Creating good Case Studies

A practical guide to making inclusive agribusiness experiences accessible and inspiring

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Abbreviations

AEIOU	Activities, Environments, Interactions, Object, Users
AV	Audio Visual
CGIAR	Consultative Group of International Agricultural Research organizations
CIAT	Centro Internacional de Agricultura Tropical (part of CGIAR)
CSO	Civil society organization
IAB	Inclusive Agribusiness
IIRR	International Institute for Rural Reconstruction
M&E	Monitoring and Evaluation
MSP	Multistakeholder Partnerships
NBM	New Business Model
NGO	Non-Governmental Organization
SSI	Semi-structured Interview
ToR	Terms of Reference
WCDI	Wageningen Centre for Development Innovation

1. Introduction to the guide

Inclusive agribusiness and case studies

The world of inclusive agribusiness (IAB) is one of enthusiasm, innovation, and hoped-for structural change in how business is done. Case studies play an important role in learning effectively from these innovations, by making the experiences and lessons gleaned from them accessible and inspiring to others. Yet there is a structural lack of good examples that can adequately inform and influence investments and new initiatives - just as there is a lack of solid evidence to prove the social and business case of inclusive business initiatives.

Many of the existing case studies have one or more of the following limitations:

- incomplete - for instance missing critical business or inclusiveness information
- poorly analysed
- poorly presented
- costly
- premature, little learning has yet taken place

As a result, it is hard for others who are struggling with comparable opportunities and challenges in different contexts to be inspired by what has been done before, to draw out proven ideas from the case study, and to adapt them to their own contexts. Many initiatives therefore remain isolated cases: the business and social innovation undertaken have a limited catalytic or wider impact.

Learning from cases

In this guide we mainly discuss cases related to IAB. However, the guide can also assist practitioners working in other domains and practices. The basic idea of this guide is that case owners interested in deeper learning and strategic communication - whether they are entrepreneurs with their key business partners, or any other team or partnership involved in a change agenda - can be inspired by the method proposed in this guide. It helps case owners to obtain the capacity to reflect on, document, and communicate their case in a strategic and effective way.

We use the term "case study" to refer to an attractive presentation in a magazine-style publication of what a project or business is doing, learning, producing, and achieving as added value to society. The case study's design and presentation combines text, pictures, visuals, links to short films, and careful editing. The result is a publication that helps the team to present and communicate the essence of the project or business. We do not use the term case study here in the sense of cases included in research reports to illustrate research issues.

Producing good case studies

This guide proposes a method for designing and implementing 'good' case studies.
By 'good', we mean cases studies that:

- are reliable and fact-based
- are relevant to business
- provide useful analysis
- make learnings accessible and appealing to others
- allow cases to be compared
- are affordable in terms of time and budget investments

A good case study is a reflection from experience upon a project or business' intentions, its inclusive business case, or its theory of change. As such, the method should be adapted to the needs of stakeholders and audiences. Still, many of the topics in this guide are important and should only be altered after careful consideration.

The case study approach presented in this guide builds on writeshop methodology, which was developed by IIRR and partners (Gonsalves et al 2010). We have added recent developments such as visualization and the use of interactive media, and own recent experience in developing case studies.

This guide is also based on user needs assessments, design thinking, and field trialling by the authors (see references). We welcome all experiences working with the guide so we can continue to develop improved versions.

We hope that working with this guide will allow future case work to be more effective in the short fieldwork time available to most case developers, and that it will lead to more and more useful case study work that will be more widely read and used to improve practices and achieve inclusive results.

Users of this guide

This guide is meant for project or inclusive business teams interested in producing a case study, and the representatives they select who will be involved in the preparation of the case study. These should be staff members who are well informed about the project or inclusive business case, able to share insights and information on their case, and interested to work with the case study facilitators to produce a strong case study.

Outline of this guide

After this introductory chapter:
Chapter 2: Case study approach
Chapter 3: Case study process
Chapter 4: Capacity and techniques needed
The Annex provides websites and references

Case study example

This case study was developed in Myanmar following the thinking behind this guide. It will be referred to in this guide to illustrate points made about using layout to communicate effectively.

Download this case study

2. The case study approach

In this part of the guide, we elaborate on the main elements of our approach to designing and producing case studies: their intended audiences and uses, the content of the case study and the style issues to be considered when producing a case study.

The following points are crucial for making case studies attractive and useful for all audiences:

- Analysis and synthesis of data is key.
- Include essential business and inclusiveness data.
- Present the information in a brief and digestible format.
- Make the product visually attractive, with multimedia functions (visuals, links).

Case study audiences and uses

Guide users produce their case studies to share achievements, experiences, and lessons learnt with a wider network. This wider network could consist of different audiences, each with their own information needs (Table 1).

