

## **Facilitator's Guide**

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# **MODULE 4**

## **DOCUMENTING GOOD PRACTICES AND LESSONS LEARNED IN CBDRR**

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### **Description**

*Skills acquisition on documenting best practices and lessons learned in CBDRR implementation  
Developing criteria, information gathering and methodologies and techniques, elements of a  
case study and practice writing of case studies*

## Learning Objectives

After completing this module the participants will be able to examine and practice how to document success stories and lessons learned in CBDRR. Specifically, they will be able:

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

## Learning Sessions

This module will contain information on writing / researching case studies and case study development workshop. It will include the following topics:

1. Developing Criteria for Case Analysis
2. Information Gathering Methodologies and Techniques
3. Guide to Writing Case Studies
4. Workshop on Writing Case Studies

**Total time:** 1 ½ hours

**Materials:** PowerPoint presentation, LCD projector, Laser pointer, flipcharts, flipchart paper, markers, examples of case studies, results of VCA (optional)

## Session 1:

### INFORMATION ON WRITING /RESEARCHING CASE STUDINES AND CASE STUDY DEVELOPMENT WORKSHOP

<b>Suggested time:</b>	1 ½ hours
<b>Methodology :</b>	Evocative discussion, short presentation, group activity
<b>Materials:</b>	PowerPoint presentation, LCD projector, Laser pointer, flipcharts, flipchart paper, markers, examples of case studies

#### Procedure:

##### 1. Introduction

Present Session objectives

#### Session Objectives:

By the end of the session participants will be able to:

To identify, using the results of participatory monitoring and evaluation, where improvements have been made since implementation of the Disaster Risk Management Plan and where recommendations can be made for future improvement of programs.

To identify methods and sources for obtaining information in the community for case studies.

To practice and develop skills for writing case studies.

##### 2. Group discussions assisted by short presentation.

Timing: 30 minutes

#### Part 1: Developing Criteria for Case Analysis

##### i. What are case studies?

It is important to ask the participants at the beginning of this session how many of them have experience of writing case studies.

Ask the participants what they understand a case study to be.

Key point:

- Case studies provide a means to document good practices and lessons learned in CBDRR (based on actual events)
- Case studies document community-centred activities based on topics that demonstrate theoretical concepts in an applied community setting.

(There are many definitions for case studies, many of which are quite academic in nature. It is important to provide a concise definition of what a case study is, relevant to CBDRR)

ii. Who has written case studies before?

Some of the participants may have experience of writing case studies but others may find the term quite intimidating. Through asking this question their concerns can be addressed. A further question could be, “Who has written an article for the RC/RC newsletter (or another newsletter/similar publication)?” Many more participants may have done this.

iii. Why write case studies?

Key point:

- Case studies for CBDRR are usually used to communicate the success or failure of a programme, or component of a programme, so that lessons can be learned / improvements made for future practice.
- Case studies can be used when approaching donors.
- Case studies can be used to help explain to a community that change is possible

iv. What forms can a case study take?

The activity that follows in this session involves the production of a paper-based study. It is worth exploring with the participants what forms a case study can take.

Possible answers are: film, a play, a photo exhibition etc.

See Workbook for further details:

**Criteria for success, if documenting a successful project or element of a project could include:**

- 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 CBDRR projects or programmes

**Criteria for failure, if documenting an unsuccessful project or element of a project could include:**

- What **lessons can be learned**?
- What are the **factors for failure**?
- What are the prospects for **future improvement**?
- What were the **limitations** or **hindrances** to the implementation of the CBDRR projects or programmes

## Part 2: Information Gathering Methodologies and Techniques

Key points:

- Information needs to be gathered to provide a basis for the writer of the case study's claims (accurate information adds credibility)
- In order for the case study to be as accurate as possible, information should be gathered from a variety of sources
- There are two scenarios in which case studies on CBDRR programmes may be written.
  - One is that it is a project the writer works on and is familiar with. In this case data collection can be ongoing.
  - The other is that the writer does not have experience of the implementation of the particular project and has to gather data upon arrival in that community.
- VCA tools can be used to gather data for case studies but the purpose of the investigation needs to be kept in mind.

Give the participants examples of some of the tools that can be used and how (briefly as tools have been covered in more depth already). Tools could include:

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

## Part 3: Guide to writing Case Studies

During this part of the session you should introduce the participants to the framework for writing a case study using PowerPoint presentation (this also features in the participant's workbook). This framework will also be used for the group exercise. The six-step framework is as follows:

<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.

- The project:* 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.
- Results:* This is where you will describe the impact of the project, such as how it helped reduce vulnerability or increase capacities of the beneficiaries.
- Lessons learned:* 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.
- The way forward:* 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.

Further explanation of why to use this structure is that if the case study is well-written it should be possible for someone who was not previously familiar with the particular subject to understand the points or arguments the author is trying to make. In other words a good case study should direct the readers' attention to the most important information and have a clear message. This framework provides a structure to clearly get the points of the study across.

It should also be made clear that this is not the only way to write a case study, it is just one that has been found to be effective.

Ask the group if they can think of any other ways to make a case study more readable / useful.

Some examples are to include:

- Quotations – Make sure that you have captured some messages from the community; document the name and place (district etc.). These quotations will support the results of the project.
- Pictures – Make sure you do include pictures 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 would like more information in order to replicate the project

### 3. Workshop on Writing Case Studies

Timing for exercise: 1 hour

Part 1: Group activity (choice of two exercises)

#### Exercise 1

Set the participants the following task:

Based on the field visit and subsequent planning exercise, imagine it is 5-10 years from now. Write a case study about the impact of one of the hazards, and the measures that were taken to mitigate for it, identified by the community on their village:

Example hazards/ vulnerabilities that may have been identified could be lack of education, clean water supply, power supply etc.

Further Guidance for participants:

Two group members should role play as members of the community, the others should write the key points to include in the case study based on the criteria in previous slides.

This allows the group to practice research and interviewing skills.

The group then needs to write their case study (in bullet point format) on the flipchart paper using the framework outlined in the workbook (abstract, background, the project, outcomes, lessons learned, the way forward). It is also useful to ask the participants to just come up with 3 – 5 bullets per heading in order to complete the exercise in the time allocated.

At the end of the exercise the participants will present their case study to the other groups with the other groups having opportunity to ask questions about each of the case studies.

#### Exercise 2

Set the participants the following task:

Based on your own (the participants) experiences of a CBDRR project, write a case study about it (the hazards present, their impacts, and the measures that were taken to mitigate for them and how successful they were)

Example hazards/ vulnerabilities that may have been identified could be lack of education, clean water supply, power supply etc.

Further Guidance for participants:

Two group members should role play as members of the community (if there are two or more participants of this specific case), the others should write the key points to include in the case study based on the criteria in previous slides.

This allows the group to practice research and interviewing skills.

The group then needs to write their case study (in bullet point format) on the flipchart paper using the framework outlined in the workbook (abstract, background, the project, outcomes, lessons learned, the way forward)

At the end of the exercise the participants will present their case study to the other groups with the other groups having opportunity to ask questions about each of the case studies.

An example case study, produced by participants, is shown below:

