Case Study Writing for Public Policy
Leadership Academy for Development
26 – 28 October & 2-4 December 2020
Blair Cameron and R. Kent Weaver

This workshop is designed to develop skills that participants can use to write public policy case studies and to develop a case library that can be used in teaching programs. The workshop will be offered online, via Zoom. The course will be split into two blocks of three days, one in late October and one in early December. Sessions will be for three hours a day.

The first two days will involve an introduction to participant-centered learning and case study writing, as well as a full discussion of a selected case. The workshop will involve "how to" lessons on each stage in the case writing process, interspersed with group activities and discussions. We will discuss several existing cases, combined with a "post-mortem" of what worked and what did not.

We will address issues such as how to refine a case topic and learning objectives, how to prepare for case study research, how to collect qualitative data through interviews, what material should be included and what should be left out of case studies, and how to build participant engagement into the way a case is written.

A key element of the workshop is that participants will work to develop their own case study. Throughout the workshop, there will be time set aside for small groups to work on cases of their own choosing. The workshop faculty will provide coaching and feedback that will progress throughout the workshop. During the five-week period between the two three-day blocks, participants will be expected to meet in their case-writing groups and develop outlines of their case studies. We will require that groups submit a mid-point assignment on November 16th, outlining several key elements of the proposed case. At the end of the workshop, participants will have an opportunity to present preliminary versions of their cases and get feedback from the entire group.

Case Proposals (to be prepared before the workshop)

Each participant in the workshop course should submit one idea for potential policymaking cases that could be written after the workshop is completed. The proposed cases should represent important policymaking dilemmas or implementation problems confronted by the central government or a local government. Note that the best cases are not about very general problems, such as how to promote overall economic growth, but rather very concrete problems, such as how to improve compliance with quarantine regulations for the coronavirus, or how to speed up delivery of business licenses for small businesses. The case should focus on a specific policy decision or situation.

In addition to a brief description of the policymaking situation covered in the case, the proposal should discuss why the problem is important, and what the "learning objectives" are—that is, what skills or knowledge are likely to be learned from studying the case. Each case proposal should be approximately one page in length. During the workshop, small groups will be formed, and each group will choose one of the proposals to work on jointly.

Outline of Workshop Agenda

Date	Session Topics and Activities
Week 1	
Monday 26 October	Ice-Breaker Opening Remarks by Prof. Tetsushi Sonobe (Dean and CEO, ADBI) Introduction to Participant-Centered Learning (Weaver) Introduction to Case Writing-Overview and Case Selection (Cameron) Initial Case-writing Group Meetings
Tuesday 27 October	Case Discussion Session: Senegal Toll Road Case (Weaver) Comparing Sample Cases (Cameron/Weaver) Break Desk Research and Fieldwork Plan for Case-Writing (Cameron) Initial Faculty Planning Meetings with Case-writing Groups
Wednesday 28 October	Interviewing (Cameron) Crafting the Narrative in Case-Writing (Cameron) PM Case-writing group meetings
Week 2	
Wednesday 2 December	Building Case-Based Courses and Communities (Weaver) Group discussion on Building Case-based Courses and Communities (Weaver) Comparing Sample Cases II (Weaver) Case-writing group meetings
Thursday 3 December	Group meetings and Practice Presentations
Friday 4 December	Group Presentations of Proposed Case Studies Course Wrap-up

DETAILED WORKSHOP AGENDA

DAY 1
Monday October 26

09:00-09:25	**Ice-Breaker Session**
09:25-09:30	**Opening Remarks by Prof. Tetsushi Sonobe (Dean and CEO, ADBI)**
09:30-09:45	**Welcome; Brief Overview of Course**

09:45-10:45	**Introduction to Participant-Centered Learning (Weaver)**

- o   What is Case Teaching and Why Is It Useful?
- o   Types of Case Materials
- o   Alternative Strategies for Using Cases in the Classroom

Reading
- *Learning by the Case Method,* Harvard Kennedy School

Resources
- HBS Video "Inside the Case Method, part 2" viewable at
  https://www.youtube.com/watch?v=JJ7aVrtTbg0
- Harvard Kennedy School brief video (English):
  https://case.hks.harvard.edu/teaching-with-cases/