A case study can be used in different ways and tailor-made for different audiences. The team can have various objectives that it wishes to achieve - such as sharing results and findings with peers and like-minded organizations, informing stakeholders (for instance, providing progress information for local government or investors), persuading or motivating stakeholders to change their current practices and follow the same line of inclusive business practice, or to inspire others to start similar inclusive businesses. It is important to define the main audiences and uses beforehand, as this will focus the scope of the case study.

Table 1: Examples of intended audiences of case studies and their respective uses

Businesses (in-company and external)	**Collaborative IAB initiatives: business, NGO, public sector**	**Investing actors funding inclusive pilots or other types of innovation**	**Researchers**
Staff from businesses are, of course, specifically interested in the business case. Sharing your case study with businesses may be useful in inspiring them, informing them about the added value you are creating, and possibly persuading them to become involved in similar IAB initiatives.	Other parties involved in IAB initiatives may be eager to learn from your inclusive business experiences. They are likely to be interested in those lessons learnt which they might also apply. Case study creators may want to inspire and motivate this audience.	These actors will want to know whether their investment was worthwhile. Their focus may be on objectives, key milestones, or results. Case study creators would like to inform this audience or persuade them to scale pilots.	Researchers are interested in case studies in order to reflect on them, and to identify knowledge gaps that may need to be addressed with (action-) research. Case study creators may wish to share their studies with this group to foster collaboration and validate findings.

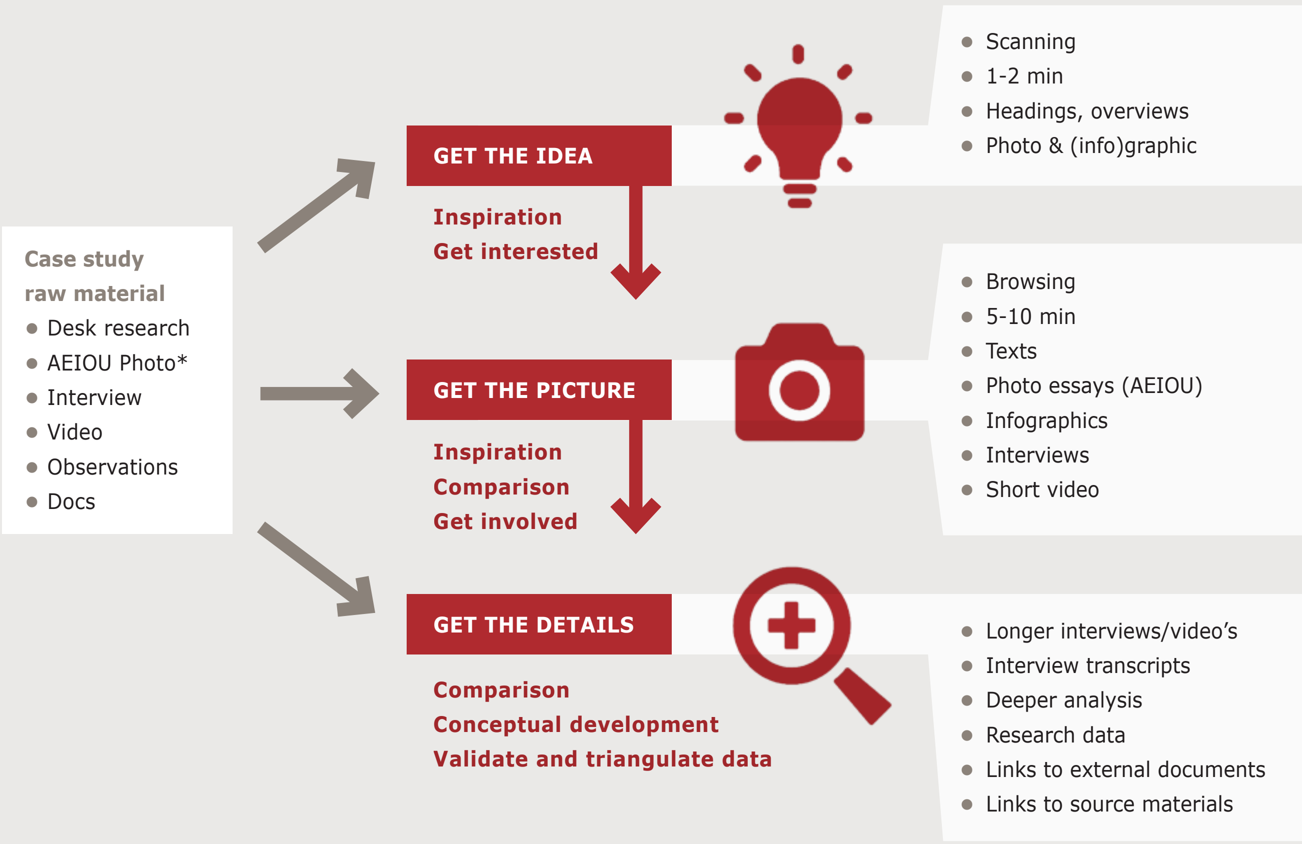
Information design

Different audiences have different needs and attention spans. Some will want a quick impression that helps them assess whether the study is worth their time, whereas others might want to dig into the details.

