

# Inclusive Digital Technology Design Toolkit: Practical guidance for Feed the Future activities

# Workbook





# Disclaimer

This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Athena Infonomics and do not necessarily reflect the views of USAID or the United States Government.

# Acknowledgements

The Inclusive Digital Technology Design Toolkit was produced by Athena Infonomics. We would like to extend our gratitude to Josh Woodard, Senior Digital Advisor at the USAID Bureau for Resilience, Environment, and Food Security who conceptualized, and was the USAID activity manager, for this Toolkit. We are also grateful to Andrea Falso and Juliet Terrill from the DAI Digital Frontiers team for their support throughout this project.

We would also like to extend our thanks to USAID's Inclusive Development Hub, which provided feedback and inputs to the Toolkit, as well as everyone who participated in the two user workshops which were held during the ideation and prototyping phases of the project.

Last but not least, we would like to thank all the individuals who contributed to the production of the report, including the main content contributors: Dr Emily Springer, Dr Mariette McCampbell, Mark Schoeman, Chloe Von Widdern, Ceri Scott, and Clemmie Borthwick; and support team including: Shruti Viswanathan, Anupama Ramaswamy, Niranjana Ramakrishnan, Gowri Varma, Shrija Dey, Jonathan McGrath, Michael Minkoff, and Tom Orrell.



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# Introduction

This workbook is a supplement to the Toolkit “Inclusive Digital Design Toolkit: Practical guidance for Feed the Future activities.” This workbook is designed to help Mission and implementing partner staff implement digital inclusion efforts in Feed the Future activities.

The workbook provides you with a full set of worksheets that you and your team can use to implement the activities that are presented in the Toolkit. We highly recommend that you first read the Toolkit itself, so that you understand the different concepts and frameworks that are presented in the Toolkit and that are also used in the activities in this workbook.

The workbook contains four sections, corresponding with the four modules in the Toolkit.

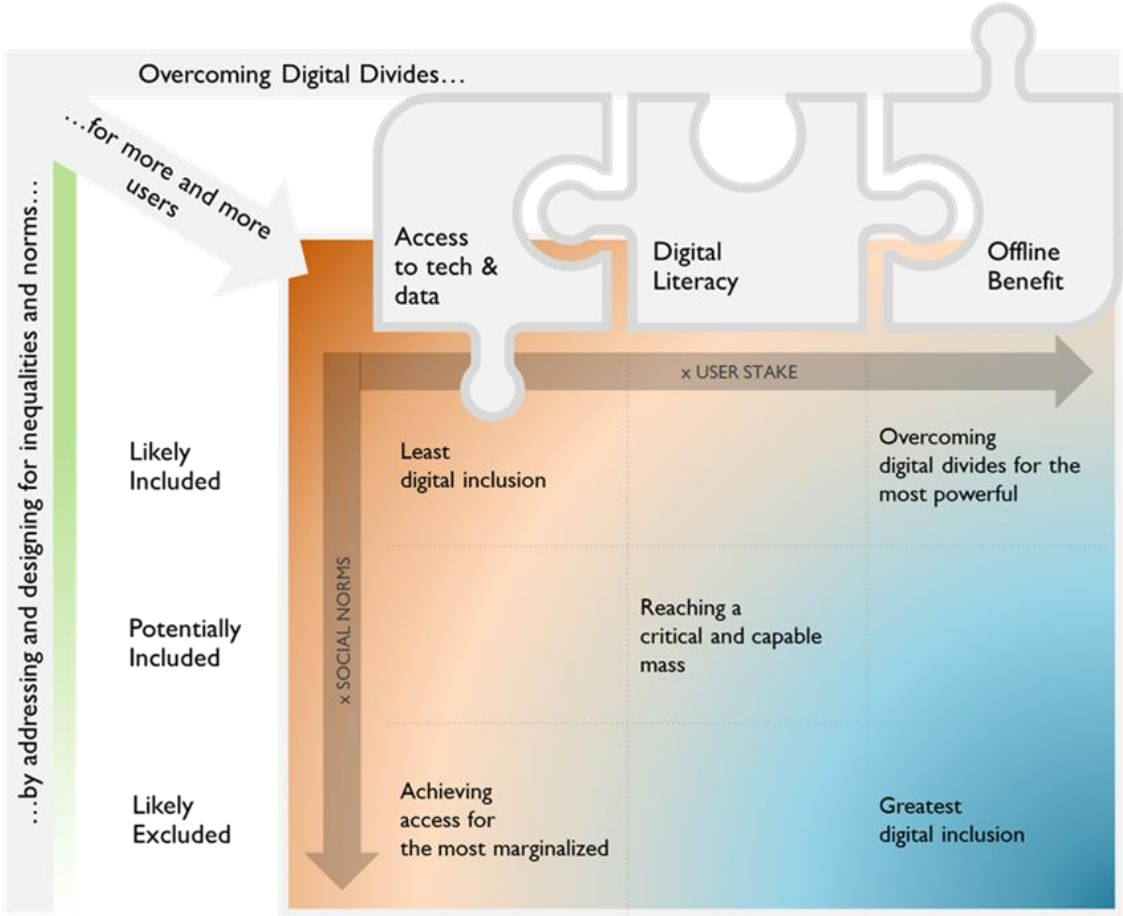
You can use the workbook in two different ways:

1. Fill in the activities as part of your learning journey while you are reading the Toolkit. In this case you can build on your past and current experiences with FTF activities or use the different case studies in the Toolkit (especially the long cases presented in [Module 4](#)) to complete the exercises.
2. Conduct the activities with your team—preferably during activity design or start up or to galvanize rapid learning during implementation. Depending on your specific interests you may do this with only Mission staff, or Mission staff + implementing partners. Additionally, some of the activities can be completed in a participatory or co-creation process with activity participants (Module 2 activities in particular).

You can fill the activities digitally or print the worksheets and use them offline. If this an FTF activity team effort, consider organizing a half or full day interactive workshop to get the most out of your efforts and drive alignment for digital inclusion across the team.



Figure 1: The Intersectional Digital Inclusion Framework





# Module 1 Activities

## Activity 1.1: How have you overcome digital divides?

At some point(s) in your life, you likely had to overcome digital divides related to your access to digital technologies, digital literacy, and the offline benefits resulting from your use of digital technologies. But have you ever thought about how this happened? In Module 1 of the Toolkit we've demonstrated how access, digital literacy, and offline benefits reinforce and support one another. In this activity you will break down how this occurred in your own life by answering the following questions:

1. What was your very first interaction with a mobile phone or a computer? Consider how that came to be, how you became aware of the tech, what potential benefits were clear to you, and if relevant, who paid for or subsidized your access.

2. How were you able to build your comfort with the phone/computer? Consider if someone else provided for you in any way for you to have the time to build your comfort, practice, and gain fluency.

3. Did you experience any language barriers on the internet? If yes, how did this affect your use of the internet?



4. What was the first benefit you received from using the internet? Consider social, financial, education, and/or recreational benefits.

5. Today, what are the ongoing benefits you receive from digital engagement? In what areas do you continue to learn (strengthen digital literacy) to keep up with technological advances?



## Activity 1.2: What's your intersectional identity?

Have you ever walked into a situation where you observed that someone was treating you based on how they perceive your gender, race, social class, etc.? In [Module 1](#) of the Toolkit, we've reviewed the concept of intersectionality, let's apply it to your own life and opportunities or challenges by answering the following questions:

Figure 2: Dimensions of Intersectionality

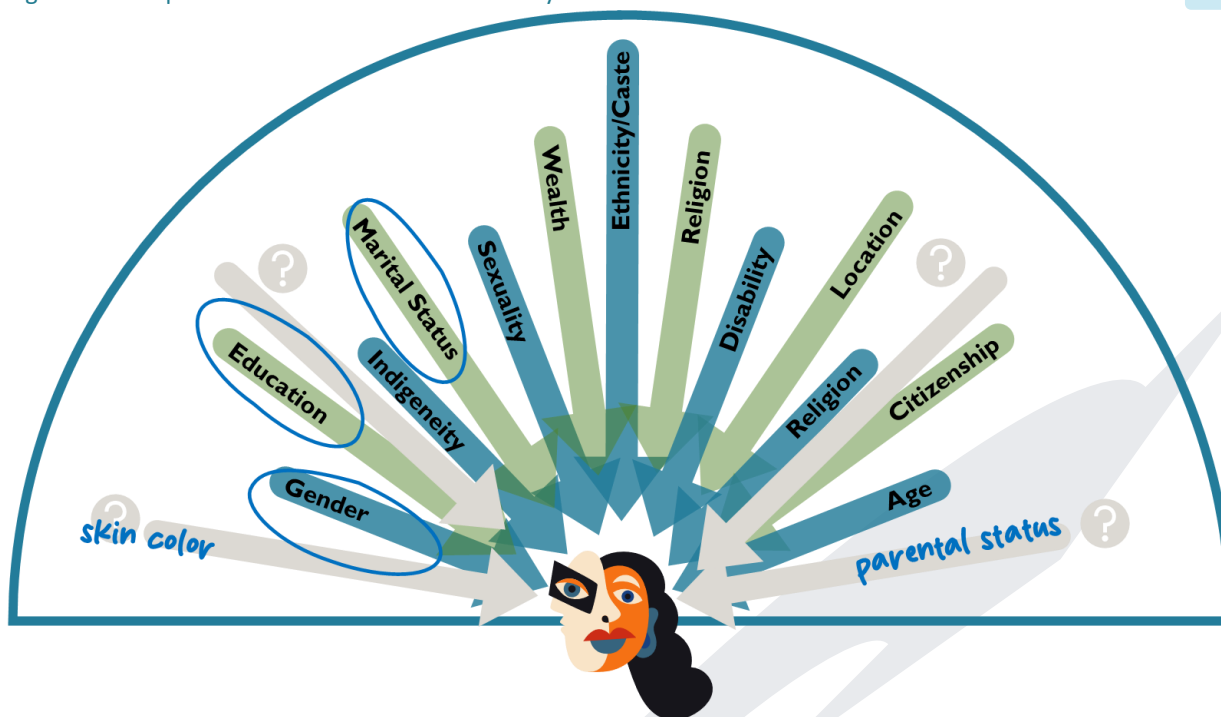


*Tip: You can use the below graphic to get inspired about intersectional dimensions that may play a role in your life. Don't feel shy to change or add dimensions depending on what is relevant for you as an individual person.*





