# WORKSHOP

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## Workshop Overview

The Principles for Digital Development provide a framework for members of the international development community to deploy more effective, sustainable, and transparent digital solutions across their programs at headquarters and field-level operations. The Principles were formed to galvanize the community around using digital technologies successfully across different sectors and organizations.

This workshop will:

- Provide an overview of the Digital Principles and what they are seeking to accomplish as a leading digital-facing framework within the international development ecosystem.

- Present a series of exercises designed to solicit feedback from participants on how the Digital Principles are being put into practice across different organizations and what constraints exist.

- Test a variety of training materials designed for building capacity on the Digital Principles.

The workshop will feature a dynamic learning environment with practical activities, interactive discussions, multimedia presentations, and immersive simulations.

At the conclusion of this workshop, participants will be able to:

1. Understand how various stakeholders in a development project can best meet their specific objectives using the Principles as an overall framework and guide.
2. Analyze elements of successful and unsuccessful development projects based on the Principles.
3. Apply the Principles to improving a Request for Proposal (RFP).
4. Provide trainings to colleagues using similar materials and activities.
5. Advocate effectively for increased adoption of the Principles and digital development within their organizations.

# Introduction to the Principles for Digital Development
## Workshop Agenda

Part 1

| Session | Description | Time |
|---|---|---|
| Warm up: Technology Bingo | Participants engage in a series of one-on-one conversations and attempt to fill out a bingo card of tech-themed experiences with signatures from from other participants. | 9:00am - 9:30am |
| The Digital Principles | Facilitator provides an overview of updates related to the Principles and shares a variety of relevant resources, including a maturity matrix for evaluating proposals and a guide that links the Sustainable Development Goals (SDGs) with the Principles. | 9:30am - 10:00am |
| Digital Development: Agree/Disagree | Facilitator stages a human likert scale activity by reading provocative statements and inviting participants to line up along a spectrum of agreement/disagreement. Facilitator leads debrief and asks participants to share their positions. | 10:00am - 10:30am |
| **Break**     10:30am to 10:45am | | |
| One Laptop Per Child (OLPC) Case Study Analysis | Participants read a one-page brief and watch a short video about OLPC. Each group explores relationships to specific Principles and presents their analysis to the larger group at the end of this session. | 10:45am - 11:45pm |

# Introduction to the Principles for Digital Development
## Workshop Agenda

Part 1

| Session | Description | Time |
|---------|-------------|------|
| Paired Interviews | Participants engage in a paired interview activity with structured questions to learn more about how other organizations are applying the Digital Principles and addressing challenges | 11:45am - 12:30pm |
| **Lunch** 12:30pm - 1:30pm | | |
| RFP Simulation Exercise | Participants read an excerpt from a draft Request for Proposals (RFP) document. Then, they receive additional context and are invited to develop recommendations for improving the RFP. | 1:30pm - 2:30pm |
| **Break** 2:30pm - 2:45pm | | |
| SDGs Framework & Principles Exercise | Facilitator hands out playing cards for the Principles, the SDGs, and the continuous development cycle. Participants divide into groups and come up with project concepts, considerations, and questions based on selected card sequences. | 2:45pm -3:45pm |
| Closing Discussion | Facilitator leads a final debrief, collects insights and reflections on workshop activities, and reviews next steps for engagement. To stage the discussion, facilitator places 4-6 large flip charts around the walls of the room with various questions/graphs Participants use Principles stickers to plot answers to prompts. Facilitator leads debrief to reflect on patterns and offer insights. | 3:45pm - 4:15pm |

# Digital Principles Bingo

| | | | |
|---|---|---|---|
| Someone who has owned their current cell phone for more than three years | Someone who has flown a drone | Someone who has had to cut funding for a project they believed in | Someone who is NOT on Facebook |
| Someone who has used real-time data to inform decision making for a project | Someone who still listens to vinyl records | Someone who has struggled to work under a government policy or regulation to implement a project | Someone who keeps lots of tabs open in their browser |
| Someone who has used a 3D printer | Someone who has participated in a human-centered design process or workshop | Someone who found an open-source software more difficult to use than a proprietary solution | Someone who has helped to successfully scaled a project |
| Someone who has had their identity stolen or had personal data used against their will | Someone who uses WhatsApp regularly to communicate | Someone who owns bitcoin or another form of cryptocurrency | Someone who has gotten stuck using software they weren't happy with |