Study Questions
We will watch the first five minutes of the "Inside the Case Method, part 2" video. As you look at the video, please think about the following questions:
1. What specific strategies does Jan Rivkin (the instructor in the Holland Sweetener case) use to increase engagement and learning among students in his class? Think in particular about (1) how he opens and closes the class, (2) how he draws students into discussion, (3) how he draws attention of the class toward and away from himself, and (4) how he draws connections between this class session and other class sessions.
2. What preparation has gone on before class, by both the professor and students, to facilitate this discussion?
3. Can the strategies that Rivkin uses be employed in or adapted for teaching in the classrooms of your institution? Why or why not? What sorts of adaptations would you want to make to maximize learning through case method teaching in your classrooms?

10:45-11:00	Break
11:00-11:30	**Introduction to Case Writing (Cameron)** This session will provide an introduction to case writing skills. The session will

introduce participants to each major step in the case writing process:
- Learning objectives and case selection
- Desk research
- Fieldwork plan
- Interviewing
- Crafting the narrative
- Editing and revisions

11:30-12:00 **Selecting a Good Case Topic (Cameron)**

This session will also go over the types of challenges we want to highlight in case studies, what makes a good case study topic, and how to refine the focus of your topic.

Reading
- Blair Cameron, *Captaining a Team of 5 Million: New Zealand Beats Back COVID-19, March – June 2020*. Innovations for Successful Societies, Princeton University.
https://successfulsocieties.princeton.edu/publications/captaining-team-5-million-new-zealand-beats-back-covid-19-march-–-june-2020

12:00-12:30 **Case Development Session**

Participants will meet in their groups and begin discussing the case studies they will develop as a group throughout the workshop. Participants will refine their case topic, identifying a learning objective, protagonists, and the focus in time.

DAY 2
Tuesday, October 27

09:00-10:00 **Case Discussion (Weaver)**

Reading
- Maya Gainer, *A New Route to Development: Senegal's Toll Highway Public-Private Partnership, 2003-2013*. Innovations for Successful Societies, Princeton University.
https://successfulsocieties.princeton.edu/publications/development-senegal-toll-highway-public-private-partnership

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10:00-10:30 **Comparing Sample Cases (Cameron or Weaver)**

In this session, we will take a closer look at several cases, to give participants perspective on key characteristics of written cases, as well as on the different types of cases.

Readings
- Maya Gainer, *A New Route to Development: Senegal's Toll Highway Public-Private Partnership, 2003-2013*. Innovations for Successful Societies,

Princeton University.
- Ahram Han, *Overcoming the Not-in-My-Backyard Phenomenon in Waste Management: How Seoul Worked with a Citizens' Opposition Movement and Built Incineration Facilities to Dispose of the City's Waste, 1991–2013.* Global Delivery Initiative. http://www.globaldeliveryinitiative.org/library/case-studies/overcoming-not-my-backyard-phenomenon-waste-management-how-seoul-worked
- SKIM READ: *The Hyderabad Metropolitan Water Supply and Sewerage Board.* Harvard Kennedy School.
- OPTIONAL: Christine Joo, *Quality Education for All: Colombia's Partnership with the Republic of Korea to Expand Learning Opportunities through ICT, 2012–15*, Global Delivery Initiative, http://www.globaldeliveryinitiative.org/sites/default/files/case-studies/cs_ict_in_education_colombia.pdf
- OPTIONAL: Sooyoung Choi, *Building a Dam and Irrigation System to Help Farmers in Isabela, The Philippines, Adapt to Climate Change, 2011-2018.* Global Delivery Initiative. http://www.globaldeliveryinitiative.org/sites/default/files/case-studies/cs_pasa_dam.pdf

Study Questions
In reading the cases, pay attention to the following.
1. From whose perspective is the narrative told?
2. Does the case bring you to a decision point and ask what the decision-maker should do? Or does it tell you what was done?
3. How is the case structured?
4. Is the story interesting? Does it engage you? If so, why? (or why not?)
5. What kind of information is provided in the narrative? In the appendixes?
6. Think comparatively: What are the similarities across the cases? the differences?