Figure 1 differentiates between three levels of information: **getting the idea, getting the picture, and getting the detail.**

This idea of information layering informs the design of the final product in such a way that it can cater to multiple uses on the basis of the same raw case study materials (interviews, observations, data sources, and video and photo material).

Figure 1: Information layering



* See page 19

Contents of the case study

Structure

The following generic structure (see Table 2) ensures that all necessary information needed to make the case study robust and relevant is included. Material (such as online data, first person narratives, visuals, and analysis) will be collected on each topic during the case study process. On the basis of this material, the choice of audiences, and the intended uses, the case study authors can then decide on the important storylines. Following this structure also makes it easier for readers to compare different cases. The structure can, of course, be extended or adapted to the audience and use.

Essential content

Based on the structure in table 2, we have mapped out an overview (see the mind map in Figure 1 on the next page) of the content areas that should be considered for inclusion in the case study. The specific context and type of case will determine which are relevant. The field research and desk research phases can use this overview to make sure that no information relevant to the intended audiences is missed.

An absence of information on specific dimensions does not mean that they are irrelevant. It may indicate that an important dimension of the initiative has not (yet) received the attention it deserves, or that the business model could not address it in practice. The mind map overview is meant to be used as a checklist, and can be extended to suit the needs of the case owners.

Table 2:
Generic structure for presenting a case study

COMPONENTS	EXAMPLES
1. Context	• Enabling environment • Sector performance • Industry structure: dynamics, trends, and market demand
2. Initiative scan	• Purpose • Results • Objectives and key milestones • Program duration • Implementing partners • Budget and financing structure
3. Business model	• Clients and beneficiaries • Value propositions • Inclusiveness • Public value creation • Business model evolution
4. Key opportunities	• Opportunities for stakeholders • Opportunities for scaling
5. Key challenges	• Inclusion of specific groups (such as youth and minority groups)
6. Stakeholders' points of view	• Business perspective • Farmer perspective • Civil society perspective • Consumer perspective
7. Lessons learnt	• Generic lessons • Context specific factors

Business-relevant topics

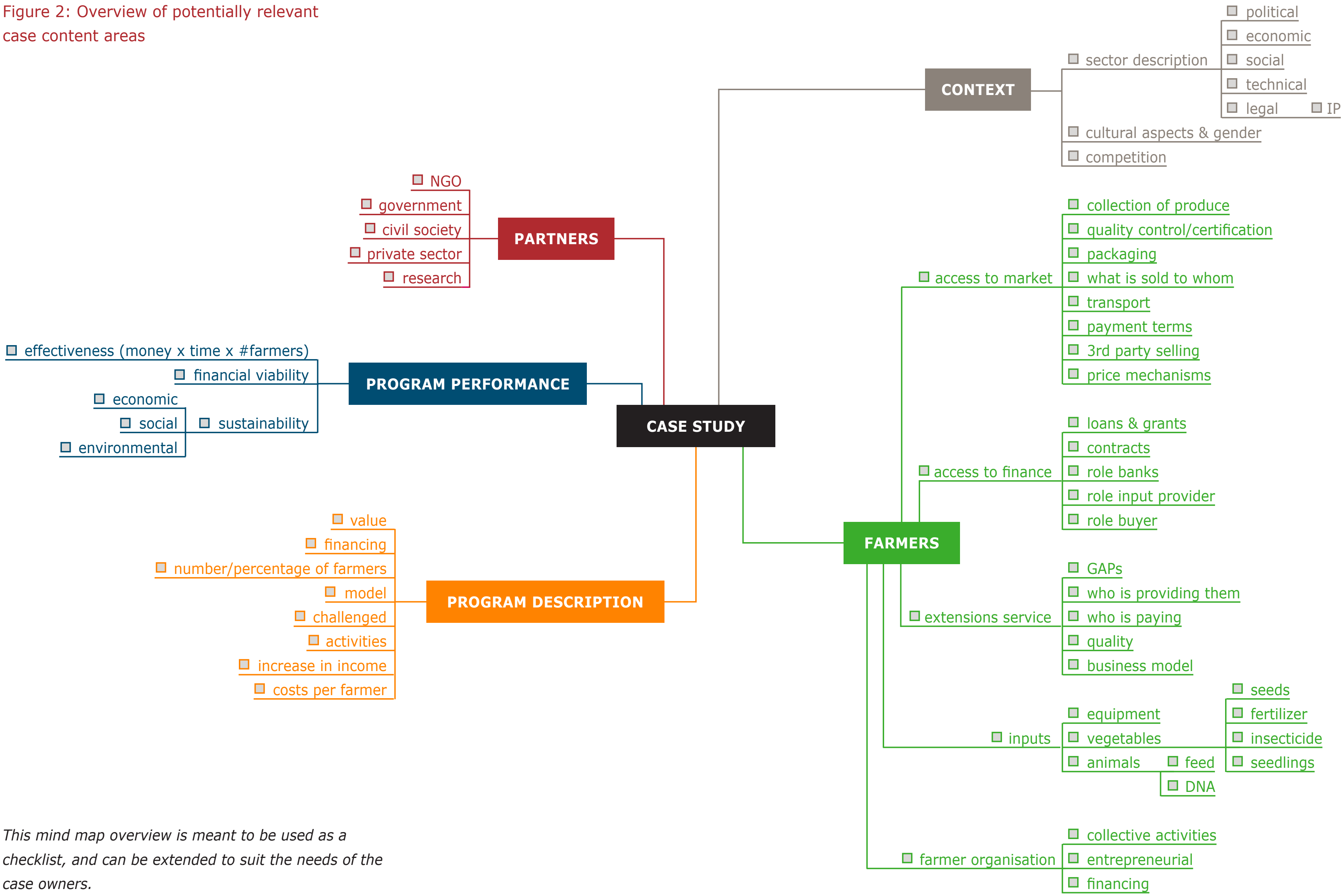
An inclusive business case needs to be clear about the central business model. Many templates exist on the key dimensions of what to include; an easily followed, easily understood template is the business model canvas. This is described well in the LINK methodology guide*.

