

**Appendix 9:
Report on CarISnet Call for Stories on the application of
ICTs for Development in the Caribbean**

The CARISNET consortium agreed that a Call for Case Studies on the application of ICTs for the development would encourage the sharing of knowledge and information. The call for case studies was issued in 29 November, 2006 (see Annex 1 for the details of the Call)

The panel of volunteer judges consisted of Gary Garriot, Simon Fraser, Rudi Daniel, Nidhi Tandon, Nancy George, Hallam Hope and Yacine Khelladi who are all part of the Caribbean ICT Virtual Community

DevNet managed the call for Case Studies which was issued in CIVIC and other mailing lists. There were four submissions – from Guyana, Dominican Republic, Jamaica and the University of the West Indies.

Results and General Comments from the Judges about the Case Studies

All case studies should have had some more thought given to impact analysis, or if as in the case with SEWA's case study, how the impact will be analysed after a suitable time. There were weak and in some cases no direct links to any of the Millenium Development Goals, and the judges were challenged to consider the ICT4D implications.

First Prize : "Developing a low cost community access point in Guyana", Keeran Persaud, Society for Empowerment and Wholistic Advancement
http://www.carisnet.org/docs/case_sewa.pdf

The SEWA case study represented an innovation in public private partnerships at the grassroots level for the creation of the centre. There were two objectives which should have been explained further. SEWA should pay some more attention to follow up work and diversifying the application of the centre to include other sectors of the community and building new applications.

Second Prize : "UNDP/Microsoft Information and Communication Technologies (ICT) Training for Disadvantaged Youth" - Dionne Leslie-Williams, Jamaica Sustainable Development Network
http://www.carisnet.org/docs/case_jsdnp.pdf

The JSDNP case was well presented, and the experience of JSDNP with conceptualising ICT4D projects no doubt showed the careful thought put into the lessons learned. This project had a wide target group. It will be interesting as a follow up to learn what the impact on the beneficiaries and how they have used the training.

"The Successes and Challenges of Blended Learning at UWIDEC: ICT innovations widening access to higher education" – Dianne Thurab-Nkhosi, University of the West Indies, Distance Education Centre "
http://http://www.carisnet.org/docs/case_uwidedc.pdf

The application of technology to learning in the Caribbean is not necessarily innovative, but almost a requirement. It was interesting to see how the transfer was effected, especially since Distance Education is a priorty in the Caribbean region. The challenge of this case study would be improved if there were some feedback from the students.

"Technology and Physical Education" - Pascual Leocadio
http://www.carisnet.org/docs/case_pascual_es.pdf (In Spanish)
http://www.carisnet.org/docs/case_pascual_en.pdf

The judges felt that there were some interesting innovations in this project regarding the development of the online game. These were not discussed in sufficient detail, perhaps due to a misunderstanding of the guidelines available at http://carisnet.org/docs/call_es.pdf

Experience and knowledge attained

The specific learnings articulated by Nancy George and endorsed by the team are

1. This competition should be repeated annually or biennially. The concept of a case study competition is an excellent one. It encourages organisations to think about their successes and learning from their experiences. The financial incentive is also encouraging, because the time and thought that needs to go into developing the true "story" of an ICT4D experience is significant. If the repetition will demand reliable funding from a donor partner, an organisation like UNESCO, IIEP, ICA or the World Bank Institute should be approached for funding. Perhaps developing a project constructed on the learning from this initial venture - written as a case study using all of the same criteria listed in the Request of Cases would be useful to achieve this.
2. The requirement that it be institutional or organisations entries is a good one, particularly if the aim is to encourage institutional learning in the use of ICT4D. Entries by individuals should NOT be accepted.
3. The inclusion of a panel of jurors ensures that the selection of the winning entries is thoughtful and reasonably objective. And the current number of jurors seems about right...
4. The use of a scoring rubric (this one is very useful BTW) ensures that the judging is fair. (Rubric is included in Annex 2 to this document)
5. The piloting of the rubric (like table marking in examination settings) ensures that the judges are using the rubric in a standardised way. This pilot also ensures standardisation and objectivity in the application of the rubric.
6. Organisations should be encouraged to write their case studies in their mother tongue (providing that their mother tongue is one of the official languages of the Caribbean: English, French, Spanish, Dutch). If one or more of the judges is not conversant with language in which the case study is written, a translation of that case study into English or Spanish is possible - it's a five-page maximum.
7. The entrants' submissions reveal a fundamental misunderstanding of what a case study is. I would venture to say that with one exception that statement applies to all of the submissions. It is also clear that some entries ignored the basic premises of this case study competition.
8. Some submissions did not adhere to the submission criteria; some did not follow the directions given.
9. A training course should be offered on case study development.