Figure 3: Example - Dimensions of Intersectionality



1. Are there any dimensions missing from the Intersectionality Wheel that are relevant to your intersectional identity (beyond gender, age, sexuality, indigeneity, education, etc.)? Please add them on the blank arrows in the wheel.

**Hint:** Have a look at this [glossary](#) in the Toolkit as a resource to consider which dimensions apply to you.

2. Reflecting on your life experiences, which *combinations* of dimensions have had the most impact on altering your opportunities, either positively, negatively, or both?



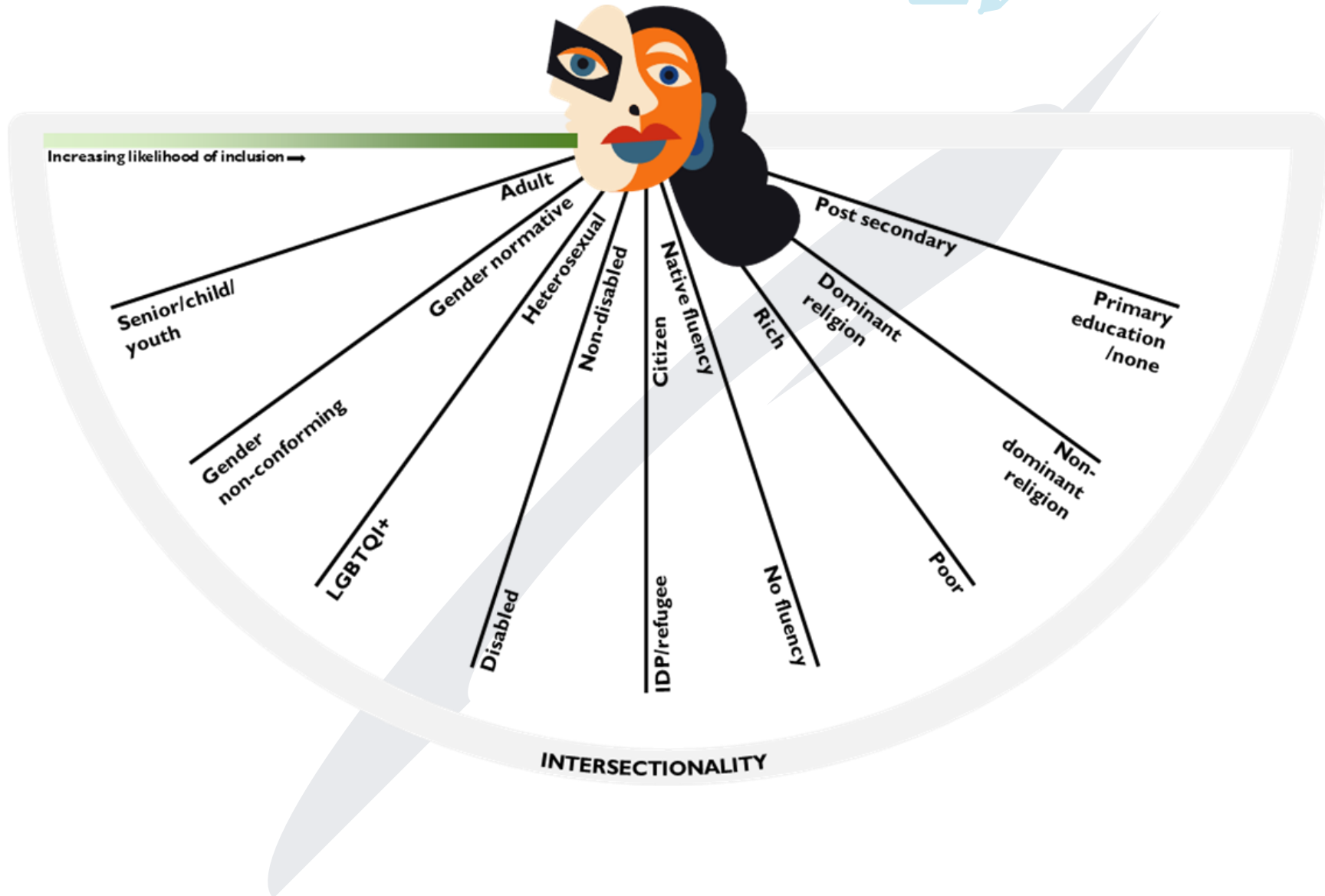
Please see the example below to help guide your answer.

*In life and work I get opportunities because I am a white person from a Western country who is highly educated. Being a woman, I sometimes experience that I am treated different from than men. I also added parental status because I find that this, together with marital/relationship status (I am single) affects my position in society the most.*

### **Activity 1.3: How does your intersectionality identity influence your opportunities?**

Consider how intersectionality has influenced your life opportunities, or lack thereof. Have you ever had an interaction with another person where they treated you based on how they perceive your gender, race, social class, etc.? Pause and reflect on how your intersectional identity has influenced your life pathway over time. Next, have a look at the figure below and identify your position on different intersectional dimensions and what these say about your likelihood to be included or excluded as a person.

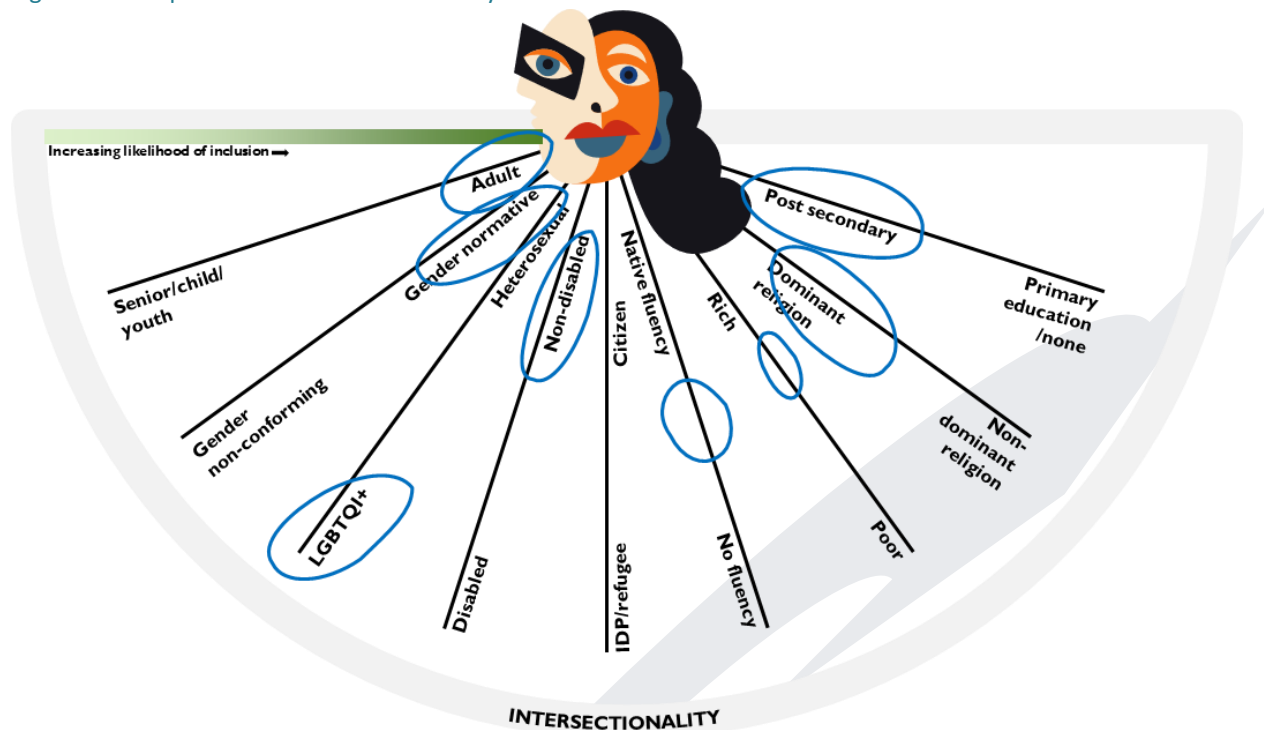
Figure 4: Likelihood of Inclusion by Intersectional Dimension





Please see the example below to help guide your answer.

Figure 5: Example - Likelihood of Inclusion by Intersectional Dimension



1. Can you recall a time in your life when you received a positive benefit because of how someone else perceived and treated you?

Example

Local staff perceive me as a white man with a degree from a prestigious university and will say 'yes' to almost any request that I make, so I get things done very easily.

Now, fill in your answer.



- Do you believe that you would be perceived or treated the same if you held different positions on the same or other intersectional dimensions?

2. Can you remember a time in your life when you were denied an opportunity or access, or experienced physical or emotional harm because of how someone else perceived and treated you? For example, *“people struggle to know what pronoun to use for me because I dress in androgynous clothing and styling, so I think they just avoid talking to me or about me.”*

- Do you think that you would be perceived or treated the same if you held different positions on the same or other intersectional dimensions?

Example

*I identify as gay and both I and my colleagues struggle with that because we work in a country where homosexuality is generally not (socially) accepted. I avoid telling people about it or talking about it in public with those who do know about my sexual identity.*

Now, fill in your answer.

3. Along each dimension, where do you place yourself in terms of privilege or marginalization? For example, in many societies, men are considered to have more privilege than women.

Mark your position for each intersectional dimension on the arrows of the wheel

**Hint: Closer to the center = more privileged, closer to the outer border = more marginalized.**

Example

*I placed myself in a privileged position for all dimensions except for my sexuality and proficiency in the local language. You can say that I am generally very privileged even though I identify as a gay person.*



Now, fill in your answer.

4. Now let's zoom in on your digital journey: How do you think that your intersectional identity has influenced your digital journey? In what ways do your intersectional identity, and the socioeconomic resources you hold, affect your access, digital literacy, and experience of offline benefits? For example, *"since my grandfather was part of the colonial government and settled in this country, the family acquired resources and my parents grew up with phones and therefore gave me one as a child. Now I'm a proficient user and I easily saved money to buy a smartphone."*
- How do you imagine that this digital journey might be different for other intersectional identities?

Example

*Since I grew up in a rich western country and a wealthy family, it was always easy for us to acquire the newest technologies. I got my first computer, laptop, and mobile phone at a young age from my parents and developed very good digital and programming skills. I notice that I am more comfortable with digital tech. than most people whom I know.*

Now, fill in your answer.



### Activity 1.4: Defining your own likelihood of digital inclusion.

If you had an opportunity to join an initiative on using a new (digital) tech product, would you be able to (re)organize your life to take advantage of the opportunity? Consider how your existing digital journey of the 6 As and how your empowerment as a producer (or potentially for you, it might be as a wage earner) enables you (or not) to take advantage of new opportunities by answering the following questions:

**Tip: Start by filling out the Inclusion Wheel for yourself. Then repeat the exercise, putting yourself in the shoes of a program participant or, when possible, do the activity together with participants.**

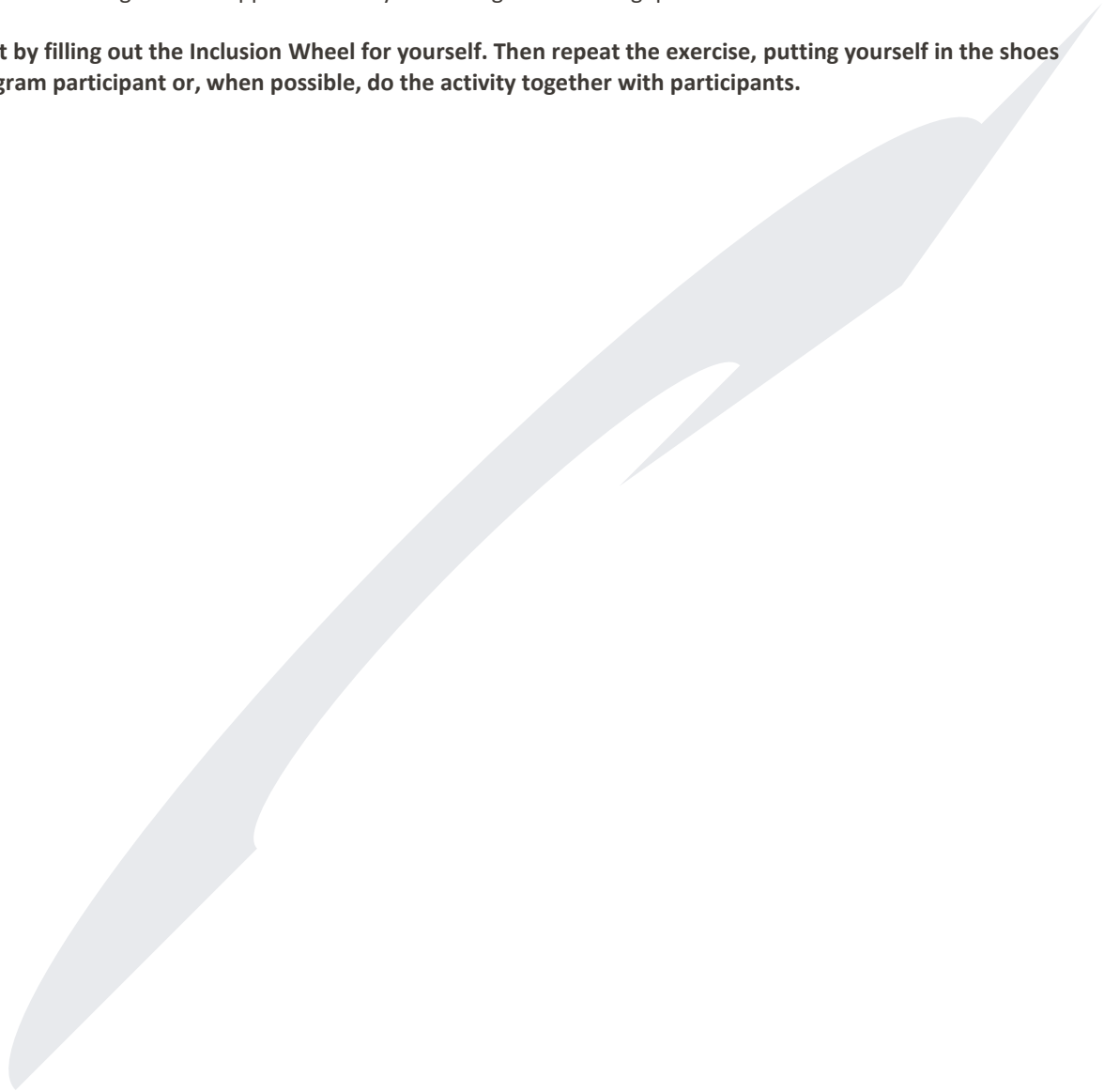
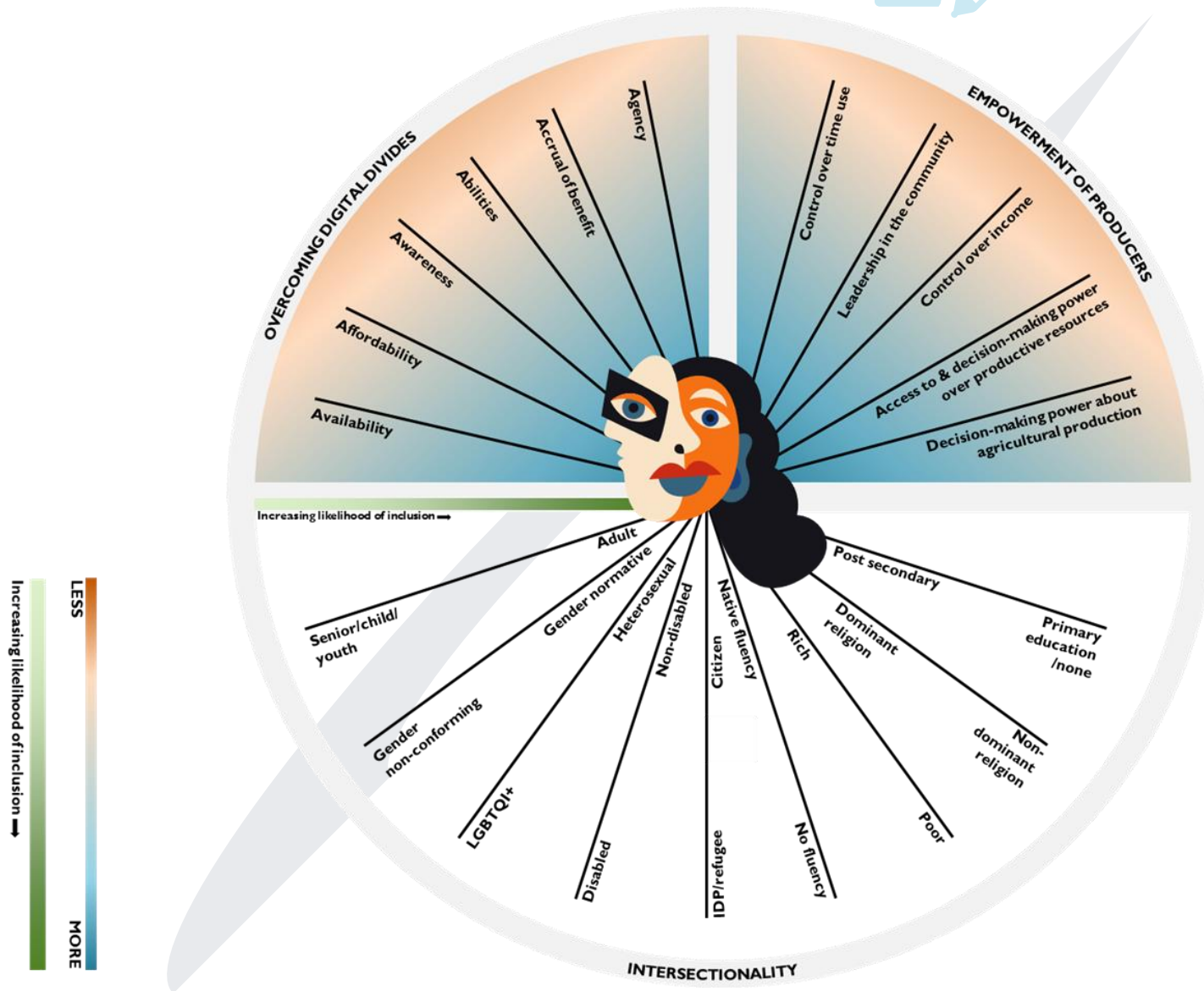


Figure 6: Inclusion Wheel







1. Fill out the Inclusion Wheel for yourself, this time considering the digital divide and empowerment of participants (as best as you can adapt for your context). Use Figure 1.3 to draw a circle around or shade in where you place yourself in each dimension, assessing how your varying locations create your likelihood of inclusion.
2. Taking a broad view of your many different positions (some privileged, others marginalized), are you likely to be included, potentially included, or excluded from a digital initiative? Why and how did that come to be in your life?

Example

*I filled the wheel for a female program participant. When I look at the intersectional dimensions alone, I think that this woman is likely included. But observing her experienced digital divides and empowerment, I also recognize that the reality may be that she is likely excluded when it comes to digital literacy and truly benefiting from our program.*

Now, fill in your answer.

3. How might this be different for the participants that you have worked with over your career?

Example

*If this were a male participant, the positions would have been different, especially for empowerment and for divides such as affordability and awareness.*



Now, fill in your answer.





## Activity 1.5: Analyzing users from an intersectional and inclusion perspective.

Throughout the Toolkit there is a lot of emphasis on empathizing with activity participants as potential users of digital technologies. Personas are one useful way to do this and -for example- allow you to gain better understandability about intersectional dimensions, social norms, and agency affect your participant's likelihood of inclusion.

Carefully read the five user personas below that we have included as examples for you to use in this activity.

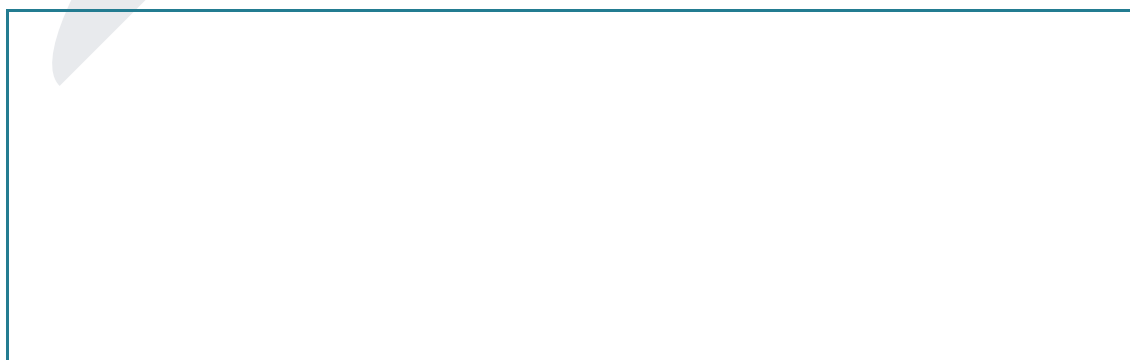
1. In each persona, what are the different dimensions of intersectionality that are at play?



2. In each persona, what is the role of social norms?



3. Across all personas, which users demonstrate agency?





4. Across all personas, which users face digital literacy challenges?

5. Across all personas, which user's digital inclusion is exacerbating inequalities?

6. If you were to run a digital FTF activity:

- a. Who is most likely to be included without additional assistance?
- b. Who is potentially included and what might you need to do to include them?
- c. Who is likely excluded and what might you need to do to reach them?



Figure 7: Example User Personas



#### User Persona 4 – Beth

Beth is a 23-year-old woman who runs a successful agricultural inputs store in her town. Growing up in town meant that Beth was supported by her family to complete high school and reads and writes both her mother tongue and English very well. Beth comes from a conservative religious family and community, and they have been very skeptical of how young people are using technology, saying that it is disrupting their morals. Beth uses her smartphone for two key reasons. First, for connecting with suppliers and checking market prices as well as learning about new fertilizers and seed offerings. Second, she suspects that she is queer and does not feel comfortable talking with anyone in her community about it. Many people borrow her smartphone and she is very concerned that they will somehow find out that she is “different.” She knows she would be ostracized from her community, even though she has built a successful business here.



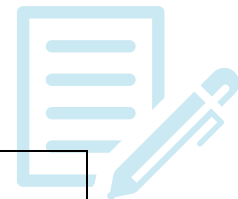
#### User Persona 3 - Ahmed

Ahmed is a 28-year-old literate landowner. Ahmed is part of the majority ethnic group who settled in the area long ago and his family owns a large parcel of land. Ahmed had polio as a child and is unable to walk easily, so his father gifted him part of their land to rent to tenant farmers. A few years ago, a family member sent him a smartphone from abroad. Being part of a cooperative, he sought guidance from the cooperative leader and learned smartphone functionalities over several afternoons while his wife made coffee. This newfound knowledge led him to discover mobile banking apps, saving him time from traveling to the bank, which is difficult for him. Sharing his new experiences with the smartphone, he connected with others in his community and became part of a farmer risk reduction initiative, supported by government deposits into his bank account. Despite not fully grasping the reasons behind it, Ahmed receives direct payments into his bank account when it does not rain much.



#### User Persona 2 – Makdi

Makdi, a 45-year-old literate small business owner, operates a successful dairy business in her rural community. Raised in rural poverty, her education was cut short because of safety concerns that she would be abducted for marriage on her way to school. After working as a domestic servant in the Middle East for seven years, she saved enough to start her own dairy farm. She reads and writes but it is challenging and takes her a long time, which she has plenty of since she is unmarried and has no children. Today, she manages 60 cows in her dairy business and uses her smartphone extensively. She participates in a Telegram group for dairy farmers, watches YouTube for farming insights, and coordinates feed orders. Recently, Makdi’s business suffered because neighbors, after seeing her talk on her phone and then seeing a man arrive and go into her house, led to unfounded rumors in her neighborhood, negatively affecting her dairy sales.



### **User Persona 1 - Elena**

Elena is a 50-year-old illiterate indigenous smallholder farmer in a remote village. She not only manages her farm but cooks all meals for her three children. She's part of a women's coffee collective, which is rare in this historically male-dominated industry. While her cooperative leader uses a smartphone for Facebook, Elena struggles with her feature phone. She seeks ways to enhance coffee quality, noticing male collectives receiving better prices. When she enquires about how this is achieved, they ridicule her, telling her she will not succeed as a woman and that coffee is not her business.



### **User Persona 0 - Tuki**

Tuki, a 45-year-old man living in a remote village. He is illiterate, from a low caste, and has no access to technology. His remote location further compounds his marginalization, as he faces limited opportunities for education and economic advancement. There is no paved road within 50 miles and no one in his community owns a phone. Only the children who have left the village have phones and when they visit they say the phones do not work. Tuki, along with the other men in the village, listens to football matches and music on the radio. He notices that his wife and her friends prefer to sing while they harvest or process crops and is surprised they aren't interested in hearing music.



# Module 2 Activities

## Activity 2.1: Identifying user groups in your FTF activity context:

Consider the agricultural producers, local SMEs, and other intermediaries who are the participants in an FTF activity that you are currently involved in.

1. Consider the individual producers and other actors within this community beyond their identity as agricultural producers or intermediaries - What other aspects of their identity would you like to consider when thinking about sub-groups within the larger group of producers?

