Paolo was happy to see that all the partners that have contributed to the success of DG were a part of the workshop.

Remarks by Noordin Qureish, AGRA

Noordin, the program officer for extension support within Alliance for Green Revolution in Africa (AGRA) thanked organizers for the opportunity to be at the workshop. He mentioned that his office is based in Nairobi and has been strongly supported by Gates Foundation since its inception, and it is now getting the support from DFID, USAID, and the Swedish government. The mission of AGRA is to trigger Africa green revolution, with the main ambition of reaching out to 20 million farmers by 2020. AGRA is an alliance and one of its strong partners has been DG.

AGRA believes that ICT together with an enabling environment is crucial to reach out to many farmers and partners along the value chain in Africa. He assured DG that his organization will commit itself to the partnership that has already been established and would like to further work with DG and learn together with others on how to apply and adapt the approach in different countries. He mentioned that AGRA has launched a project together with Oxfam America to pilot the approach in 60 farmer training centers in Ethiopia. He was convinces that there will be other opportunities to explore other options for collaboration as the process of learning to apply the approach evolve over time.

Remarks by John Beed, USAID

John, who heads the mission at United States Agency for International Development (USAID) indicated that he was delighted to be at the workshop and have an opportunity to be part of the discussion on the things that would be touched during the two days. He mentioned that it has been amazing how DG and its partner network of public and private organizations have developed innovative use of science and technology to really have an impact on some of the most pressing development challenges, particularly in rural areas. From his experiences, partners are interest in innovative examples that can have an impact throughout the world. He appreciated the invitation to be at the workshop. He believe that ICT is central to the work that the partners do around the world and there are a lot of cases that could bring about amazing advances, particularly to the rural poor. Enabling the ICT has been able to help to connect the rural poor with knowledge about the international markets, and more accurate and timely information. He looked forward to exchange experiences with all participants and wished them a productive workshop.

Remarks by Vijay Kumar, NRLM

Vijay, from the National Rural Livelihood Mission (NRLM), in the Ministry of Rural Development, urged participants that in the context of the topic of the workshop, they should not lose focus of the people institutions. He emphasized that it is not the technology alone that could bring about change in people's livelihood- the green revolution is a good example. He said that both the scientist and the farmers have the knowledge that is important for change people livelihood. He shared that in the last 40 years in

India, grassroots organizations have been established to build on local knowledge of farmers and for them to share their best practices. He noted that the knowledge reach to the rural farmers has been faster when people are organized. He gave an example of the work he did with women groups 10 years ago on pest management. He started with 200 farmers on 20 villages, and the women groups picked the practices so well that now there are over 11 000 villages and over 3 million farmers involved. From his experience, this would not have happened without the formation of self – help women groups and without the local knowledge from the farmers.

On the DG approach, Vijay likes the way DG learn with the farmers and figure out how the knowledge could be disseminated. But, more impart is how DG involve farmers in the creation of the knowledge and testing the lessons in the different context. What make the DG approach different with the others is the ability of DG to develop partnership with other organizations and invest in building institutions of rural poor women and farmers. He is aware from some information that has been shared that the DG approach is leading to behavioral change. The Rural Livelihood Mission has adopted the DG approach and it will work with DG to ensure that the agricultural technologies are disseminated in India. He was happy to see participants from Africa and he hoped that they would learn from the fellow participants from India. He appreciated the support that the Foundation has provided towards the development of the approach. Lastly, he thanked the organizers for inviting him to the workshop.

1.2. Getting to Know Each Other

Vinay Kumar introduced Jürgen Hagmann as the facilitator of the workshop and asked him to take over the program.

1.2.1 Introduction of the facilitation team and their approach

Jürgen Hagmann introduced himself as a leader of a team called PICOTEAM, which stands for "People Innovation and Change in Organizations". He indicated that PICOTEAM works on change management and organizational development – supporting organizations in their strategy development. Jürgen added that PICOTEAM has been working at community levels for almost 25 years and up to the highest political level.

Jürgen introduced Joe Ramaru, who is based in South Africa and with whom he worked with since 1998. Jürgen indicated that Joe was at the workshop to facilitate few sessions, but would specifically take notes and document the workshop proceedings. He mentioned that participants will get documentation with all the inputs and discussions coming out of the workshop.

Process Steering Group

A mechanism for co-management of the workshop by participants.

Tasks:

- To obtain feedback from the participants on the workshop process and content
- To plan with the facilitators the next day in the evening

Members:

- *Suneeta*
- *Paolo*
- *Richard*
- *Mamta*
- *Anierban*
- *Edward*
- *Stell*
- *Chimdo*
- *Juergen*

Workshop Process Steering Group

Jürgen indicated that PICOTEAM has been asked to facilitate the workshop and he was excited about it. He indicated that facilitators were not alone in designing the workshop process. He said that facilitators had about 10 teleconferences with the organisers and that the last meeting was with the Progress Steering Group (PSG). The PSG is constituted

by a cross-section of participants and organizers and is responsible for the co- management of the workshop (see the details of the task in the box).

After introducing the names of the initial members of the PSG and the proposed new members, Jürgen urged the participants to give feedback to the PSG.

1.2.2 Facilitation principles

Jürgen introduced to the participants some key facilitation principles that would ensure an atmosphere that allows open interaction by the participants and the facilitators**.** These principles are the core values and rules for table interaction:

The core values include:

Informality – relaxed atmosphere with discipline Jürgen urged participants to feel at home. This can be achieved by keeping hierarchy and formality minimal. He asked participants to leave their titles (Doctors, Ambassadors, Professors, Excellency) outside until the end of the workshop. He would like people to be addressed by their first name. Informality also means that we are free to stand up when we feel tired and have coffee or tea that is available at all the times during the workshop.

Inclusiveness-no hierarchy: Naturally, some people are more shy than others, while others are confident and give answers before the facilitator is even done asking the question. Jürgen promised that he will try and make everybody contribute, he promised to pay attention to the shy ones upon raising their hands. Round table seating arrangement was made so that participants could talk to each other and contribute their opinions.

Openness and transparency: Jürgen wanted the workshop to have an open dialogue. Openness is the foundation to participants having a common understanding about an issue and what to do about it, he urged participants to raise their issues.

No Jargon: He urged participants not to use abbreviations, which they are used to, when they communicate among themselves and their clients**.** He asked participants to use words and statements that create a common understanding and are easy to comprehend. We should all express ourselves in a language that others from different fields can easily understand.

No defensiveness: Jürgen indicated that the workshop has not been organised to judge what people have done or not done. The aim should be about sharing of experiences and learning from each other – and learning means that people should learn as much from failures and successes.

Accepting reality: Jürgen indicated that people know the realities on the ground, even though they are sometimes painted nicely. He encouraged participants to discuss issues, accept reality and deal with it.

Constructive controversy: The facilitator urged participants to be controversial. The aim of the workshop is to create a debate and let people come up with controversial ideas. That is why the workshop has a facilitator and not a chairperson. Controversy is the real source of creativity and innovation.

Creativity – thinking outside the Box: The facilitator encouraged participants to think outside their usual trail of thought – to think of different things, new things and things that they have never thought of before. He urged them to continue to assess what they have done in the past in order to see if there could be new thinking or new ways of seeing things, which will be very useful in bringing new ideas.

Honesty and Political incorrectness: –People tend to be politically correct, especially when real sensitive issues are discussed. Jürgen urged participants to "call a spade a spade" in the course of the workshop. People tend to sugar-coat things and put the real issues under the carpet. He challenged them to bring out issues on the table and let people in the workshop deal with them.

Rules for the interaction at tables are:

- ***New people – new table every half day*.** This was meant to make people to sit at different tables when they come back from every breaks. At the end of the workshop, one would have talked to everybody in the room.
- ***Think first individually and then discuss*:** This helps participants to make notes about their points and ideas and then discuss them. In this way, the discussions are enriched as well as the output of the table group.
- ***Encourage the quiet ones.*** He asked participants to observe who was not talking and ask him/her what they think. Usually, the quite ones have good ideas.
- ***Only present once.*** He asked participants to present once when they report for their group work. He indicated that he does not want to encourage professional presenters during the workshops but want to hear the views of other people.
- ***No speeches, be to the point.*** He urged participants to share their ideas and opinions in a maximum of 2 minutes
- ***No computers during sessions.*** Participants have travelled far to be at workshop and to have face to face meetings. The facilitators needed 100% of everybody's attention and not part of it during the two days. He indicated to the participants that they can open their computers and check their emails during the breaks.

1.3. Introduction of Participants

In order to create an atmosphere of free interaction, it was necessary for the participants to get to know each other beyond just names and their origin. To do so, Jürgen requested participants to sit at tables with people whom they do not work with every day or do not know very well, and find out from each other who they are, what they are proud off and what are their biggest achievements in working with communities (see the details about the Task in the Box)

Participant's introduction

1. **Make sure that you sit on a table with people whom you don't know!**
2. **Find out from each other**
   a) Who you are and where your roots are?
   b) The major highlights in your personal and professions life?
   c) Your biggest success in working with communities / farmers?

   (15 Minutes)
3. **Agree together** (3 cards per question)
   a) What should happen here, is ….
   b) What should not happen here, is …….

   (5 Minutes)

1.4. Participants' Composition and Standpoints

To get a feel of who is represented in the workshop and how this may have implications on the discussions, participants were asked to move and stand at a large open space in the room. They were then asked to group themselves according to different categories.

1.4.1 Participants' composition

a. All people working in the different categories of organizations

Category of types of organizations	Numbers
Staff of Digital Green	19
People working in the field and using Digital Green approach	26
People who are supporters of Digital Green (donors, agencies, etc.)	11
Others	12

Comments

- The facilitators asked the staff of DG who were well represented to spread themselves in the different tables to help others understand who they are, what they do and the approach they are using.
- Some of the organisations in the field using the DG approach included, Africa Rice, Oxfam, International Development Enterprises (iDE), Ministry of Agriculture Ethiopia, PCI, Sasakawa, PRADAN, International Finance Cooperation, International Rice Research, ACCESS, catholic Relieve Services, Kabil, etc.
- Others included researchers, Ernest and Young, Agricultural Finance Cooperation, Biodiversity, London Business School, Awaaz De, Falmouth University , Dimaagi, CABI, Cornell University, BMGF, USAID – Afghanistan,

Key message: The facilitator indicated the he was impressed by the diversity of the participants who are in very different fields. He indicated that participants should be aware that they will be looking at the same things from very different perspectives. He asked them to accommodate each other and that would need a lot of listening.

b. All people representing different sectors

Category of the participants	Numbers
Agriculture	Majority
Health and nutrition	18
Others	15

Comments

- The diversity included people from fields such as communication, technology, arts and technology, capacity building, and game design

Key message: The facilitator again requested that participant to make sure that they sit at the different tables so that they can learn from each other - he wanted the different domains to be represented on the tables for them to share the different perspective.

1.4.2 Standpoints on provocative statements

After getting to know who was represented in the workshop, Jürgen used some provocative statements as a means of initiating a debate on some of the issues related to the topic of the workshop. The statements were read one at a time, and each participant was asked to make a choice (take a standpoint) on whether she/he: fully agrees; agree a bit, doesn't know; disagree a bit or completely disagree. This exercise was used to explore the diversity of opinions and to set the basis for open discussion throughout the entire workshop.

Statement 1: "Digital Green approach is too complicated, it cannot be scaled out as a full approach, but the elements of it will succeed "

Fully agree: one (1) participant did not agree fully with the statement and has given the following views

- Part of the DG approach has human elements and it depends on the capacity and the motivation of the implementers. Any human intense approach is non-scalable because it depends on the behaviors of the people. It can be too costly, too complicated and too difficult to manage.
- Part of the DG approach which is emerging now and which has some technology elements is very scalable.

Agree a bit: six (6) participants did not agree fully with the statement giving the following views

- The DG approach we are trying to promote is for rural people. These are the people who are not educated are dealing with a machine that needs some level of knowledge and reading – that could be a challenge in rural areas
- It is a good approach, but there are some limitations with the equipment availability in the rural areas.

Disagree completely: Thirteen (13) Majority of participants disagreed with the statement arguing that

- We have seen the DG approach working and being scalable, but off course there are some challenges that need to addressed during the implementation process

- Any technology that is applied in the rural communities can be scaled out by the people themselves- so if the technology fit in the rural set of the community, it can scale out by itself.
- This is the technology that addresses the problems of the rural people, and we have seen it working
- Any technology that is being tried out will face some difficult aspects. This is a cheaper approach that the farmers have already used in some areas with ease.
- The DG approach is much better compared to other extension delivery mechanism. In the past, we used to play the video using the small generator and we had to transport this equipment. The DG approach is simple, usable and cheaper.

Disagree a bit: About thirty (30) participants did not agree fully with the statement and have given the following views

- This is an approach being developed and is scalable, it is meant for the rural people
- There are challenges in terms of cost and time. It requires a lot of efforts to visit the community and develop the videos. It is a challenge to disseminate the information or knowledge over a larger area simultaneously. It can be implemented with ease over small area or community.
- The challenge is the need to develop strong partnerships – looking at certain levels of intensity, management of the approach and how the approach can be integrated into the different levels of the partner organizations.
- There is an element of the local content development for the community and with the community. There is a sharing process which is not a onetime event but a continuous process.

In between or do not know: six (6) participants were indifferent and presented the following views

- When you work with a system, you have to have a strong supply chain management to make sure that the people who are implementing the approach are being trained and have access to the equipment for use in the communities
- The important character about the DG approach is its flexibility and adaptability. Also important is the manner in which the data is captured and used for the benefit of the community.

Key message: The DG approach is not only about the video, it includes the platforms, monitoring, and learning.

Statement 2: "video is too limited, if you want to succeed, we need to integrate a range of other methods into it"

Disagree completely: one (1) person disagreed with the statement arguing that

- We are not here to become DG, but we are here to help farmers to have more productivity. We need to use the video regardless of Digital Green.

Disagree a bit: one (1) participant disagreed a bit with the statement giving the following views

- The limiting factors is our capacity to make the video and also resources
- The technology is great – but we do not take enough time to consider the kind of messages we are transmitting to the farmers.

Agree a bit: twelve (12) participants agreed a bit with the statement giving the following views

- Farmers in the community are not homogenous- there are active farmers who will quickly get the messages and use them profitably for their productivity. There also farmers who are very poor, who may need methods to reach and create awareness.

Fully agree: majority of participants agreed a bit with the statement giving the following views

- The video shows the processes and what farmers could do. But we should also cover in the case studies what should not be done.
- We need to reach the same farmers and women using different media and platforms to bring about behavioral change

In between or do not know: three (3) participants were indifferent presenting the following views

- Digital Green is a participatory knowledge sharing approach where knowledge is shared with farmers and between the farmers themselves. But, how new knowledge (e.g. new variety) that is not known by farmers could be transmitted using the DG approach is still not clear.
- There is a need to alter the method that you sue based on the context and audience that you have in the community
- There is a need to do repeated training in the community and video is not a successful tool for that. The video gives little information and it needs to be supplemented with other tools.

Key – message: "One needs a combination and integration of tools and methods. The meeting should focus how do we integrate and make the tools and methods to complement each other."

Statement 3: "for DG to be successful in future, they need to license the approach in order to ensure the quality of its implementation"

Agree a bit: eight (8) participants agreed a bit with the statement giving the following views

- Not sure about the licensing, but we need to make sure that what goes to the farmers is quality.
- Learnt from the Farmer Field Schools is that people just pick components of the methodology and get carried away with it and forgetting the whole process. Yes, it is critical to be grounded to the principles of the DG approach, otherwise the whole process loses its value.
- It is very important that the farmers get the most out of the content of the message.

Disagree completely: twenty four (24) people disagreed with the statement arguing that

- Controlling the approach will be making it limited to its use by other people. Who is deciding what the value and how should it be done?
- Based on the model of community of practice, the peer review could be crucial
- Will the farmers be able to pay for the license? For sustainability, the quality becomes crucial. If we need approach to reach scale, we need ownership to be taken by everybody.
- It will be difficult to control the quality because we have to develop the video the way the farmers want the message to be, and the way implementers want the message to be packaged.

Key – message: "Quality is another issue that need to be considered in the workshop – large scale versus quality."

1.5. Participants' Expectations

As part of the introduction exercise, Jürgen requested participants (per table) to agree and write on cards "what should" and "should not happen". A representative from each table presented these cards in plenary.

What should happen?
• Share openly about success and challenges (no defensiveness about failures) • Share challenges and solutions on partnering (infrastructure), working with government (scaling) and establishing systems • Cross sharing and learning • Sharing of ideas and field experiences • Transparent experience sharing • Sharing some of the failure stories • Active listening
• Concrete steps for collaboration • Clear next steps for operation • One of two things to prioritise
• Identify challenges and brainstorm solutions • Identify challenges and concrete solutions
• Networking and making connections • Effective networking • keep an open eye about what is possible in networks • Contextualising technology in each other's work
• How do you track behavioural change • Improve impact analysis – how to measure behavioural change • Sharing challenges and solutions about adoption at community
• How can we converse / exchange with different platforms • Explore ICT other solutions currently being used • Feld feedback of theory of change • Government buy - in • Generate cross cutting innovative ideas that is making DG model
• Sustainability
• Bottom-lining
What should NOT happen
• No speeches • No avoid generalisation • No big lectures • No destructions (accept twitters and phone rings) • dominance by one or two people • Juts focus on positives • Just concentrate on videos – look at other models • Avoid technical conversations • Should not be too broad or generic

- Boring presentations
- One group dominance
- No ringing mobile phones

1.6. Understanding the Agenda and Process

After participants' expectation mapping, Jürgen presented the anticipated outputs of the workshop and the program overview as discussed and agreed upon by the process steering group on the previous day.

1.6.1 Anticipated outputs

Specific outputs of the workshop will be:

6. To share experiences and lessons on the Digital Green approach
7. To assess potential setbacks and challenges and work on solutions for the way forward
8. To explore opportunities to link agriculture, health and nutrition through the video-based approach
9. To identify themes to be explored through communities of practice and /or a learning network
10. To develop a vision for the future development of the Digital Green approach

1.6.2 Programme overview

In line with the output of the workshop, Jürgen presented the programme overview. He emphasized that the programme is flexible - it is only used to guide discussions and can be changed to fit the outcomes of the workshop sessions.

	Thursday March 6	Friday March 7
9:00 Session 1 10:30	Opening & setting the scene: • Inaugural session: Welcome, opening remarks from special invitees and partners • Getting to know each other, clarifying objectives and programme	• Working on challenges and solutions
	Coffee/Tea Break	Coffee/ Tea Break
11:00 Session 2 13:00	Sharing of experiences: • The evolution of the DG approach • Analysis of experiences and lessons	• Working on challenges and solutions
	Lunch	Lunch
14:00 Session 3 15:30	• Synthesis of lessons and challenges	• Towards learning together • Communities of practice
	Coffee / Tea Break	Coffee/Tea Break
16:00 Session 4 17:30	• Open space for participant presentations and discussions	• Outlook and next steps • Closing
17:30 Session 5 19:00	• Open space continues • COCKTAILS	

2. SHARING OF EXPERIENCES

The sharing of experiences was done in several ways: There was an input presentation on the DG approach on the first day, with its partnership element being recapped the following day. There was also about twelve presentations shared in the form of an open space session.

2.1. Learning about Digital Green approach and its partnership models

2.1.1 The evolution of the Digital Green approach

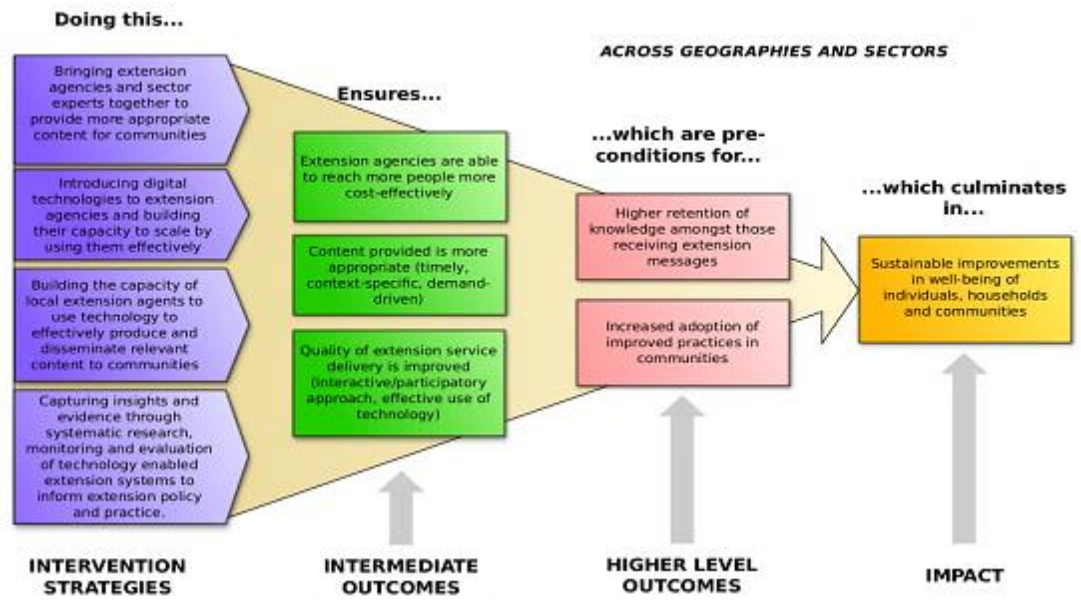
Before an overview presentation by Rikin Gandhi on the DG approach, Vinay invited participants to see a video that was meant to give them an idea of what Digital Green was doing. The video can be accessed at (http://www.youtube.com/watch?v=8A4g8MhdzJo)

Before starting the presentation, Rikin thanked all the participants for coming to the workshop and indicated that the meeting would provide an opportunity to share experiences and grow the learning community. As a community of practice, various organisations and individuals could reflect on the use of the DG approach and think about how to take the process forward.

Rikin mentioned that the overall wok started by partnering with existing extension organisations, which were working with rural communities and mobilising them into various types of groups. He indicated that over the last four years, DG has produced 2000 videos in over 21 languages on various topics in agriculture and nutrition. The development process of the video involves the local individuals who became village level facilitators and engaged with the DG partners. The videos are screened using the PICO projectors to enhance discussion about pressing issues within the communities and to make the learning process much more participatory.

Theory of Change

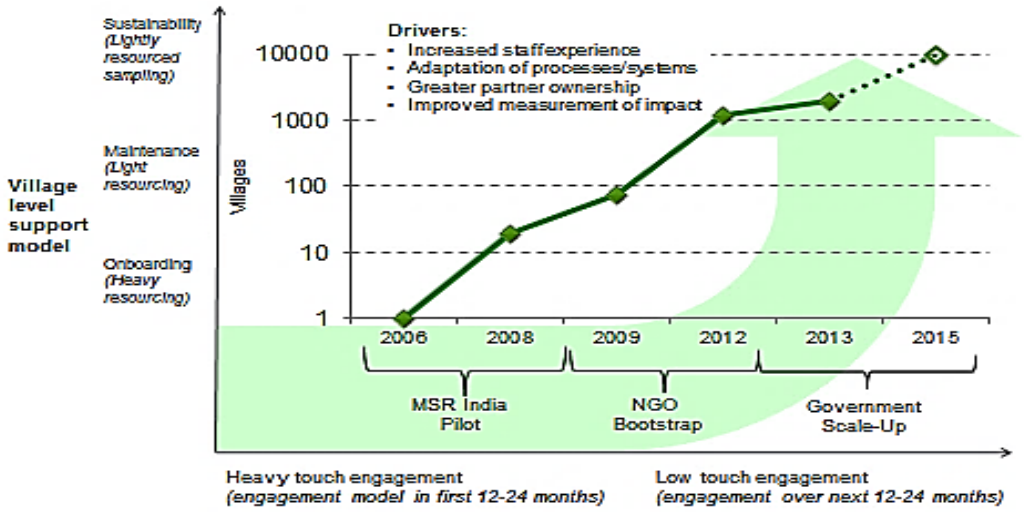
According to Rikin, the theory of change below illustrates where DG comes from and how it sees itself and where it intervenes. He emphasised the role of the local community in the development of the video and in institutionalizing the process of capturing data and feedback.



