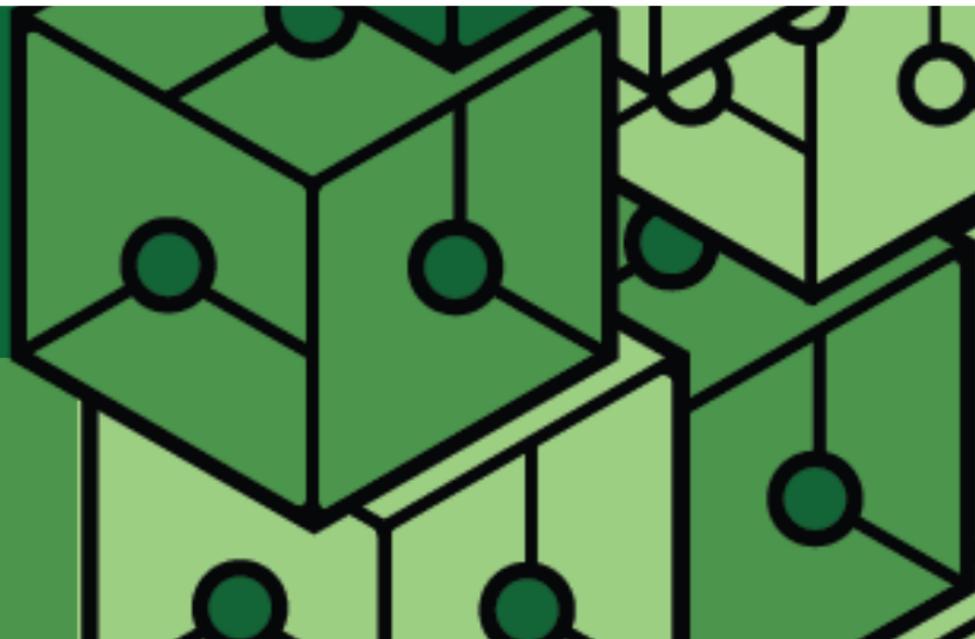Working Paper

Enabling Learning in Civic Tech

An analysis of the CTIN Case Study Approach and its Pedagogical Utility

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Introduction

Since 2008, there has been a proliferation of *"civic technologies''* often referred to simply as *"civic tech".* Civic tech lacks a universally accepted definition of the term however the community, journalists, and many researchers describe civic tech similarly. For example, Rumbul (2015:1) describes civic tech as "*online and digital technologies that enable citizens to hold governments to account*". Others simply define civic tech as non-profit technology that is used to empower or engage citizens, as well as enable government accountability (Knight Foundation, 2015; Patel et al, 2013). For the purposes of this paper, civic tech is defined as the digital technologies which are created and/or used in connecting government and citizens, in public participation, in transparency and accountability and in delivering public services.

Regardless of definition, civic tech is a diverse and burgeoning field that is often concerned with addressing social and governance issues such as service delivery, public participation, accountability and transparency, advocacy, gender, health, agriculture, media and more. Globally, since 2008, there has been an increase in individuals, non-governmental organisations (NGOs) and socially oriented businesses that are developing and using digital tools to increase government transparency, and efficiency and improve the lives of their communities (SkarŽauskiene & Maciulienem 2020, Rumbul, 2016).

Gevers (2017), also introduces three critical frameworks in understanding technology for accountability often referred to as (T4A) – open data, civic technology, and the accountability stack. Leveraging upon the open source and open data movements, there is an ever-growing number of opportunities to make data useful, accessible, and relevant to public decision-making and problem-solving (Murphy et al, 2015). However, neither of these frameworks proposed alone can drive accountability within society. Gevers (2017) argues that the only way real, sustainable, and positive social change can happen is when those developing civic tech can focus on the citizens and the problems they face. Many advocates have argued that for technology to successfully promote civic engagement and a more responsive government, there needs to be an openness of governments. Part of the openness required for the success of civic technologies is the opening of data by governments (Lnenicka, 2015).

