

APPENDICES

APPENDIX A

DEVELOPING YOUR OWN CASE STUDIES

Many agencies want to learn from their own experience or to explore possible changes in their organizational policies and practices regarding disaster response. While the cases provided in this manual are useful for developing analytical skills and raising the broad questions, agencies may wish to develop cases which describe their own programs for use in their own training workshops. This chapter provides guidelines for the research, writing, and editing of disaster/development case studies.

A Warning and Recommendation

People learn best when the situation is familiar, but **not exactly the same** as their own. When workshop participants are first learning Capacities and Vulnerabilities Analysis, we strongly recommend that you use a case from this manual that describes the work of **another agency** in another region of the world. This will allow people to concentrate on the concepts and ideas and avoid focussing on the internal agency issues and personalities which would distract from learning. Once they are familiar with the overall approach to the disasters and development linkages, participants will be ready to deal with cases which explore the work of their own agency.

A Fundamental Principle

The most important guideline for writing teaching cases for use in this kind of workshop is: **KEEP TO THE FACTS! LEAVE ALL ANALYSIS, JUDGEMENT, OR EVALUATIVE COMMENTS OUT OF THE CASE.** Present the background information, history of project development, and key project events cleanly and objectively. *It is the job of the workshop participants to analyze, evaluate and explore other options for action; this is not the job of the case writer!*

Outline for Case Writing

A sample outline is presented below for cases which look at the programming issues in disaster response. Other outlines could be developed for examining other issues such as partnerships, headquarters dynamics (media, fundraising, donor pressures, etc.), disaster mitigation or preparedness programs, etc. In each instance, the main task would be to tell the story of the program, how it was initiated, planned, and implemented.

CASE OUTLINE: PROGRAMMING ISSUES IN DISASTER RESPONSE

Basic Instructions:

A Case Study is a tool for learning. As such, it is **not** intended as an analysis or evaluation of a program. Workshop participants will analyze and discuss the situation presented in the case. The case writer provides the facts and history to the best of his/her ability, leaving out all judgments or evaluations.

In general, there are two areas which must be presented in the case: 1) information about the program area and its people, and 2) the history and design of the program. Keep the case as brief as possible.

There must be adequate information in the case so that workshop participants can apply the Capacities and Vulnerabilities Analysis. Case writers should review the introduction to this analysis in this manual. C/V Analysis is incorporated into the outline below. As a first step in writing the case, analyze the program area using the six-cell matrix, based on your own knowledge and information presented in program documents. The information from this analysis should be presented in narrative form in the case. The cases provided in this manual illustrate how this is done.

I. Background: Long-Term Development Trends

Discuss the long-term development situation of the program area. Be sure to include any distinctions in access and control according to men/women, different ethnic groups, or whatever other divisions are important in the program area. Include both capacities (strengths) and vulnerabilities (weaknesses).

A. What do people have in the area? Who has access to resources: land, water, agricultural inputs, tools, other means of production, etc? What is produced in the area? Who performs which productive activities? Who is poor/rich? What are the health and population conditions? What is the state of the environment and what are the effects of climate? What is the condition of and access to infrastructure: roads, utilities, schools, clinics/hospitals, etc.?

B. How are people organized in the area? What are the formal and informal structures for leadership and decision-making and who is included in them? Are there conflicts or divisions according to ethnic group, race, language, religion, etc? What mechanisms for conflict management exist? Are families and communities strong or weak? What are the relations between local people and government or larger political systems?

C. Do people feel able to affect the world around them and their future? What are the roles of beliefs, religion, ideology, or inspirational leadership? Are people hopeful or discouraged? Do they take initiative or wait for events to overtake them? To what extent are they oriented towards short-term survival or towards investing in longer-term efforts?

II. Origin of the Disaster

Describe the event(s) which led to the disaster or crisis. Why did a crisis become a disaster (i.e., outstrip the capacities of local people to cope)? Who was most affected by the disaster? What were the pressing emergency needs? How were these assessed?

III. Program Response

A. Program Exploration. How did the agency become involved? Why? What pressures affected the agency's decision? What was the political environment, both inside the disaster area and outside it? What was the process of program exploration and who was consulted (local, regional, national government leaders, formal or informal leaders among the "victims," other victims, potential counterparts or partner agencies, other agencies, international organizations)? How did the agency decide where to work and who the beneficiaries were to be? Remember to report the facts of this history, not to defend or interpret them.

B. Program Components. What were the elements of the program? What goods were provided in what quantities over what period of time? How? What was the role of the local or partner agency (if any)? What did local people contribute and what other local resources were used? What were the other elements of the program? Who was hired to implement the program (local people or expatriates, etc.)? How were ongoing decisions about the program made and by whom? (The facts).

C. Program Effects. Did the program meet immediate needs? What happened as the program was implemented? What were the effects of the program in the short-term and longer term?

APPENDIX B: ORDER FORMS

RISING FROM THE ASHES: DEVELOPMENT STRATEGIES IN TIMES OF DISASTER

Mary B. Anderson & Peter J. Woodrow

Years of development efforts can be swept away in days or weeks by disasters, both natural and human-caused. This book offers lessons in crisis planning learned from the International Relief/Development Project at Harvard, a two-year collaborative effort among NGOs that are engaged in relief and development in Asia, Africa, and Latin America. Working from case histories of projects that have successfully promoted long-term development, the authors propose guidelines for the design of future relief efforts. They present an analytical framework for assessing the capacities and vulnerabilities of communities suffering from disasters and argue that disaster response programs must be based on existing capacities. They provide methods for analyzing the physical aspects of the disaster situation as well as the social and attitudinal characteristics of the affected population – which the authors view as critical to effective implementation of any relief and development program.

Practitioners working in the field, as well as scholars and policy makers concerned with the ways in which famine, war, civil unrest, population displacements, and natural disasters affect the development process, will find this an invaluable handbook.

Section I of the book includes an Introduction, a Framework for Analyzing Capacities and Vulnerabilities, and a series of chapters applying this framework to various aspects of program exploration, design, implementation, and evaluation. Section II presents eleven of the case histories of relief programs which promoted development while meeting urgent needs in disaster situations.

Mary B. Anderson and Peter J. Woodrow were Co-Directors of the International Relief/Development Project, Graduate School of Education, Harvard University.

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