Further key information on the business model to consider including are the business' products, target market, geography, budget and investment, business partners, main strategy for market development, and finance structure. Typically, the case study should present a set of essential data related to its business model, market, profitability, and business ecosystem.

The 2017 Myanmar vegetable case (see page 5) is an example of how to present these different dimensions in coloured boxes to make them easier for the reader to distinguish and analyse. It is also important to clearly highlight the milestones and results at the time of writing. All audiences will mainly seek quantitative data to back up the description of the business case. This will be combined with more qualitative information and stories later in the case study to make it easier to understand.

* *LINK methodology: A participatory guide to business models that link smallholders to markets / Mark Lundy, Alexandra Amrein, Jhon Jairo Hurtado, Gertjan Becx, Nancy Zamierowski, Fernando Rodríguez, Erika Eliana Mosquera. -- Cali, Colombia Centro Internacional de Agricultura Tropical (CIAT), 2014.*

Figure 2: Overview of potentially relevant case content areas



This mind map overview is meant to be used as a checklist, and can be extended to suit the needs of the case owners.

Assessing inclusiveness

Once the business case has been clearly described, it is necessary to be clear about what makes the case deliberately more inclusive than a 'normal' agribusiness case. This will require some means of assessing how the case meets predefined criteria of inclusiveness in a structured manner.

Clear principles of business model inclusiveness are formulated in the New Business Model principles (NBM) found in the LINK methodology. They are:

- chain-wide collaboration
- effective market linkages
- fair and transparent governance
- equitable access to services
- inclusive innovation
- measurement of outcomes

The NBM principles can be used to focus the business model analysis on dimensions that are critical to the sustained inclusion of smallholder farmers. Comparing the business model with its inclusiveness allows the case study to point to areas of synergy and tension between the business and inclusiveness objectives.

The LINK methodology provides a process description and a set of questionnaires that make it possible to assess inclusiveness in a structured, semiquantified manner. The Sulawesi cocoa case study shows how inclusiveness can be presented in an explicit manner (see figure 3).