10:30-10:45	Break
10:45-11:30	**Conducting Desk Research, Creating a Fieldwork Plan, and Preparing for Interviews (Cameron)** This session will provide participants tips on how to conduct desk research for their case studies, how to identify information gaps that will be the focus of field research, and how to prepare for fieldwork. Readings • *Captaining a Team of 5 Million: New Zealand Beats Back COVID-19, March – June 2020.* Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/captaining-team-5-million-new-zealand-beats-back-covid-19-march---june-2020 • *Graduates to Government: The President's Young Professionals Program in*

Liberia, 2009–2016. Innovations for Successful Societies, Princeton University. https://successfulsocieties.princeton.edu/publications/graduates-government-presidents-young-professionals-program-liberia

11:30-12:00	**Initial Group Meetings with Faculty**
	Instructors will meet with each case writing group and provide feedback on case topics.

DAY 3
Wednesday, October 28

09:00-10:00　**Interviewing (Cameron)**

This session will introduce participants to different types of interviews, the goal of interviews, how to conduct effective interviews, interview ethics, interview etiquette, as well as strategies for obtaining interviews

Materials

Interview Script Example (Cameron)

Interview List Template (Cameron)

10:00-11:00　**Crafting the Narrative (Cameron)**

Topics covered will include how to structure a case study, how to make a case study engaging, and how to present multiple viewpoints. The session will also cover common mistakes in case study writing, and case study-specific writing tips.

Readings

(be prepared to refer to readings discussed the previous two days in addition to the two cases listed below)

- *Overcoming the Not-in-My-Backyard Phenomenon in Waste Management: How Seoul Worked with a Citizens' Opposition Movement and Built Incineration Facilities to Dispose of the City's Waste, 1991–2013.* Global Delivery Initiative. http://www.globaldeliveryinitiative.org/library/case-studies/overcoming-not-my-backyard-phenomenon-waste-management-how-seoul-worked
- SKIM READ: *Integrating Geospatial Information: How the Republic of Korea Overcame Institutional Obstacles to Improve Data Management, 1998–2016.* Global Delivery Initiative http://www.globaldeliveryinitiative.org/library/case-studies/integrating-geospatial-information-how-republic-korea-overcame-institutional-0

11:00-12:00　**Case Development Session**
Participants will work in groups to continue preparing their cases. This should include deciding on the structure of the case and preparing an initial outline. Participants should also develop a list of potential interviewees and an interview

DAY 4
Wednesday December 2

9:00-10:00   **Case Development Session**

Participants will work in groups to prepare their cases

10:00-10:45   **Comparing Sample Cases II (Cameron and Weaver)**

Readings

(be prepared to refer to readings discussed the previous three days, especially Seoul Waste Management and New Zealand Covid, in addition to the cases listed below)

- Sarah Glavey and Oliver Haas, *How to Scale Up Rural Sanitation Service Delivery in Indonesia*, Global Delivery Initiative, http://www.globaldeliveryinitiative.org/sites/default/files/case-studies/k8392_rural_sanitation_in_indonesia_cs.pdf

- Tini Tran, *Tackling Open Defecation through Behavioral Change: The Clean India Mission in Punjab State, 2015–2017,* Innovations for Successful Societies, https://successfulsocieties.princeton.edu/sites/successfulsocieties/files/TT_CleanIndia_13Nov2017_publ_1.pdf

10:45-11:00   Break

11:00-11:30   **Case Teaching and Writing Communities (Weaver)**

In this session we will discuss strategies for developing and sustaining institutional and individual case writing and case teaching capacity.

11:30-12:00   **Group Discussion of How to Build a Case-Writing Community at ADB and in the Region (Weaver)**

DAY 5
Thursday December 3

09:00-12:00   **Practice Sessions for Case Presentations**
Each group will have the opportunity to run through a practice case presentation and instructors will be available to provide feedback.

DAY 6
Friday December 4

09:00-10:30	**Case Presentations**
	Groups make presentations of cases to entire class. Each case will receive feedback from the instructor and other members of the class.
10:30-10:45	Break
10:45-12:15	**Case Presentations, continued**
12:15-12:45	**Course Wrap-Up and Next Steps**
	Participants will discuss issues that have arisen in the case revision and presentation process and develop strategies for addressing those issues.