**Instructions**

1. Introduce yourself to one person at a time and ask if they are someone who fits the box description.
2. If not, keep asking until you find a box that fits them. Once they say yes, get them to sign for that box. Afterwards, switch roles and let them ask you a question.
3. The goal is to fill **ALL** 16 boxes with 16 different signatures.
4. However, if you find yourself in an interesting conversation about a particular box then pursue that exchange.

# One Laptop per Child and the Digital Principles

In this activity, participants analyze the case of One Laptop per Child according to the Principles for Digital Development.

## Overview:

In 2005, the One Laptop Per Child (OLPC) project had grand aspirations to change the world and eliminate poverty through the power of technology. Fast forward to today—the project is almost entirely defunct. Today, we will use the Principles for Digital Development as a framework to analyze the decisions that were made to explore where and how it went wrong.

## Activity (60 minutes)

1. Divide into groups of three to five people. Each group is responsible for researching and reporting on two to three Digital Principles. **5 min**

2. In your groups, read through the general articles provided and explore additional material online (http://bit.ly/OLPCResearch), focusing your attention on the principles you have been assigned. Use post-it notes to document your findings. **20 min**

3. Based on your research, give a sticker score for each digital principle (Example: How successful was the organization in designing with its users) where a score of one is unsatisfactory and a score of five is excellent. If you can't achieve consensus, you may want to take the average of team member assessments. **10 min**

4. Based on your research and your Digital Principle sticker scores, come up with three recommendations you would implement if you were to redesign this project today? What would you do differently? **10 min**

5. Prepare talking points and designate a speaker for the debrief discussion. **15 min**

# One Clunky Laptop Per Child

*The Economist* | January 4 2008

It would be a stunt, but one perhaps worth performing, to write this column on the tiny, green and white, $200 XO computer from One Laptop Per Child (OLPC) that sits idle before your columnist. Alas, he cannot.

This is not because the keys are too small for his adult hands (though they are), or because the processor's slow speed makes the machine frustrating to use(though it does). Nor is it because the track pad sometimes goes screwy and the keys lack the normal pressed-key response that allows smooth typing. It isn't even because moving the column from the word-processing application to the web-mail system is prohibitively difficult.

Instead, it is because the XO, which your columnist has explored since it arrived a few days before Christmas, has bugs that cause occasional crashes. A discreet message sometimes flashes when the system boots up, warning of some sort of data-check error. This, along with the host of other hiccups, necessitated the use of an ordinary, expensive computer for this column.

It wasn't supposed to be this way. When Nicholas Negroponte, a tech guru at the celebrated Media Lab at Massachusetts Institute of Technology, launched the initiative in 2005, the vision was grandiose, but the implementation seemed beguilingly simple. Computer-processing technology had become so widespread and inexpensive that DVD players and mobile phones had as much power as the PCs of just a few years ago. Just add a screen and keyboard, the thought went, and you'll have a cheap, functional laptop.

Indeed, Mr Negroponte's vision was brilliant. He planned to blanket the developing world with tens of millions of $100 laptops for kids. The low cost would come from a tripartite "perfect storm". First, economies of scale: sales would be directly to governments, who could only buy quantities above 1m. Second, the machines would bypass Intel's processors and Microsoft's software in favour of open-source stuff. Third, commodity parts would keep the price low.

Mr Negroponte sought funding from education ministries: "It's an education project, not a technology project," he was fond of saying. Faced with critics who argued he should concentrate on the classic development issues that keep people poor and sick rather than doling out high-tech gear, Mr Negroponte would rightly reply that education through computers can help resolve all such problems. Today that optimism seems Pollyannaish.

Many governments (including Nigeria's and Libya's) cancelled their informal commitments to purchase the machines when they realised the devices were untried, the price higher than envisaged and other cheap laptops available.