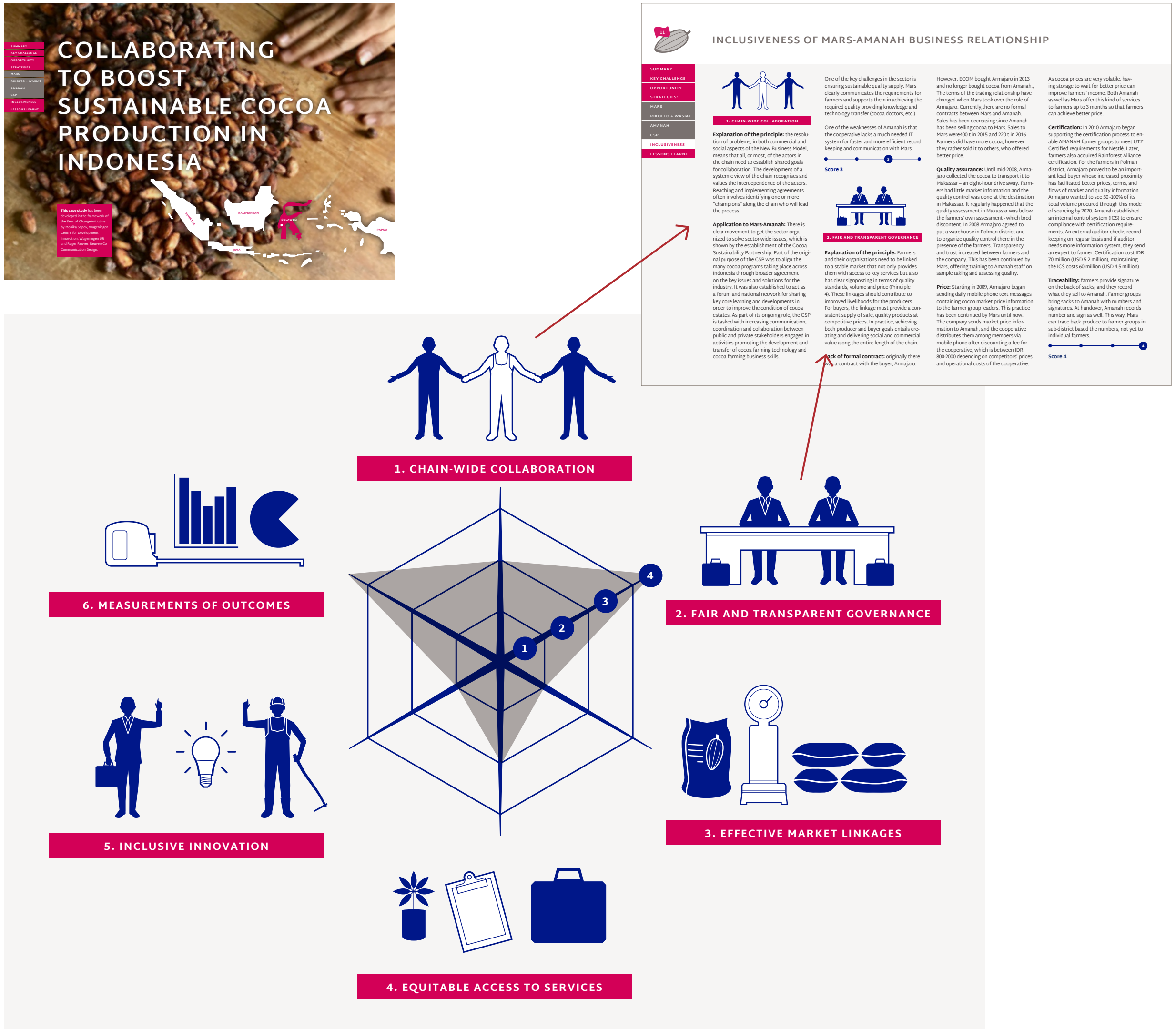


Figure 3: The six NBM principles in practice, taken from the Rikolto case study (see page 16)

Style and design parameters

The case study approach often aims to meet the following design parameters:

- focus on key details
- strong business analysis
- giving a platform to stakeholders
- creating empathy through personal stories, interviews, and visuals
- nonacademic in nature
- layered information design
- integrated visuals and video
- attractive presentation in a magazine format
- consistent and structured format that allows for cases to be compared

Download this case study

3. The case study process

This chapter outlines the six main stages needed to create accessible and inspiring case study material. It provides the steps to prepare, conduct field work, produce drafts, finalize, and distribute case study materials.

The six stages of the case study process

- **Stage 1: Preparation**
- **Stage 2: Collecting materials**
- **Stage 3: Production**
- **Stage 4: First drafts**
- **Stage 5: Finalization**
- **Stage 6: Launch and targeted distribution**

Stage 1: Preparation

Identify the main focus of the case study and the core team

The first step in any case study is to identify the main focus of the case study: what is the project or business case you want to study, and with whom do you want to share it with what purpose? At this early stage, it is important to set the scope and focus of the case study. Typically a few core staff members from the business or project would engage to begin the process, explore options and first ideas, and start to draft the terms of reference (ToR) or a short project proposal. This small group (or individual) initiates the process and becomes the core team.

The core team will include several keen staff members from the business or project combined with one or two facilitators to help with interviews and to produce the audiovisual material.

Perform a scan of stakeholder needs and expectations

Before investing in a case study, it is important to be aware of the needs and expectations of the parties you want to involve. Ask your local partners, evaluation team, and envisioned readers or viewers what information they need and expect - personally, as well as for their organization. Check that you include those stakeholders most active in the case and that relevant knowledge of these stakeholders is available as material for inclusion. Stakeholders can be at the strategic or the operational level, and you should have both types involved in the scan.

Make sure people will be interested in your finished product: use their needs to shape it. At this point, the initial ToR or case study project outline will become more detailed. It is important to decide whose communication needs the case study will serve. Are there other communication options that would be more effective in addressing the information needs of these parties? If a case study seems to be suitable or essential, proceed with the next steps.

Inventory of available material

Avoid doing what has been done before: check what materials are already out there, and which might be able to help you with your case study. Monitoring and evaluation (M&E) and communications staff involved with your inclusive business or project may be able to point you in the right direction. This will not only save you some work, but it can also help to prevent so-called survey fatigue among your stakeholders: it is tiring to keep answering the same kind of questions. At this point, the preparatory team will have to decide which additional materials you will need at the start of the case study field work, and how this will be made available.