**Tip: Think from the perspective of the dimensions of the Intersectionality Wheel and Inclusion wheel that you used in Module 1 activities 1.2-1.4 to construct your own intersectional identity.**

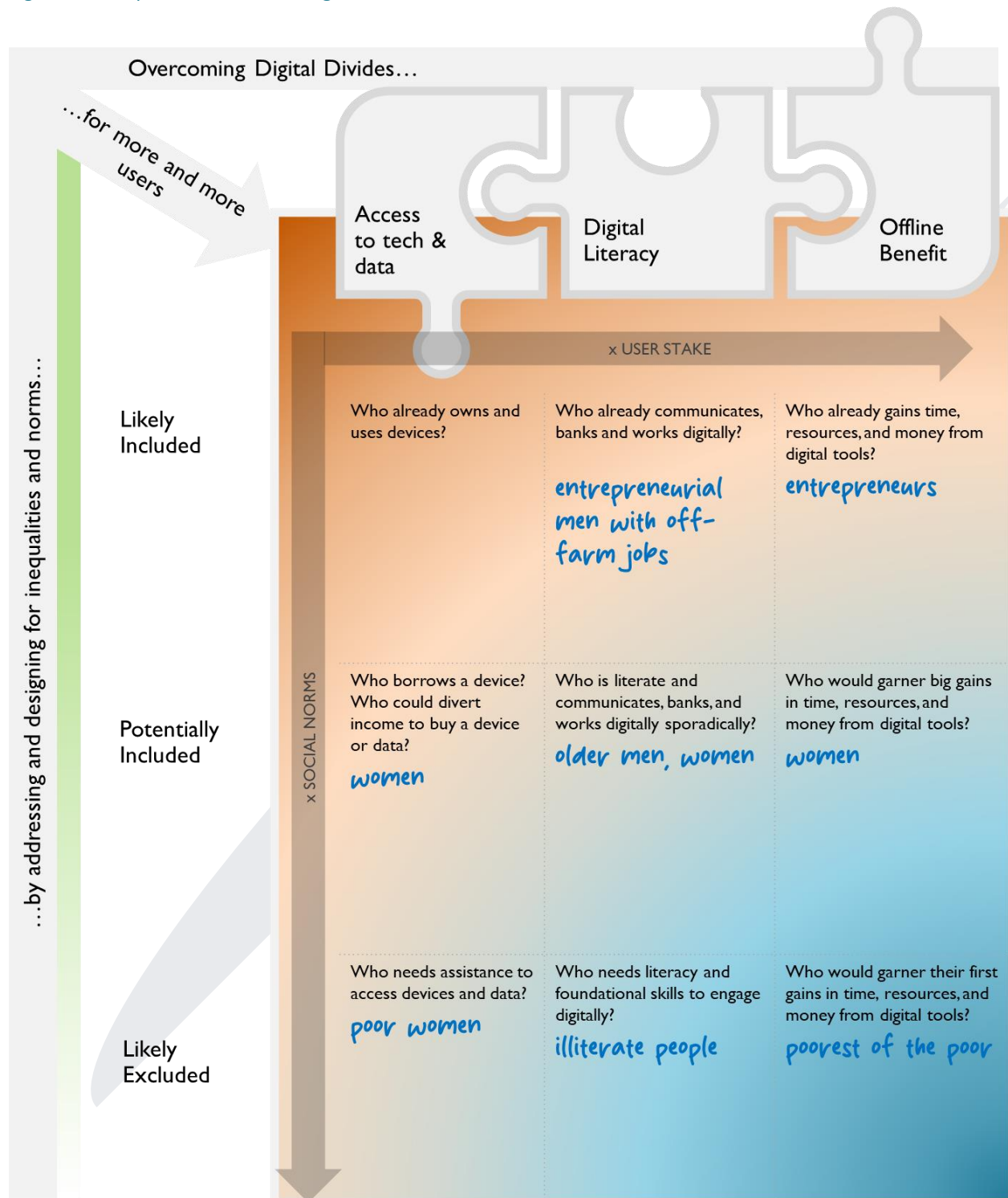
Example

*In my program the dimensions gender, age, wealth, (digital) education and language seem the most important + affordability and awareness and agency. The latter is, according to me, very important also for empowerment of the participant.*

Now, fill in your answer.



Figure 8: Example - Intersectional Digital Inclusion Framework for User Characterization

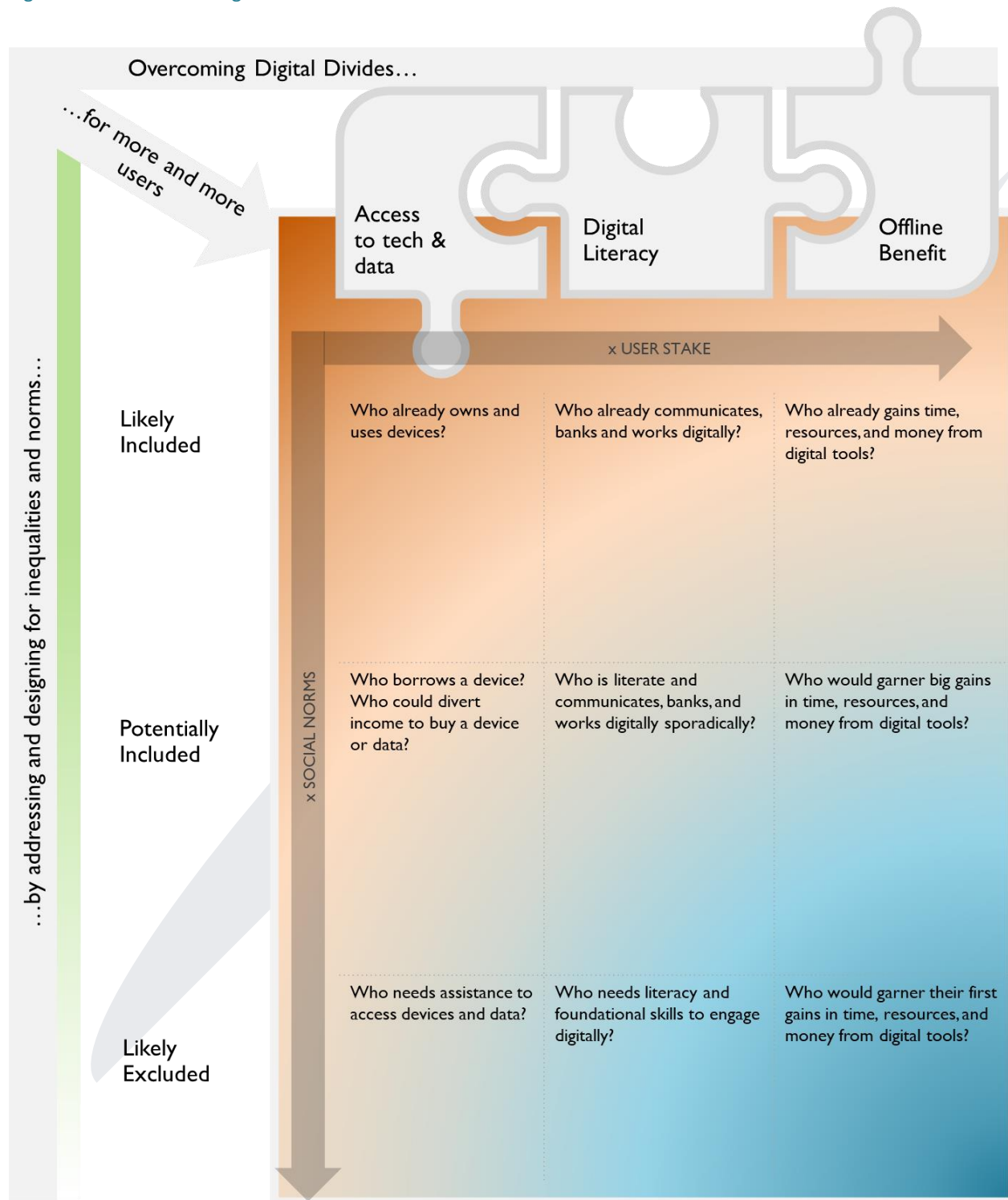






With guidance from the example above, fill in the framework as relevant to your activity.

Figure 9: Intersectional Digital Inclusion Framework for User Characterization





2. Looking at the sub-groups that you have identified: Based on your experiences from working with these participants, where do they currently stand in terms of their access to digital technologies, digital literacy, and offline benefits? You can use the questions in Figure 2.1 for guidance.

3. Utilize the Intersectional Digital Inclusion Framework in Figure 2.1 again (we included some examples in there for you) to map various sub-groups within your producer community into different quadrants. What are your observations? Any surprising outcomes in regard to likely included and likely excluded sub-groups?