The paper will offer a literature review exploring and reviewing the use of case studies in various fields such as education and other social sciences as part of learning and measuring impact. This is an attempt to assess the pedagogical utility of the case studies the CTIN has documented.

Background

The Civic Tech Innovation Network (CTIN) was established in 2018 as a response to the challenges in the civic tech space, looking to support and grow the impact of these civic innovators and formations. CTIN is a community of practice (CoP) coming out of the South African "Making All Voices Count" (MAVC) project. MAVC was an international programme that supported "the development and spread of innovative approaches to fostering accountable, responsive governance using tools and platforms based on mobile phone and digital technologies."

CTIN was created in part to enable knowledge-sharing in the civic tech community in order to stop the reinvention of the wheel as well as provide a platform for the community to connect, engage, and collaborate. Furthermore, since its establishment, CTIN has been committed to contributing to a body of shared knowledge and understanding on African civic tech, and as such has grown into a hub for information, learning, and collaborations in the 'civic tech' space over the years.

CTIN began documenting African civic tech case studies in an effort to understand the community, their challenges, and their impact across the continent. However, after collecting over 60 case studies, CTIN has begun questioning the efficacy of the use of case studies as a peer learning tool for the African civic tech community. Therefore, this paper seeks to particularly understand and consider how the project can best advance its objectives of supporting peer-based learning and collaboration in the civic tech space.

Literature Review – A look into case studies as a learning and impact measurement tool

African civic tech has proportionally grown due to various contributing factors, including improvements in connectivity, digital literacy, mobile phone penetration, and significant funding sources (Rumbul, 2015). While civic tech has been identified and touted as a fast-moving field with the potential to transform communities, capturing insights into the effectiveness of these civic tools and measuring their impact has been a challenge.

Therefore, the extent of their impact remains under speculation due to underreported success stories and a lack of applicable assessment tools to measure and communicate impact. This lack of rigorous and consistent assessment, and robust evidence of impact, presents various challenges, including oversimplification of initiatives' impact, the development of unsustainable and unsuitable civic tech, and a lack of access to donor funding (Knight Foundation, 2015). The lack of compelling evidence affects civic tech globally, developing empirical evidence-based approaches to assess civic tech could assist the community to create iterative and sustainable initiatives and provide guidance for new initiatives.

Over the years, researchers have proposed numerous qualitative and quantitative impact measurement frameworks such as the use of case studies or platforms, website analysis etc however thus far none has been universally accepted. However, over the years, the use of case studies has gained momentum. The Knight Foundation (2015) suggests that practitioners in this growing field have been actively tracking progress using metrics such as the number of active users, with most organisations using tools such as Google Analytics. The foundation further argues that measuring the impact of civic tech takes more than just counting clicks, views, downloads and tweets – but also requires tracking on-the-ground outcomes for people, places, and processes.

Aragon et al (2020), affirm that recent research has begun to offer a wider perspective of the civic tech movement by reporting case studies from geographical regions of the Global South, including Latin America, Asia, Africa, and Oceania.

This section will review both academic and non-academic literature on the use of the case study method in various fields such as business or the social sciences, as a tool to understand a phenomenon or an organisation within those fields. It will also explore how selected organisations implemented cases to assess impact.

The types and uses of case study

There is no one universal definition of a case study, however, it can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalise over several units (Gustafsson, 2017). A case study is also presented as an empirical enquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence (Yin, 1984).

Based on Merriam (1998) an educational researcher, the case study does not assume any specific data collection methods but focuses on holistic description and explanation. With this approach, the case study can be further described as a particularistic, heuristic, or descriptive. A heuristic case study has the potential to demystify a phenomenon, allowing the reader or student to expand their experience, establish new meaning, or confirm what is known (Brown, 2008). Meanwhile, Herreid (2007) offers some basic rules for case-based learning: it must tell a story, relevant to the reader, be decision-forcing, has generality, and must have a pedagogic utility. The case study should be the problem, the context, the issues, and the lessons learned (Creswell, 2014).