Identify stakeholder representatives to interview

Which stakeholder groups would you need to talk to in order to get the full story on the inclusive business or project that you are studying? And who specifically would be able to represent these groups in interviews? Has the project been in contact with these people, and are they available for interviews? Is it possible to have fair representation of females and males, young and old, amongst the interviewees? Can you have a selection that fairly represents the main stakeholders or business partners and consumers?

Check the timing of the field work

Several factors contribute to the best moment to conduct your fieldwork:

- availability of the interviewees you have identified
- availability of staff to perform the fieldwork
- on-going agricultural activities
- any potential logistical issues in the field

Ideally, your fieldwork should be planned for a calm yet active season—the dry season can be good. In this way, you need to be able to photograph crops, harvesting activities and marketing/processing of the crops that your business or project works with. This will really help the reader understand what is going on. Furthermore, farmers are less likely to be engaged in off-farm labour.

Final go/no-go and financing: Can the case study be carried out with the resources available in the time available?

The core team has to make a final decision to produce the case study and allocate resources. Based on our experience (Myanmar, Indonesia, Ethiopia) the turnaround time for a case study, as described in this guide, can be as little as 2-3 months with efficient planning. Fieldwork to collect the necessary inputs for the study can be completed in three to four days with a two-person team. An estimate for the total cost of the product is between US$ 20,000 to 30,000. The cost will vary depending on the market prices for audiovisual experts and case study facilitators, as well as the desired print run of the publication.

Final fieldwork preparation

Effective preparation helps to minimize fieldwork and therefore cost. Ensure you have a sharp case study formulation, and that you have taken care of the planning and logistics detailed in the ToR. It is advisable, however, to not make your planning too tight, or you will not be able to respond to changing circumstances and follow unexpected angles. The core team can use Table 3 as a checklist for assuring that all preparatory elements are ready to start conducting field work.

Table 3:
Checklist before starting the fieldwork

Checklist before starting the fieldwork	check
Focus of case study is clear and sharp based on needs and expectations of users	☐
List of materials to be collected is ready based on inventory of what is already available	☐
Stakeholder representatives are available to be interviewed Taking into account crop seasons	☐
Staff members are available and ready to travel Including necessary equipment	☐
Effective planning of fieldwork is made Leave room to respond to changing circumstances and follow unexpected angles	☐
Logistics have been arranged	☐
Budget is in place	☐

Stage 2: Collecting materials

The second stage in compiling a case study revolves around collecting the materials you need. There are two main places from which these can be collected: your desk and the field. We will describe the fieldwork first, but as seen in Stage 1, you already need to have done some desk research beforehand, in order to know what you already have. Some of the desk research can also be done at a later stage.

Fieldwork

The aim of the fieldwork is to collect the materials needed to develop your case study. Well-prepared teams can collect these materials in three to four days on site. If possible, add an extra day to respond to any emerging opportunities. Having a core team of at least two people (a researcher and an AV expert) is essential, and if possible there should also be at least one representative from the project or business. Stage 1 describes the preparations that are necessary, but they will need to be continuously adapted in order to respond to changing circumstances and to follow unexpected angles.

In this process, it is important that the case study developer focusing on the data and analytical content and the person focusing on the AV side can work closely together. Together they need to continuously discuss what story they are looking for, what is unfolding, and what AV material is thus needed to illustrate the story. Equally, the content of interviews needs to be brought into an ongoing analysis in order to add to the evolving understanding of the case study and to decide on what data should to be sought to verify or disprove the perceptions and claims of the key informants.

Each day in the field will need to at least start and end with a comparison of the material read and heard with the AV material.

The following skills are essential in collecting the necessary materials:

- (semi-structured) interviews
- video
- photography

You can find guidelines for some of these skills in Chapter 4, Capacities and techniques needed.

Desk research

As described earlier, the core team needs to prepare for the work by collecting material and data on the case prior to the beginning of the field work. Most projects or businesses will have an M&E officer or a communications staff member who can help to prepare this part and start with an overview. Together with the facilitation team, a set of key data and information will be selected and made available. Examples from other case studies can illustrate what type of key data is needed to make a good start (see Annex references). Often some data need updating and validation, which involves looking at the main sources.

Desk research can also be used to find existing, pre-approved descriptions of projects, locations, companies, and organizations that you can easily recycle for use in the brochure, saving a significant amount of time.

To get an impression of investments made by investors - as well as the economic impact the project or business is having - a few key financial data are needed. These data are relevant at the project or business overall level, but data on changes in income, access to nutritious food, spending on education for children (including girls!), and financial access to health services may also provide a closer look at the effects of the case.

Stage 3: Production

The core team begins with the production process. It organizes notes and source materials, and starts to make rough edits of the interview videos. The team will often need to make transcripts of what has been said in interviews and video interviews and to translate. Photo editing may also be needed. The first production is made at the end of this step.

Next, the core team reviews the source materials and transcripts. Materials need to be analysed and facts and data need checking. The team also produces the corresponding narratives and decides on the final content selection. The second production is made at the end of this step.