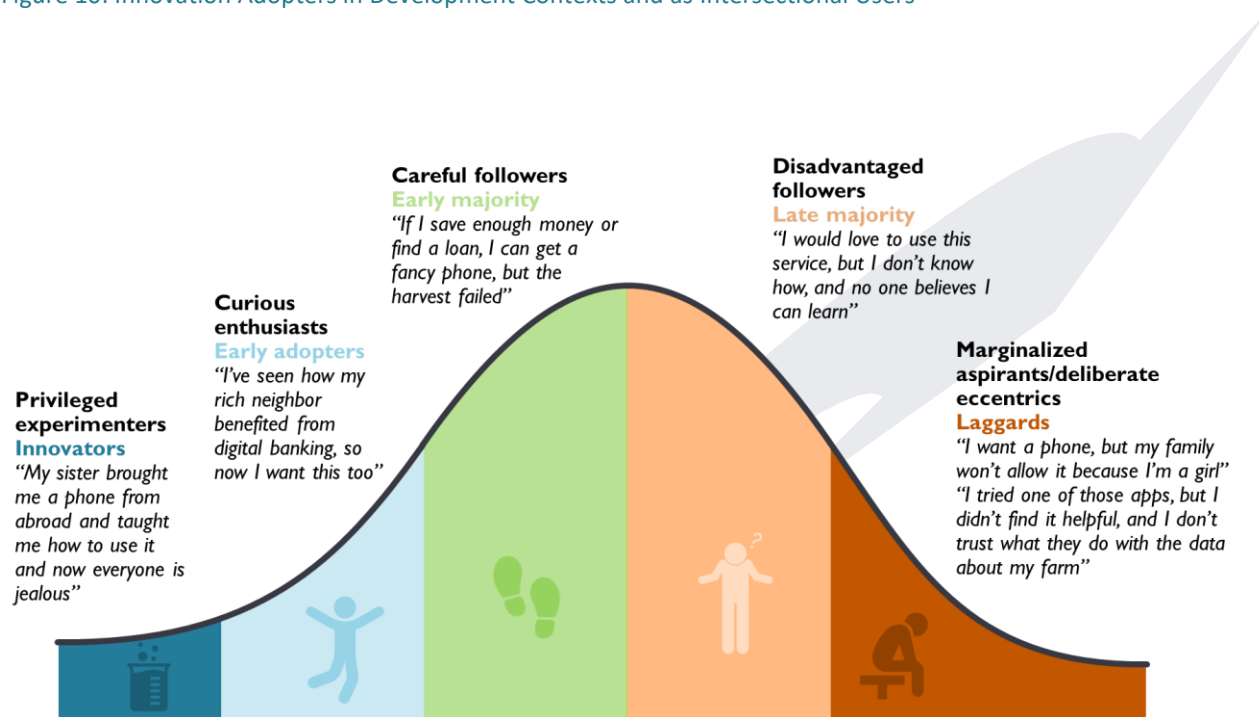
*I found it very interesting that women in my context are more divided over different quadrants than men. We need to find a way to deal with that diversity in our program.*



## Activity 2.3: Analyzing Personas through the Lens of Adopter Categories

In Module 2, we elaborate on the relation between adopter categories and intersectionality. Now, let's revisit the personas you created in Activity 2.2 for the participants that will potentially become end users in your FTF activity. Look at Figure 2.2 below, which provides a schematic overview of adopter categories in the context of digital development, and consider the following questions:

Figure 10: Innovation Adopters in Development Contexts and as Intersectional Users

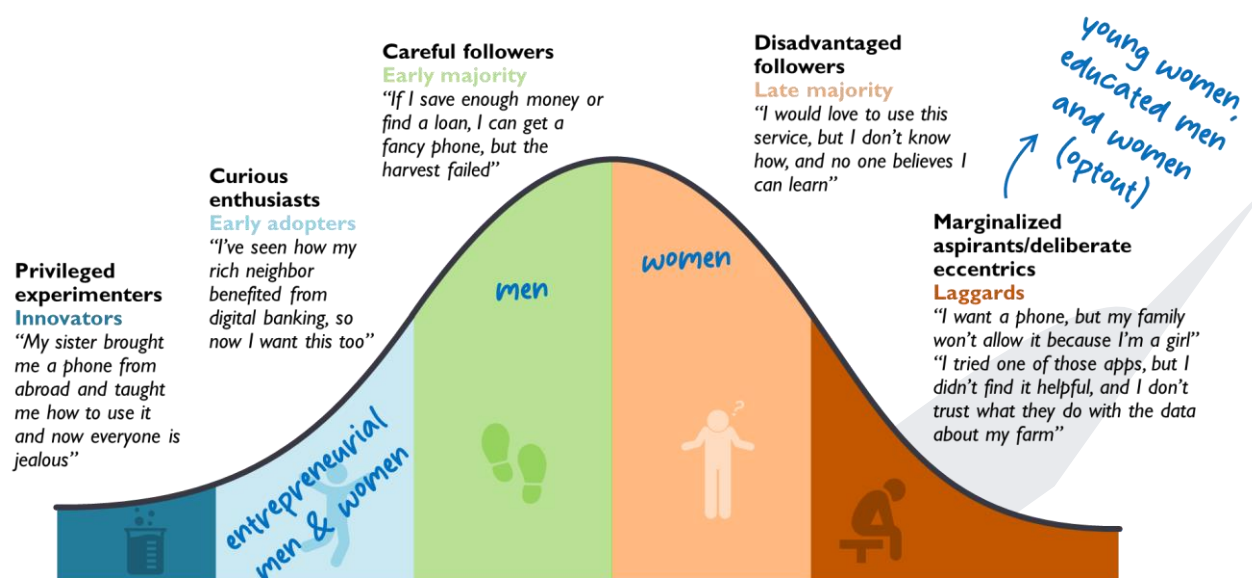


1. In which adopter category do your anticipated end users fall?

Please use the example below to help guide your answers.



Figure 11: Example: Innovation Adopters in Development Contexts and as Intersectional Users



2. What factors place them in that category? Consider the specific advantages and privileges of connected experimenters and privileged enthusiasts, as well as the barriers and challenges faced by the self-determined and disadvantaged followers, marginalized aspirants and deliberate opt outs.

Example

I think that the GAs are important determinants of their position as adopters + the dimensions such as gender, age, wealth, and education level.



Now, fill in your answer.

3. How does adoption differ among likely included, potentially included, and likely excluded user groups?

4. Can you think of features in a digital technology that could facilitate adoption among the disadvantaged followers, marginalized aspirants, and deliberate opt out groups, promoting their inclusion?



5. Have some end users intentionally chosen not to adopt digital technologies? If so, why? Is it critical that these users still become included? Can their reasons to reject or de-adopt digital technologies be addressed (e.g. think about changes in the technology's content, user experience, or offered benefits; terms of use; or assigning trusted (digitally-enabled) intermediaries)?

A large, empty rectangular box with a thin blue border, intended for a response to the question above. It is positioned below the question text.



## Activity 2.4: Assessing User Readiness for Planning a New Activity

Another concept that is explained in [Module 2](#) is User Readiness. Let's simplify the concept of user readiness in this exercise. We provide a set of specific questions that you can ask to and about potential users and the context in which you plan to use digital technologies. Depending on if you are already certain that there will be a digital intervention in your activity or not, these questions can serve as (part of) a baseline survey exercise (see [Module 3](#) to learn more about this).

For this activity, please keep empty sheets of paper as you and your team work through this together. We acknowledge that this exercise will require time and effort from you, but you can be certain that the results can provide you and your colleagues valuable insights and guidance for the design of a best-fit digital intervention.

**Tip: Consider integrating these questions in a scoping study or a baseline survey.**

Activity Goals	Awareness
<ol style="list-style-type: none"><li>1. What are the main objectives of this FTF activity?</li><li>2. Where and for what purpose do you intend to use digital technologies in this FTF activity?</li></ol>	<ol style="list-style-type: none"><li>3. Which devices are intended users acquainted with and actively using?</li><li>4. Which software and services are they aware of that they also believe could support them in their day-to-day life?</li><li>5. Which potential offline benefits of digital tools, such as improving production or business revenues, are they aware of?</li></ol>



## Availability and Affordability

<i>Infrastructure</i>	<i>Device</i>	<i>Services</i>
<p>6. Is there adequate telecom infrastructure where intended users reside? (including reliable data and/or broadband connectivity, and electricity for charging their devices)</p>	<p>7. How do potential users access the devices they are acquainted with, and afford their use? 8. Do they actually own the hardware, or do they rely on others to access a device? 9. What type of devices do they own and what is the condition of the device(s)? (e.g., cracked screen, missing buttons)</p>	<p>10. Are affordable data packages and airtime bundles available to potential end-users? 11. Which software do they already access and use? And in which format and language(s) are they offered? 12. Why and how do they use these applications? 13. Do they encounter any issues with the affordability of these services? 14. What are the top 5 most-used services among potential users? 15. Could affordability (over time) become an issue over time for potential users? If so, when would digital technologies become unaffordable? 16. How significant is the balance between supply (offered technology) and demand (offline benefits achieved), and how soon should benefits become apparent? (i.e. what level of financial risk can users take, and how much trust are they willing to place in sharing personal/household/farm/community data before gaining offline benefits?)</p>





## Ability

### *General Digital Literacy*

- 17. What is the overall digital literacy status of potential users?
- 18. Which types of technologies align with their literacy levels?
- 19. Are there any physical ability issues that might hinder users, like disabilities or specific physical characteristics?

### *Functional/Operational*

- 20. Can potential users use simple, feature, and/or smartphones for calls, SMS, USSD?
- 21. Do they know how to open apps, type, swipe, change phone settings, and access the internet?

### *Foundational*

- 22. Do they know how to navigate search engines?
- 23. Are they proficient in using communication channels, like social media and email?
- 24. Can they create content, such as documents?
- 25. Do they commonly use government e-services?



## Agency and Accrual of Benefits

	Safety	Community
26. What are local individuals or organizations who are digitally fluent?	<p>27. Do potential users grasp the concept of a digital footprint?</p> <p>28. Are they aware of user rights and the ability to change default settings (e.g., consent, opt out, reject cookies)?</p> <p>29. Do they know how to respond to a security breach effectively?</p> <p>30. What capacity-building activities could enhance the digital literacy of potential users?</p>	<p>31. What social opportunities do potential participants have to use digital technologies?</p> <p>32. What factors challenge their adoption and use? (e.g., consider social norms)</p> <p>33. How much agency, autonomy, and stake do they have to decide about resource allocation?</p> <p>34. Which other social factors may impact the offline benefits they can attain? (e.g., participation in extension meetings, membership in cooperatives or savings groups)</p> <p>35. What (de)motivates them to adopt digital technologies? Think about intrinsic motivations, (e.g., innovativeness, a desire to become wealthy) and extrinsic motivations (e.g., financial incentives, chances of social exclusion, or disincentives like fines or threat of social exclusion)</p>



## Activity 2.5: Is local knowledge considered?

By delving deeper into the inclusion of different types of knowledge, you can develop interventions that are not only inclusive in terms of users but also inclusive of local knowledge. Consult the section on inclusive knowledge in [Module 2](#) to learn more about this. This exercise is meant to make you think about the knowledge bases that your FTF activity adopts in a digital intervention.