The case study research methodology has been commonly used in social sciences fields such as sociology, industrial relations, and anthropology (Noor, 2008). In addition, there are also other areas that have deployed case study methods widely, particularly in government, management and education. For example, there have been studies conducted to establish the efficacy of government programmes or to assess whether a programme's objectives have been reached (Zainal, 2007).

Johansson (2016) suggests that there are different types of case studies and their impact on teaching and learning is considerable. Zainal (2007) attests that one of the reasons that promoted case studies as a research method is the fact that researchers were becoming more

concerned about the shortcomings of quantitative methods in offering complete and in-depth explanations of the social and behavioural problems in question.

Types of Case Study

Yin (1984) proposes three types of case study, namely exploratory, descriptive, and explanatory case studies. These types of case studies have been presented as the preferred research method for the '*how* and *why'* research questions.

Exploratory case studies explore phenomena that lack a clear, single set of outcomes (Yin, 2003). Exploratory case studies, preceding fieldwork and small-scale data collection may be performed before the research questions and hypotheses are proposed (Zainal, 2007).

A descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). These studies seek to describe the natural phenomena which occur with the data in question, for example, the different approaches used by a reader and how the reader uses them. The researcher's objective is to describe the data as they occur (Zainal, 2007). The descriptive nature of these case studies enables theory building (Baskarada, 2014), and they are primarily for teaching purposes, not research publications.

An explanatory case study investigates the data closely both at a surface and deep level in order to explain the phenomena in the data (Zainal, 2007). Explanatory case studies may be used to investigate causal relationships; thus, are primarily employed for theory testing (Baskarada, 2014). This case study type is useful when the researcher is seeking to answer a question that seeks to explain the presumed causal links in complex real-life interventions (Yin, 2003).

The different types of case studies have been widely used to understand the complexities of institutions, practices, and processes. Through their use in research, case studies have substantiated their efficiency in exploring complex issues, and testing causal dynamics that can be utilized across different disciplines (Harrison et al, 2017).

Case studies in business/entrepreneurship

Entrepreneurship and entrepreneurial education are viewed as two important and constructive issues in the advancement of societies (Ruiz-Roza et al, 2011). Case studies have been widely

used in entrepreneurship as part of education and skills transfer to inspire other aspiring entrepreneurs from their predecessors' successes. Sellers (2014:4) suggests that entrepreneurship case studies provide individuals with an example of entrepreneurial success and encouragement to pursue their own ideas into thriving, passion-filled, world-changing businesses. Further, Byun et al (2018) add that entrepreneurship education plays a critical role in developing insights, creating opportunities for entrepreneurs and enabling them to successfully start and manage their businesses.

Entrepreneurial case study material prepared by Pearson Education emphasized the need for case study collection to meet the need for an accessible resource that will invigorate critical thinking and reflective learning relating to issues normally abstractly and sometimes briefly discussed in lectures. The learning material further proposes that these case studies can be useful in seminars focusing on key issues that need to be considered with respect to an idea, business plan module, as well as theory or policy orientated entrepreneurship and small business modules. Case studies are common in the business field as methods for researching and teaching. Case study teaching method is the most effective approach in business schools (Sellers, 2014). Case studies in business classrooms offer students with real-life business dilemmas. However, the efficiency of entrepreneurship education varies according to the student's abilities and skills (Byun et al, 2018). In Ruiz-Roza et al., (2011) case study teaching collection, key approaches are outlined after each case study, the following are some of them.

- **Intended courses and target audience(s)** – this categorically identifies the group of students that can benefit from each case study.
- **Highlights of the story** – This points out some of the interesting stories coming out of the case study.
- **Suggested teaching techniques** – Teaching techniques are suggested based on the nature of the case study. For example, students can be asked to complete a SWOT analysis of a case they have just read or can be asked to propose a business model for that case study.
- **Teaching/training objectives** – These objectives are outlined for each case study, i.e., expected learning outcomes as a result of the case study are outlined.

- **Suggested questions for discussion** – Possible questions coming from the case study are also suggested for discussion purposes as part of the learning.