In working with the community, there is a need to produce content with the community for the community, and to be able to share best practices through local community based organisations through the mediators who facilitate the conversation among the communities. It also involves capturing data and feedback to become aware of the efficiency of the existing extension systems.

Layering Technology

The diagram below shares the history DG approach over the last eight years. Digital Green started as a research project initially thinking about who should use the videos. Through the feedback that was captured in the initial period, DG developed the approach that people use now.



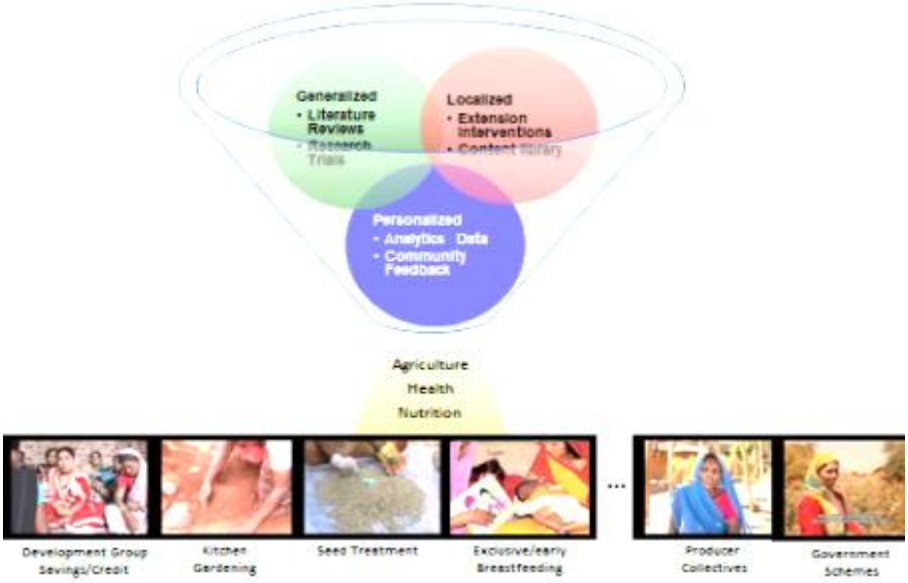
With the support of the Gates Foundation, DG embarked on work with six NGOs across four states in India to think how the approach could be replicated in other organisations and communities. Since approach was scaled to 1200 villages, the idea seem to have worked and produced some positive results.

Geographies

One of the learning that has emerged as DG took some of the experiences from India into Africa was that the approach needs to be adapted. There is a need to understand the local context. For example in Ethiopia, DG respected the social organisations of the communities.

In other countries, there is variation with respect to the extension investments in agriculture. For example, in Ethiopia, the Ministry of Agriculture having ATA and various agencies are working together and have three public extension agents per village.

Integrated Delivery



As the DG approach has been extended into other sectors beyond agriculture, and into other areas of nutrition and health, the content has kept having a wide breath. The partners, who are NGOs and government departments and have followed a holistic and rural development type of approach have always led the content production of DG. Digital Green becomes more proactive on how to build the integration together with the partners at community level. However, there have been some challenges

that have been encountered in trying to assess people's behavioural change in health and nutrition as compared to in agriculture.

Content

The basic process of producing the content has been the same and is led by the DG partners working in various sectors with the communities.

- Broad-based, practical expertise
- Established value chain-based approach
- Grassroots-level trust and rapport with the community

- Time/spatial mapping of farmer constraints and extension interventions for accreditation, revision, substitution, or complementation
- Consistent framework for content review

- Two-way exchange between researchers and extension
- Response to community demand (e.g., health/nutrition)

- Qualitative questions, thumbs-up/down from farmers
- Usage data as "adoptions" as well as repeat adoptions
- Productivity data to be captured for certain commodities

- YouTube channel views/comments (1m views)

To improve the quality of the service being given to the farmers, DG has established the technical advisory committee represented by practitioners and researchers to review and provide input to the processes.

Technology Development

DG continues to work on some of the technology component of its work, and an example is Connect Online | Connect Offline (COCO). COCO is data management software that can be used in low internet or intermittent connectivity areas as well. It is now being used by the National Rural Livelihood Mission to update data about what practices are being shared through the medium of video and to capture data across the states about their own human resources.

Integrated communications channels *Audio, Video, Mobile*

- Reality TV show, "Hara Hero," in development
- Mobile phone-based voice message reinforcement of screened videos
- YouTube channel (2,800 videos, 20 languages, 1m views)
- Video/audio library accessible over mobile value added service
- Collaboration with radio to align/reuse content, cross-promote radio/video
- Pico projectors available at reduced cost with improved feature set

Farmerbook *Empowerment, Connections*

- Timeline-based activities of each individual farmer
- Integrated with Google Maps for grading operations and layering other data sources
- Data/feedback to aggregate demand and target public and private sector products and services
- Ranking of farmers and extension agents on non-monetary-based incentive ladder
- Network analysis to identify and predict influencers that drive adoptions in a community
- Farmerbook, Wonder Village linked with Facebook for farmer-farmer, farmer-consumer sharing

Multimedia courseware and analytics

- Building multimedia-based online/offline agricultural courseware
- Experiments to train and certify front-line extension agents
- Structured practice categorization (sector, topic, subject)

Data management framework *Backend Platform*

- Physical observation of non-negotiable components of adopted practices
- HTML5 and Java-based mobile apps for online/offline data management

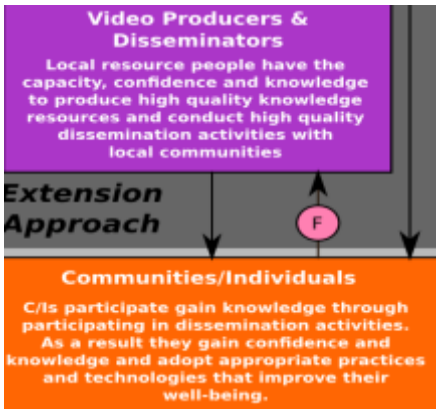
Community Partners

The videos are used to share practices at community and to engage farmers in participatory learning exercises. At the same time, there is a need to compliment the video message and for that DG started to work with Farm Radio International (FRI) and other organisations to reinforce the information being shared from the videos.

Facilitation Partners

Facilitating partners are the community health workers and local resource persons who are doing the work with the community based groups. They have a role of producing and sharing the content from the videos among the groups of community members.

Livelihood and Health Agencies

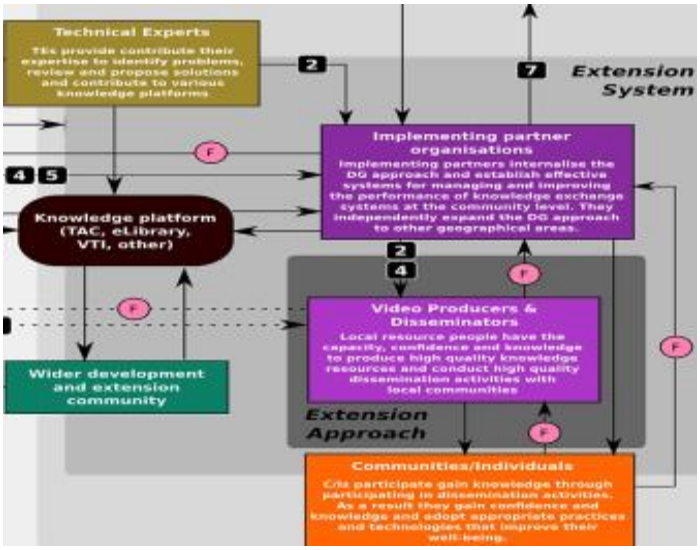


Technical Partners

DG has been partnering with research and private sector organisations that are be able to share information with partner organisation and participating in the learning process. DG had also been involved with technology developers who were not only video based but used other means to communicate information to the communities.

Knowledge Agencies

Technology Developers



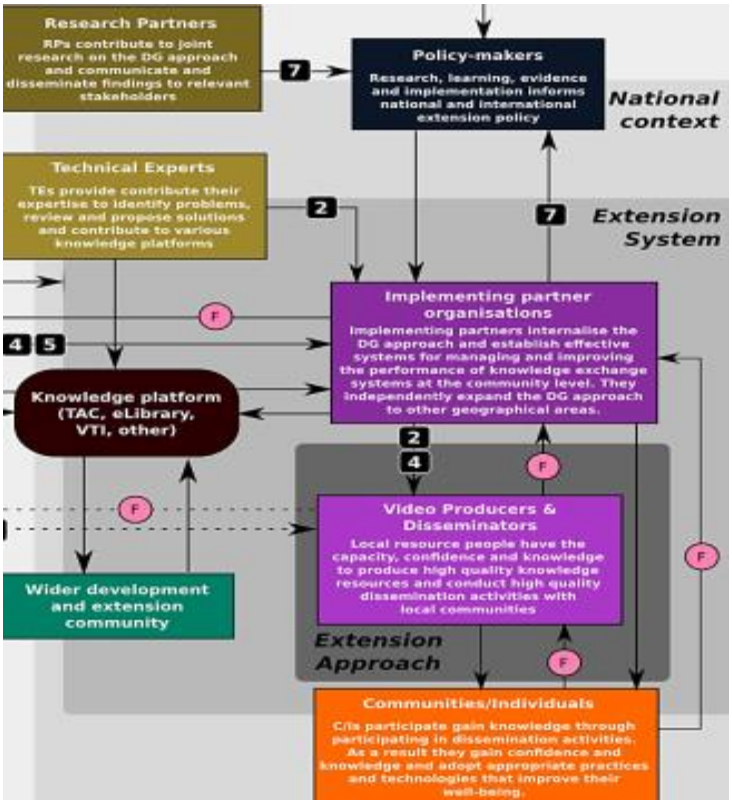
Policy Partners

The partners here are policy makers from agriculture, donors as well as external researchers. They look wide at the ecosystem and provide the financial resources or policy inputs into the process.

Policy Makers

Donors

Researchers



At DG, an attempt is being made to see how the theory of change can be used to support the networks, bringing the resource people together, trying to develop quality assurance, and creating a unified path to support the ecosystem.

Towards the end, Rikin indicated that participants will have an opportunity during the two days' workshop to begin to thrash out different elements about what does it mean to be part of the DG community, what role should the partners play in the process, and how can the partners seek to make the changes they want to work towards in improving the quality of lives of the rural people.

> *Technology* **magnifies** *human intent and capability.*
> *Successful use of technology require support from well-intentioned, competent people or organizations.*

Digital **Human** **Political** **Financial**

2.1.2 Recap on the partnership models

Jürgen indicated to the participants that from the reflection by the steering group, members felt that there was a need for a recap.

Before starting with the presentation, Rikin played a quick video. The video could be accessed and viewed using the following link. http://www.youtube.com/watch?v=RjMTx1fzpMU.

Rikin used a selection of the slides in section 2.1 1 that he shared on day one. He thought that his recap would clarify the ecosystem of partners that in the rural setup.

Community Partners

For DG, the process starts from the community themselves (as has been seen in the video) and the partnering organisation in these communities that have helped to mobilise it. The core intervention that DG has been doing over eight years is the same: the women attend mediated video screening and regularity is added once or twice every two weeks. The video is being screened by somebody from the community who serves as a facilitator.

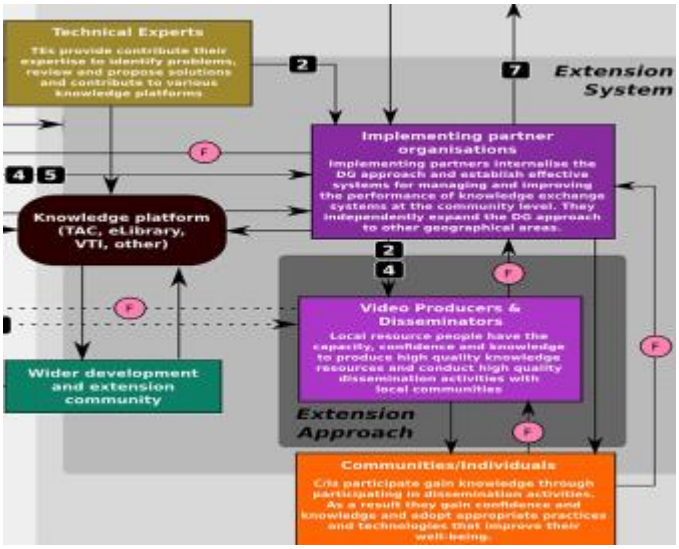
As DG extends its work in the communities (working with NGOs, private sectors and governmental organisations) content is also produced – round about 2800 videos in 21 different languages. This bring about a challenge to make sure that the quality of the content is ensured – it's not just about taking a message from an individual community member and sharing widely.

Technical Partners

To ensure that the message is technically sound and technically usable, DG has established technical advisory groups and partnerships with research organisations to fill in the gaps and to see how the content could be improved. The technical sphere does not just push technologies to the farmers but it also gets feedback from the community groups who are interacting with the information from the videos. This helps to see what is useful, what else is more important, and what is not working out as originally perceived.

Knowledge Agencies

Technology Developers



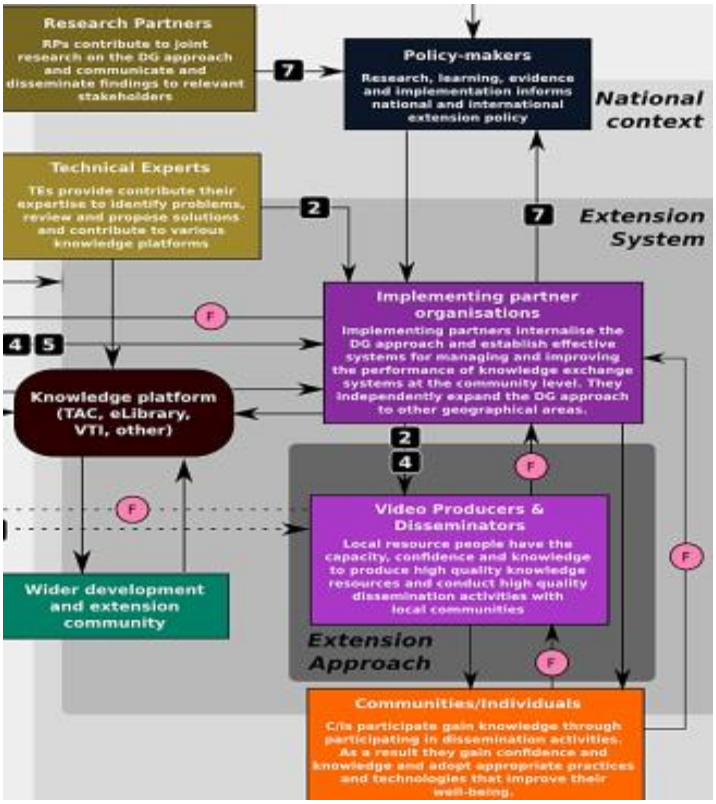
There is opportunity to be able to do randomised control trials, cost benefit analysis, and to inform policy makers who are instituting the extension systems both in the agricultural and health sectors

Policy partners

Policy Makers

Donors

Researchers



DG has been expanding its vision on how it can connect to the varieties of actors and stakeholders that are in the development space at different levels. What DG is trying to understand is what role, within the ecosystem of stakeholders that already exist and doing amazing work in various core competencies,

will DG be most beneficial in playing? This role could vary according to geographies and partners/organisations that DG will be working with. Which aspects of the DG approach would the actors be able to work on and how can the process be supported further.

Comments:

- The challenge when we think of the future is a big one, particularly when one thinks about the quality aspect.

2.2. Open space for participant presentations and discussions

During the open space session, a number of people share experiences, and thus provide an opportunity for participants to learn from some of the practical methods/ approaches that have worked in different contexts. Jürgen presented a task that allowed participants to convene a session on what they would want to share

He also presented a flipchart showing what people (convenors) would want to share (see the picture). The summary of the presentation are in the next sub – section.

Open space discussion

Task

1. Convenor explain the topic
2. Participants choose where they want to go/ attend
3. Convenor lead the discussion /present
4. After 20 minutes, participants move on to a new convenor
5. Convenor write up a 1 pager
6. The law of the two feet counts!!!!!

2.2.1 Experiences from the case studies

2.2.1.1 Awaaz.de. Mobile phone messaging

by Neil Patel, Awaaz De

Awaaz.De is a social enterprise in India developing voice-based mobile applications. Semi- and disconnected communities use Awaaz.De to communicate without the Internet in local languages. Streams, Awaaz.De's group voice messaging application delivers messages through regular phone calls. These voice broadcasts are interactive, group members can send responses (voice or touchtone) that the group owner accesses over the phone or web. Group members can discover and subscribe to any stream, and forward messages to their own contacts. Awaaz.De offers three other voice-based products: Forums (for many-to-many communication like Q&A), Surveys (data collection), and Xact (personalized voice messaging API). These products have been used across the agriculture, health, education, and micro-finance sectors in India by hundreds of social enterprises, foundations, media companies, SMEs, NGOs, government agencies and research groups. To date, Awaaz.De has served over one million phone calls to over 250,000 unique callers in 13 Indian states and 5 countries.

Awaaz.De was founded by Neil Patel and Tapan Parikh (Professor, UC Berkeley), growing out of Neil's PhD dissertation at Stanford University. Awaaz.De is a 2013 Sankalp Award Grand Prize Winner, 2013 Action For India Growth Prize Winner, 2011 Tech Awards Laureate, and a 2011 Mashable.com Startups for Good finalist.

2.2.1.2 Empowering farmers to document their traditional Indigenous Knowledge

by Paul Quek, Bioversity International

It is important that the documentation process is not a one-sided approach where traditional indigenous knowledge is studied without benefits to the communities. Traditional indigenous knowledge is best documented in the community's own language and simple ICT tools like tape recorders and players can assist in oral transmission of the knowledge. However, digital media would be more applicable today

The documentation process starts with scientist assisting the farmer in developing a recording of his knowledge on tape by asking "what do you want to tell your grandchildren about this plant?" The tape is cited by scientist who use the knowledge in the same way as you would when citing from another scientific paper. This citation allows the farmer's knowledge to be tracked so that any benefits that arise from its usage can be claimed by the community. Their children can learn about the useful plants around the village by playing back the tapes this allows the knowledge to be reused by and transmitted in the community, these tapes are valuable resources for studies in native languages. It provides scientist with a better understanding of the links between local culture and the conservation of plants by the community.

Further reading, visit

http://cropgenebank.sgrp.cgiar.org/index.php?option=com_content&view=article&id=673

2.2.1.3 Cost Effectiveness Study: The Why and How

by Kriti Khurana, Digital Green

The study on the cost outcome analysis was conducted in the SPRING-DG project on MIYCN in Odisha's Keonjhar district.

The study aimed at estimating the steady state cost of the project based on the actual expenditure on running the activities under the project from April 2013 to Oct 2013. The outcome/adoption defined as knowledge retention after dissemination of the videos was considered for the analysis as the result. Project cost per outcome estimated by the study was 4$ per adoption.

a) What is cost effectiveness analysis?

Cost effectiveness analysis is a method of evaluating the true cost of providing given outcomes. It helps compare the cost involved in providing the same service through a variety of ways. Cost and effort involved in social interventions are important concerns in most impact evaluations.

b) How is it done?

CEA studies are designed based on:

- **Objective of the study:** There can be different objectives of a cost effectiveness study, for example 1) estimating scale-up costs for certain type of projects 2) comparing two approaches that aim to achieve same objectives, 3) comparing cost per outcome for different partners. Different objectives determine how a set of allowable assumptions can be made. Project costs, rather than program costs, are most suitable in estimating scale up cost or projecting future costs.
- **Comparison case**: In order to compare effectiveness of different alternatives, it is important to report cost per outcome for a comparison case. One could choose a comparison case where the approach/project in question is absent, alternatively a comparison case with a different approach/project might be chosen. The study team should ensure that the method and the type of data collected in the comparison and project area are the same. The objective of the study and the availability of data determine the comparison chosen.
- **Timeline of project activity and data collection:** The data collection for cost and outcomes can be conducted simultaneously with the project activities. A log of resources including personnel, time, supplies, equipment, and travel can be maintained as activities undertaken by the project staff. For outcome data, a follow-up method of interviewing project beneficiaries can be used to capture outcomes after each activity. The study can also be conducted after the project activities are completed. In such a case, the cost and outcome data is collected for the reference period. Structured interviews with project staff, labor timesheets, actuals' report on expenditure and invoices of equipment are the primary sources of data on costs. Often old invoices and actual reports are not readily available; the study team then has to rely on cost estimates provided by the project staff.
- **Scope of Costs:** Project costs include the cost of activities of the projects, while program cost includes the initializing costs and investment on technical capacity building over and above project costs. Project costs can be further broken down to get the cost of *on-field* activities.
- **Source of cost data:** Data on costs can be collected by various methods. Depending on the availability of data, study teams may rely on estimates based on the recall of the project staff or on actual invoices.
- **Source of outcome data:** The primary outcome must be used to report cost per outcomes. A project might also use outputs or proxy outcomes that are measureable, in case the outcomes are difficult to measure during the timeline of the study.

c) What we recommend

Buy in: Involving multiple organizations as project partners can be a challenge, since non-participation of a partner in the study can restrict the scope and accuracy of study. It is imperative to involve the finance team of all the project partners, as they provide critical data on costs. A document with the final study designed must be sent to all organizations/partners and their finance teams before starting data collection.

Data availability: In case of comparison areas, it is not always possible to access data on costs of alternative approaches. Additionally, it is difficult to maintain the comparability of cost data between the project area and comparison area. Care and time must be spent to establish comparison site and the mode of data collection for these sites.

Accuracy: It is recommended to rely on cost data from actuals and invoices rather than recalls and budgets. For outcomes, a sampled survey or monitoring (e.g. management information system) data must be used.

Break-up of Costs: Costs on different categories of expenditure and different activities of projects must be collected separately. This ensures easier data collection and provides information that can inform project design and management.

d) Cost outcome analysis at Digital Green

Digital Green has conducted cost outcome analysis on one of its health projects in Odisha. Digital Green piloted the **Activity Based Costing** method for the study. It is currently developing a manual on conducting cost effectiveness studies. To know more on CEA and Activity Based Costing, email at contact@digitalgreen.org

2.2.1.4 ICT tool for development

by Nandini Bhardwaj, Digital Green

The purpose of this session was to share with participants Digital Green's strategy and technology stack for using web technologies for collecting and sharing data across programs and geographies.

Connect Online | Connect Offline (COCO):

COCO is an open-source online-and-offline data management framework that forms the foundation of our technology stack. COCO captures granular data related to key processes of our model: video production, dissemination, and adoption of practices.