**Tip:** This exercise works best for an FTF activity of which you know that it has or will have a digital intervention. If you cannot think of such an activity you can use the Digital Green case study in [Module 4](#) of the Toolkit as an example.)

1. What knowledge is included in the digital technology that is used in this activity?

2. Whose knowledge does this represent—local and experiential, scientific, or both?

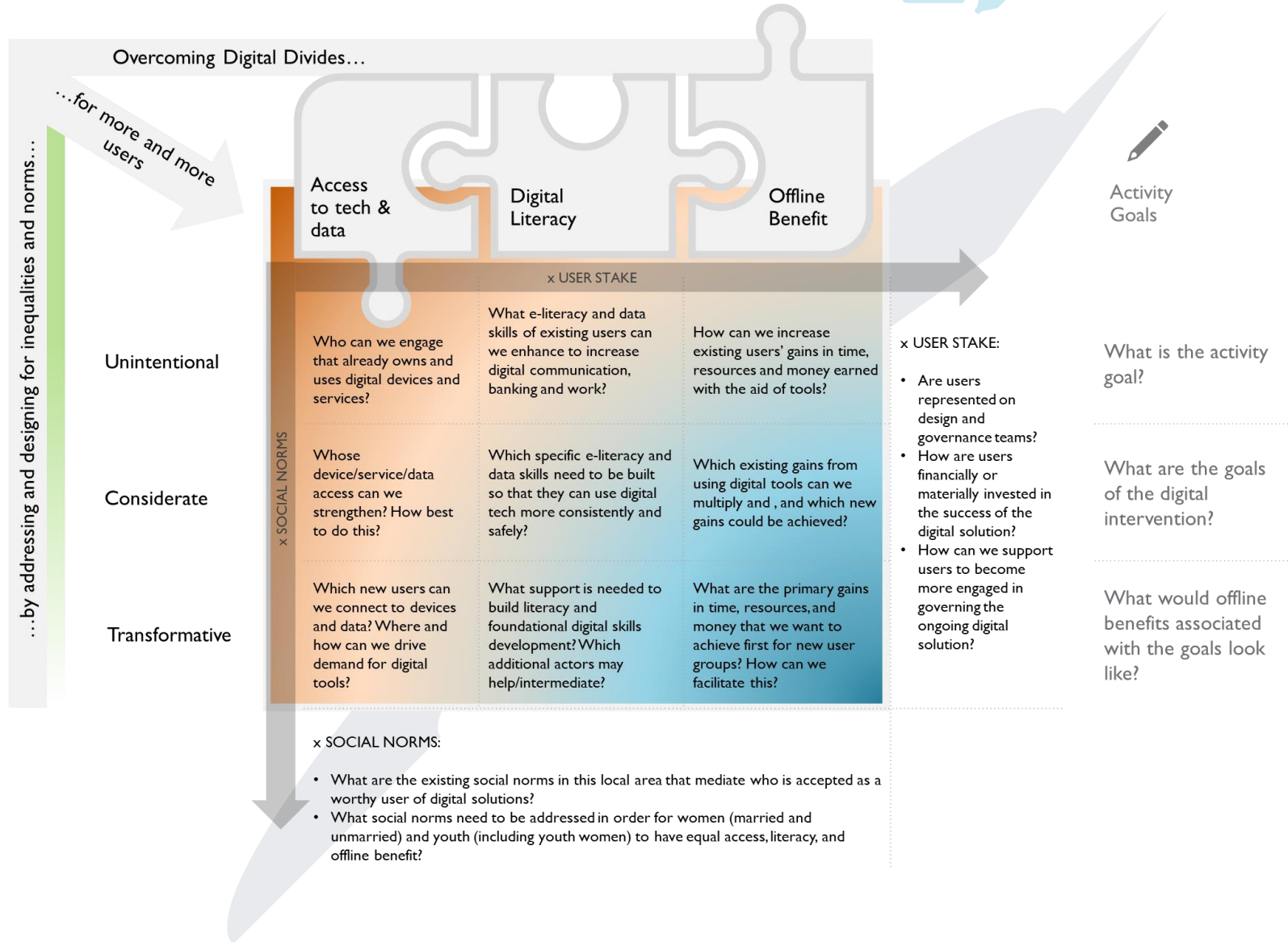
3. What other local, indigenous knowledge could be included, and why is it important that this happens?



4. What type of (food) system emerges from integrating knowledge from these different sources? Does it align with the current system? Identify potential challenges and conflicts and propose solutions to overcome them.

5. Ultimately, who owns and benefits from the knowledge, practices, and technologies included in or emerging from the activity's digital intervention? (e.g. who holds patents? How is intellectual property managed?)

Figure 12: The digital inclusion integration continuum to identity program needs





# Module 3 Activities

## Activity 3.1: Brainstorm digital inclusion in 15 minutes

Using the Digital Inclusion Integration Continuum from Figure 11, recall a past or current FTF activity you have worked with, spend five minutes envisioning the programmatic differences between an unintentional, considerate, accommodating, or transformative approach.

Still with the same FTF activity in mind, continue answering the below questions.

1. Who are your core user groups and why?

2. What outreach strategies would you use for each user group? Why choose these strategies? Who is likely to be missed, or not aware of the activity?

3. What sort of onboarding process to the digital tool would you need to provide to users?



4. What abilities do users already have and what capacity, if any, would you need to develop?

5. What might be the challenges for users to turn participation into offline benefit?

6. Generally speaking, how much time, budget, and staff resources would be needed to provide necessary support?

7. What are programming ideas you have to address the above issues?



## Activity 3.2: Outlining programming needed for intersectional user groups to accrue offline benefit.

[Module 3](#) pays a lot of attention to designing FTF activities and programming that have a digital component in such a way that it is considerate of intersectionality and accommodates inclusion of more and more users. Something that you are encouraged to do is to work backwards, starting from your overall activity goal rather than the digital goal.

Let's practice with working backwards from formulating activity goals to digital intervention goals, and to formulating plans on how to incorporate digital inclusion. Only when activities create and implement activities and programming goals that match digital goals, and vice versa, can diverse users truly benefit. Consider an upcoming, current, or past activity that you've been involved with and answer the following questions:

1. What is your overall activity goal?

2. What is the specific goal that the digital tool will address?

3. Given this, what are the offline benefits you want to see manifest in the lives of the participants? Make note of this for monitoring purposes.





4. Which intersectional user groups will be most likely to achieve the desired offline benefits and why? Go back to your results of Module 2 Activities [2.1](#), [2.3](#), and [2.4](#) to review the information that you need to answer this question.

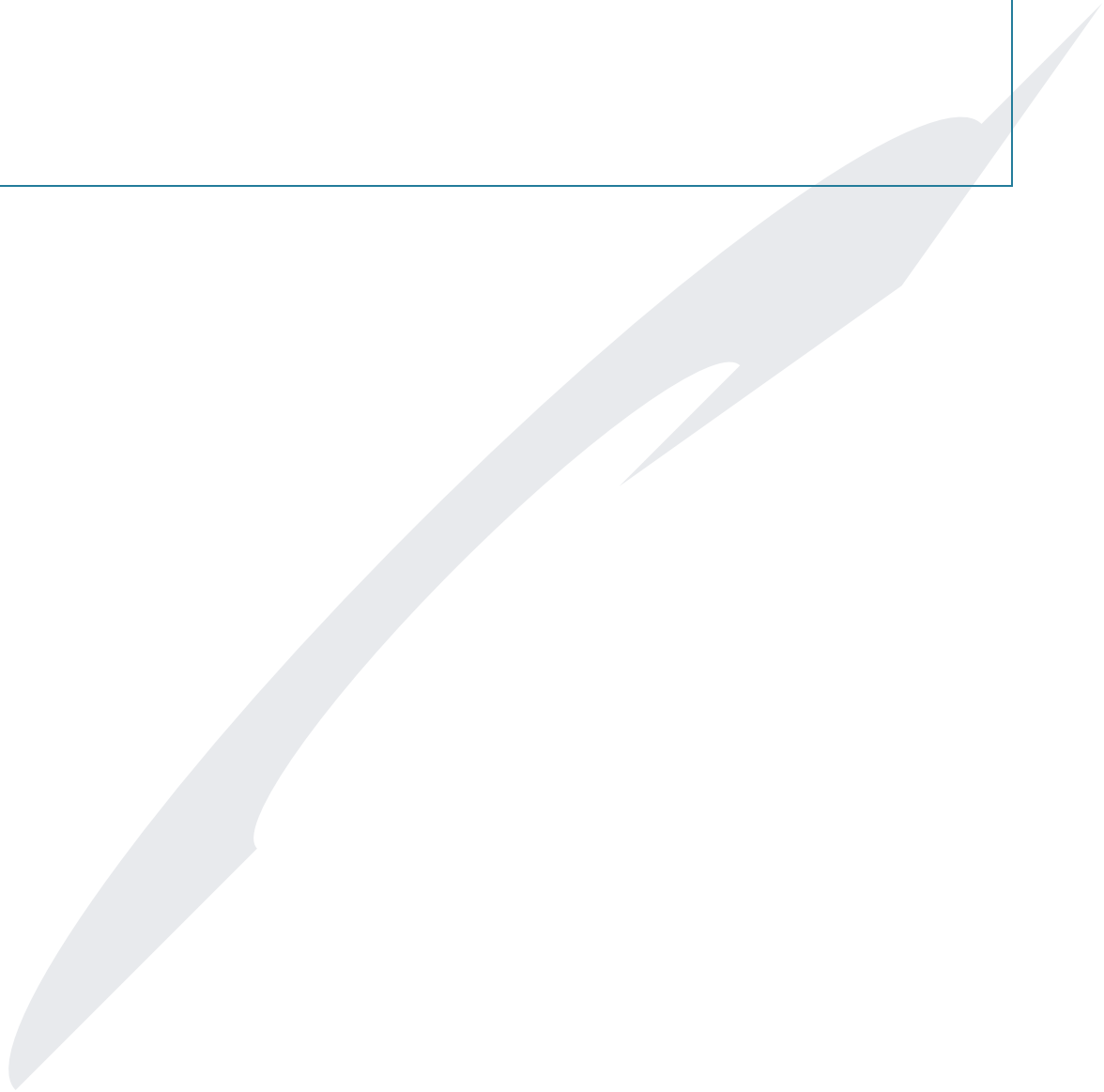
**Tip: Haven't done the Module 2 activities yet? Now is the time to still do them!**