These learning and teaching approaches agree with Herreid's (2007) suggestion that case studies must have a pedagogic utility. Merriam, (1998) argues that the case study method is the most suitable approach for answering the research questions which will be one that subsequently be used for pedagogic reasons.

Harvard case study method

The Harvard Business School Case Study Method (CSM) is a classic example of the case study method that is worth exploring in detail. According to Russel (1991), the CSM was introduced at the Harvard Business School (HBS) following its successful implantation in the Harvard Law School. The HBS "emphasises learning over teaching," students learn from preparing, discussing and acting out real-life situations (Barton, 2007). Rebeiz (2011) emphasizes that the CSM takes the students out of the passive mode encouraging them to participate in a simulated real environment. The HBS brochure mentions that to get the most out of cases, "students read and reflect on the case, and then meet in discussion groups before class to "warm-up" and discuss their findings with other classmates".

In a classroom set up under the questioning and guidance of a lecturer, students analyse underlying issues, compare different alternatives, and suggest courses of action suitable for the organisation and its objectives. At HBS case studies are developed by faculty members (with the help of carefully chosen research assistants) who team up with a variety of organisations of different structures, sizes, and professions (Rebeiz, 2011).

The HBS CSM process has a four-step approach for students:

1. **Read and analyse the case** – each case is a 10–20-page document written from the viewpoint of a real person leading a real organisation. Accompanied with background information on the situation, each case ends in a key decision to be made.
2. **Discuss the case** – Each morning students bring their ideas to a small team of classmates from diverse professional backgrounds, and discussion groups, to share findings.

Together students begin to view the case from different perspectives, better preparing for class.

3. **Engage in class** – Students are encouraged to be prepared to change the way they think as they debate with classmates the best path forward for this case in discussion. This highly engaged conversation is facilitated by a faculty member but driven by students' comments and experiences.

4. **Reflect** – The case method prepares students to be in leadership positions where they will face time-sensitive decisions with limited information. Reflecting on each class discussion will prepare students to face situations in their future roles. (HBS website)

Empirical application of case studies to assess civic tech impact

In the last two decades, digital technologies have paved up new ways for civic engagement and political participation. This new digital approach subsequently led to the emergence of websites, portals, platforms, and mobile apps for various reasons such as campaigns management, vote initiatives, monitoring parliamentary activities etc (Poblet & Plaza, 2017). However, civic tech practitioners, researchers, and citizens alike have begun probing the effectiveness of these technological tools. The Knight Foundation (2015) posed this critical question, "How do we capture insights into the effectiveness of new civic tech tools and their impact"?

Various global organisations such as the Knight Foundation, MySociety, MIT Gov Lab and the GovLab have begun collecting data and analysing the data using various metrics including case studies.

MIT Gov Lab Approach

The MIT Gov Lab has been actively contributing theoretical knowledge and innovative practices on various topics including citizen engagement and government accountability. One of their notable research pieces focused on exploring and understanding the research question, "*when do civic technologies lead to more government responsiveness and better service provision?*". To answer this question, the lab worked with Mzalendo, a Kenyan parliamentary monitoring

platform, UK non-profit, mySociety and through this partnership, they conducted a Facebook experiment on how to increase online civic engagement. In this case study, they used different information to assess how varying forms of citizen action are triggered. The findings suggested that online participation tends to mimic in-person participation. In another case study, the MIT Gov Lab created a website for government officials in Liberia that integrated citizen feedback and critical information about the Ebola crisis. The website's objective was to provide information to officials in an effort to direct limited resources efficiently. Results showed that website usage surged after a direct SMS messaging campaign, however, there were no repeated visits to the site.

GovLab Approach

Meanwhile, the action research centre the GovLab, based at the New University Tandon School of Engineering has been focused on studying the impact of technology on governing. Their work has focused on various usages of digital and data technologies to advance effective governance at various community and government levels. The GovLab collected over 30 *Collective Intelligence* case studies emanating from their research exploits accompanied by a report titled "Using Collective Intelligence to Solve Public Problems" – How can institutions use technology to solve problems with groups?. The GovLab terms Collective Intelligence as the experience, expertise and passion of a group of people. Collective intelligence could be, in part, CTIN's goal through its case studies collection and dissemination – to enable peer-learning and knowledge sharing amongst African civic tech innovators.