COCO's singular feature is its ability to operate offline in low and limited bandwidth locations, with uninterrupted usage in the browser. It is designed to support unlimited users located anywhere in the world and only requires internet connectivity whenever a user is ready to synchronize their data with our global repository. A mobile version of COCO for low-end phones was pilot-tested in 2013 and the rollout of the new product is scheduled to take place this year. We welcome NGOs willing to reuse and repurpose this system as per their requirements.

Our current user base comprises of 100 users entering making 4000 edits and additions daily.

Analytics:

Built on the COCO database, our Analytics dashboard provides a view into near real-time data on-field operations disaggregated by date and geography. The overview dashboard gives an overall picture of status of programs, allowing a user to drill down by geography. In addition, one can gain deeper insights on video production and disseminations by exploring analytics specific to gender, attendance over time, and types of practices shared. This dashboard is freely available and accessible online.

Video Library:

Our website serves an online video library and hosts over 2,800 videos in 20 languages. These videos are grouped into collections, which form knowledge modules documenting a particular subject or practice, by geography, language, and partner organization. These video collections are searchable by text and metadata such as agriculture, health, and livelihoods etcetera. This makes it easy to navigate the library, search for relevant videos, and create collections based on these categories. Our website has grown to 5000 visitors per week.

Farmerbook:

Farmerbook is an open-access platform, which displays detailed timeline-based activities of each farmer we work with, along with their location on Google Maps. The application highlights the integrated

nature of the practices that individual farmers adopt on their fields. It also stimulates healthy competition among partners, village facilitators, and community members through the sharing of performance data and community feedback.

2.2.1.5 Use of Farmer made videos and Institutional videos for disseminating improved agriculture practices

by Loretta Byrnes, BMGF

Group members: Myra Wopereis-Pura (Africa Rice), Neeta Vinay and Vinay Kumar or Digital Green, Habtu Assefa (Sasakawa-Africa Association), Michaela Strobel (strobel.michaela@yahoo.de)

These are the issues which came up:

a) The DG approach is to use farmer made (bottom up) videos but there are some exceptions:
   - Health related videos are more structured to ensure the message is accurate.
   - According to Neeta, DG is also using a similar approach for a particular partner

b) Africa Rice has ready-made videos, which are very high quality and could be used if translated into local languages. IRRI and other institutions may have really good videos as well. These videos usually include farmer testimonials as well, but also usually demonstrate the practice in detail.
   - Organizations, which are partnering with DG to develop farmer made videos could use institutional videos as well if it were of interest to the farmers.

c) Some discussion on the fact that farmer made videos lead to greater adoption, but that could be due in part due to the village level facilitation verses sharing of videos through television. In some cases there may be additional interventions by the institution that lead to adoption, for example, government subsidies for SRI.
   - Do DG and their partner institutions have high quality baseline information on agriculture practices being used by farmers?

d) Since DG works through local partners who work with the farmers to make and disseminate the videos, are the improved practices actually from the farmer or based on the agenda of the local institution?
   - Agriculture is political in India. Some governments and NGOs want to promote “organic” or “sustainable” agriculture i.e. SRI.
   - The effort to use a Technical Advisory Committee to vet the videos and technologies has not been easy, in part due to the politics. It may also be due to a lack of high quality research to objectively verify the validity of the technologies.
   - Although there may be less risk in disseminating “inaccurate” technical messages for agriculture than for health, there will be a great wasting of time and resources (farmers, donors, and implementing partners) and limited impact.
   - Agriculture is much more complicated than health. The success and relevance of technologies depend on the cropping system, the agro-ecological zone, the soil type, the cropping history, and the weather for the particular year. This is why farmers need to understand the rational for the technology so that they can make informed decisions based on their particular situation.

e) Video Quality
   - Testimonials are important but should also include sharing on any challenges that were faced in using the technology. What were the particular benefits? Increased yield,

reduced labor requirements, etc. Were there increased risks? It would also be great if the farmers could discuss the costs and tradeoffs for particular practices.
- Videos should effectively demonstrate the details of the intervention.
- Regardless of the fact that the videos are made by farmers they need to be interesting, visual and well-made so that groups are interested.

Additional thoughts not discussed by the group: It might be helpful to avoid "branding" of particular packages such as "SRI" or "IRRI BMP". Information should focus on specific practices i.e. earlier transplanting of seedlings, non-puddled land preparation, plant spacing, line sowing, direct seeding, appropriate use of inorganic and organic fertilizers etc.

2.2.1.6 SPRING/Digital Green Collaborative Approach for Nutrition: Pilot and Feasibility Study Results

by Kristina Beall, SPRING

The Strengthening Partnerships, Results and Innovations in Nutrition Globally (SPRING) Project has collaborated with Digital Green (DG) and local Indian non-governmental organization, the Voluntary Association for Rural Reconstruction and Appropriate Technology (VARRAT), to explore the feasibility of using the DG approach to increase uptake of key maternal, infant, and young child nutrition (MIYCN) and hygiene practices. The work built upon an existing Digital Green/VARRAT community-based agriculture extension program, working with predominantly women farmers' self-help groups (SHG) in Keonjhar District in Odisha State, India. A complementary feasibility study was designed and executed by the International Food Policy and Research Institute (IFPRI).

The pilot was conducted over a period of 10 months and focused on 30 of the 130 villages supported by the Digital Green/VARRAT agriculture extension program for the past three years, reaching an estimated 2,000 farmers, including 300 pregnant women and/or mothers of children under the age of two. The 30 villages were selected for the study based on the following three criteria: 1) close proximity to the VARRAT "hub" office in Keonjhar, 2) existence of strong, well-functioning SHGs, and 3) presence of good and dedicated Community Service Providers (CSPs).

The pilot consisted of various components designed to build additional capacity of the project team before nutrition-focused videos were disseminated. A snapshot of the various components as part of the Digital Green standard approach and those added through this pilot effort are presented below:

- A formative research study was conducted to identify current social and cultural determinants, practices, and knowledge of MIYCN-related behaviors that exist in the community.
- A series of 2-day nutrition trainings were conducted by SPRING for the Digital Green and VARRAT teams in Odisha and included local AWWs and ASHAs in order to ensure their buy-in and reinforce messages. This training ensured that the implementing team gained familiarity with nutrition-related topics covered in the videos, that they were able to respond to questions within group disseminations, and to accurately identify adoptions.
- Following this, a series of consultations were carried out with various stakeholders and community representatives, including AWWs, ASHAs, video mediators, and VARRAT field staff to determine contextually appropriate and feasible MICYN video topics.
- Based on the package of practices determined as locally-relevant, local actors were chosen to

Project Targets and Achieved Numbers

star in videos produced by VARRAT Community Resource Persons (CRPs).

- The produced videos were then pre-tested in non-intervention villages of the same district with SHG members to ensure the relevance and comprehension of the topics showcased. Community feedback received during pre-testing was used to edit and revise videos prior to screening in the intervention villages and to understand the type of questions that may be asked to prepare CSPs.
- Job aids were created to serve as reference material for the CSPs to reinforce messages within the videos and to serve as guides to help accurately identify adoptions.

Following the above-mentioned processes, produced videos were disseminated. Video screenings were led by the CSP once every two weeks for 4 SHGs chosen from each of the 30 villages to attend the disseminations. CSPs conducted home visits to check if expressed adopters actually adopted the practice correctly, or if the non-target audience had accurately promoted the practice to others in their family or community. All data collected was then fed into the DG COCO system.

Feasibility Study

The objectives of the feasibility study were to examine the program processes related to production and dissemination of MIYCN videos using the Digital Green platform and assess retention, trial and diffusion of the MIYCN messages. The study used a mixed method approach interviewing program personnel, SHG members, mothers-in-law, husbands, AWWs and ASHAs, and protagonists.

Overall, the results were promising and showed a high demand for the nutrition videos and a high degree of acceptability in the community. The videos were shown to be one of the main sources of nutrition related information within the communities and the CSPs were thought of as trusted sources of MIYCN related information. ASHAs and AWWs valued the videos as refresher training and as job aids and indicated evidence of trial of practices and diffusion of information from their own observations. Hand washing and IFA supplementation were the most reported practices tried and messages shared, however these were also among the first few videos shared.

There was great excitement and acceptance of integrating nutrition into the existing agriculture model but the study also highlighted lessons for improvement moving forward. The study illustrated the need for increasing support & training for CSPs/CRPs and also reinforced the need for regular contact with health extension workers in order to facilitate further knowledge transfer. Although functioning as expected, using self-reporting and knowledge tests as the primary means for adoption verification has limitations and could benefit from further study. Content and sequencing are also areas that could use further investigation. The results showed that it's possible that more abstract video topics were less understood than the more concrete demonstrations. Given that the ten video topics were already chosen, the study could not determine whether the iterative process of content creation inherent in the DG approach, by the SHGs themselves, would occur successfully in subsequent videos. Additional suggestions are to ensure no supply-chain availability issues when promoting products and services through the videos. Future videos should be responsive to the context and focus on sociocultural determinants of behavior change. Lastly, the SHGs as social institutions need to be further empowered to improve their capacity as community change agents and champions of improved MIYCN practices.

2.2.1.7 PATH Digital public Health

by Michelle Desmond, Program for Appropriate Technology in Health (PATH)

The team started with narrating the background of the project and how the idea of the Projecting Health project (also known as Digital Public Health) was conceived. She shared that Digital Study Hall

project set the stage for projecting health. Traditionally we have been using SBCC tools like poster, flip chard and storytelling. PH empowers communities to share healthy practices through an innovative, evidence-based, locally driven approach for low-cost video production and education. This model equips communities with skills and simple tools to create short videos written, acted, and developed by the community to improve health knowledge and behaviors. Videos are perfectly tailored to the local context, with the goal of achieving maximum health impact. The project used existing community structure like mother groups and village health and nutrition days for screening. To engage the local stakeholders, a community advisory board (CAB) was formed in the project to provide continuous support in project implementation and trouble-shooting. CAB review storyboard and video produced in the project and provide feedbacks for quality improvement. So far their participation is exemplary.

Adapting from the Digital Green agriculture model, the Projecting Health project model feasibility testing phase was implemented from July 2012 to March 2013 in Bachhrawan block of Raebareli district in Uttar Pradesh with Gramin Vikas Sansthan (GVS). The feasibility was assessed through the attributes like community engagement, ownership in the process, increase in participation and ability to recall key messages. Individual participation has been tracked through individual registrations and knowledge retention through a pre-post dissemination questionnaire.

Based on the findings of feasibility phase, impact assessment phase was designed and a new community partner – Nehru Yuva Sangthan -Tisi was engaged to implement this phase of project in two blocks – Khiro and Sareni of Raebareli district. The key outcomes of the interest for project are -ASHA performance/capacity, Health outcomes and service utilization, Knowledge retention, practice uptake associated with key messages. The endline of the project is due in June 2014. Few sample of videos were shared and presentation concluded with current project status.

The audience asked questions related to constitution of mother groups and how CAB is so involved in the project.

2.2.1.8 Virtual training institute (VTI)

by Gulzar, Digital Green

The main goal of Digital Green Virtual Training Institute is to build capacity among the partner organisation for quality implementation of the Digital Green approach.

Digital Green builds local capacities through in-person trainings. As we scale-up, training a large cadre of trainers (frontline workers and master trainers) becomes a challenging task. Being physically available to train this large contingent requires a large team of trainers. There are times when face-to-face trainings are not possible, especially in remote locations and when there is a need to conduct trainings or refresher trainings for a very small group. Training handful of trainees is not cost effective. Answer to this is through a different platform of trainings. Putting a virtual trainer in form of a video, replaces the need of a physical trainer. Video based trainings could be made available on different devices acting as virtual trainers.

Rationale for virtual trainings –

- Video based training modules provide standardized content, process, and quality.
- Global outreach
- Trainings made available on demand to the target audience
- Global scale-up need newer platform to scale-up trainings
- We have existing online / technology platform that has generated enough traction (over one million hits).

Methods of training delivery –

- Distribution on video based modules through various media for offline learning
- Mediated video based trainings to standardize content and ease of understanding. This blended approach is similar to the existing approach of human mediated practice videos.
- Online trainings on various platforms. These training modules are to build capacity of the trainers.
- Collections of curated best practice available in the form of curriculum for the organisations, frontline workers and the end users.

Salient features –

- Modular trainings to meet the specific demand of the trainees
- Registration for online access of the curriculum
- Assessment after each session within the curriculum
- Online accreditation for continuous update of knowledge and skills
- Online and offline support system

2.2.1.9 Bumper crop board game – Come and play with play to grow

Misha Meyers, Falmouth University

During the Open Space Discussion sessions, 24 participants of the Digital Green workshop played a short version of 'Bumper Crop', a board game which has been developed in partnership with Digital Green and a research team of UK/India academics and practitioners as part of the 'Play to Grow' research project led by Dr. Misha Myers and funded by the Arts Humanities Research Council. The participants played a physical prototype of the game and a digital version is now being developed for android platform and will eventually be available on the Google store. Originally, the aim of the game was to promote urban young adults' understanding of farmers' lives and issues of rural development. But now we are also interested in how the game might be useful as a tool for Digital Green mediators, front line workers and farmers themselves. Or how we might develop a tool that would allow organisations, mediators and farmers to customise and adapt the game for their own contexts and use the game as a tool for facilitating discussions with communities and as a method of storytelling, knowledge exchange and learning. The narrative content included in the game was developed through interviews with farmers in Madhya Pradesh and their stories about the challenges and issues they faced and what they wanted the game to communicate.

Following the workshop, we are going to Madhya Pradesh to invite mediators and farmers to play the game and get their feedback. This is an example of the kind of experimentation with new methods and technologies that was highlighted at the workshop as a challenge for one of the identified Communities of Practice to take forward. We will continue to share the progress of our research with this COP. The participants at the Digital Green workshop that played the game were engaged, responded positively and many were interested in taking forward applications of gaming for their own work. We would be interested to hear from you if you have any specific feedback about playing the game, ideas about how it might be developed or applied further with your own work, or if you want further information. You can contact Misha on misha.myers@falmouth.ac.uk. You can also leave feedback and download the project reports on http://www.playtogrow.org

2.2.1.10 iDe Ethiopia experience on DG approach

by Kebede Ayele, iDE

iDE is an international NGO dedicated to creating income and livelihood opportunities for poor rural households. It does go through enabling smallholder farmers to make the best use of their key resources (labor, land and water), increasing their agricultural productivity and linking them to better market opportunities where they sell their produce at competitive price and earn good profit.

iDE has introduced the Digital Green approach to the iDE Ethiopia program in 2012. iDE was interested in the DG approach with the objective to increase effectiveness marketing and extension messages and, thereby, to increase adoption of technologies and improved production practices. The DG approach was started with pilot testing in two districts in the rift valley area over a ten- month period (February-December 2012) and, later, in January 2013 expanded to the highland area, covering 5 districts.

iDE has used the existing "Marketing Groups" (MGs) for video dissemination purposes. MGs were established prior to introduction of the ICT for collective marketing purposes. MGs comprise male and female farmers who produce individually, but got organized to jointly seek better market opportunities. In terms of role division, iDE's video production team is responsible for video recording, data management and reporting. The VP team comprises one coordinator and three video production officers (VPOs). Community Marketing Agents (CMAs) are responsible for video dissemination and reporting adoptions. CMAs are selected from the local community, received training in facilitation techniques and get compensated on commission basis for their time. iDE and Government extension staffs are responsible for topic and content selection.

Prior to adopting the DG ICT tools, different promotional methods used in iDE that included door-to-door visits, demonstrations, group meetings, and use of a one-hour long conversional videos. The dissemination was done by using a 21'' TV set mounted on the back of a pickup car, together with a DVD player and diesel generator for power supply. With door-to-door visits, the field staffs going from one farmers' house to another, making the promotional method tiresome, slow and inconsistent in the information transmitted from one household to another. The DG is found to be more efficient in terms of cost, consistency of information, reaching more farmers in short period of time and in increasing adoption rate. For example, adoption rate of irrigation technology and improved agronomic practices prior to the DG approach was at 17% of people reached by iDE messages. This has increased to 35% after the DG approach.

Key Challenges & Lessons Learned

- **Procurement of equipment** (Camera & Pico projector) – major challenges are that the equipment are not available on the local markets and procurement from overseas took longer than anticipated. Prices have increased due to purchase delays. High tax, prohibitive import regulations and bureaucracies have been costly in terms of time and budget. All these combined, have delayed the start of the project and, thus, affected achievement targets. We learned that procurement of these essential equipment takes up to six months. Therefore, it is important to factor this into the startup phase plans.
- **Staff training and attitude-** There is no doubt that training can equip staff with the necessary knowledge and skill. However, one-time class room training alone does not equip them sufficiently, especially in deepening understanding of the DG approach beyond the technical video shooting, editing, etc. skills. There needs to be continuous coaching, while they are exposed to in-field practical action.
- **Different context-** we have been challenged by the fact that the video viewing duration is 8-10 minutes. Watching a move is a first time experience for almost all of the rural people in Ethiopia.

Therefore, when the iDE/DG video is displayed to them, they tend to be amazed by what they see and don't pay attention to the content of the video for a while. This can improve as they continue watching more videos, but the initial videos need to be longer than the normal time. In addition, lower population density & distance between villages where group members live are challenges in reaching scale quickly. We, therefore, learned that what works well and smoothly in India does not necessarily do so elsewhere.

- **Group formation-** members of marketing groups are not necessarily homogeneous in terms of interest, age, gender, etc. They are people of different interests and background who come together to collectively access markets. On the other hand, the need to meet ambitious targets (e.g., increasing number of groups) has forced the staff to rush the group formation process at the cost of important group formation parameters. Also, it was found that the field staff did not have adequate group formation skills. The lesson we have learned is that it is important to train staff in "farmers' group development" skills, in addition to the video production and dissemination skills. Training is also important for the group members themselves, making them cohesive and visionary "self-help" groups.

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2.2.1.11 Rice hubs in Africa

by Myra Wopereis, Africa Rice

Africa's demand for rice continues to grow, with annual consumption increasing by 5% in many places. Annual growth rates for rice production have increased substantially, from 3.2% at the end of the rice crisis in 2007 to 8.4% in 2013. However, the continent continues to rely heavily on rice imports for its growing demand. The critical challenge facing the African rice sector is to enhance performance in production, processing and marketing.

AfricaRice (www.africarice.org) is one of the 15 international agricultural research Centers that are members of the CGIAR Consortium and is also an intergovernmental association of African member countries.

AfricaRice is taking an innovative approach to address this challenge by starting with the end point: rice markets. Rice sector development hubs are located in different rice-growing environments and markets, which have the potential to produce high-quality rice and rice products for national and regional markets. The locations are identified by AfricaRice's national partners as places where there is the potential to boost rice productivity.

Researchers and advisory services from AfricaRice and the partner organizations help to evaluate technological and institutional innovations that could be used in these locations, as well as the local knowledge with thousands of actors in rice value chains. Importantly, the hubs form links between different actors along the value chain: for example, farmers gain better understanding of consumer needs and can work with suppliers and processors.

In order to outscale, AfricaRice has three mechanisms. The first is through its thematic taskforces where technologies are developed and tested. The second is the multi-stakeholder platforms where all value chain actors discuss and determine the business entry point to increase rice productivity. The third is the hub innovation platform where dissemination pathways are determined and actions conducted by

various partners and actors.

Knowledge management becomes critical in all these mechanisms to ensure the quality of information and knowledge exchange. A strategic combination of tools is used such as virtual platform, community-based video production and dissemination, rural radio programs and narrative prints and media. Each tool or communication channel has its own limitations and advantages in various locations. The local capacities determine which mix of tools or media to use.

The use of these integrated knowledge management tools will only succeed if there are adequate resources allocated by concerned institutions especially government agencies. The capacities of people have to be adequate to perform their expected tasks.

2.2.2 Implication of the experiences from open space

Below are the outputs of the group work on the implication on the DG approach:

Reflection on the open space

Considering the experiences shared, what does it mean for scaling up of the DG approach?

(2 to 3 key implications)

1. Need for integration across sectors and actors (models of the partners organisation)
2. Need for emphasis on sustainability – equipment and support
3. Need to have more sharing opportunities – get to know the partners
4. Need to have a network of partners to institutionalise the process (implementation and knowledge partners)
5. Need to balance participatory versus top down approaches
6. Need for intensive support by Digital Green at the beginning
7. Start “small”- otherwise you set up yourself early for failure
8. Use government structures
9. Integrate thematically (set some examples where the integration is taking place)
10. Are we ready to expand – what exactly are we expanding?
11. Need for context specificity – what is there and make sense of it
12. Need for fast learning (leaning from others)- monitoring and evaluation, lessons and documentation.
13. Integrating agriculture, health and nutrition (have some example projects where integration could be tried out)

3. ANALYSIS OF EXPERIENCES

Based on the participant's experiences with the video-based approach, Jürgen asked participants to further share their experiences and indent key challenges around content, group and dissemination.