Stage 4: First drafts

By now, the first products will become available. These can be in the form of a draft magazine, links with interview videos, updated website, etc. It is important to have a pretest of the products and to get feedback from stakeholders. This will allow you to obtain useful suggestions for improvements and missing elements, redundancies, use of language, cultural appropriateness of the images, and use of languages and colours, etc. Experience teaches that it is also wise to involve management in the last check, as the material will represent the business or project and influence its image.

Stage 5: Finalization

In this stage, the final editing will take place and the final product will be made: the final magazine, leaflet, videos, and whatever else. The number of these products will depend on the needs of the stakeholders, as budgeted for in the preparation stage.

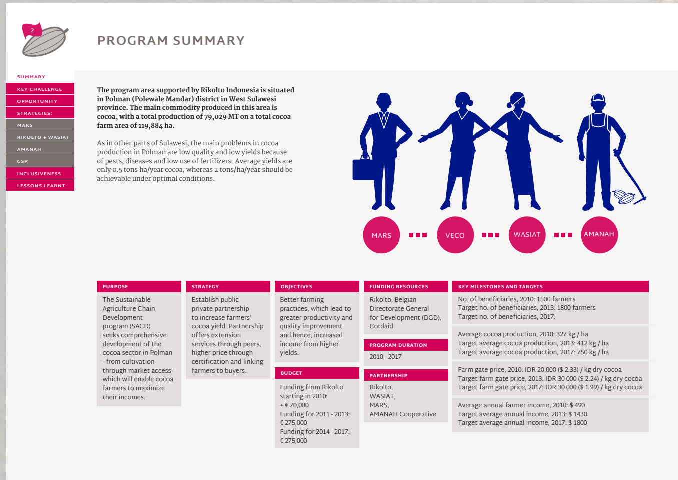
Stage 6: Launch and targeted distribution

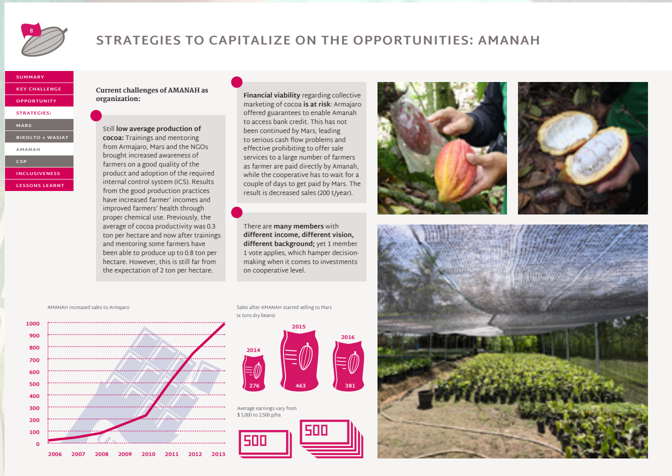
In the first step, the core team performed the scan of stakeholder needs and expectations. This should inform them when they draw up a communication plan. This communication plan will help spread your case study magazine effectively. Who do you want to reach, and what do you want them to do? In the next chapter, you'll find more information about how to draw up a communications plan.

Case study example

This case study was developed in Indonesia, following the process outlined in this Guide.

Download this case study





4. Capacity and techniques needed

This chapter briefly describes some of the capacities and techniques needed to complete a case study using the approach described in this guide. Readers of this guide can decide whether they want to outsource some of the work or develop their own skills.

We have provided concrete guidelines for some of the techniques for those who choose the latter (see also the references and the overview of useful websites). Capacity strengthening of project or business staff can also be part of the field work process, allowing them to conduct similar case study work by themselves afterwards.

4.1 Fieldwork
- **Semi-structured interviews**
- **Collecting visual data: AEIOU**
- **Guidance video interviews**

4.2 Analysis
- **Document and summarize**
- **Timeline**
- **Trendline**
- **Synthesis**
- **Evaluation**

4.3 Drawing up a communication plan

4.1 Fieldwork

Tool: Semi-structured interview*

Aim of the tool
To explore an issue involving different stakeholders and to enhance stakeholders engagement.
When to use it?
The tool can be used in practically all stages of projects, MSP's or research if further in-depth exploration of an issue is required.

What is a semi-structured interview?
As opposed to closed surveys with fixed questions, a semi-structured interview is open, being flexible to new ideas that can be brought up during the interview depending on the interviewee's answers. This can be an initial activity to understand an issue with different stake-holders, or used at a later stage for in-depth enquiry.

Why develop a Semi-structured interview?
In depth, semi-structured interviews provide qualitative data and create understanding of the issue for both the researcher as well as the interviewee. These interviews can also be used for stakeholders' engagement, as it builds mutual connection. Instead of leaving the research process to qualified researchers only, there are good reasons to involve stakeholders from different sectors in conducting semi-structured interviews and analysing these. It is an appropriate way to promote stakeholder interaction and learning, and can serve to bring the voices from particular stakeholders into MSP discussions.