Annex 1 : Text of Call for Case Studies

The Caribbean has had many projects which have served as benchmarks for the application of information and communication technologies for development. As part of the effort to capture and document the application of ICT4Ds in the Caribbean, this activity will seek to identify and highlight projects and initiatives from which lessons and approaches can be learned that will enhance the knowledge pool on regional ICT4D initiatives guide and inform future ICT4D activities in the region and provide a basis for ICT4 D policy development, review and reform.

The stories should exemplify significant ways in which ICTs are being applied to address major development issues are being solicited from the members of the CIVIC Community, and beyond.

The aim is to capture examples of practices characterized by leadership and innovation rather than "success" stories. As such, these case studies will consider experiences where partners in the field could learn not only from successes, but also from the failures and mistakes of those who are taking the risk of being leaders and innovators in the field of ICT for development

The stories should not be more than 4 pages (1500-1800 words) and should contain the following information:

- A representative title
- Name/s and affiliations of Author/s as well as email address of 1st Author
- Background including:
 - The country/area of the Caribbean to which the Case Study refers
 - A short description or explanation of the topic of the Case Study
 - The relevant Millennium Development Goal(s)/ development issues
 - Target groups/community/sector
 - Challenges
 - Successes or Failures
 - Innovations (where relevant- Lessons learned
 - Future directions/Recommendations

Submissions should be in English, Spanish or French. Maximum number of submissions per person is 2.

The CarISnet team and a panel of volunteers (will review the stories submitted).

Assessment will be based on the:

Clarity of the expression of the relevant themes
the innovativeness of the approaches employed in the initiative
the extent to which the lessons learned relate to development issues affecting the region
the usefulness/ applicability of solutions/lessons learned to other projects, and for advocacy

The best story will receive a prize of US 800 and the second prize will be of 400.

All stories will be posted in the ICT Clearinghouse

Send your submission by 00:00GMT December 15th 2006 to Vidyaratha Kissoon – email vidyak@devnet.org.gy

Annex 2: Rubric used in assessing Case studies

EXCELLENT (A)	GOOD	SATISFACTORY	Weak	Score
CRITERIA				
Background (5 points) Concise summary: background, significance of case study	(4 points) Generally well-written summary except for shortcomings in one or two areas	(3-2 points) Vague/imprecise summary; some findings and keywords omitted; insufficient attention to word limit.	(1-0 points) Very inadequate/imprecise summary; no keywords; text beyond the word limit.	
Development objectives (10-8 points) Clearly defines development objective for the target group which the ICT approach addresses, provides the justification for the initiative	(7-6 points) Defines development objective; shows significance of approach; provides limited justification for approach, and relevance to needs of target group	(5-4 points) /Some material not relevant/unconvincing in showing the significance of the work; background material sketchy.	(3-0 points) Significance of research/study not shown; vague description of background e.g. no connection of literature to research.	
Innovativeness (10-8 points) Initiative is very innovate, tests appropriate technology and approaches, to meet the problem and demonstrates awareness of best practices	(7-6 points) Initiative is innovative and well thought out, minimally incorporates best instructional practices and/or employment of technology.	(5-4 points) Initiative shows limited innovativeness, is not well thought out, and/or implements solutions without any adaptation to local circumstances	(3-1 points) Initiative lacks innovativeness,	
Lessons learned/challenges (10 – 8 points) The challenges and lessons learned are clearly stated, and are linked to the development objectives. The solutions which are proposed are well thought out.	7-6 points The challenges and lessons learned are stated, and solutions are proposed. Some linkage to the development objectives	5-4 points The challenges and lessons learned are stated, and solutions are proposed. Some linkage to the development objectives	(3-1 point) There is no linkage of the challenges or lessons learned to the	
Future Directions/Recommendations (10-8 points) Recommendations are feasible, and clearly stated, critical analysis; new insights; strong comparison of results with similar initiatives; clear statement of relevance to the region's implementation	(7-6 points) Good organization of thoughts; adequate discussion of almost all aspects; relevance of the initiative is implied	(5-4 points) Recommendations are not clearly stated, no linkage shown to the meeting of the development objective	(3-1 points) Not very well organized; analysis bears little relevance to results; some/ most interpretations flawed, little/ no reference to similar initiatives	
Style & presentation (5 points) Paragraph structure; correct use of terms/ diction; grammar, spelling, punctuation; sentence variety, clarity	(4 points) Errors in one area only	(3-2 points) Errors in two/three areas only	(1-0 point) Errors in more than 3 areas	