3.1. Experiences of what works/ or not and the lessons

Analysis of experiences

Please share your experiences with the video-based approach at your table?

a) Content: What worked, what did not, lesson for scaling?
   2- 3 challenges – "how to ……"

b) Groups: What worked, what did not, lesson for scaling?
   2- 3 challenges – "how to ……"

c) Dissemination: What worked, what did not, lesson for scaling?
   2- 3 challenges – "how to ……"

Please put your challenges on cards, maximum of 6 cards per group

+ Rapporteur report for documentation

Summary from the groups

	Notes captured during the group work discussion

Content	**Opening up and simplification of information**
	• Videos can help explain sensitive **topics**
	• Through facilitation, videos elicited questions in health or agriculture that people ask but don't know the answers to. People are encouraged to admit they don't know and find out answers. They can also be prepared to answer common questions.
	• Use the local languages and put the videos into the curriculum
	• Demystify the technical information shown in the video by
	  ○ Sharing the success stories
	  ○ Identifying farmers who will share what they are doing about the technologies – use them as resource persons
	  ○ Identify content that you need to physically demonstrate that cannot be shown by the video
	  ○ Decide on a shorter length of the video – 30 minutes is too much
	  ○ Video should have a practical message – a case study
	• Combine farmers' knowledge and researchers' knowledge
	• Have pros and cons in the video
	• How to use videos to create awareness around disaster issues – how do you show flood in the video when the flood is not there (how could pictures be used to supplement the required information)
	Relevance
	• Conduct need assessment – prioritize the problem of the farmers
	• How often do you change the content? Keeping the content up to date is very important in the agricultural context

	Notes captured during the group work discussion
	• Content needs to address things that are relevant to the audience, including subject matter expert areas. It is also important to think about presenting information at seasonally relevant times **Scale** • We need to be careful about scale – What scale is relevant? We can't transplant a video from one state to another • How do we decide what is the tradeoff between scale, updating and localization of content. • Agriculture vs. health – agriculture practice should be spouted far and wide; health practices are more context-specific • Use video across geographical areas to help farmers to address similar challenges
Groups	**Mobilisation of farmers** • Focus on small groups – maximum of 25 and not less than five. • Have diversity in the group, inclusive of gender • Farmer groups versus viewing group – viewing group might be larger **Infrastructure** • Infrastructure challenges in rural areas can facilitate uptake of practices being promulgated. • How do you empower social self-help groups to catalyze, facilitate and support dissemination and adoption? **Adoption and scale** • How can the adoption be directly attributed to videos? It's not just about the videos or the process of mediation. • When people ask for a video, that allows it to be more focused (efficient) for scale up. • The video should have content that demonstrates benefit to the farmers
Dissemination:	**Designing and using the approach** • The major challenge is to find commonality in approach while designing dissemination strategy. • How do we ensure that the person disseminating information and mediating is also convinced about the approach. • Use video to show how DG has learnt – how different videos were tried and how DG managed to develop their final products **Impact and scale** • How do you evaluate the impact of these strategies on programmes? Linking the salary of disseminators with the recall of content amongst the target communities helps in assessing how well the message is delivered and recalled, though adoption can't be enforced. • Scaling up is not an after-thought. It has to be built in the approach and the programme since inception to ensure that the quality of the idea or service is not compromised. • Help the groups to network for an impact

3.2. Emerging challenges in using the video based approaches

The cards on challenges derived from content, groups and dissemination were clustered to give the following themes / headings

a) Content management

- How to balance top down and bottom up generation of content?
- Relevance and application of information to the majority of the population
- Selecting topics (3D = 1 village) and ensuring it is demand driven
- How to take content to scale without compromising relevance
- Huge content in a single video – it has to be relevant
- Purpose specific video that is relevant to the context
- Developing the proper message – who decides authentication?
- Agreeing on the technologies and creating stories from the technologies
- Credibility of information
- Diffusion of information beyond farmer to farmer

b) Managing quality of content and process

- How do you ensure quality?
- Content standardization and completeness.
- Content simplification
- How often do you update content?
- How to systematize creative storytelling, including local cultural styles
- Community peer knowledge versus or balance with technical review
- Content sequencing
- Content quality that lead to impact
- How to create a platform of experts “debating” content to be put on video
- How do you ensure that your actor has credibility
- How do you ensure quality of the video and the dissemination process
- Special skills in video filming
- How to ensure and monitor feedback on content (pushed)
- Community advisory board
- How to include gender sensitivity to increase accessibility of content
- Involve younger generation in video production to ensure sustainability of practices (Traditional)

c) Facilitation of groups

- How to ensure quality of facilitation and moderation?
- How do you ensure the capacity moderation when there is high turnover?
- How do you get facilitators to reflect on what they are doing? Are they falling into the pattern?
- Training agricultural facilitators and community health workers simultaneously.
- Onside support to communities to handle divided focus
- Screening to specific group of interest within the community to ensure better engagement
- How do you handle the objective of your group and to use the groups that exist outside the DG dissemination

- How do you develop the integrity in the group in Ethiopia?
- Affinity (social structure) versus common interest (issues/ topics)
- How do you sustain interest among the groups?
- How do you satisfy demand created in the group?
- How do you empower smallholder farmers to solve problems that come up during the adaptation of practices?
- How to ensure functional and gender balanced group formation?
- Is it possible to create a new group? Group diversification is a challenge.
- Targeting the correct group- showing the right video to the right group.
- Be aware of what brings the group together – their focus.
- Think about identifying other kinds of groups (commodity) that may not meet regularly.

d) Measurement and feedback

- How do your attribute change to the DG approach
- Define adoption and verification
- Are the numbers the targets? or is it the process?

e) Institutionalization and partnership for scale

- How to ensure easy import of reel hardware (Ethiopia)
- Availability of Projector
- Pico Projector and/other modes
- Purchasing power, accessibility to inputs
- Challenges
    - Video not used as a tool as part of a complete monitoring
    - Technical/mechanical failures
    - Facilitation skills
    - Adoption of the process
- How to manage effective partnership for scaling up?
- Sustainability – farmer's willingness to pay
- Defining incentives – motivation vs. sustainability
- How to integrate a multitude of methods complementarity to video?
- How do you network among groups?
- How to make sure resources are available to adopt behavior? (supply side/access)
- What mechanisms can assure quality at large scale

4. WORKING ON CHALLENGES AND SOLUTIONS

The participants joined the groups according to their interest and where they thought would contribute most.

Group Work on Challenges and Solutions

Task

1. What are the real deeper underlying issues in this challenge? (screen the cards and unpack the issues - come up with a few salient challenge questions (HOW TO….) to be addressed)
2. What are you aiming at / what do you want to achieve in an ideal world in dealing with this challenge at scale?
3. HOW to go about it?- what are good strategies and practices which can address these challenges and lead us towards effective and efficient scaling up of the DG approach in a quality way? (think of large scale, are there sector specific issues – agriculture , health, nutrition?…)
4. What kind of partnerships and capacities are required to manage process and quality at large scale and who should do what – what should be Digital Greens role?
5. What are good examples and cases to learn from?

BE SPECIFIC AND CONCRETE as much as possible!
Please choose a facilitator and visualize the discussions on flipcharts
Please nominate a rapporteur who writes a 2-3 page summary report for the documentation.
Please present the outcomes of your group in the plenary electronically or flipchart in max 10 minutes

4.1. Content management

Plenary report back by the group

The group had a consensus that the content was coming from farmers and partners.

a) Real deeper underlying issues in this challenge?

- The partners have their own agenda – there are pre-existing agendas and objectives from the implementing partners
- Control and ownership
- Quality control: accuracy of the message, delivery of the message within the video, relevancy, and adaptability of the video for scaling up
- Is it within the parameters of Digital Green to measure adoption?
- Should we be measuring understanding / learning instead of measuring adoption?
- Exposure to videos does not lead to adoption
- In terms of sharing across the geographies, there are issues that have to be taken into consideration:
  - What is the scale and criteria?
  - Is the dialect the key?
- How is DG measuring scale? Number of individuals and villages, geographies, new domains, or number of partners?
- Should DG be focused in scaling from quantitative P.O.Vs, or should it look at the approach and focus on improving the quality?

- Should DG use different types of communication apart from the videos? (new technologies, drama or folk songs)
- Is there a way to be less donor driven?- in the DG case in terms of scaling up
- In getting the systematic feedback from the partners- which aspect of the DG do they like or dislike?

b) What do you want to achieve in an ideal world in dealing with the challenge at scale?

- Deliver on the content that has quality, is relevant and is accurate

c) HOW to go about it?-

- Better cataloguing,
- Revisiting and updating the videos
- Expanding the feedback loop
- Integrating the messages among the partners
- Looking at existing content before doing a new one
- Use better "story telling skills" when developing the video
- Where you are going will determine how to define and manage content

d) Kind of partnerships and capacities required to manage process and quality at large scale

- Depends on the type of content: demonstration, testimonials and success stories
- It is important to consider the capacity of the implementing partner, in terms of facilitation skills and technical knowledge
- Create a technical advisory group of core partners
- Assess the institutional capacities of the partners and be flexible with the DG approach- providing the menu of options
- Assess and share DG internal capacities in communication theory and video production
  - Scaling up (quantitative)
  - Scaling down (qualitative)
  - Horizontal scaling (integrating sectors)
  - Vertical scaling (more depth in the same sector)

Remarks and clarifications

Question: Do you find situation where the content is being distributed in an offline mode? In agriculture, contents are aligned to the seasonal practices.

Response: The group talked about developing new technological solutions and technical ways to distribute information. Alternatively, one could have drama and book zones to distribute information.

Summary report

Compiled by Ayesha Vemuri

The focus of the discussion in this group was on content development and management, specifically on how the quality of content can be maintained as Digital Green scales up its work. Initially, the group spoke about the existing process of content development.

Where does the content come from?

- Currently, Digital Green depends on its partners for the content featured in the videos. Partner

organizations usually have both strong roots within the community, and also have subject matter expertise. Hence, they provide their knowledge throughout the video production process - from the creation of the storyboard until the vetting of the final video.

- In addition to this 'top-down' development of content, there is also a certain degree (admittedly, it varies across partners) of 'bottom-up' content, which comes from the community. This can come either in the form of best practices, or by collecting feedback from the community on the types of videos that would be most beneficial to them.

Overall, there are three main criteria for content development: that it is accurate, that it is locally relevant, and that it is presented in a way that is comprehensible, i.e. that it has a standard quality of production.

What are the main (existing) issues with content development?

- One of the biggest issues that emerged was that all organizations have their own pre-existing agendas or objectives. The donors also heavily influence these objectives. Hence, an especially important point to keep in mind is maintaining the balance between content that is bottom up versus that which is top down.
- Another major issue that was discussed was that the entire process of content development needed to be made more transparent. The role of an external technical advisory committee to vet all the content is particularly important in this regard, in order to maintain a certain level of objectivity in the process.

As an extension to this point, the control and ownership of content was also discussed, with participants dwelling on the question of whether or not Digital Green should take on the responsibility of ensuring quality standards. While some in the group felt that this responsibility lay outside of Digital Green's role (which should focus mostly on capacity building, training and tracking), others were of the opinion that Digital Green should necessarily take on at least some of the onus for maintaining quality of content.

What are some solutions to these (existing) issues with content management?

Three main solutions aroused with regard to the question of how Digital Green could improve the quality of content in its videos:

- First, it was suggested that Digital Green should ensure better cataloguing of its videos, to make it easier to search for the relevant ones.
- Second, the group spoke about the need to revisit old videos and update them for content and quality.
- Third, it is essential that the feedback loop be expanded to include the community and ensure that the videos being shown are relevant, and that they meet a certain degree of standards as well.

The Bottom Line

While the discussion initially dealt with existing problems and their potential solutions, the group moved on to the necessary changes that would come with scaling up. Scaling up represents a significant change in strategy, and therefore, the group articulated the following statement:

"Where you are going will determine how you define and manage content."

In other words, Digital Green's very definition of scale will necessarily determine its processes for developing and managing content

What is scale-up according to Digital Green?

Expansion, or scale-up, can be disaggregated into four large areas:

- Scaling up: this is a more quantitative definition of scale, where its success is based on numbers
- Scaling down: we defined this as a more qualitative sense of scale, where rather than focusing on numbers, we would be more concerned with the quality of the content
- Horizontal scaling: this would be a kind of scaling across sectors, and integrating the messaging therein. For example, integrating messaging between the agriculture, nutrition and health sectors.
- Vertical scaling: this would involve gaining more depth into a single sector and expanding our work within, for example, agriculture

Depending on how Digital Green chooses to explore the idea of scale, the strategy for content management can evolve accordingly.

Issues and potential solutions related to content management in the context of quantitative scaling

Although participants spoke about different definitions of scaling-up, we agreed that Digital Green's focus seemed to lie in the first category, i.e. the quantitative definition of scale. Taking that into account, the group spoke about a few more large issues:

- First and most prominent was the challenging problem of how to maintain a minimum standard of quality content. A potential solution in this regard would be to create not only the independent technical advisory committee that has already been planned, but also a core advisory group of partners within a specific domain. These partners, then, could collaboratively develop a set of standards for content, as well as define the broad types of content that could be promoted using the Digital Green approach.
- The second large issue that emerged was that, since all of the implementing partners are very diverse and have different competences, it would be Digital Green's responsibility to ensure the quality of the videos developed. The solution in this regard was to have tool to calculate the competencies and institutional capacities of different partner organizations and then provide a sort of 'menu' option for our services that would address the lacks therein.

In a similar vein, participants in the group felt that it would also be prudent for Digital Green to assess its own institutional capabilities and to address any gaps, specifically with regard to communication skills and theories, as well as with video production and editing. This kind of reflection and introspection would necessarily lead to the identification of failures and challenges and therefore provide a way to improve existing systems. As a part of this process of reflection, participants suggested that it would also be a good idea to develop a systematic process for collecting feedback from partners to find out which aspects of the partnership were successful and which ones were not.

Some hard-hitting questions

- One of the most important questions, in terms of this introspection, would be: *Should Digital Green even be attempting to scale up in terms of numbers, or should we be more focused on improving the quality of our existing processes?*
- Another, equally important question (though not quite related to content development) was with regard to the measurement of adoption. Participants asked, s*ince Digital Green is one of many different approaches to extension, should it be measuring adoption at all, since in fact adoptions are not solely a consequence of the videos, but rather a mix of all the extension methods.*

4.2. Managing quality of content and process

Plenary report back by the group

The groups asked itself why the quality of content is needed. One of the important elements is the relationship between content and the empowerment of the community and behavioral change.

a) The aims why quality content is important:

- On impact, the video is good in that it brings up topics; and people start talking about the content.
- Participation is important to keep the interest of the different partners in the DG approach and to make sure that their knowledge gets deepened.

b) The issues

- What is quality – structural, content, facilitation and dissemination?
- What is the message from the Video – the messages, partnerships, data from the field and the training of the production teams?
- What is the appropriate benchmark?

c) What are good strategies and practices which can address these challenges

- Define basic characteristic for a good video for different aspect – message, content etc.
- Defining benchmarks specific to the content
- Updating of the video
- Integrating the learning from the quality assessment
- Partners belonging to certain industries could meet and have an exchange of information and experiences facilitated by Digital Green
- Peer to peer review of the people at the same level of the content
- Independent and external review for quality assurance done on a sample basis
- Regular meetings by the technical advisory boards
- Asking the community what they want
- Cross checking to see if the benchmarks have been met

d) Good examples and cases to learn from?

- PATH

Remarks and clarifications

Comment

- Whatever quality of the content you may have, unless you have a message to be delivered to the farmers at the right time using the right methods, the quality you are talking about is useless.

Summary report

Compiled by Pallavi Lal

Facilitator- Mandefro Nigussie, Oxfam Africa

Presenter- Michaela Strobel, Student

Rapporteur- Pallavi Lal, Digital Green

a) Initial brainstorming

The group started with voicing some of the challenges pertaining to content and quality. A few of them have been listed below-

- There should be a clear distinction between the adoption points and desirable points for each practice.
- Structure in which the message on a practice is put together needs to be emphasized and streamlined.
- When the videos are large in number, what process should be followed to check for quality?
- We need to ensure that the content is standardized. The source of the message can be local or research. It is important to strike a balance between local and research. Though, scaling from local would be easier but it would require validation. Here, it would be important to understand the community needs and requirement to determine the source of information.
- We should target for a template, which would ensure compliance to the basic standards/ aspects of the Digital Green approach.
- Primary aim is to target behavior change. Video technicalities need not be accorded high importance if the content delivery/facilitation is good.
- The presentation of the message within the video should be such that the video seems convincing for the audience to adopt.

b) By looking at the quality of content and processes, we aim at-

- Empowering the community by giving quality message through well-defined processes.
- Impact in terms of spillover effect of the message in the video. Community members who are not members of any group also know about the practices.
- Retention of the key messages of the practice screened.
- Sustained interest and uptake of the practice screened.
- Supporting and enabling the capacity building of the frontline workers.

Digital Green is concerned with assuring and maintaining the quality of 6 key activities/processes- video, content, facilitation, training, partnerships and data. The next set of relevant questions are –'**how can the quality be measured**?' and '**who measures the quality**?". For the latter, group agreed that it is important to take into consideration factors like background and experience of the person assessing quality and partner bias, which may play a big role in ascertaining quality of an activity or process.

S.No.	(A) How can the quality be measured?	(B) Who measures quality	(C) How do we define quality?	(D) What is an appropriate benchmark of quality?	(E) How are processes and quality managed when scaling up?
1	One of the ways of doing it is by defining the basic characteristics/ standard of quality of the above mentioned 6 key activities/ processes, which can be accepted or built upon by the stakeholders.	Digital Green	✔	✔	✔
2	Define content specific benchmarks	Partner at the start of the partnership	✔		
3	Updating and integrating learning on video, content, facilitation, training, partnerships and data	Digital Green and partners	✔	✔	✔
4	Peer to peer reviews	Community	✔	✔	✔
5	Pre testing of videos/ message	Partners and community	✔	✔	
6	External and independent reviews	External agency/individual would vary from partnership to partnership	✔	✔	✔
7	Regular meetings of technical advisory board	Depending upon the kind and level of partnership		✔	✔
8	Assessing community needs	Partners and community	✔	✔	✔
9	Using data to cross check to form benchmark	Digital Green and partners		✔	✔

*✔in C, D and E columns are true for questions in column A

4.3. Facilitation and group

Plenary report back by the group

Facilitation

a) Real deeper underlying issues in this challenge?

The group started by defining what facilitation is and came up with the following ideas:

- Capacity building
- Communicating the objectives
- Find out values, objectives and agenda of the group
- Problem solving
- Support implementation

b) What is to be achieved in an ideal world in dealing with the challenge at scale?

Different ways of enabling and empowering mediators and farmers in a sustainable way were explored:

Issues

- Facilitation and canalization for engagement and motivation
- Feedback collection (listen)
- Express- content knowledge
- Deliver and communicate
- Validate and share context knowledge and indigenous knowledge

Aim

- Acceptance of the message by the community and mediator-ship
- Empathy

c) HOW to go about it?

Different methods and techniques identified:

- Games
- VTI – Virtual Training Institute
- Rating and quality parameters
- Local / community identified
- Diplomas
- Capacity Building (embedded and continuous)
- Master trainers
- Align capacity building with content training

d) Kind of partnerships and capacities required to manage process and quality at large scale

- Media and Communication
- Diversity across the sectors – Education and Health
- Community Experts
- Private Sector
- Government – at local level
- Experts in content and communication (researchers and knowledge partners)

- DG platform and connector (Neutral)
  - Enabler of knowledge exchange
  - Quality Assurance methods
  - Monitoring tools (mediators)
  - Alternative / simple technological options
  - VTI – for transforming data into information and knowledge
  - Data on performance management

e) Good examples and cases to learn from?

- Public Health in Ethiopia
- ACCESS in Guna District
- Master trainers in AP within SERP
- SPRING VARRAT- CSP + ASHA + AWW training

Group

a) Real deeper underlying issues in this challenge?

- How to facilitate/ activate interventions from the ground so that they are functional
- How to facilitate interventions where the beneficiaries are diverse people (gender, economic, age, cultural and social background)
- How to cluster beneficiaries into different groups

b) What do you want to achieve in an ideal world in dealing with the challenge at scale?

- Individuals with common interest being together
- Have social institutions composed of equal and engaged members with trust
- Ensure that there is no top down – the groups need to be inclusive, engaged and equal

c) HOW to go about it?

- Mediators start by identifying the needs of the community
- There is a need to support the formation of sub – groups
- Identify the needs for different mediators (i.e. women for exclusive groups)
- Involve the family
- Assess the groups and classify the members to design the interventions (content program and functionality)
- Identify and use software for customizing game tools

d) Kind of partnerships and capacities required to manage process and quality at large scale

- Identify knowledge partners and stakeholders (market people, financial institutions, government exchange services, community mobilization experts/ organizations, communication experts)
- The role of DG will be to:
  - Coordinate
  - Share experiences
  - Develop a video on how to strengthen the group
  - Facilitate creativity and innovation

e) Good examples and cases to learn from?

- International Development Enterprise (iDE)- Ethiopia
- Society for Elimination of Rural Poverty (SERP) – AP
- For clustering farmers into producers groups (ACCESS Guna, Rajgarh, Ashoka Nagar)

Remarks and clarifications

Question: Was the group talking about facilitation in the context of a video or on what organizations do? Should facilitation be one of the core competencies of Digital Green?

Response: The discussion was both in the group level and also in the facilitation of the video. Facilitation is key skill that is needed when you facilitate processes at community level and also facilitating a message from the video. The media needs to be supported by the facilitation of the learning.

Comments:

- The groups discussed how to facilitate the message of a video. What was also deliberated was whether one facilitates the group for it to get strengthened, have ownership, and encourage them to find best solutions.
- Should facilitation be the core competency for Digital Green? – Facilitation is a key skill and in some aspects provided by the partners.
- Facilitation should not be a standalone activity – it should lead to action. Many stakeholders involved in the DG approach should be orchestrated to maximize the use of their skills and resources.

Summary report

Compiled by Gulzar

It was decided to tackle facilitation and groups separately.

a) Facilitation

Role of the facilitator is to act as a catalyst, ease the process and mediate during discussions. It is a skill that requires starting from the bottom and learning how to be a good facilitator all over again, the facilitator does not lead from the front. Many facilitators are also contributors, simultaneously assisting everyone in contributing. Facilitators help in achieving group objectives through participation.

i. Underlying issues in this challenge

How to enable or empower the mediator and farmers to facilitate (communicate, motivate, engage, and share content knowledge)

ii. What to achieve in an ideal world?

To make the facilitator and the message that is shared, accepted by the community and to enable empathy for the community.

iii. How to go about it?

- Build capacity of the facilitator through Virtual Training Institute (VTI).
- Build cadre of master trainers though continuous training and certifying them. These master trainers will build capacity of the community facilitators.
- Develop content knowledge of the facilitators.
- Involve the community by letting them identify suitable facilitators that are accepted by everyone.
- Introduce observation tools to rate the quality of facilitation.

iv. Kind of partnerships and capacities that are required

PARTNERSHIP and DIGITAL GREEN'S ROLE:

- It is important to involve partners from diverse sectors like health, communication/media, agriculture, etc.
- Involve research and knowledge partners
- Involve primary stakeholders – the community
- Involve local government for sustainability and policies
- Involve private sectors for global opportunities
- Digital Green to create learning platform to enable knowledge exchange like VTI
- Digital Green to introduce tools to ensure quality
- Digital Green should keep looking for simple solutions
- Digital Green should enable data collection to inform the partners on the health of processes and convert it to knowledge for community's benefit.

v. **Good examples and cases to learn from**

- Partner resource person enabled to become master trainers in SERP, Andhra Pradesh
- Change in behaviour was observed in Guna, Madhya Pradesh for two practices introduced by ACCESS
- SPRING trainings for CSP and AHSA in VARRAT. This was done for agriculture and health to align health and agriculture interventions.

b) Group

Facilitation without the group does not exist. How do you identify the group? How do you empower and sustain these groups? All these issues can be resolved with good facilitation. Group creation has three steps – forming, storming and norming.

i. Real deeper underlying issues

The type of group is one of the issues; acceptance is another. The groups can be common interest groups or one with similar socio-economic background. Homogenous groups will be able to share; so group composition is an issue.

- How do you bring individuals together?
- How do you create institutions of people with equal engagement and trust?
- How do you ensure inclusiveness in the group?
- How do you ensure that there is equal participation and there is no top-down approach in the group functioning?

ii. What do you want to achieve in an ideal world?

To create group that comes together from bottom-up so as to enable better engagement.

iii. How to go about it?

- The village resource identifies the need of the community
- Facilitator helps in forming the groups with common needs and understanding
- Groups could be exclusive for women but it is advisable to involve families as sometimes the decision making is not left to the individual but to the entire family or head of the family
- Groups formation can happen through games and activities

iv. Kind of partnerships and capacities required

PARTNERSHIP and DIGITAL GREEN'S ROLE:

- Introduce community mobilization experts
- Involve knowledge partners who could contribute to the needs of the groups
- Involve market people so that the input and outputs could be traded
- Involve financial institutions to provide financial assistance to the groups
- Digital Green introduces capacity building through videos. Videos on group strengthening
- Digital Green creates facilities through innovations in institution building
- Digital Green can introduce games as a method of group forming / development
- Digital Green should share their experience with other agencies

v. Good examples and cases to learn from

- ACCESS, Madhya Pradesh created six producer groups in Guna, Ashok Nagar and Rajgarh in Madhya Pradesh. Groups federated to producer companies.
- Society for Elimination of Rural Poverty, Andhra Pradesh and Jeevika, Bihar have created a very large-scale women self help groups. Community Resource Persons are created empowered groups
- VARRAT created groups – initially for credit with same socio economic background.
- IDE, Ziway, Ethiopia has created 15 groups very recently.

4.4. Measurement and feedback

Plenary report back by the group

a) **Underlying Issues**
- **Define outcome**: Knowledge/practice, quality/completion, one time/multiple
- **Attribute outcomes**: Impact studies: low/high resolution
- **Process or target**: Quality or completion, what kind of data?
- **Feedback**: How much data is enough/more? Data is not being used enough

b) Ideal World
- Define outcome: Define health and agriculture adoptions differently
- Attribute outcomes: RCT (costs money!) and Secondary data sources - government?
- Process or Target: Qualitative and quantitative data; linked to objective of project/purpose of data
- Feedback: Have separate indicators and reports for government/partners/community

c) Strategy and Practices
- Define outcome:
  - For 4-5 non-negotiable COCO indicators
  - To track COCO and its indicators (health adoptions) through lo-fi unbiased sampled surveys/LQAS
  - Per project
  - To link data with partner data
- Attribute outcomes:
  - Explore reliable secondary data source, triangulate
- Process or Target:

  - Simplify tools
  - Objective to project: Understand a process or demonstrate scale up capacity
- Feedback:
  - Freeze data requirements, access to community and partner
  - Data to learn, improvise and share

d) What capacities are required

- Define outcome & attribute outcome:
  - Set out data systems in beginning (1-2 day meeting) of the project
- Process or Target:
  - Get political buy-in
  - Capacity audit of partner: QA/training/institutional
  - Set partnership arrangements: Roles/responsibility/budget concretely
- Feedback:
  - COCO becomes a part of the system: e.g. NRLM
  - MEL capacities on the field/regions: to think on data

e) Process and Cases to learn from

- Define outcome & attribute outcomes
  - Social audits embedded with government system: PDS
- Process or target
  - Third party QA: Sure Start
- Feedback- use data where it is being implemented.
  - Decentralized data use: Farmer training systems of MoA, Ethiopia
  - Need based advisory: mKisan

Remarks and clarifications

Question: How much did the group talk about the outcomes?

Response: The group talked more about monitoring of data. For the impact, the project has to do more of the baseline data. One has to be clear what he/she wants to do, whether change has to be measured or attributed. Based on that, the design will have to be different. If you measure the change, then you have to have baseline studied. If you want to measure attribution, you need to have some comparison groups.

Question: How do you ensure that what is being reported is quality data? In some of the systems, extension agents get some money on the number of farmers they have and are serving. For this, they can give you a high figure.

Response: That is being included under what was presented as biasness. It is important for the numerators to go back to the people and check on the data provided from the different set of tools. If the data differs by more than 10%, you reject the whole data.

Comments:

- The COCO can be used in standardizing the different formats of reporting. This is important because different partners are involved in different types of activities, there is a need to develop an indicator bank agreed by all actors and modified as they implement.
- It was suggested by the group that the COCO system must be developed in Ethiopia for the big partners (policy makers) to that they own the data.

Summary report

Compiled by Ktiti Khurana

a) How to attribute change to DG approach?

- It is important to have a comparison group if doing an attribution study.
- For measuring the change in the outcomes, a baseline survey must be conducted for evaluation studies.
- For the purpose of monitoring and evaluation, how the outcomes are defined is imperative.
- Traditionally defined 'adoptions' under the DG approach may not always be the way partners want to define them.
- Some may be interested in knowledge retention, some in practice, and some in the continuation of the practice.

It is important to:

- **Define adoption and verification**
  - It is important to decide how adoption is defined in different projects at DG.
  - Is quality dissemination more important than complete adoption? If yes, quality aspect should be incorporated in the DG approach.
- **Determine DG approach as either Target based approach or process-based approach.**
  - It is important to set whether the reach/coverage is more important than the robustness of the process that is followed.
  - The group concluded that both were equally critical and had to be measured. Thus, quantitative measurement was important for the targets and quality dimension to the measurement had to be included for the processes.
  - This discussion went back to the importance of defining adoption so that it reflected both a target number and the quality.

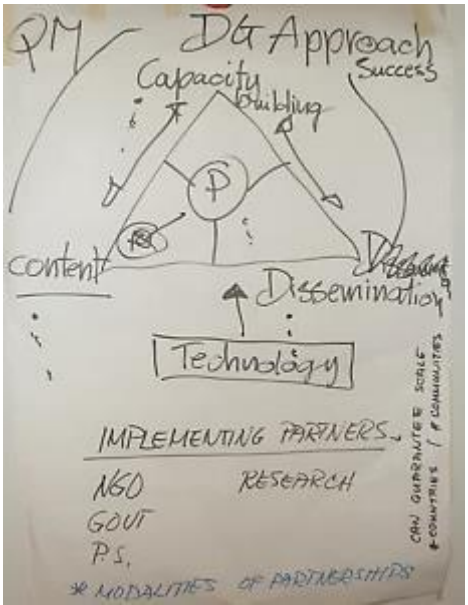
i. Attribution

- Measurement for attribution is not simple, cost effective impact studies.
- If there is enough funding, randomised control trials are the best way to measure attribution.
- In other cases, the data on the MIS for the project must be triangulated with other sources of reliable data like the partner MIS, government, large database on the relevant indicators.

4.5. Institutionalization and partnership for scale

Plenary report back by the group

The group started by describing and discussing the Digital Green approach to have a shared understanding on the issues they are dealing with. It was indicated that the key in DG approach was content, capacity building and dissemination. Partnership is critical for the three elements of the DG approach to function. (See the diagram). The group explored the modality of partnership and indemnified actors (NGOS, government, research, and private sector) that are involved in the implementation process.



a) **Real deeper underlying issues in this challenge?**
   - Availability of equipment
   - Adoption of practices at farmer level (end user level)
   - Partnership level–for networking with clients and groups
   - Incentives of the field staff for motivation and sustainability
   - The use of multimedia
   - Quality assurance

b) **What do you want to achieve in an ideal world in dealing with the challenge at scale?**
   - Strategy for scaling: content development, capacities, dissemination and technology backed support
   - Institutional political support – enabling environment, needs and interest
   - Availability of resources
   - Digital Green capacity to delivery

c) **HOW to go about it?**
   - On equipment, there is a need to make them available, negotiate with custom for taxes and get them delivered
   - Attend to the procurement policies to make allocation of equipment in the work plan- this should be parallel to the training
   - Adoption of practices: facilitate group formation, organize a platform for discussion of the content in the video, and develop videos that advise the availability and access to the markets and finance.
   - Partnership for networking: make available information within and across the countries, and sectors
   - Inceptives:
     - COP for sharing: recognition, IP ownership, triggering exchange, tracking and systematizing
     - Field team: training and performance contract, rewards defined based on the existing mechanisms, discuss and negotiate in the initial stages of the partnership, and tasks are integrated with the positions

d) **Kind of partnerships and capacities required to manage process and quality at large scale**
   - Establish a community of practice whose purpose will be: sharing of experiences and resources
   - Development of tools for training, monitoring and evaluation and research
   - Advocacy

e) **Good examples and cases to learn from?**
   - Lynux

Remarks and clarifications

Questions: Who are the field team?

Response: The field team is composed of people who are producing the videos or facilitating the interaction of the messages of the videos to the community.

Question: How do you measure the health of the partnership you have suggested? You have so many parameters; can you suggest a tool to measure the partnership?

Response: The group talked about a partnership that is composed of diverse partners and suggested that there is a need of a framework developed by the partners on how to define parameters that they will use for the monitoring of progress.

Question: It sounded like we are saying that these organizations have to have a certain criteria to meet DG standards. It sounds like we are looking at these partners as a means of scaling up the DG approach. Most of the organizations here use videos as one of the tools, but it does not mean that is all they want to do, they still have other priorities and objectives. We also have to look at what the partners expect from DG as opposed to what DG expects from the partners.

Response: The issue is not that the partners should adopt 100% of the DG approach. We have here in this workshop a number of organizations with different mission, mandates, activities and funding sources that have a particular interest in contributing to the development and making use of the DG approach in some of their programs. The organizations have the right to belong to the community of practice they like, but their platforms need not have to be branded as DG.

Question: What is the incentive for organizations to be partners of DG approach? What are the reciprocal benefits?

Response:

- From Africa Rice, we are focusing on out scaling our activities and we have identified that the DG approach will help us a lot with the dissemination of technologies and providing support to the partners. We don't have to think of the methodology of how to out scale; we already have the tools and the mechanisms to follow up and methods used to adopt the technologies. We don't have to start afresh; we will save a lot of energy, costs and time.
- The Ethiopia government has started with transformation processes of improving service delivery, and the DG approach will be one of the ways used to bring in new thinking and vision to complement what the different stakeholders are doing now.

Comments:

- There is a need for incentives for the community of practice and the field teams. The community of practice could be incentivized in various ways, including recognizing who ever makes a contribution and makes sure that the intellectual property is a shared ownership. For the field team, there is money issues that should be defined based on the existing mechanisms. The motivation of the field team could be through training and performance evaluation.
- The DG approach bridges the gap in extension systems of some countries like Ethiopia where the service delivery is supply driven and not demand driven. This approach helps to have communities to participate in the technology development, generating ideas, up to the level of dissemination.

Summary report

Compile by Peggy Koniz-Booher

Group Members: Michelle Desmond (PATH) D.V. Raidu (SERP); Paulo Ficarelli (BMGF); Mohammed Hasnain (DG); Pritnam (DG); Myra Wopereis (AfricaRice); Noordin Querish (AGRA-based in Kenya);

Jyotsna Bhatnagar(BP); Kebede Ayele (iDI); Ricky (USAID -Afghanistan), Chimdo Anchala (Oxfam Ethiopia), and Peggy Koniz-Booher (SPRING).

a) Real deeper underlying issues in this challenge

- Equipment – availability.
  - Cost of equipment and challenges of importation is a huge issue in Ethiopia (The importation tax is about 300%).
  - An example in India. You train 100 people and then there are no Pico projectors available. It may be a problem of input, DG or the partner. If this is not addressed properly, it becomes a major problem. You train people in the process, but they need the equipment available.
- Adoption of resources, services, practices – farmer's level (end-use)
- Partnerships, levels, networking, and client/groups. How do we managing expectations of partners in partnerships. What do we expect partners to do and which mechanisms are in place to manage the partnership processes.
- Capacity- DG in Ethiopia is partnering with MOA to build capacity of 60,000 agricultural extentionists. But, DG does not have the ability to guarantee quality of scale for content, scale for capacity, and scale for dissemination.
- Multimedia
- Quality assurance- how do we ensure a reasonable level of quality? Can we build a brand for DG that takes into account capacity building, delivery/dissemination and content?
- How can we organize institutional communities of practice? How can we organize a big network?

b) What do you want to achieve in an ideal world?

- Capacity building, delivery/dissemination, content, depend on the success of the central partnership
- One needs to build partnerships for each of the three components –content, capacity, dissemination to reach scale. If the organization does not have the capacity to deliver, then it needs a very strong partnership.
- All partners must be strong - success will also be contingent on other partners.

c) How to go about it?

- To take it to scale, we need a complex set of partners including organizations for development services. DG needs help to build itself as an organization.
- If DG partners with one small organization, it can't talk about scale. Otherwise – we are just developing small capacity. A workable solution for Digital Green (once capacity is there) is to have the larger organization that would have ability to take the approach to scale.
- Strategy for:
  - Content Development
  - Capacities
  - Dissemination
  - Technology – backend support
- Mainstreaming digital activity plan into the broader activity plan within the organization- this will affect the whole planning of the organization.
- Allocating at least 6 to 10 months for procurement of equipment. But in the long run, there is a need to have local production of the equipment
- Do advocacy work, so the MoA can allow projects to import without high taxes

  - Digital Green could share models of advocacy with existing and new partners/countries for working with/ through government and donors to reduce or eliminate procurement challenges.
- Projects use videos to disseminate information about the adoption of technologies but the adoption of technologies will not take place unless the facilitation is strong.
- If we do a community of practice, DG must have a very specific team to pull together all of the tools, guidelines, training materials, etc. etc.
  - Need a high power team for scouting and collecting information from different partners. If you read about how Lynux was built- you will have the guidance you need, with an incentive program to seed the entire platform.
  - The COP is needed for networking: need common denominator (content, capacity building, dissemination)
  - The purpose of the COP will be: Share experience in implementation, develop tools (training, M&E, research), source resources and take the lead in advocacy
- There is need for recognition for the contribution for the Intellectual property-need shared ownership.

d) What kind of partnerships and capacities are required?

- DG does not have the capacity to deliver to large group of service providers, unless the partners take on the use of the approach. If DG would be a multi-national organization with 5000 staff, we wouldn't be discussing these issues, but their principle is different
- It is important that the relationship/partnership is central.
  - There is a need to have a diverse set of partners (government, private sector, research, etc.), all at different levels
- All (capacity building, delivery/dissemination, content, and partnership) are linked to a process of quality management. You must ensure that you have quality management among all partners
- USAID -in Afghanistan is hoping to use DG to build the capacity of one of its local partners.

e) Good examples and cases to learn from?

- Lynux model,
  - But the group agreed that if the Lynux model will be used, then there is a need for someone within the DG facilitation. DG has to go to different countries to harvest and collect what's happening. The revolutionary idea of Lynux is that the partnership is lead by DG.
- PATH recognized a model to achieve a win-win situation. But, what if PATH doesn't comply with the standards or sharing of experience/models?
- AGRA- In Kenya – performance contracts

5. TOWARDS COMMON LEARNING AREAS AND COPS

The facilitator asked participants to think through in their table groups, some areas around which the different stakeholders could use the DG approach and try out things and learn together (see the detail of the task in the Box). In getting pragmatic ideas, he asked participants to think of the next one year or so.

Leaning areas

TASK

Considering your challenges and opportunities in scaling up DG approach

What are the three-areas/ priorities around which we need to learn and try out ideas in order to advance rapidly?

The following were the themes around which the proposed community of practice would learn and try out things.

Scaling up in quality

- Innovative ways of scaling up without compromising quality

Experimentation with new media

- Experimentation with media – new form of knowledge sharing. Creative and technological innovation.
- Design and disseminate next generation of videos
- New ways to go digital – maybe explore smartphones and VTI to share information
- Integrate common strategies in IT and different approaches

Integration of sectors

- Integration of different sectors in the model

Capacity development

- Capacity building is in the TOT mode (master training)
- Capacity building at different levels

Evidence and monitoring & evaluation

- Integrated and shared monitoring and evaluation
- Gathering evidence for scaling up – especially for health and nutrition
- Creating evidence for sharing
- Plausibility of DG data management platform
- Systems of sharing

Partnership strategy

- Define conditions of partnerships and sharing
- Ownership by partnership organisations towards sustainability
- Identify other concerned stakeholders/partners and link with them
- Capitalise on existing forums/platforms for rapid expansion

Remarks and clarifications

Comments:

Digital Green was asked an opinion on what they were going to do with the learning areas that came out from the group exercise. The following were some suggestion and ideas:

- DG appreciated the contribution from the workshop participants to come up with the six areas for potential learning
- DG sees itself as a facilitator to bring the learning together
- DG will send out through the next steps where it will try and see where partners fit in the different areas of learning that have been identified. The stakeholders can choose which sets of these areas of subsets they want to belong to.
- The next step is also to have regional meetings (e.g. in Ethiopia) in April 2013.

6. VISION FOR SCALING UP DIGITAL GREEN

This was a session that was building on all that has been done during the two days of

Vision for scaling up DG

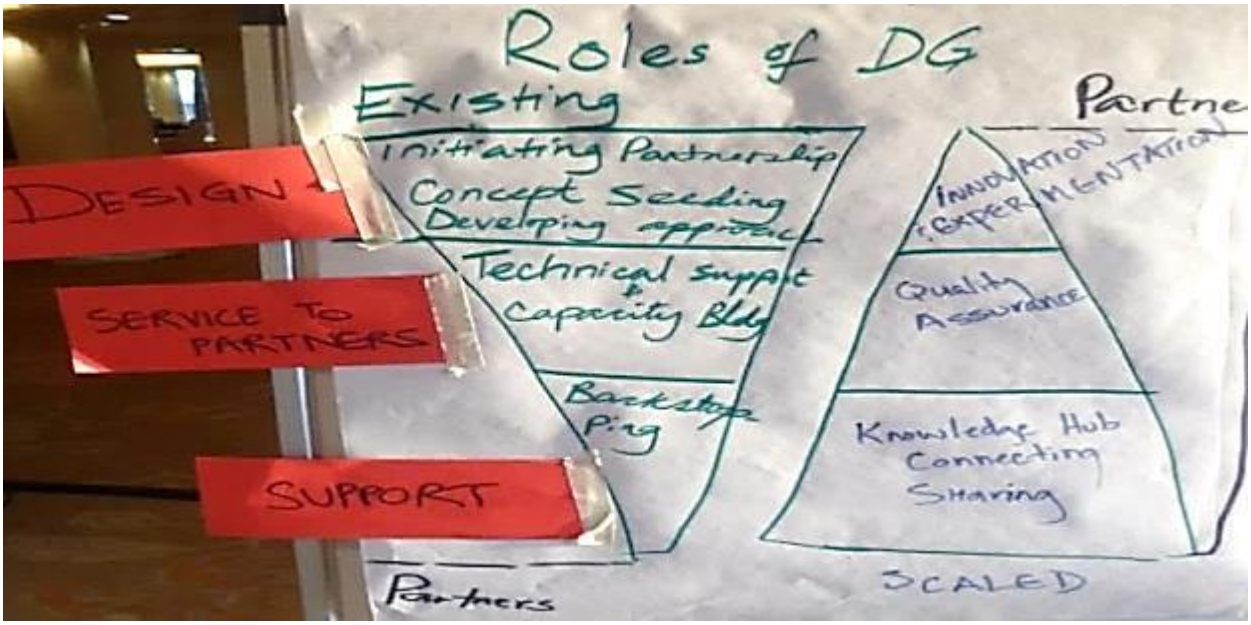
Imagine a situation where DG has 500 partners implementing the approach in 25 countries,

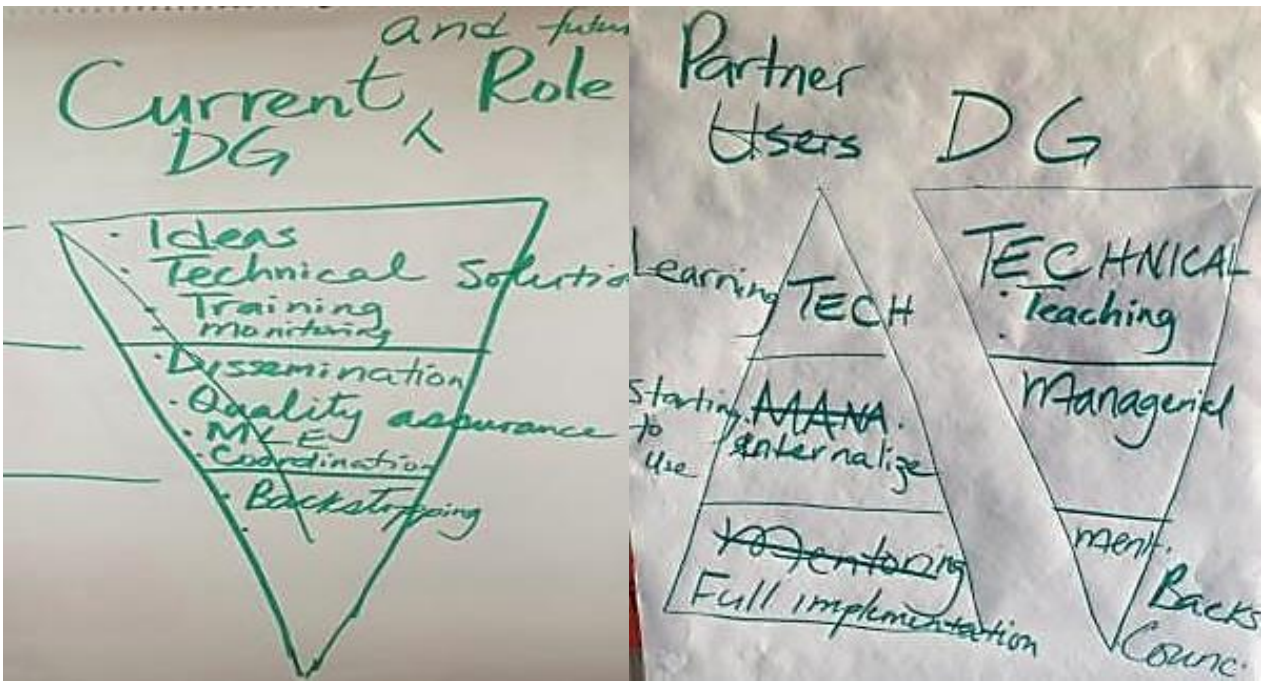
How does the institutional arrangements look like?

a) What is DG doing? Their role/ function
b) Role of others
c) Mechanisms for joint learning

the workshop. The exercise focused on the institutional arrangements for the future and attempted to get the role of DG and the partners, if the scaling up of DG has to happen. In thinking about the vision for scaling up DG, participants were asked to draw a diagram that will show the role of DG and the partners.

Group 1 report back





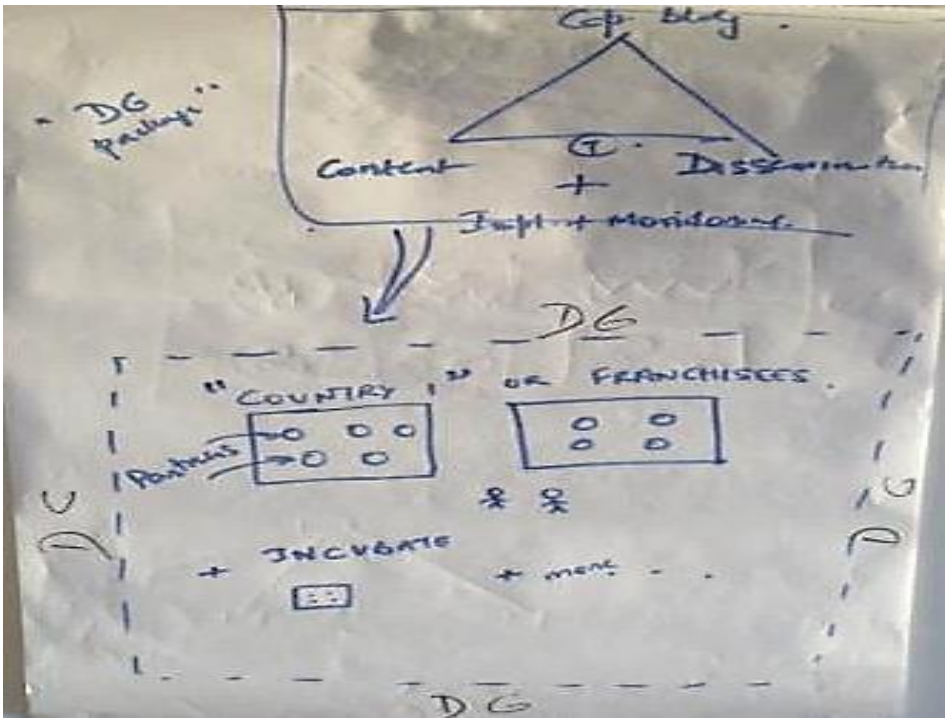
In the future role for scaling up DG, the group suggested that DG

- Will put more emphasis on providing better quality for content development and also at implementation level.
- Will devote much of the time in knowledge hub committees and sharing

The partners:

- Will innovate and do the things that DG has been doing at the beginning
- The role of DG will now be connecting, sharing and creating hubs world wide

Group 2 report back

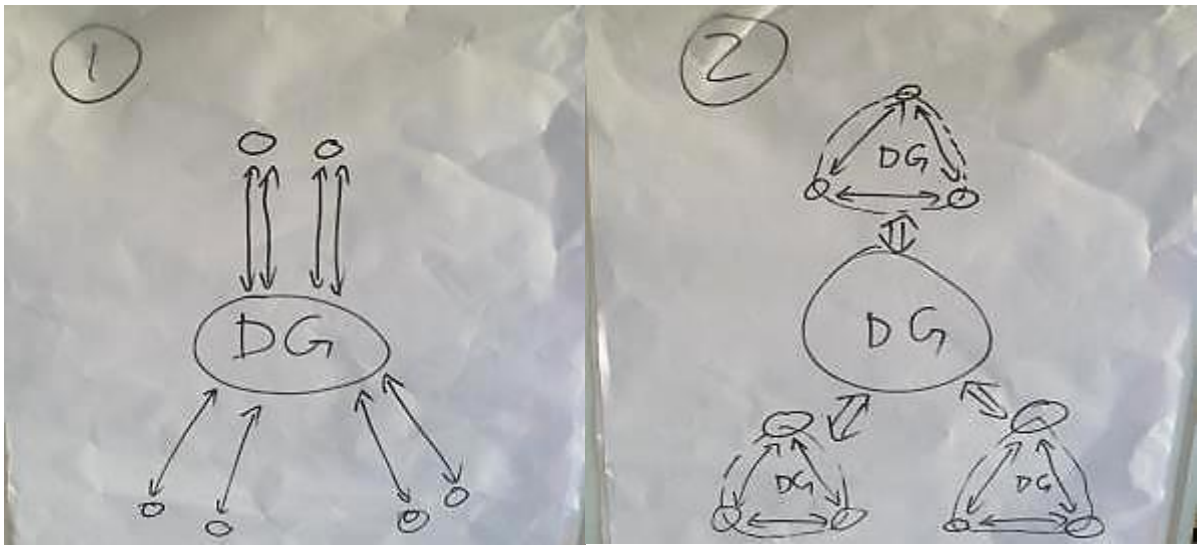


The things that were highlighted by the group were:

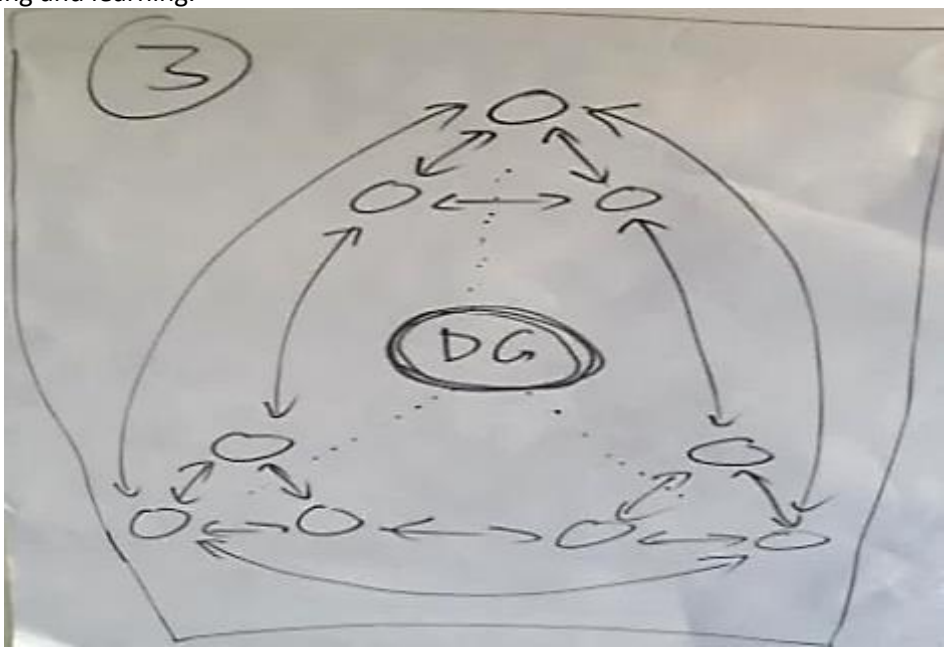
- DG will develop a package for the implementation and monitoring of the three elements of DG approach (capacity building, content and dissemination).
- There is a need for backstopping, particularly in the dissemination of the packages. This will include recommendations that will be put together as a package by DG.
- The package is self-contained and DG will become a virtual institute where it will have the ability to transfer the knowledge back and forth. The whole institutional arrangement becomes a flat platform rather than a hierarchical one. But, consideration has to be made on how to manage the quality.
- This model will help all the partners and DG in getting experiences from different parts of the world- it gives a much broader idea of the scenarios of these experiences and how the approach has been applied and adapted.

Group 3 report back

The group thought about having three layers happening all at the same time.



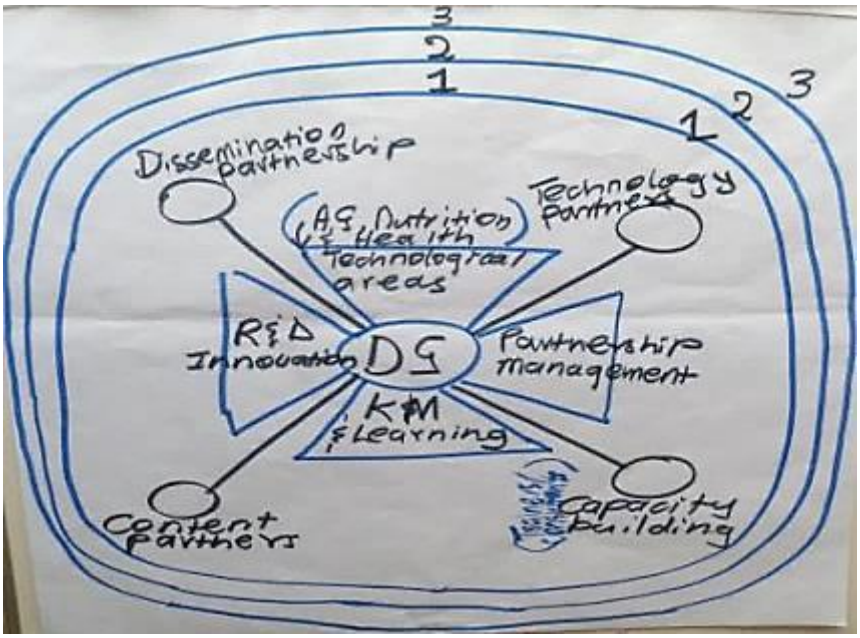
- 1st picture shows DG providing training to the partners and the partners providing data to DG. DG also provides the data back to the partners and to the world. Some of the partners need a hand and some of them are independent.
- 2nd picture shows a situation where one could have little Digital Green in the areas and other different districts, and they are working with the partners very closely. This will help to have a sphere of influence and creating new incubation centres to the partnerships with new partners at local level. They will also be bringing back the information back to the big Digital Green (but this is not like in a hierarchical way). The big DG provides the network and the structure for sharing and learning.



- 3rd picture depicts an ideal situation where you have a big network in the 25 countries through which the different partners are feeding the information in. The partners benefit from each other's information and they are slowly drying away from the likes of Digital Greens and are becoming independent. The Digital Green organisation is in the middle and is not in a hierarchical imposing structure, but coordinating the processes and disseminating information to the network and the network is also disseminating information back to Digital Green.

Group 4 report back

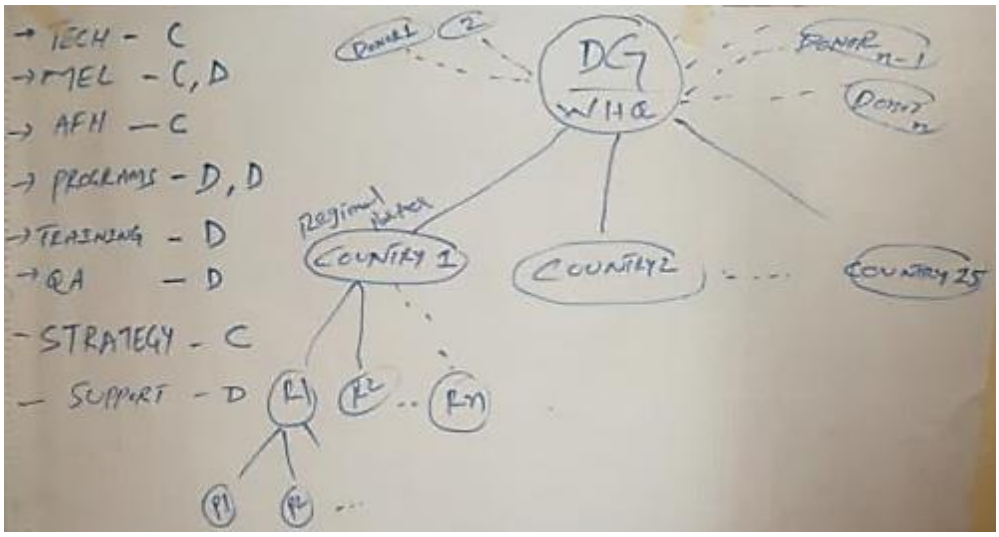
The model show how DG can be involved in the process of learning together with other partners around certain specific areas: technological areas in health, nutrition and agriculture, R&D and innovation; knowledge management and learning; and partnership management. The model also provides DG with an opportunity to work with partners or consultant groups who have competencies in these four key focal points in the specific areas: content development, capacity building, technology development and dissemination. In these areas, there will be groups of consultants (may be regionally), but they ensure that the same level of quality is being met in the different areas where DG approach is being implemented.



The backstopping and support is defined at three levels:

- The 1st level: This is the level where there is a need for intensive support to the partners. The partners get more technical assistance or they need funds for implementation of the model.
- The 2nd level: This is the level where less support is needed by the partners with some of them being more independent in the implementation of DG approach- some of the partners adapting the approach.
- The 3rd level: This is a level where partners are interested in Digital Green and may come to get consultation services but end up not using the approach. They do not get the same support from Digital Green like the other levels do, but they will still be part of the network and spread the approach to other areas.

Group 5 report back



The idea behind the model suggested by the group is borrowed from what companies like WhatsApp do to scale up information sharing. The detail of the diagram was explained as follows:

- To expand to 25 countries, there is a need to have multiple donors (e.g donor $_{(n-1)}$).
- There will be a partner in each country that will be able to handle multiple small partners, who can apply and propagate the model to different partners within the countries.
- Work will be done with the regional partners who will be adapting the model.

7. OUTLOOK AND NEXT STEPS

Below are the agreed concrete steps for the wayforward in the next one year.

What	When	Who
• Workshop documentation	20th March 2014	Joe and Jürgen
• Take forward COPs	5th April	DG
• MOUs with the partners		DG
• Country strategies (2 pages)		DG
• Evaluation	20 March 2014	
• Report from the groups	10th March 2014	Rapporteurs
• Team on organisational model (COP)		DG
• Sharing meeting / conferences		DG
• DG newsletter – for ongoing communication		

8. WORKSHOP EVALUATION

What I/ we liked in this workshop, were:

- The objectives of the workshop were achieved
- Meeting objectives were met
- Reflection on the DG growth was very exciting
- Micro–level discussions and problem solving on specific issues
- Learnt challenges and constraint across the countries and found similarities
- Learnt and found some complexities, conducive learning approach and openness
- Learning of different perspectives
- Enjoyed connecting with people and minds
- Exposure to other projects
- Opportunity to learn from other programs
- Very good and deep discussion about the challenges
- Discussion on the 2nd day were concrete and focused
- Good summaries that were well structured
- Now we have a better understanding of DG approach and we can engage better at strategic level
- We got some idea on integration and sustainability through a transparent and good experience sharing exercises'
- Open discussion
- High level of participation
- Participants were not defensive
- Experience sharing during the open session
- The depth and openness of the conversations
- The workshop was participatory and focused
- There was gender balance with everybody participating
- The diversity of the participants was good with a good gender balance
- Institutions were well represented
- Diversity of the partners
- Different people from different places
- The presence of different project representing different sectors (Health, agriculture and nutrition)
- Well-designed workshop, with good facilitation to allow interactions
- Good facilitation
- The use of facilitation style to enhance exchange of knowledge
- Facilitation, openness, frankness, diversity, and conversation with people from other projects
- Good logistics and workshop facilities
- Hospitality
- Open Space sessions
- There were encouraging word during opening session

What I/ we did not like:

- Need future sessions using case studies
- There was no failure session- we need video failure confession booth
- Failures were not shared
- Scaling up not defined at onset
- Partners cannot determine DG's scale up strategy
- The title of the workshop did not represent what was done during the workshop, it was more about the scaling up of DG
- A thematic workshop would have been better
- The 1st day afternoon session could have spilled over to the 2nd day
- Long days – too many exercises
- The secessions were heavy –lights moments would have been better
- There should have been more time to introduce the projects present at the workshop
- Too many discussions
- Groups may have been too large
- The 1st day was like a prison – no windows and participants were therefore depressed
- Poor communication about how the open space would be conducted
- Don't like having to write reports on the open session
- No progress reports
- Jargon
- Nothing – all was good
- More participation of implementers for more examples
- The DG approach was new to some people and they could not contribute much of their experiences
- Did not like the coffee
- Cold room

The key messages I/we take home from here, is:

- Need to follow-up
- It is about us taking the process forward: It is not just about Digital Green
- Stakeholders at the workshop should continue to link with each other
- How integration is important to achieve the common goal
- There is an interest in learning about different partners – will create platform for sharing
- Keep promises and commitments – remain engaged
- There is a lot more to do and it can be done if the partners link to each other
- DG is scaling up
- Scaling up the thoughts and possibilities
- Structures of the final exercises – how does the institutional arrangements look like when DG will be having 500 partners implementing the approach in 25 countries?
- Domains of the theme – based groups can benefit from better communication
- Learning of DG approach from a different perspective
- Exposure to one another
- Partners should find avenues to share
- We will never read your newsletter, unless YouTube.

- The partner is the key because they have to take ownership of the process
- Think about the next generation – alternative technologies and organizational models
- Research is making sense in improving the stories
- Indemnification of challenges in the implementation of the DG approach

9. CLOSING REMARKS

Jürgen

Jürgen indicated that the workshop had an incredible diversity from different sectors and it will be interesting to see how the things that we discussed will slowly come together in terms of participants understanding each other and converging. It was also exciting for Jürgen to see another diversity from Africa and Asia, which was good to create tension and innovativeness from a different perspective. Jürgen thanked Joe for the documentation of the workshop. He indicated that Joe will be able to produce a process document of the workshop capturing the group and plenary discussions. This will help participants to recap what they went through during the two days of the workshop.

Vinay

Vinay indicated that it was not usual to see many people at the end of the workshop. Despite some people finding that some of the sessions were longer, he thought that the workshop has been facilitated very well, and for that, he thanked Jürgen and Joe. He thought that it was not easy to facilitate the workshop with people coming from different sectors and backgrounds, but the facilitator managed to do it. He indicated that the focus of the workshop was trying to develop the community, particularly with partners who will be using the DG approach. For that, he thought it was accomplished to a very large extent. In addition, the workshop outputs came along with amazing experiences for DG because some of the things were tried for the first time (for examples the tweeting to live screen of the workshop). He thanked the DG team (from technology, communication and program teams) for the efforts they have put before and during the workshop. He specially thanked Mansi for organising the logistics of the workshop and reaching out to everybody around the world. He also thanked Paolo and Julia from BMGF, for their inspiration at DG both in the past and now. He thanked all the people who came from different countries to be a part of the workshop and everybody who played a crucial role to make the workshop a success. Last, he thanked the hotel management for all the support.

For those who were going for the field visit, he indicated that DG organised it for the next day. He hoped the people would get some experience that would be helpful for them, particularly for Ethiopia because soon DG would be working at the same level of intensity as in India.

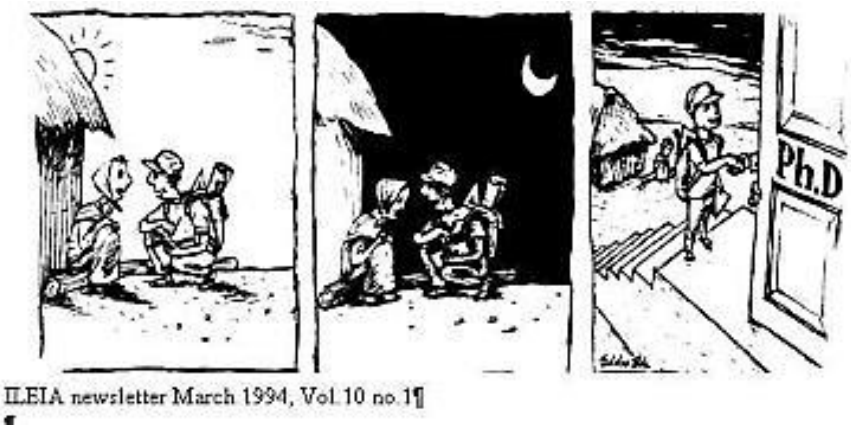
10. ANNEXES

10.1 Annex 1: Powerpoint presentation of the open space session

10.1.1 Empowering farmers to document their traditional Indigenous Knowledge

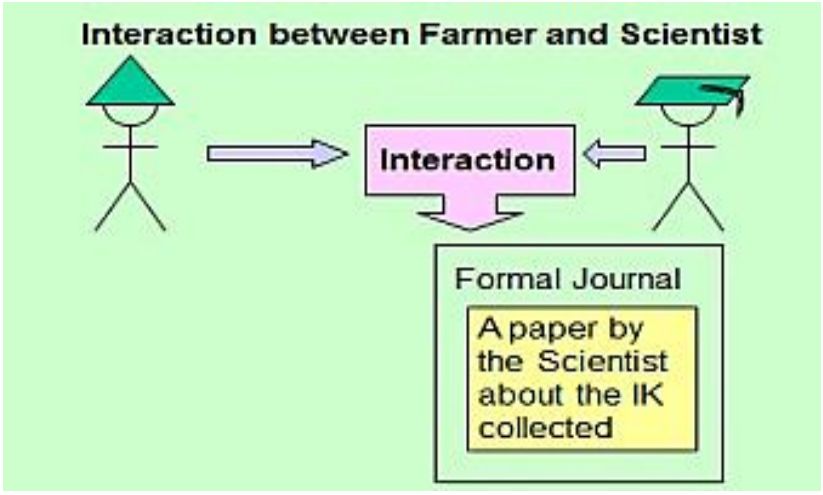
by Paul Quek, Bioversity International

Documenting Indigenous/Traditional Knowledge



It is important to see how Indigenous Communities can **capitalize** on the process **to join** in the **Knowledge economy**

The IK Journal



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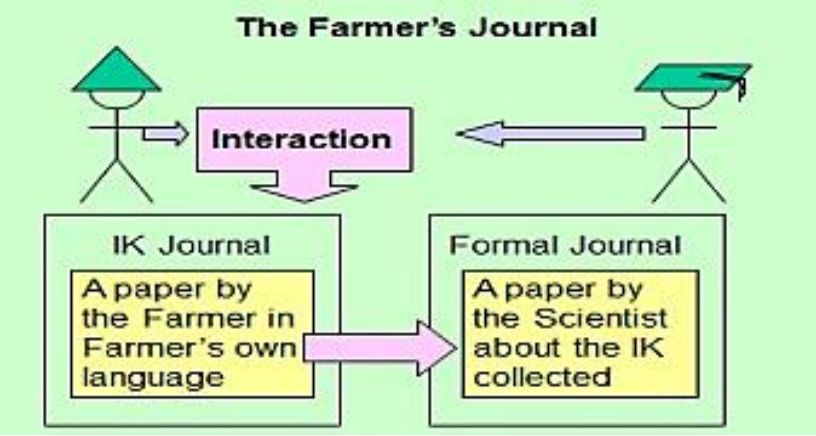

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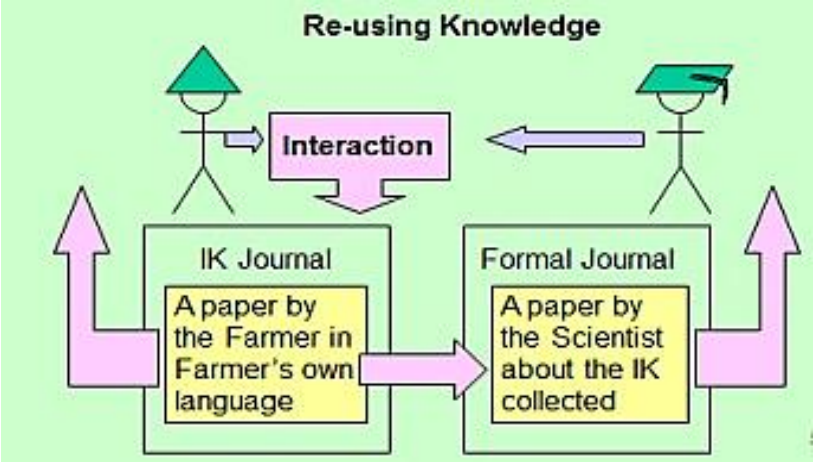

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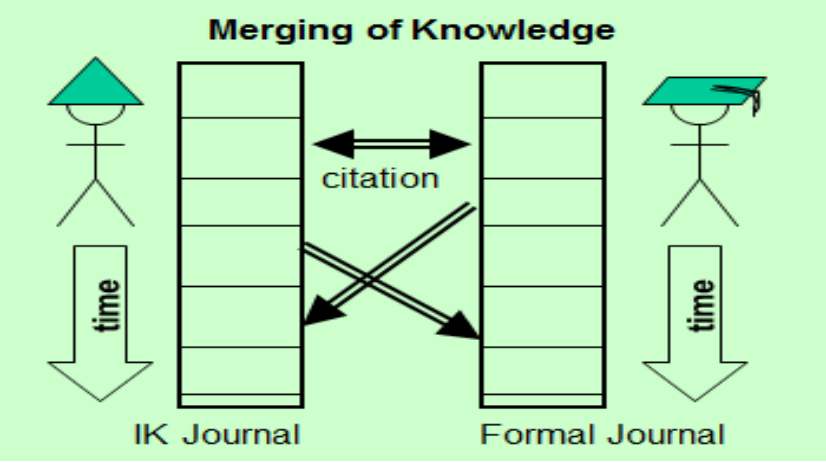
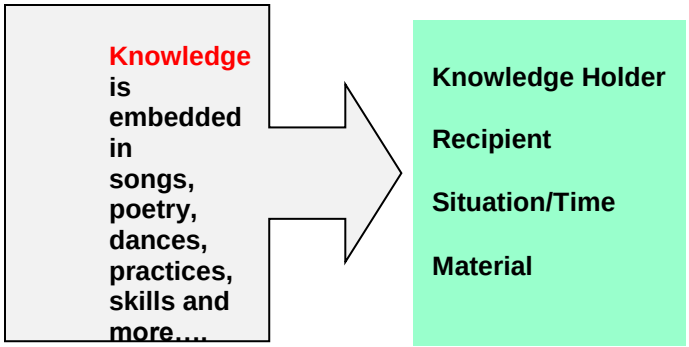


Oral transmission of Knowledge: the need for documentation



E.g. War dance- use of weapons
Treatment ritual- preparation of herbs

Where one component is missing knowledge erosion results

A missing component

Knowledge holder	√	√	√	
Trainee	√	√		√
Situation	√		√	√
Material		√	√	√
Outcome				
Knowledge is	**a story**	**not needed**	**threatened**	**lost**

Proposed Local community education curriculum

(Developed based on discussion with elders in the community)

Age (years)	Botany (include taboos etc)	Handicraft and skills	Music and culture	3Rs
4-5		Fishing		
6	70 common plants for food (include drinks)	Flute construction Cleaning of plates, pans and clothes.	Semai children Songs and games	Alphabets and numbers. Semai language
7	70 plants for food	Construction of basket (relong) and trays (Nyimpir) Jungle tracking	Chenteng (Bamboo instrument) Songs	Arithmetic Bahasa Malaysia and Semai
8	70 plants for food	Construction of Pandanus mats and fish traps (3 types)	Bansi (Flute) Songs and Dances	Arithmetic Bahasa Malaysia and Semai
9	25 medicinal plants for common complaints (cuts, burns etc)	Constructing winnowing trays, small animal traps and bird glue	Singsot (String instruments) Songs and Dances	Multiplication Division Bahasa Malaysia and Semai
10	25 medicinal plants of lesser use	Construction of large animal traps Cooking	Gungou	Multiplication Division Bahasa Malaysia and English
11	15 medicinal plants for personal health	Construction of blowpipes	Tawak (Gong)	Use of calculators Money English
12	15 medicinal plants for personal health	Construction of house and other implements Taping of knowledge	Penyong	Area, Distance Calendar English
13-above	Custodian -community's information			

P. Quek

10.1.2 Cost Effectiveness Study: The Why and How

by Kriti Khurana, Digital Green

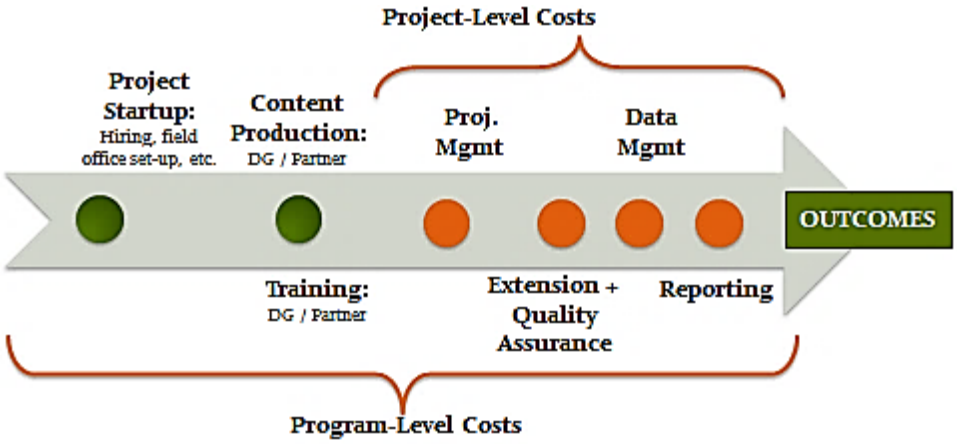
Why do a Cost Outcome Analysis?

