

PARTICIPANT'S WORKBOOK

Draft copy as of Nov. 21, 2008

MODULE 4

DOCUMENTING GOOD PRACTICE AND LESSONS LEARNED IN CBDRR

Learning Objectives

After completing this module, the participants will be able to document success stories and lessons learned in CBDRR. The specific objectives are:

1. To identify, using the results of participatory monitoring and evaluation, where improvements have been made since implementation of the DPRP and where recommendations can be made for future improvement of programs.
2. To identify methods and sources for obtaining information in the community.
3. To practice and develop skills for writing case studies.

Learning Sessions

The following topics are covered in this module:

- 1.. Introduction to Writing Case Studies
2. Information Gathering Methodologies and Techniques
3. Guide to Writing Case Studies
4. Workshop on Writing Case Studies

1. Introduction to writing case studies

It is now documented that communities can learn more effectively when actively involved in the learning process (Bonwell and Eison, 1991; Sivan et al, 2001). The case study approach is one way in which such active learning strategies can be implemented in the communities and in organizations. There are a number of definitions for the term case study. For example, Fry et al (1999) describe case studies as complex examples which give an insight into the context of a problem as well as illustrating the main point.

We define our case studies as community-centered activities based on topics that demonstrate theoretical concepts in an applied community setting.

The use case studies as means of documentation for learning and teaching presents a wealth of practical, real life examples that can be used to contextualize the theoretical concepts of CBDRR. Educational research has shown case studies to be useful pedagogical tools. Grant (1997) outlines the benefits of using case studies as an interactive learning strategy, shifting the emphasis from teacher-centred to more student-centred activities. Raju and Sanker (1999) demonstrate the importance of using case studies in engineering education to expose students to real-world issues with which they may be faced. Case studies have also been linked with increased student motivation and interest in a subject (Mustoe and Croft, 1999). In our experience of using case studies, we have found that they can be used to:

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
- Encourage active learning.
- Provide an opportunity for the development of key skills such as communication, group working and problem solving.

Suggested Criteria for Case Analysis

- What makes this **project stand out**?
- What are the **factors for success**?
- What are the prospects for **replicability**?
- What were the **limitations** or **hindrances** to the implementation of the above CBDRM projects or programme?

A. Case Study Design

<i>Title</i>	This should state what the case study is about. Should be no longer than one sentence ideally.
<i>Abstract</i>	Brief summary of the key interventions and outcomes
<i>Background</i>	The background should describe the situation of the country or area where the project has been set up.
<i>The project</i>	The project should be summarised, comprising all the details needed so that one can easily understand what it is about. Make sure you properly describe why you choose to undertake the project, the selection of the beneficiaries, as well as the selection of the areas where your programme has

	been implemented.
<i>Outcomes</i>	This is where you will describe the impact of the project, such as how it helped reduce vulnerability or increase capacities of the beneficiaries.
<i>Lessons learned</i>	Describe what went well, what went wrong, what you have learned by doing this project, the corrective actions that were taken and what could/should have been done differently if it had to be replicated.
<i>The way forward</i>	Describe here the sustainability of the project, how and under which circumstances it could be replicated, and what influence it will have on the long run on the beneficiaries and/or communities.

Once you have finalised the case study, give it to someone who has no clue of your programme. Ask this person to summarise the programme to you. If the person cannot do that, it means you missed your point.

Other requirements

Quotations – Make sure that you have captured some messages from the community; document the name and place (district etc.). These quotations will reinforce the results of the project.

Pictures – Make sure you do have pictures (.jpg or .jpeg) to illustrate the case study, as a good picture might say as much as a full paragraph.

Words – The number of words for a case study should be between 1200 and 1500. Make sure you use a straight forward language so that it will be easy to translate.

Contact – Make sure you include the full contact details of the person who undertook the project. This is in the case someone is willing more information to replicate the project.

2. Information Gathering Methodologies and Techniques

Once a subject for a case study has been decided upon, information needs to be gathered in order to be able to analyze the subject and back-up the claims of the author. It is particularly important therefore that the research process is rigorous and that what is written in the case study stands up to analysis. In order for this to be possible a variety of data needs to be gathered and triangulated in order to ensure accuracy of reporting. Some of the tools used and this triangulation process are similar to those used during VCA (discussed earlier in this workbook). The key difference between research for Case study and research for VCA is that the results of VCA are intended to be used as a basis for change whereas a Case Study describes the actual situation as it was found.

The main techniques that would be of use when researching to write a case study are:

- Review of Secondary data – When considering a Community-based project this will include data on both the community itself and that sort of project. It is also important to examine that community's linkages to its wider environment.

Secondary data, which is of use, may include: existing reports by NGOs and Local Government bodies, press reportage, research papers, by both academic and corporate bodies, official census etc.

Through reviewing these sources it may be possible to identify some of the key individuals who need to be contacted for further information.

- Research conducted in the community and with other stakeholders associated with the area of interest.

Principle research methods that can be utilized will include:

- Semi-structured interviews.
- Historical profiling (so the impact of the given project can be assessed)
- Direct observation.

It is important that the purpose of the research is kept in mind during the research process. The emphasis of the semi-structured interviews conducted here will be different to those during the VCA potentially.

Activity . Practice Writing Case Studies

The facilitator will provide detail instruction for this exercise

KNOWLEDGE LOG: NEW LEARNINGS AND REFLECTIONS

Module 4 Documenting Good Practice and Lessons Learned

Name: _____

Instructions:

- (1) Please accomplish this form by listing some of your new learnings and reflections on the blanks below.
- (2) Submit the accomplished form to the facilitator