The GovLab demonstrates that using different methods and tools, collective intelligence can be useful in addressing various issues. The GovLab asserts that "anyone with the desire to innovate within a bureaucracy can use collective intelligence to improve the way that public institutions function". The organisation contends that the report, supplementary practical guide and case studies provide guidance for how to do so, when and under what circumstances (GovLab, 2020).

In 2021, the GovLab published a case studies report titled "The Power of Virtual Communities". The report reviews the role of online groups such as Facebook groups particularly focusing on their role in creating new meaningful communities (GovLab, 2021). The GovLab rationalises that

online groups are important contemporary organisations that can generate impact, while also providing their members with a sense of community and belonging operating in virtual spaces. The GovLab's project design for the report and its accompanying case studies incorporated analysis of a diverse collection of qualitative and quantitative products. This included interviews with 50 Facebook Group leaders from 17 countries: interviews with 26 digital community "experts" from 14 countries, an internal Facebook research analysis, a literature review of more than 150 academic articles and studies focusing on virtual communities (GovLab, 2021). One of the report findings of this project suggested that people can experience a strong sense of community in virtual community groups despite the absence of physical proximity. The report recommends further research to explore the long term significance and impact of online communities (GovLab, 2021).

Drawing from the 30 Collective Intelligence case studies and hundreds more researched in the past, the GovLab laid out 10 key lessons for sustained application of collective intelligence as illustrated in Table 1 below.

The GovLab (2020), argues that while there are a number of examples of collective intelligence projects, many adventures fail to achieve impact or are unable to scale up due to the inability to generate mechanisms for sustained engagement between the crowd and the institution. In the civic tech field, innovators and investors are concerned with measuring impact as the results enables them to channel their efforts appropriately (Knight Foundation, 2015).

Design for Success	Use Open-Source Tools	Solving a Problem	Tap Existing Passions & Interests	Provide Training to Participants
The most successful projects are those where organisers have planned, can articulate a concrete and specific task, involve the right people, and above all, use what they learn.	Use of open-source software enables projects to learn, evolve, develop tailored designs, and refine them based on	The projects that live longest combine a concrete and specific task with a broader mission to transform institutional cultures and their way of working from closed to open.	Projects that address a strongly felt need can tap the enthusiasm and skills of people, both leaders and participants, who wish to solve public problems.	Many civil servants and citizens are keen to help solve problems, but often lack the know-how. Training can amplify participants' impact and make them more likely to stay involved.

Secure Robust & Predictable Funding	Test, Adapt, & Test Again	Resource Availability	Organisational Culture	Political Support
	citizens' feedback.			
Collective intelligence projects can benefit from diverse, and often unexpected, sources of funding. Funding can also come from selling services, and even non-profit initiatives can take an entrepreneurial approach.	As problems shift, collective intelligence projects need to continuously test new approaches, and adapt to meet emerging challenges and remain relevant in the public eye.	Scarcity of time and money in public institutions can hamper their ability to collaborate with crowds, yet engaging crowds can be an efficient way of using public resources to solve problems.	Fostering a culture of transparency can help a public organisation to communicate information internally and to the public, and to show that the government is listening.	The most successful collaborations between crowds and institutions are strengthened by public champions within the institution, and political support outside it. Backing by a public champion makes it more likely that the public will see the initiative as important and that other bureaucrats will come to support it as well.