5. To achieve the desired offline benefit for other user groups, what are the access barriers that need to be overcome? How can programming be designed to address participants' access challenges?

6. To achieve the desired offline benefits for other user groups, what are the digital literacy skills that need to be developed? How can programming be designed to address participants' digital literacy challenges?



7. Circle back. Given the programming ideas that you've outlined in #5 and #6 would that result in these user groups experiencing the offline benefit you stated in #3? If not, keep iterating until you have a treasure trove of programming ideas to engage different user groups in your digital initiative that result in offline benefit accrual.





# Module 4 Activities

## Activity 4.1: Assessing your implementation constraints.

In [Module 4](#) of the Toolkit you find several case studies that present digital interventions by various organizations, how these organizations have aimed to achieve inclusive digital designs, and what challenges and opportunities they encountered along the way.

Having considered the range of constraints experienced by implementers of an inclusive design process, it is time to assess your own implementation constraints. Use the guiding questions below to identify which constraints are most relevant in your work.

1. How much capacity do the end users in your program have to participate in co-design activities? What are their unique time constraints that you would have to work around?

2. Which local partners can you collaborate with to better understand the requirements and capabilities of your end users, and assist with streamlining the co-design process?



3. Does your program team have past experience with inclusive design processes? Where could you co-opt these skill sets from within your organization or implementing partners you work with?

4. Does your funding have specific line-items for co-design activities? How receptive would your funder be to approving expenses related to understanding users?

5. What has been your experience using data to understand your users better? Are there sources of information that you could leverage or rapidly collect to assist with this?



## Activity 4.2: Putting it all together—Exploring digital inclusion in practice.

Ready for more? In this final activity, you have the opportunity to link the Toolkit concepts, processes, and practices to the case studies in [Module 4](#) of the Toolkit. Consider how these case studies of digital inclusion work in action, and then what lessons you can draw from this for FTF activities that you are envisioning or involved in.

By applying the concepts from all of the Modules to your work, we hope that you'll come to understand the very real challenges of digital inclusion, while also seeing the potential of inclusion for big benefits in participants' lives across agriculture, resilience, resource management, nutrition, and more!

Use the following sets of questions to think more critically and comprehensively about digital inclusion in practice.

**Tip: If you are not yet familiar with the diverse concepts and frameworks that appear in the questions, you can obtain the necessary background information by consulting specific sections in the corresponding Modules in the Toolkit.**

### Module 1

1. Which of the 6 As are the focus of your activity?
  - How successful has the IP been in proactively envisioning and addressing challenges regarding each A?

2. Which of the 6 As were to be overlooked and why?
  - What could be the implications/consequences of this?



3. Which intersectional dimension(s) appear to have the most impact on people's journey to overcoming digital divides?

**Module 2**

1. Based on your understanding of the participants in the ZOI, which user groups are...
  - Likely included? How does this relate to this intersectional identity?
  - Potentially included? How does this relate to this intersectional identity?
  - Likely excluded? How does this relate to this intersectional identity?

2. What were the methods and processes that the activity staff could use/used to empathize with potential users?



3. What solution design decisions, modifications, or course corrections could be taken/were taken to address the needs of potential users?
  - How might/how did these increase digital inclusion?

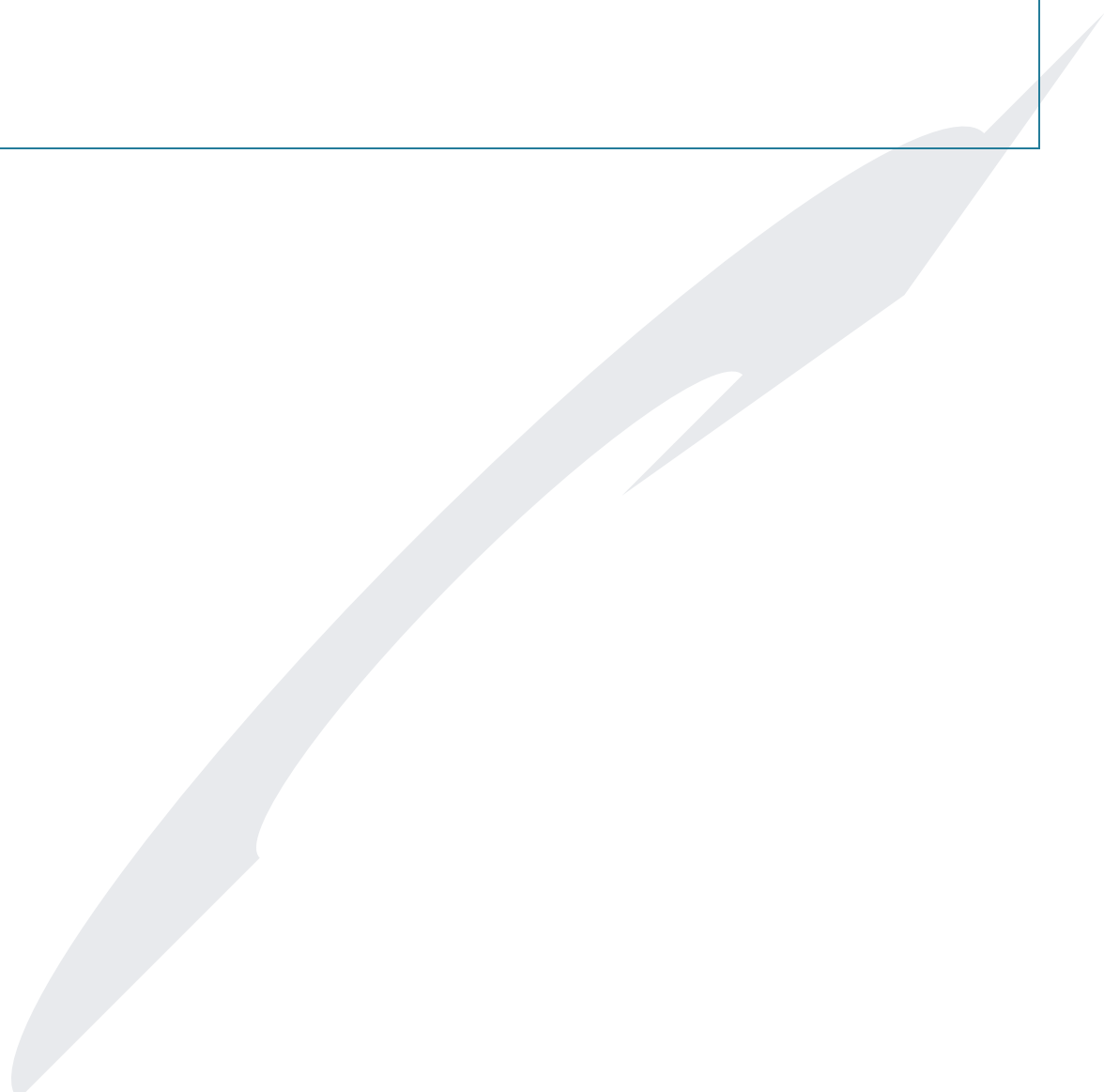
**Module 3**

1. What is/was the desired offline benefit?
  - How might/was this achieved? With what user groups?

2. What challenges might arise/arose during implementation and how could/were they addressed in
  - Programming and/or
  - In the solution design?



3. Does your organization's approach to digital inclusion appear to be unintentional, considerate, blind, accommodating, or transformative?







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