A few trials in places like Haiti and Rwanda, together with orders from Peru and Uruguay collectively fell far short of even 1m machines. A clever holiday promotion in North America that offered two laptops—one for the buyer and one to donate to a child in a developing country—for $399 similarly fizzled. Production lines at Quanta Computer, a Taiwanese manufacturer, were left idle.

All this is a shame, not least because Mr Negroponte's idea was sound and the machines' hardware, at least on paper, impressive. The initiative inspired several advances in laptop technology, in terms of features (flash memory instead of a spinning hard-drive), design (a laptop-to-tablet form and a waterproof keyboard) and price reductions.

01 / 02

A pull-cord hand-generator for power is in the works. OLPC and their boosters deserve hearty congratulations for all of this. Unfortunately, OLPC's problems, which can be distilled into four main areas, risk turning a wonderful idea into a plastic paperweight.

First, the implementation of the technologies is terrible. In their zeal to rewrite the rules of computing for first-time users, OLPC shipped machines with a cumbersome operating system. For example, adding Flash to do something like watch a YouTube video requires users to go into a terminal line-code and type a long internet address to download the software: it seems impossible to cut-and-paste the address. Major PC vendors spend millions in research and development to enhance a computer's usability; OLPC tried to reinvent the wheel and came up with an oval.

Second, the go-to-market execution (as it's called in the industry) was imperfect. There was a lack of documentation, support and methods to integrate the PCs into school curricula, teacher training, and the like. OLPC seemed to think that just by handing out laptops, everything would sort itself out. This columnist happens rather to like that gung-ho approach, yet also recognises that the consumer is not the nine-year-old user with infinite time on her hands, but a government bureaucrat who has to evaluate the machines relative to the other options.

That leads to the third problem. Since the project launched in 2005, commercial rivals have emerged: Intel's "Classmate" at around $250; Acer's laptop at $350; Everex PCs with Zonbu software at around $280; Asustek Computer's Asus Eee at under $400; and an Indian competitor, Novatium Solutions, which created a basic "NetPC" for around $80. There are many more.

OLPC initially treated all these activities as threats rather than competitors. Lately, Intel has supported OLPC, though this week said it would leave its board, and Microsoft is trying to tweak Windows XP, an earlier operating system, to work on the XO. But all computer buyers will have to compare the XO to a lot of other products in the market—something that never seemed to have struck OLPC's staffers as a possibility, but should have.

This leads to the final problem that has done the most to disappoint OLPC's fans: the hubris, arrogance and occasional self-righteousness of OLPC workers. They treated all criticism as enemy fire to be deflected and quashed rather than considered and possibly taken on board. Overcoming this will be essential if the project is to succeed past its first release. Technology products improve based on user feedback.

The OLPC staff will need to learn to listen to the candid criticism of outsiders for the second-generation of the laptop—or they do not deserve to build one.

Ultimately the OLPC initiative will be remembered less for what it produced than the products it spawned. The initiative is like running the four-minute mile: no one could do it, until someone actually did it. Then many people did.

Likewise, an inexpensive laptop seemed impossible until Mr Negroponte and the OLPC group placed a stake in the ground to build a $100 laptop—which in turn spurred the industry's biggest players to create low-cost PCs. Mr. Negroponte's vision for a $100 laptop was not the right computer, only the right price. Like many pioneers, he laid a path for others to follow.

# A Few Stumbles on the Road to Connectivity

*The New York Times* | By Alice Rawsthorn | December 18, 2011

A few years ago, whenever you checked out a design blog, leafed through a design magazine, scanned the speakers at a design conference, or spotted a roster of design award winners, one name almost always appeared – One Laptop per Child.

It is nearly six years since the American technologist Nicholas Negroponte announced an extraordinarily audacious plan to design an appealing, inexpensive laptop computer, which, he promised, would help millions of the world's poorest children transform their lives by fulfilling their educational potential.

Having dominated the design debate for the next three or four years, OLPC, the nonprofit organization that he founded, has been considerably quieter of late. Whatever has happened to it? To make a very long, very complicated story short, since the initial frenzy subsided, OLPC has concentrated on the logistics of shipping a total of 2.3 million laptops to some 45 countries.