Table 1:   Ten lessons learned: How to institutionalise collective intelligence (GovLab, 2020)

MySociety Approach

In another effort to understand the expanse and impact of civic tech in various settings, MySociety conducted research to understand the usage of civic tech across four core countries (United States, United Kingdom, Kenya and South Africa). The organisation rationalises that only by knowing who is using civic tech can we begin to understand what, where and how significant the impact of civic tech can possibly be (Rumbul, 2015). Their research consisted of 19 questions, with the first 9 questions concerning personal information such as age, education, employment status, and employment sector. The other remaining questions focused on individual user attitudes to civic tech and government i.e., how users perceived the benefit of the tool they were using over other methods of engagement with government. One of the research findings discovered that people using civic tech was already politically engaged or belonged to an active group; the findings however caution that if democracy tools are mostly being used by similar groups already dominant in society, this could have a potential to skew policy and practical interventions in favour of such dominant group whilst concurrently suppressing less dominant groups in society (Rumbul, 2015).

Analysis – A Look into CTIN Case Studies

In 2020, CTIN began identifying and documenting African civic tech case studies with the aim of promoting sustainable urban development by providing a platform for peer learning and collaboration. The case studies project came out of CTIN's initial offering, the African Civic Tech Atlas (Database), a collection of civic tech initiatives in Africa. The database and case studies are resources envisaged to enable the community to find each other as well as share lessons, tips, experiences, challenges and more. Further, these resources offer a look into civic tech community, what they are doing and understanding their successes and challenges they are facing.

The database consisted of 190 initiatives from over 29 countries as well as over 60 case studies documented as of November 2021. Both the database and case studies are collected using three strategies; the first approach using is **submission**, the CTIN team actively encourages the community to submit their initiatives and case studies through the website. On the website,

innovators are directed to a google survey form where they are asked a set of questions about their initiatives in detail. However, this approach was ineffective in collecting both initiatives and case studies and it resulted in low submissions despite continuous calls.

The second and most effective approach for the database is desktop research, through searching and reading research reports, funder's reports, news articles and more CTIN identifies initiatives and adds them to the database. However, this approach has been ineffective for the case studies project. This approach had several limitations for case studies; using predetermined questions composed by the researcher (CTIN staff); dependence on secondary sources; not obtaining detailed first-hand information, information currency, and language barrier (i.e., French and Portuguese sources). These limitations have the potential to limit the objectives of the CTIN to use case studies as an impactful pedagogic tool or even as an impact assessment tool.

Below is the table demonstrating the case study survey questions that civic tech innovators are asked to fill in.

CTIN Civic Tech Case Study Questionnaire

- Email Address
- Country
- City
- Location of study (locale, state, country - list multiple if applicable):
- Case / Project Title
- Brief overview of the Case Study (your blurb):
- Give a short Background to the study:
- Keywords: (give 4 or 5 keywords or themes or themes that apply to your case)
- Target Audience (Who were the intended audience of the project):
- Description of the project: How was the project carried out, what was done, please provide the case's key features and results?
- Motivations and aims of the project: A brief outline of the reasons behind the practice described - its purpose and benefits. What change was it intended to make, or problem was it designed to solve?

- Successes and lessons learnt: (Please give detailed information, a brief outline of what worked well, If possible, please comment on the approach taken to evaluate and understand the impact and effectiveness of the practice described.
- What were the case study's intended outcomes, please give details:
- Any particular challenges faced and how these were addressed?

- Conclusions and recommendations (Give us a summary of your findings or reflections about your project or practice):
- Case Study Credits / Authors: Who should we credit this case study to - they key actors associated with the case: (max 200 words) (List Organisations or Individual names with title and organisation, if relevant)
- Additional information (Please provide related materials and information about the case study or the authors: website or publications, materials used, presentation slides and contact details.

- Upload 2 images we can associate with your project (could be project photos, screenshots, logos, schemas)

Table 3: CTIN Case Study Questionnaire

The third approach included two activities, **interviews and webinars** with civic tech practitioners and innovators. This approach was specifically designed to improve and increase the case studies collections. The interviews activity enabled the researcher to collect over 20 case studies from primary sources (civic tech initiatives), the case studies were further supplemented with information from secondary sources. While the webinars activity focused on convening a series of four virtual engagements to build up and creatively disseminate an aggregation of African case studies on civic tech practices and lessons on selected thematic areas. The four webinars deliberated on illustrating the use of open data, illustrating regional experiences in implementing civic tech, business models for funding in civic tech and civic tech in low tech environment: mHealth in Mozambique. These four convenings produced 12 case studies from civic tech initiates based in seven African countries. These convenings enabled participants to engage on various civic tech issues and developments and most importantly, they enabled peer-learning between the present civic tech actors.