- Estimate the cost to expand or start a new project
- Compare the cost of knowledge dissemination with and without a Digital Green intervention
- Compare cost-effectiveness across geography or project partners

Defining Costs: Project-Level

	Project	Program	Societal cost
Project Operating Expenses	Yes	Yes	Yes
Project Equipment Costs	Yes	Yes	Yes
Project initializing cost	--	Yes	Yes
Technical Assistance	--	Yes	Yes
Environmental Externalities and Participant's cost	--	Yes	Yes

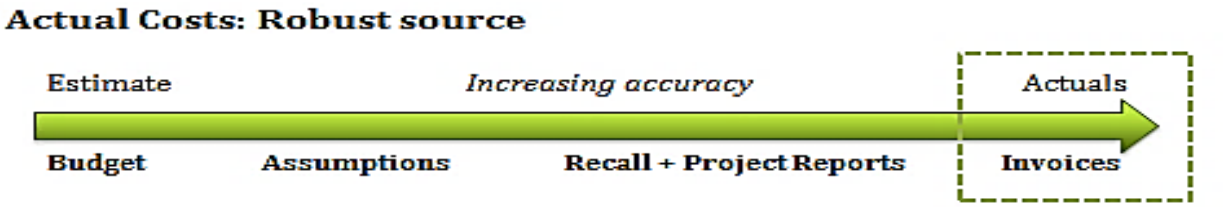
Cost Definitions: Program vs. Project



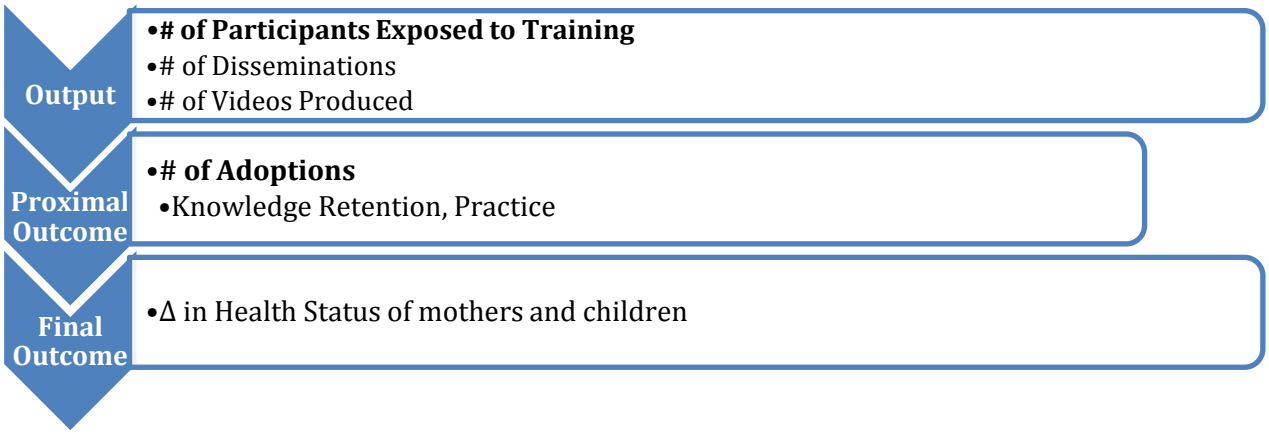
Activity Based Costing

	PERSONNEL		TRAVEL	
Activities	Partner 1	Partner 2	Partner 1	Partner 2
EXTENSION and QUALITY ASSURANCE				
DATA MANAGEMENT				
REPORTING & DOCUMENTATION				
PROJECT MGMT.				

Actual Costs: Robust source



Outcomes

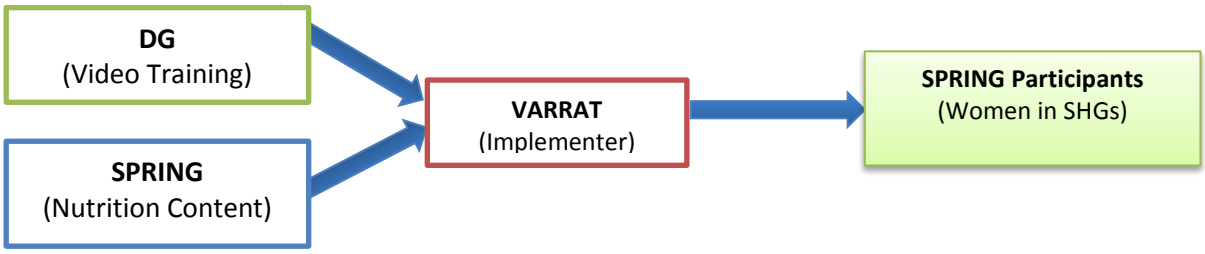


CEA Case Study

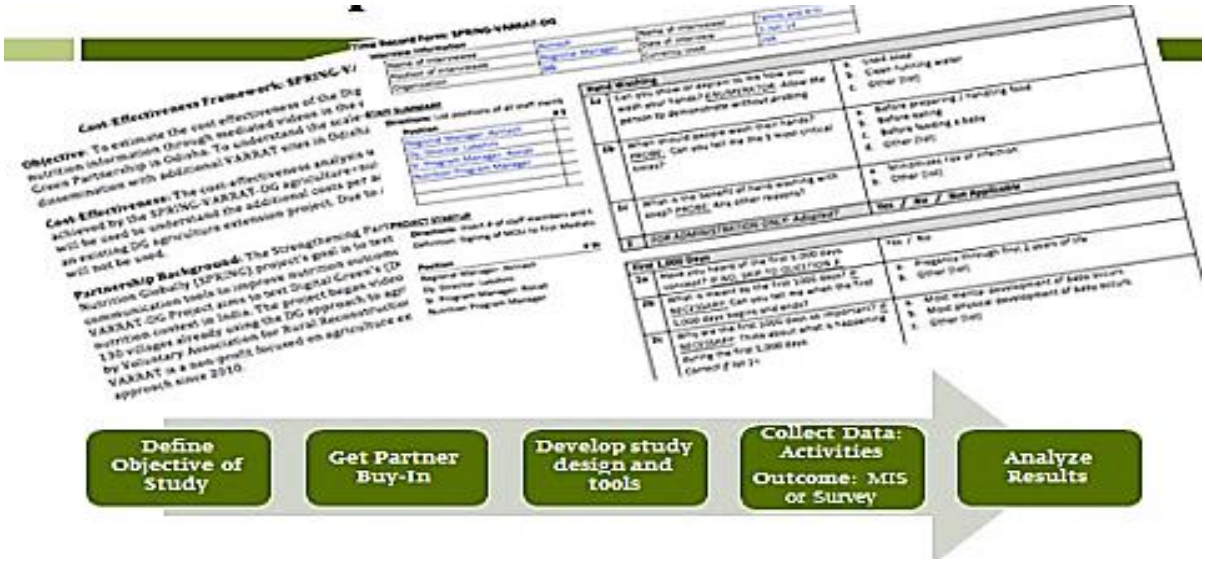
SPRING-VARRAT-DG, *Odisha, India*

Context

- State: Odisha
- Geography: 30 villages, 109 groups
- Population: 1071 group members
- Partners: Digital Green, VARRAT, SPRING
- Approach: provide maternal and child nutrition information using the DG approach to existing VARRAT-DG villages



Steps



Method

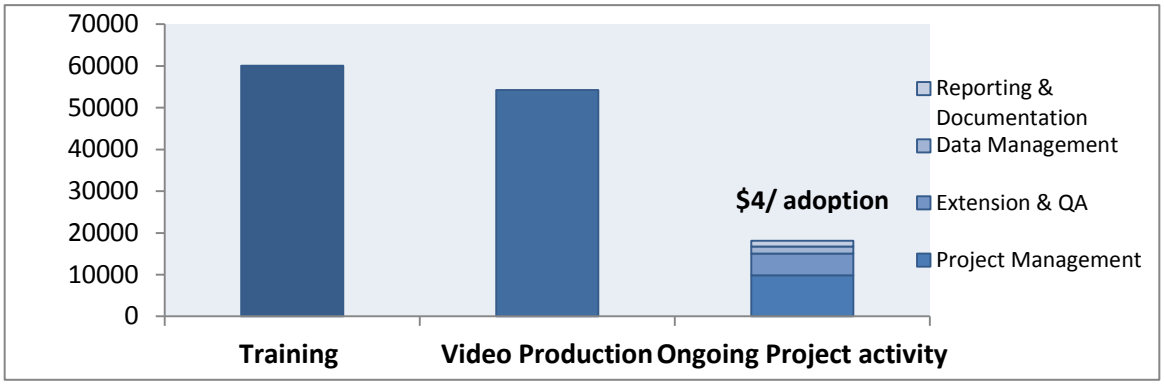
Cost: Source

- Activities: Program staff
- Personnel time: Timesheet and recall
- Travel: Expensify reports
- Equipment: Invoices, annuitized

Outcome: Source

- Sampled survey of Viewers
- 25% sample of population covered
- Comparison: No video on Health shown

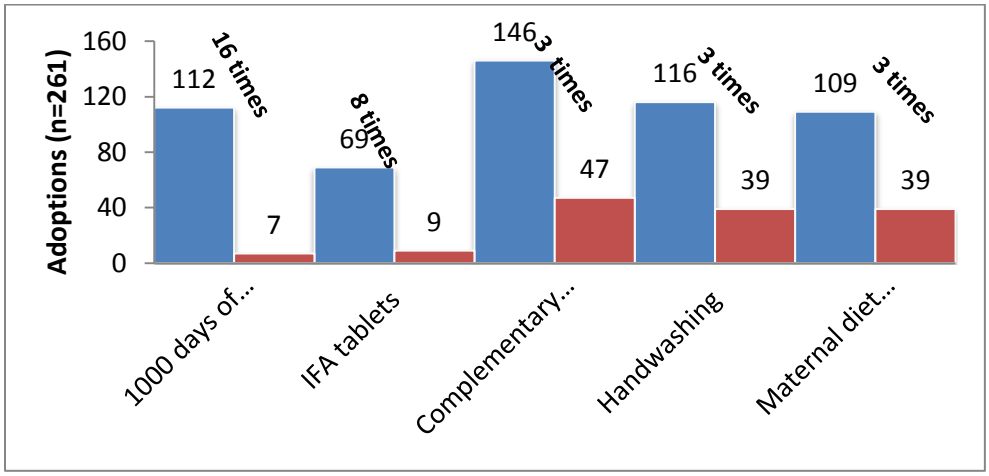
Costs ($)



Costs

	Program Cost / Pilot	Project Cost / Steady State
Cost per view	$15	$ 2
Cost per adoption	$30	$ 4

Outcomes: DG approach



Limitations

- Cost data unavailable for control site
- Solution: Conduct Marginal CEA
- Cost on Personnel time: from Recall

Recommendations on

- Buy in
- Comparison
- Comparability

Thanks

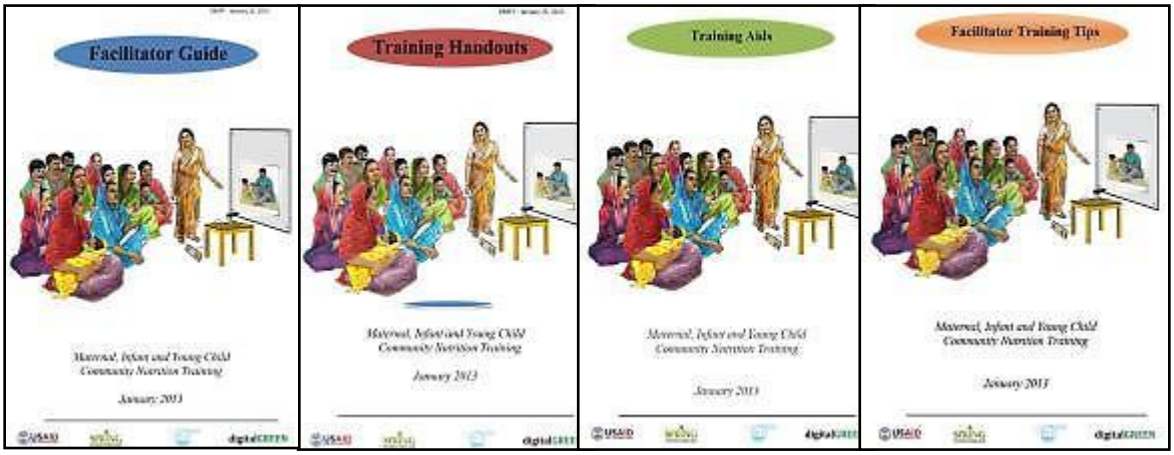
10.1.3 SPRING/Digital Green Collaborative Approach for Nutrition: Pilot and Feasibility Study Results

By Kristina Beall, SPRING

Objectives of the partnership

- To **adapt** the Digital Green/VARRAT community based video model currently used for promoting new or improved agricultural practices for the promotion of nutrition and hygiene behaviors.
- To **test the feasibility** of the adapted model, to document results, and (if successful) to make recommendations about how to take the model to scale.

2-Day Nutrition Training Package



The *Maternal, Infant and Young Child Community Nutrition Training* was held in Keonjhar, for 98 AWWs, ASHAs & the VARRAT video production & dissemination teams working in the 30 intervention villages.

Ten Priority Video Topics

1. Importance of hand washing with soap.
2. Importance of the first 1000 days.
3. Importance of IFA supplementation during adolescence and pregnancy.
4. Maternal diet and food taboos.
5. Maternal workload during pregnancy.
6. Importance of exclusive breastfeeding.
7. Managing exclusive breastfeeding by working mother.
8. Introduction of complementary food for the baby after six months.

9. Age appropriate complementary feeding for babies from 6 to 24 months.
10. Importance of eating a diverse diet.

Feasibility Study Objectives and Methods

- Examine the program processes related to production and dissemination of MIYCN videos using the Digital Green platform.
- Assess retention, trial and diffusion of the MIYCN messages.
- Using mixed method approaches -
  - Program personnel
  - SHG members
  - Mother-in-law
  - Husbands
  - Anganwadi workers (AWW) and ASHA
  - Protagonists

Results: Uptake

- High demand and acceptability -
  - One of the main sources of nutrition related information.
  - CSP are trusted sources of MIYCN related information.
  - Mother-in-law and husbands are supportive.
  - ASHA and AWW value the videos as refresher training and as job aids.
- Some indications of trial and diffusion
  - ASHA and AWW report tentative changes in behavior.

  Hand washing and IFA were most reported as practiced and messages promoted.

Results: Program processes

Agriculture	Nutrition
• Demand driven content • Tangible topics where people can see crops grow or fail • Centered around economic determinants • Capacity exists	• Content identification & storyboarding requires more technical support • Abstract concepts you can't see • Centered around socio-cultural determinants • Makes messaging more complex • More complicated environment for lighting, audio & voice modulation • More scripted conversations rather than organic demonstrations

Lessons Learned

Improving the Approach

- Increasing support & training for CSPs/CRPs.
  - Regular contact with health workers in order to facilitate further knowledge transfer.
- Adoption verifications–need further study
- Content and Sequencing
  - Conceptual/abstract videos were less understood than more concrete demonstrations.

  - Iterative process of content creation – occurring?
- Ensure no supply-chain availability issues when promoting products and services.
- Continue pro-active engagement with the system.
- Videos need to be more responsive to the context
  - Food system
  - Sociocultural issues that hinder behavior change
- The SHGs and social institutions need to be mobilized
  - Improve their capacity to enable change
  - Champion for the cause

THANK YOU!

10.1.4 PATH Digital Public Health

by Michelle Desmond, PATH

PATH's Projecting Health* Approach: Revolutionizing Behavior Change Communication

Goal: To empower communities to share healthy practices through an innovative, evidence-based, locally driven approach for low-cost video production and dissemination.

a) Building on Partnerships: The Digital Green Agriculture Model

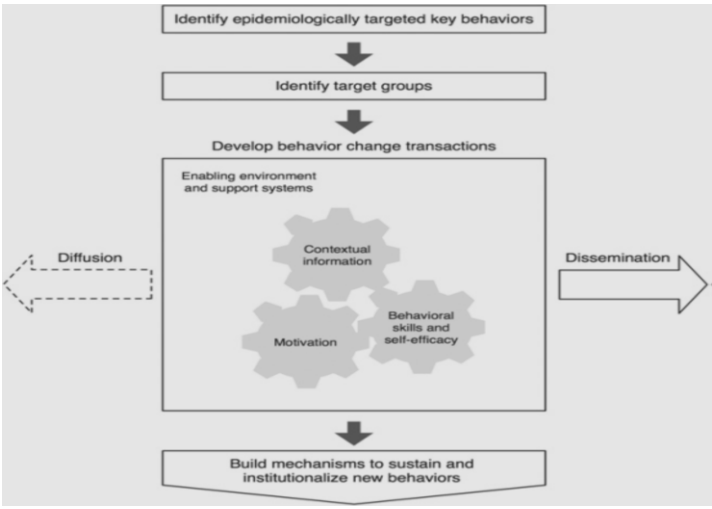
Digital Green pioneered a video-based education model for agriculture

- Content created and presented by the community
- Focus on sharing best practices in agriculture
- Enabled by low-cost consumer digital video technology
- Scaled-up through the Indian Government

b) Projecting Health Model

Identifying a need

Managing behavior change: the ideal pathway



Social and Behavior Change Communication (SBCC)

- Traditional SBCC Tools
  - Printed materials, media campaigns, inter-personal communication with health workers
  - Lack of community engagement and ownership
  - SBCC messages are often generic and not tailored to the local context
- From Global to Local
  - Balance of community perspectives with scientific evidence
- Community Participation
  - Evidence-based interventions are promoted through messages that are specific and appropriate for the community.
  - Facilitated group meetings encourage discussion, sharing, and reflection.
  - Group dialogues are used to engage key influencers and address social norms, in addition to reaching the key audience.

PATH adapting a model: From agriculture to health

- Leverage similarities between agriculture and health
  - Importance of community based programs
  - Value of community created content
  - Many health topics relate to livelihood
- Filling a gap
  - Focused education on more challenging practices

Projecting Health: Adhering to a Model

- Components of the PH model:
  - Ensure community-led video production; locally created, locally disseminated
  - Engage the communities using existing communication structures
  - Establish a Community Advisory Board (CAB) to guide and support implementation of the model

  - Develop video-based messages adapted to local health needs
  - Build the capacity of community health workers to enhance the quality of message delivery
  - Document and disseminate key learning from model implementation
- Core requirements for implementation
  - Standardized quality control systems across programs/regions
  - Community partners and support infrastructure in place
  - Community engagement ensured (community advisory board)
  - Rigorous M&E systems established

Projecting Health

- Partners
  - PH is community driven through local partners, such as relevant government departments, CBOs/NGOs and a Community Advisory Board (CAB).
- Community
  - PH develops community led, locally produced, expertly vetted videos based on identification of locally relevant topics, key messages vetted by experts, story board and video reviewed and approved by CAB.
- Dissemination package
  - Digital public health video dissemination is integrated into ongoing comprehensive discussion, by mentored community health workers utilizing existing community health programs (e.g. Mothers' Groups, Village Health & Nutrition Days).
- Monitoring and evaluation
  - PH ensures a structured & rigorous monitoring and evaluation, to track and link messages to uptake of practices.
- Quality assurance
  - PH ensures quality assurance through engaging community stakeholders and establishing core standard operating procedures.

The Projecting Health community engagement model

- Project:
  - Started July 2012
  - Raebareli District, Uttar Pradesh, India
  - Local partners, Gramin Vikas Sanstham (GVS) and Nehru Yuva Sangathan Tisi (NYST)

Monitoring and evaluation

Impact study

- Key outcomes of interest
  - Process indicators
  - ASHA performance/capacity
  - Health outcomes and service utilization
  - Knowledge retention
  - Practice uptake associated with key messages

Project goal: To generate evidence on Digital Public Health as a new model for community-driven behavior change communication for maternal/neonatal health issues in a targeted region in India

Objective 1: Strengthen capacity of community based support through DPH messaging

Objective 2: Expand the concept of integrating DPH model into a community support program

Objective 3: Increase maternal awareness, knowledge and behaviors on key MNH practices from method of messaging

Example videos produced to date can be seen from the website:

http://www.youtube.com/channel/UCiqD5JM97I0NYNwd2KCwCwQ

Project status

	Block Name		
	Bachhrawan	**Khiro**	**Sareni**
Block population	133,811	137,722	155,559
Population of area	50,671	41,056	40,752
Gram panchayat	20	15	15
Villages	27	27	30
Mothers' groups	55	40	41
Village health and sanitation committees	20	15	15
Number of disseminations in 2013	1,250	947	
Number reached	18106	11941	
Home visits conducted	699	286	

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Thank you

10.1.5 Virtual training institute (VTI)- Scale – Quality - Impact

by Gulzar, Digital Green

Virtual Trainings

Why virtual trainings?