It has also worked on ways to improve the performance and maintenance of those machines, and on developing a new tablet computer, the XO-3, which it hopes to introduce late next year. Impressed? Who wouldn't be? Except that Mr. Negroponte originally expected OLPC to achieve much more. Back in January 2006, he forecast that it would distribute at least seven million laptops over the next few years, with each one costing no more than $100. So far, OLPC has shipped less than a third of that number and, despite its best efforts, the price has crept up to between $209 and $229 for the current model.

There are plausible explanations for the shortfall in sales. Some of the governments that initially promised to buy OLPC's laptops have lost power or reneged on their commitments. And the laptop's price has been inflated by the U.S. dollar's weakness and the soaring cost of components. OLPC is trapped in a vicious cycle whereby it needs to increase sales significantly to reduce the price by manufacturing more economically, but is unlikely to be able to do so with a machine costing more than $200.

But OLPC has been clouded by doubts from the start. Development economists accused it of underestimating the complexity of operating in the developing world. Humanitarian designers were concerned that it would divert sorely needed funding and media coverage from more modest projects. Educators questioned whether it would be more preferable to buy laptops for students in developing countries or spend on books or teachers' salaries.

Environmentalists warned that millions of broken laptops could end up clogging landfill sites for decades to come. And the technology industry complained that, as a nonprofit, OLPC would distort competition in the market. OLPC may have failed to meet its own targets, but it would be wrong to dismiss the effort as a failure. Mr. Negroponte has subsequently said that he was "knowingly hyperbolic" in predicting such lofty sales figures in the hope of attracting the attention of the governments to which he hoped to sell laptops. Unfortunately, his hyperbole also burdened OLPC with unrealistically high expectations, thereby condemning it to fail on its own terms, or to seem to have done so.

Distributing 2.3 million laptops is no mean feat, especially since many of them now belong to children who would not otherwise have access to a computer. And there are indications that they are beneficial to the students who use them. The governments of Uruguay and Peru have purchased 600,000 and 900,000 of OLPC's computers respectively, and have organized their school curriculums around them.

The laptop has made such an impact in Urguay that it has been honored with a stamp. OLPC's machines have also proved effective when used on a smaller scale. "We've deployed them in a couple of schools with great results," said Cameron Sinclair, co-founder of Architecture for Humanity, a global volunteer network, which specializes on development and disaster relief projects, although he added that other schools preferred to use traditional PCs. So far, there is no evidence of OLPC impeding other humanitarian design projects.

On the contrary, the entire field has thrived since it surfaced, and may well have benefited from the initial flood of media coverage of Mr. Negroponte's project. Similarly, the praise for the design of OLPC's cute little laptop has helped the computer industry to develop a lucrative new global market for tablets and other small computers. That said, OLPC has encountered difficulties, and its designers have had to modify the original laptops since they went into daily use in schools.

The shiny plastic on the case was replaced by a tougher rubberized material. The keyboard was strengthened with a steel plate, and its lights removed to reduce energy consumption. OLPC had to add little feet to the machines used in countries like Nigeria, where school desks tended to be slanted. It has also trained local technicians to repair the laptops, rather than running a centralized maintenance program.

The lessons learned have influenced the development of the new XO-3 tablet. "The design has become simplified and approachable at the same time," said Yves Béhar, founder of fuseproject, the San Francisco-based design group responsible for OLPC's hardware. "The screen should be viewable in sunlight (still working on that) and the adaptability of the tablet to work in any circumstance greatly improved." The XO-3 is intended to cost less than $100, or so OLPC hopes.

But even if OLPC finally hits its price target, the XO-3 is unlikely to be the cheapest tablet computer on the market. Students at the Indian Institute of Technology in Jodhpur recently received the first consignment of Aakash tablets, which are less engaging than OLPC's machines, but considerably less expensive. Each Aakash was sold to the Indian government for 2,276 rupees (roughly $44) by the Indian company DataWind.