The CTIN has made the necessary strides to develop the database of African civic tech initiatives and document the case studies to understand the civic tech landscape in the continent. However, to produce sustainable and targeted pedagogic approaches with impact, a clear learning and knowledge sharing method must be established collaboratively with the various stakeholders within the field - funders, academics, innovators, civic organisations, and local/national governments as suggested earlier by (Rebeiz, 2011).

Literature also emphasises the importance of the quality of the cases and how it can influence the engagement and exchange of information in peer learning. Cases should be interesting and should carry a meaningful message that could be pragmatic to a real-world situation. The standards of quality expected for the CTIN cases can be informed by various factors including; the type of students targeted, pedagogic approach, logistical issues, investments (financial, human resource etc.), collaborations and the impact it wishes to achieve.

While in this process, the CTIN has the potential to understand diverse regional challenges – some African regions were progressing well compared to others. Any agreed approach would must factor in regional differences, thematic challenges, different backgrounds as well as other factors such as political stability, tech infrastructure, state of democracy, human rights, internet rights and more.

Discussion and Recommendations

With the emergence and use of civic technologies increasing, the demand to produce iterative and evidence-based knowledge sharing has also increased. As evident from literature, various organisations in the civic tech space have employed various strategies to achieve this. To facilitate this knowledge-sharing exercise, the case study method has been widely used as demonstrated by various institutions such as the GovLab and the Harvard Business School. Literature supports the potential of case studies to impart knowledge i.e., possess a pedagogic utility or at least they should.

The CTIN has also embarked on an exciting journey to document case studies for pedagogic purposes for African civic tech innovators. While CTIN has made great strides in documenting case studies, providing a learning platform for innovators at a continental scale would also suggest a certain level of knowledge of the needs and challenges of the sector in the continent as would the HBS when developing case studies for global entrepreneurs. The pedagogic utility of the case studies must demonstrate the common cognitive learning goals that address existing common and relatable challenges amongst African civic tech stakeholders. An emphasis on the quality will be made, as Rebeiz (2011) suggests, as cases must have sufficient detail so that the community can find value in them. To achieve this has been challenging thus far due to the lack

of initiatives' online coverage as well as a lack of willingness by innovators to provide relevant or extensive case studies information. Rebeiz also stresses that good and effective case studies should address challenges that current organisations are facing in a constantly evolving and dynamic environment. Knowing whether this is being accomplished would require ongoing assessment.

Documenting the case studies has also demonstrated being a potential well from which to draw insights and lessons. The GovLab laid out 10 key lessons drawn from successful civic tech case studies as demonstrated in Table 1. Through its case-based approach, the CTIN could devise a strategy to identify "successful" civic tech initiatives and extract key lessons on what contributed to their successes. This approach can help immensely in formulating real-world scenarios and lessons for the innovators as the field evolves.

Conclusion

The paper began by focusing on exploring the case study approach and its pedagogical utility for the community, particularly, whether CTIN's case studies are having or could have a clear impact on learning and practice in the African civic tech community. However, currently, the pedagogic utility of these case studies is not immediately visible. Therefore CTIN needs to design and implement an explicit and targeted pedagogic approach coupled with other peer-learning methods. One respondent of this study suggested that platforms showcasing civic tech case studies have always been there. However, it is unclear whether the intended audience (civic tech community) finds value in the case studies and actually learns from them or perhaps they prefer a different learning method. For future case studies activities, it is essential for CTIN to evaluate and select effective and applicable methods which increase case studies in quality and quantity as well as enable peer learning. Going forward CTIN should continue interrogating several issues including determining what and how to measure success in peer learning communities, especially through case studies, considering and exploring other methods/approaches which can be blended with the case studies and interrogating whether the civic tech community is interested in reading case studies.

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