What we are doing?

a) Offline access

b) Human mediation

c) Online access

Big Picture

- Developing a global e-learning hub to build capacity of local resources to serve as community knowledge workers

Open house

- Feel Enabled, **Training Directorate**
- **E** trainings@digitalgreen.org
- **M** +91-8588936163

10.1.6 Rice hubs in Africa

by Myra Wopereis, Africa Rice

Annual consumption is increasing at and 5% Annual production growth rates is increasing: 3.2% at the end of the rice crisis in 2008 to 8.4% in 2013. However, production still falls far short of consumption.

Africa Rice Center

- 25 member states
- Offices in Benin, Cote d'Ivoire, Senegal, Sierra Leone, Liberia, Tanzania.
- Member of CGIAR consortium

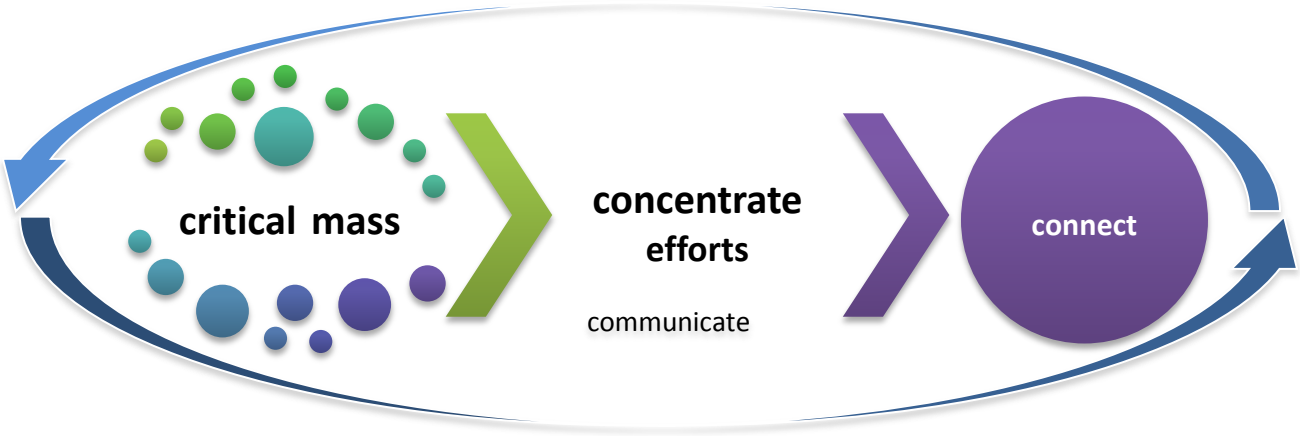
Strategic Plan to Boost Africa's Rice Sector

- **Critical challenge**: Enhance performance in production, processing and marketing
- **Opportunity:** Growing demand for rice as a preferred staple

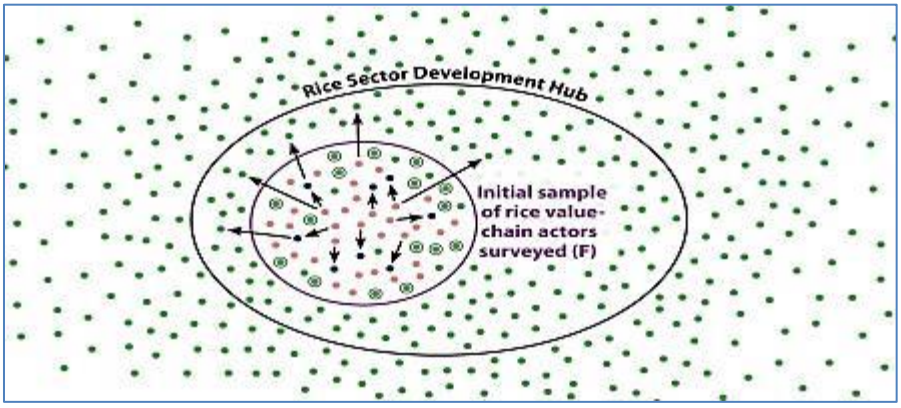
7 Priority areas

1. Genetic diversity and improvement
2. Yield gap closure, intensification and diversification
3. Sustainable expansion of rice areas
4. Rice value chain development
5. Policy and technology targeting
6. Rice sector development support
7. Capacity strengthening

Science for Impact



Dissemination and out-scaling in the hub and beyond

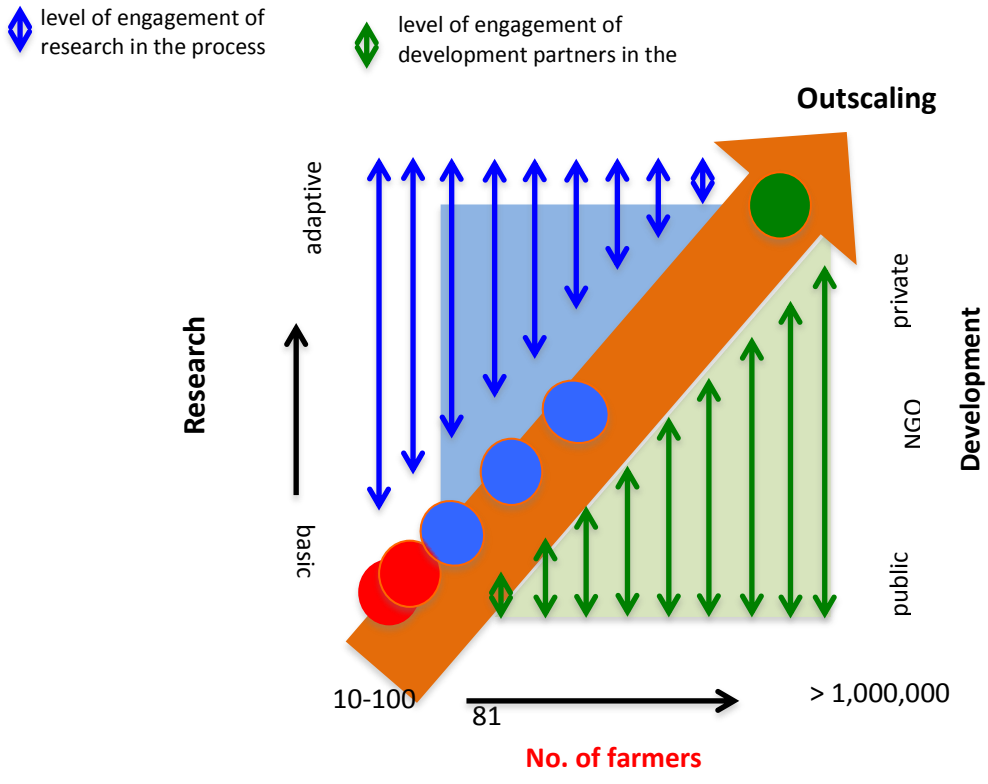


Key

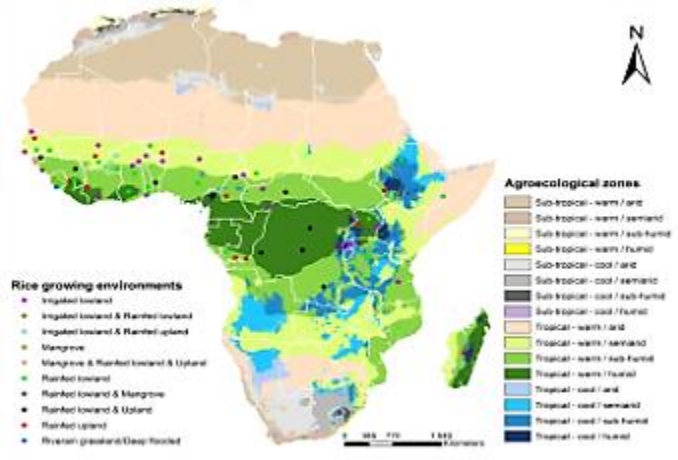
F: sample of value-chain actors for initial surveys

- N1: a subset of F
- N2: a subset of F, mutually exclusive of N1
- N3: all other value-chain actors in the Hub (not N1 & N2) & some from beyond the hub
- N0: a sample of actors involved in the initial survey, but neither N1 nor N2 – used as a control group

Outscaling

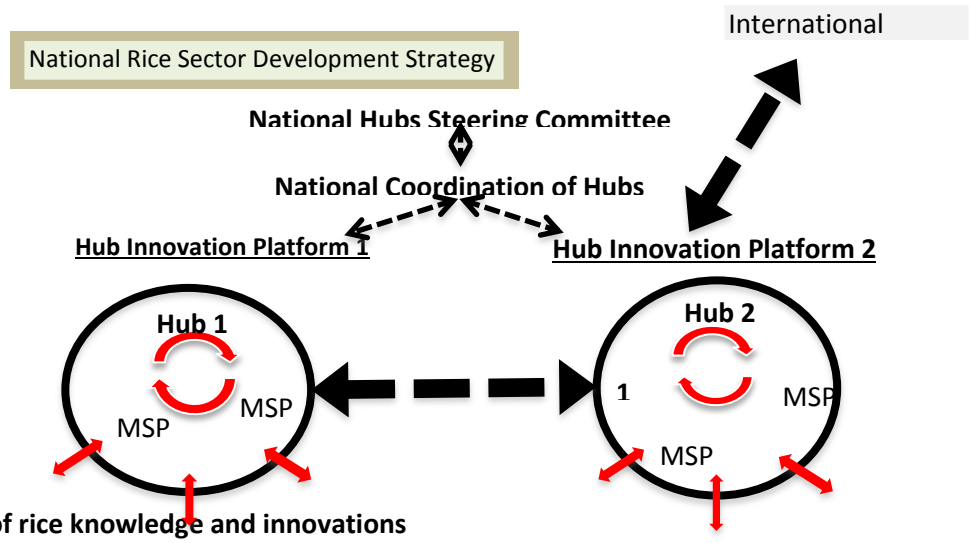


68 Hubs Selected in 24 countries

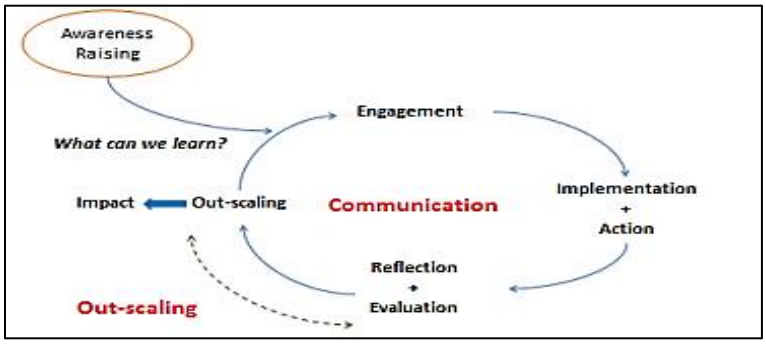


Development strategy

National Rice Sector Development Strategy

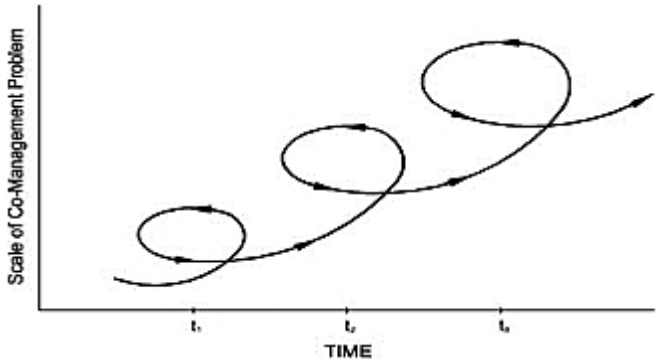


Co-creation of rice knowledge and innovations



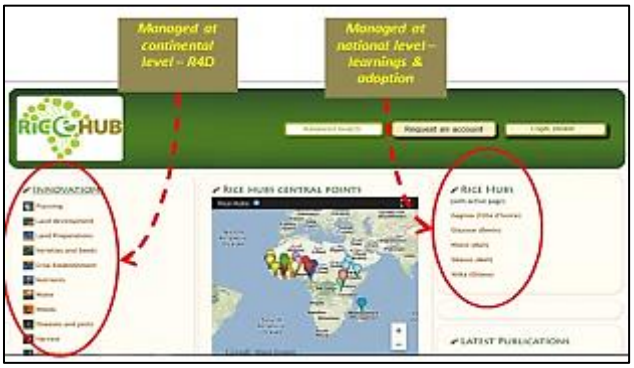
Out-scaling rice knowledge and innovations

'Learning-by-doing' results in increased levels of trust and the ability to tackle more complex problems, including *reflection on past experiences*.



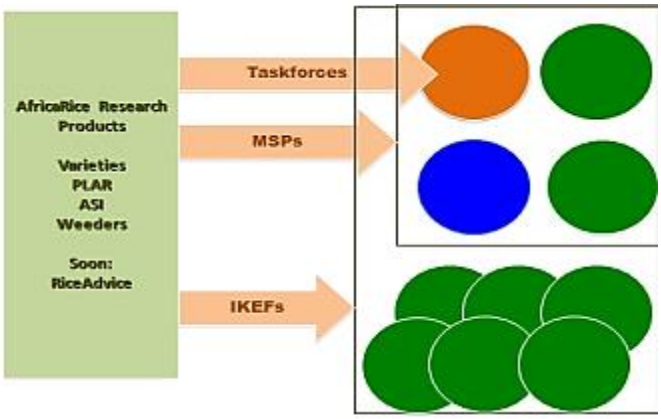
Source: "adaptive co-management" (Berkes 2009)

COP rice knowledge & innovations



Country pages

www.ricehub.org / Hub Fact Sheets



Farmer to farmer video

- Package of technologies filmed by professionals – translated in languages – universal use e.g. SMART-Valleys
- Farmer to farmer video – produced locally, taking into account local culture e.g. pilot in Volta region
  - Training on video production and dissemination
  - Tracking of technology adoption

Rice rural radio

- Audience assessment
- Joint rice radio design and programming
- Training of broadcaster
- Technical support from rice experts – linked with MSPs
- Real time technology adoption – F2F videos

In partnership with farm radio international and rural radio broadcasters

How do we outscale?

Tools	Pre-requisites	Advantages	Limitations
Internet	• Access + computer • Subscription costs • Understanding of software • Literacy	• Medium for all types of format of info. • Cross – border reach	• Bandwidth strength and reach
Video	• Production of videos for farmers • Equipment to show video • Skills to handle the video equipment	• Audio and visual explanation of technologies	• Geographic reach

Radio	• Local language • Regular and reliable information	• Wider spread of information • Greater number of farmers reached within region	• Translations of info • Airtime competition
Smart phone	• Access + smart phone • Subscription cost	• Personalized • Wider reach at national level	• Network coverage • Literacy

The Challenge

- No systematic means of storing information
- Scattered sources and formats
- African culture uses more oral communication than narratives
- Internet & electricity remains unstable in rural areas
- Shared understanding of hub and engagement of actors beyond research – empowering other actors
- Limited financial resources

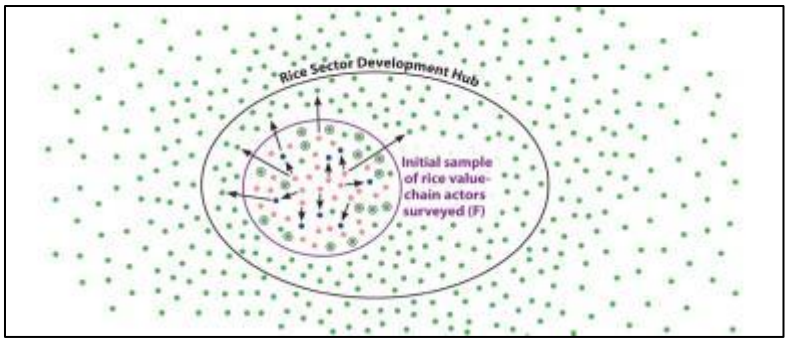
The Opportunities

- Spreading use of smart phone
- National partner's experience in multi-media for outreach
- Greater realization and investment in knowledge management for development
- Set of e-tools with decentralized management

Conclusion

- We can only succeed with
  - People with interest and skills to facilitate
  - Knowledge assets suited for different environments
  - Integrated tools of KM (radio, video, internet, phones, F2F interaction)

Dissemination and out-scaling in the hub and beyond



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Step 1	Step 2	Step 3	Step 4	Step 5
Diagnostic & baseline surveys – Involving a sizeable sample of farmers (F) from within the Hub. Results of surveys feed into action plan. On-station testing of previously untested technologies.	On-farm PLAR with N1 Technology/knowledge/institution 'exposure' to N2 Training of trainers	N1 & N2 adopt technologies at will Ex-post adoption and impact surveys Results of technology research and adoption surveys shared with DP	DP reach out to N3 both within outside the Hub at their own cost via training videos, radio, etc.	Ex-post impact assessment (to assess effectiveness of DP outreach).

10.1.7 iDe Ethiopia experience on DG approach

by Kebede Ayele, iDE

About iDE

- International NGO
- Founded in 1981 by Dr. Paul Polak
- Pioneered a market-based approach to smallholder farmers' Wealth Creation
- Comprises an IDE umbrella organization (Secretariat) and 2 NIOs (IDE-Canada & IDE-UK)
- Works in Asia, Africa and Latin America

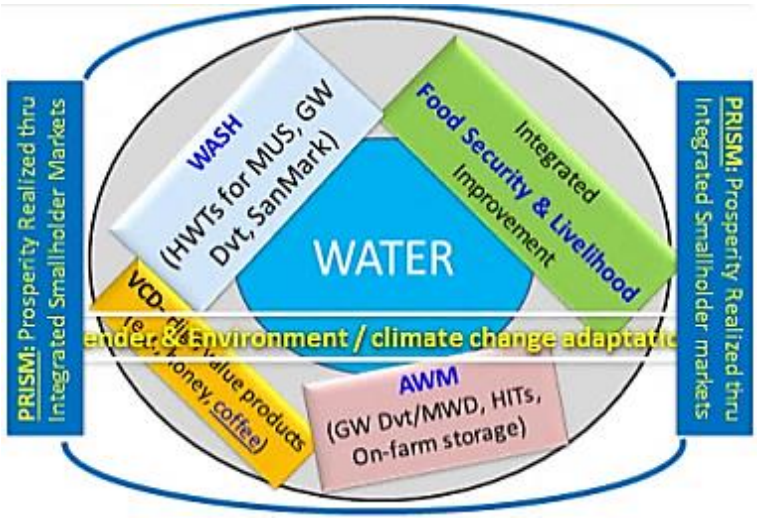
iDE Ethiopia

- Started in 2007
- Working in 4 regions with multiple projects
- Has 4 core thematic focus areas

Different initiatives are being implemented in different woredas:

- IRP: Innovation for Rural Prosperity (4 woredas) + ICT/DG
- SAFE: Sustainable Agriculture & Food Security Enhancement (5 woredas)
- WASH: Water Supply & SanMark (15 woredas)
- RPI: Rural Prosperity Initiatives (9 woredas)
- ABCD embedded agricultural Value chain (3 woredas) + ICT/DG

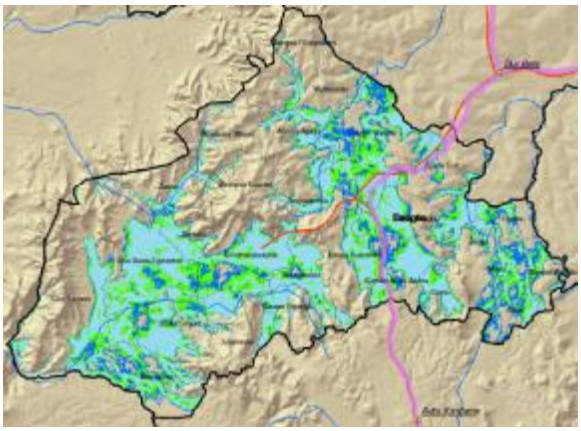
Core Thematic Focus Areas



a) Agricultural Water Management (dry season high value crop production & market access)

- Low-cost water access & control technologies - Pumps
- Manual well drilling

Groundwater assessment & mapping



Supply chain development

- Manufacturers training
- Wholesale / warehouse
- Retail
- Installers
- Access to finance
- Demonstrations
- Media
- CMF

Market Access: High value Crop Production

Market Access – facilitating the Linkages

- Marketing groups & cooperatives
- Collection centers / retail shops (pictures)
- Direct linkages with commercial enterprises & institutions (traders, wholesalers, processors, hotels, universities, hospitals and supermarkets)
- Market Information
- Contract farming

Constraints: Information, transport, mistrust between producers & traders/business people, not honoring contracts.

b) Food Security / Integrated Livelihood Improvement

Results & Impacts

- Scale: Over 75,000 rural households (525,000 people)
- Income: $37.5mn
- Cost-effectiveness: 5.00

c) iDE Ethiopia Experience: Digital Video Facilitated Extension & Social Marketing

The History

- Learning visit to iDE Ethiopia program (February 2011)
- Learning visit to India- PRADAN & DG programs (July 2011)
- iDE Staff training - India
- Staff training - Ethiopia

Implementation: Geographic location & objective

- Piloted in 2 woredas for 6 months in 2012
- Further piloting & expansion in 9 more woredas (2013/14): Pilot woredas- Rift valley (2), Expansion woredas- Highland (4), and Expansion woredas- Highland (5/3)

- Objective:
  - To enhance effectiveness of promotion/marketing technologies and extension messages
  - To increase adoption rate of technologies and improved agronomic practices

Implementation: Strategies

- Integrated into existing AWM project
- Use of producer-marketing groups (PMGs) for dissemination
- Roles:
  - iDE/ICT staff (1 Coordinator & 3 VPOs) - video recording, data management & reporting
  - Community Marketing Agents (CMAs) – video dissemination & adoption reporting roles
  - iDE Field Officers – group formation, support to CMAs & adoption follow up
  - Topic selection- FOs, CMAs, SMS (iDE & Govt.)

Implementation: Achievements

- 4583 farmers (viewers) reached with promotional & extension messages
- 1585 farmers adopted new technologies / improved practices
- Adoption or conversion rate increased from 17% to 35%

Key Challenges & Lessons

- Procurement of equipment (Camera & Pico projector) – unavailability, price increase, high tax & cumbersome customs procedures;
- Slow start up- due to slow procurement, time required to train staff and deepen understanding amongst all staff members (ICT + Field staff);
- Different context- what works well and smoothly in India does not necessarily do so in Ethiopia: e.g., longer time desired for watching video than the 8-10 minutes; lower population density & distance between villages (hence members) challenges reaching scale quickly;
- Group formation- members of PMGs were not necessarily homogeneous, the need to meet targets forced staff to overlook important group formation parameters, limitation of group formation skills by the staff;

Actions & Way forward

- Group development skills training for staff and group members (iDE/DG/Kabil partnership);
- Transforming PMGs (specific purpose oriented) to self-help groups (SHGs) of bigger roles & vision;
- Video topics and contents should be season-sensitive and relevant to the needs and contexts of the local communities;
- Use of CMAs & DAs for video dissemination where and as appropriate;
- Embedding DG/ICT in all iDE programs (AWM-people with access to water, Food Security/Livelihood improvement- people with no access to water, WASH)

Water-crop-livestock-market integration- **ICT to enhance this Integration**

Thank you!!

10.2 Annex 2: List of participants

The Effectiveness of ICT for Rural Development: Building a Digital Green Learning Community,

MARCH 6-7, 2014

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