A commercial version, the UbiSlate, is to be introduced next month for 3,000 rupees. DataWind plans to roll out similar projects in Brazil, Egypt, Panama, Thailand and Turkey, and, hopefully, to make its computers even cheaper.

# Paired Interview Activity

**Overview:** In pairs, participants take turns interviewing each other by asking a series of structured questions about the Digital Principles and writing their partners' response in the spaces provided below. Participants have 3 minutes to ask and answer a question. Participants reverse roles after 12 minutes.

**What are you currently doing at your organization to build capacity around digital topics/tools among non-technical staff?**

**How are digital aspects of proposals evaluated at your organization? Describe the process.**

**What are the three biggest challenges holding your organization back from fully embracing and practicing the Digital Principles and integrating them into daily practice?**

**Pick one challenge and go deeper. Provide additional specifics about that challenge.**

# RFP Exercise

## Overview:

In this activity, participants are assigned a role as part of a simulated focus group and are invited to review a draft Request for Proposal (RFP).

The goal of the exercise is to connect the experiences of each role with specific Digital Principles to generate recommendations for improving the RFP.

## Scene setter:

Big news: The underwater city of Atlantis is REAL and the aid organization consortium of nearby countries, called TRIDENT (Transatlantic International Development Office of Effective Nautical Technologies), is working to improve educational outcomes for its underwater schools. An educational specialist at TRIDENT has come up with a draft RFP to address declining test scores and school attendance in Atlantis that encourages the use of innovation and new technology and centers on the use of AquaTablets.

The TRIDENT Atlantis program director just came back from a training where they learned about the Digital Principles. They want to put two Principles—Design with the User and Understand the Ecosystem—into practice and convene a small focus group of relevant stakeholders to get feedback on the solicitation.

## Activity

1.  Break into groups of three to five people.

2.  Read through role cards and the RFP excerpt.                                        **10 min**

3.  The program director leads a structured group conversation. (two rounds)            **15 min**
    about the RFP. Participants play their respective roles. Note: Refer to the Digital
    Principles two-pager to strengthen arguments.

4.  After the group discussion, each participant writes two recommendations that        **15 min**
    they believe need to be addressed when the RFP is re-released and connects
    them to specific Digital Principles.

5.  Group members vote for for the top recommendations with stickers.                   **5 min**

6.  Share your list of RFP recommendations with the large group.                        **20 min**

# UNDERSEA TRIDENT: Request for Proposals

Dear Prospective Partner:

Through the UNDERSEA mechanism, TRIDENT seeks to unlock the potential of the advances in aquatic tablet-based technology to drive performance in underwater schools in the city of Atlantis.

The city of Atlantis has 650,000 students submerged across 900 schools. 40 percent of the students come from low-income settings. Increasingly, schools in Atlantis are struggling to stay afloat: Cumulative high school math and reading test scores have declined 22 percent and 15 percent, respectively, in the past three years. Attrition rates are also high, with only 65 percent of Atlantis students graduating.

TRIDENT believes that technical literacy is the key to preparing students for college and the workplace. AquaTablets represent a revolution in personalized computing. They are lightweight, portable, durable, have exceptional battery life, and, most importantly, are 100 percent waterproof—ideal for use in classroom and school settings in Atlantis. Paired with innovative and immersive software experiences, they have the potential to transform education and make technology accessible for low-income and underprivileged school students.

TRIDENT is seeking support to design, develop, and deliver a multilayered, comprehensive educational technology program that capitalizes on the latest technological advances to improve test scores and retention rates among Atlantis students.

TRIDENT seeks a qualified technology partner to provide Atlantis's 650,000 students with AquaTablets and the requisite networking architecture/infrastructure. TRIDENT also seeks an experienced software partner to build and deliver educational content on the devices at scale, with a particular focus on science, technology, engineering, and math (STEM) lessons. Interested software partners should be comfortable building content in aOS (Aqua Operating System software built by Aqqle) and be able to demonstrate how content can be maintained and updated at scale.

The purpose of this Request for Proposal (RFP) is to:
*   Offer the opportunity for interested organizations and individuals to provide information, opinions, and recommendations on approaches for the implementation of an educational technology initiative in Atlantis.
*   Identify alternative innovative and non-traditional approaches to addressing the learning gaps and retention challenges in Atlantis.

Interested organizations are encouraged to be as innovative as possible in their proposed program design and delivery and make creative use of emerging technologies.

Issuance of this RFP does not constitute a solicitation, commitment, award, or engagement on the part of TRIDENT nor does it commit TRIDENT to any future commitment, award, or engagement. However, TRIDENT will use responses submitted to assess whether a procurement for these technical services is appropriate to meet Atlantis's needs.

Responses and questions should be submitted via email to procurement@trident.gov

# RFP Exercise: Roles

## Beneficiary

You are a teacher in Atlantis and you have been working with underserved underwater populations at the same school for over 20 years.

**Goal:** Advocate for a substantial rewrite of the RFP that includes input from students and teachers. To make your case effectively, be sure to connect your background experiences and arguments directly to specific Digital Principles.

• You are concerned that this RFP draft doesn't address core problems and needs in the school and you believe money would be better spent on additional professional development for teachers.

• Three years ago, your school built an expensive desktop computer lab for the primary purpose of teaching students how to code. You and your colleagues weren't consulted on the design and delivery of the lab or the curriculum, nor were faculty given training on how to use and maintain the machines. A city-wide grant from TRIDENT funded the program, but many computers are now broken or in need of repair.

• Additionally, a student in your class was recently cyberbullied after leaving her Instagram account open on a computer in the lab. As a result, you are fiercely passionate about protecting student data and want to ensure that you and your colleagues have more skills and tools to avoid these types of events in the future.

Feel free to elaborate on your role as you see fit.

# RFP Exercise: Roles

## Government Official

You are the superintendent of Atlantis schools and you are very excited about this project. The Mayor is up for re-election in a few months and has indicated that she wants your work on educational reform to define her campaign.

**Goal:** You think the RFP is well written and you'd mostly like to see the language stay the same. To make your case effectively, be sure to connect your background experiences and arguments directly to specific Digital Principles.

- You love the aPad (a version of the AquaTablet made by Aqqle). You have three at home and you and your family are constantly using them. You believe that the aPad represents a revolution in personalized computing and the future of education.

- You've heard from many Atlantis parents that opportunity is not distributed equally and that low-income and minority students could be left behind as the digital divide increases. But, in your mind, scale is key. A large-scale rollout of aPads (with aOS operating software from Aqqle) will give every student in the city a fair shot to build critical technology skills and make them competitive for jobs later in life.

- Cost and sustainability really matter to you. You are spearheading the switch to computer-based standardized tests next year and you want to ensure that all students are ready for that change. Apads could help you save significantly on testing costs. And, if there's one thing that does worry you about this project, it's the hidden costs that the school district might incur after the TRIDENT funding phases out.

Feel free to elaborate on your role as you see fit.

# RFP Exercise: Roles

## ICT Advisor

You are the recently hired ICT Advisor at TRIDENT and it's your third week on the job. You were brought on to improve procurement processes and raise awareness across the agency around the effective use of technology in program design and delivery. You are an open-source software and open data evangelist. At your last organization, the WetBank, you saw first-hand the power of using open software to drive educational outcomes.

**Goal:** Advocate for major rewrite of the RFP that incorporates feedback from the beneficiary (the teacher from Atlantis) and takes the realities of the Atlantis ecosystem into account. To make your case effectively, be sure to connect your background experiences and arguments directly to specific Digital Principles.

- You are concerned that this RFP is prohibitive for small vendors. It self-selects a handful of well-established (and expensive) AquaTablet makers (namely Aqqle with its aPad) and large educational software vendors that build on aOS. These companies are unlikely to have a strong understanding of the challenges and opportunities that working in an ecosystem like Atlantis involves such as effects of extreme humidity on hardware or the deep-sea connectivity issues. As a result, these vendors are more likely to develop a one-size-fits-all solution.

- Another big concern in your mind is the cost of an aPad. It costs $726 compared to $230 for similar solutions like AquaBooks (Netbooks). This may be concerning for even the most vocal of aPad evangelists!

- Finally, while you are concerned that this RFP seems to obviously favor the company Aqqle and their aPads running aOS, you are willing to admit, when pushed, that most of the students will likely be using aOS in their job someday. And, you're not convinced that the city has a good plan for maintaining an open-source software solution.

Feel free to elaborate on your role as you see fit.

# RFP Exercise: Roles

## Technology Provider

You have worked in the school partnerships division of Aqqle for 10 years. Aqqle is one of the largest technology providers and AquaTablet makers in the world and you are eager to break into the Atlantis market.

**Goal:** You know that you are in a great position to win this RFP, so you want to see as little change as possible. You have a great relationship with the superintendent and want to support them in their decision-making.

- You are one of the the only companies able to achieve the scale required.

- You believe open-source projects are unreliable and poorly maintained and that they would not make sense for such a large school district.

- You don't think learning research and data will provide any new discoveries that aren't already known—giving kids an AquaTablet is enough to unlock opportunity and prepare them for a brighter future. The details of how that happens are inconsequential.

- You think the privacy and security of students is really important having just come up for air from a series of messy lawsuits involving Aqqle products.

- You are willing to concede that smaller vendors would have a better understanding of the challenges that working in Atlantis involves, such as the effects of extreme humidity on hardware and deep-sea connectivity issues. You also know that hundreds of millions of dollars have gone into research and development of the aPad, and you stand by your product.

Feel free to elaborate on your role as you see fit.

## Program Director

As the program director, your job is to facilitate the conversation. You are particularly compelled by arguments that use the Digital Principles as support for proposed changes.

- **Round one:** Call on each member of your assembled group to introduce themselves and give them two minutes to share their initial reaction to the RFP. Encourage them to connect arguments to the Digital Principles. After each person has had a chance to speak, take eight to ten minutes to stage disagreements, connect arguments, and encourage dialog.

- **Round two:** Invite each member of the group to write down two recommendations for the RFP on the flip chart paper provided and ensure they link each recommendation to specific Digital Principles. Once everyone has written their recommendations on the board, give each member three stickers and let them vote for the the top recommendations. You as program director should also vote. (10 minutes)

- **Suggestions:**

    - Listen closely to the various questions and concerns, connect comments to each other, and identify places where there seems to be consensus.
    - Stage disagreements. Tension is good.
    - Push each member to connect their questions and concerns directly to the digital principles.
    - Work to ensure that group members are responding to each others' remarks. If someone is dominating the conversation or speaking for too long, feel free to intervene.

- **Document highlights and outcomes from the conversation**

Feel free to elaborate on your role as you see fit.

# Sustainable Development Goals and Digital Principles Card Activity (60 minutes)

This activity invites participants to draw connections between the Sustainable Development Goals (SDGs) and the Principles for Digital Development through a team-based card game activity.

**Activity Set-up**

- Facilitator divides participants into groups of four people
- Each group consists of two teams of two people: a **project design team** and a **donor team**
- Facilitator provides each group with:
    - 12 SDG scenario cards
    - 9 Digital Principle cards

**Scene Setter**

Preliminary user design research has indicated a variety of project scenarios as potential activities worth developing in response to funding solicitations at your organization. Project design teams must now consider how the Digital Principles might apply to proposed projects and anticipate what questions the donor team might have.

**Goals**

- **Project design team:** Your goal is to brainstorm different ways the project might integrate  the Digital Principles and answer the donor team questions.

- **Donor team:** Your goal is to come up with two questions related to the Digital Principle card drawn. Do your best to make the questions as specific as possible.

**Sequence**

- The project design team draws an SDG scenario card and the donor team draws a Digital Principle card. Both cards are placed in the center face-up for everyone to see.

- Following this, each team has five minutes (timed) to prepare for the Q&A round. The **project design team** prepares ideas for how it might address the Digital Principle as it relates to the SDG scenario card. The **donor team** identifies two questions to ask about how the project will integrate the Digital Principle.

- After five minutes of preparation, the Q&A round begins. The **donor team** asks its two questions and the **project design team** responds.

- After the exchange, the teams switch roles and complete the activity again.