The voices can be of community people who will not be able to join formal MSP meetings, or from relevant senior stakeholders. In CDI's experience, we sometimes find high-level stakeholders not very keen to join a workshop (because of time constraints or delegation to junior staff), but usually happy to share their views through an interview.

When to use it?
The tool can be used in practically all stages of projects, MSP's or research if further in-depth exploration of an issue is required.

Semi-structured interviews - Step by step
In semi-structured interviews, the interviewer has an interview guide, serving as a checklist of topics to be covered. This guide can be based on topics and sub topics, maps, photographs, diagrams and rich pictures, where questions are built around. Unlike fully structured interviews, the guide is not a rigid one, however the wording and order are often substantially modified based on the interview flow.

The interviewer also has considerable freedom in regards to the amount of time and attention given to different topics. Additional unplanned questions can be asked based on direct observations during the interview. Semi-structured interviews leave space to explore unintended directions, go deeper/probe into interesting remarks or topics and create a mutual in depth understanding of a situation.

Preparation
1. Introduce yourself and the purpose of interview;
2. Present the general topics or themes to be covered in the interview;
3. Start with simple questions that require description. Then move to more complex structural and contrast questions;
4. Ask open-ended questions, and avoid leading questions;
5. Be particularly sensitive when asking probing questions;
6. Write up interview ASAP when it is still fresh in your mind;
7. When possible share with the informant how you use the information from the interview;
8. Remember you are there to learn not to teach;
9. Individual interviews should not be longer than 45 minutes to 1 hour;
10. Group interviews should not last longer than 2 hours.

Tips
- Write down the different topics and related questions you would like to cover on a series of cards. Whenever a topic is covered, the card can be put aside.
- Start with general questions and then get more specific.
- Make links between comments by asking further questions with informants' own words to encourage him/her to provide information in their own terms.
- Ask questions in different ways to probe so that informants will provide additional information.
- Make links between observations and information given during the interviews.

* *Source: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

4.1 Fieldwork

Collecting visual data: AEIOU*

For a case study to deliver a concrete product or set of products, the capacity to produce supporting photos and videos is key. If the communications unit does not cater for this, the team will need to hire it externally.

Using this framework helps to visually map the significant relationships and interactions when visiting a location. Using these five categories as 'mental lenses' will allow you collect meaningful images that can be used for multiple audiences and purposes.

For a case study to deliver a concrete product or set of products, the capacity to produce supporting photos and videos is key. If the communications unit does not cater for this, the team will need to hire it externally.

AEIOU is a structuring mnemonic that helps with the gathering and organisation of visual data under the following sections:

- Activities
- Environments
- Interactions
- Objects
- Users

Activities are goal-directed sets of actions - paths towards things that people want to accomplish.

What are the modes people work in and the specific activities and processes they go through?

Environments include the entire arena where activities take place.

What is the character and function of the space overall, of each individual's space, and of the shared space?

Interactions occur between a person and someone or something else; they are the building blocks of activities.

What is the nature of the routine and special interactions between people, between people and objects in their environment, and across distances?

Objects are the building blocks of the environment, key elements that are sometimes put to complex or unintended uses (thus changing their function, meaning, and context).

What are the objects and devices people have in their environments, and how do they relate to their activities?

Users are the people whose behaviours, preferences, and needs are being observed.

Who is there? What are their roles and relationships? What are their values and prejudices?

* *source: Guide for collecting visual data in IAB Case Studies; https://rco.design/wp-content/uploads/2018/12/AVGuideDraftV0.2.pdf*

4.1 Fieldwork

Guidance video interviews*

Camera preparation

- Use landscape mode, not portrait mode.
- Check to see if you have enough empty space on your smartphone for video (at least 1GB).
- Make sure your battery is full and your phone is in airplane mode.
- Shoot and watch some test footage to determine if everything is working correctly before you begin.
- Write down the name and address for reference purposes.

Lighting

- The ideal place to record a short interview is outside on a bright day in the shade.
- Avoid direct sunlight if possible, and look for more even lighting in the shade.
- If you stay inside, make sure there is sufficient light; don't hesitate to move closer to a window or suggest going outside.

Location

- Find a quiet secluded spot with as little background noise as possible.
- Set your subject against a quiet background.

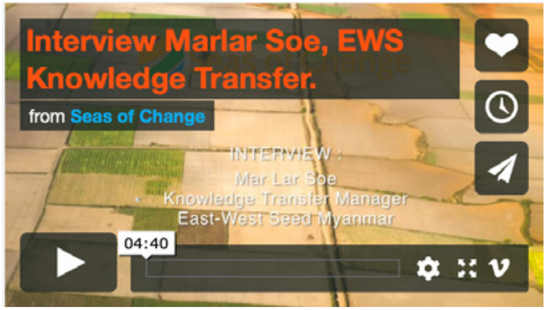
Composition

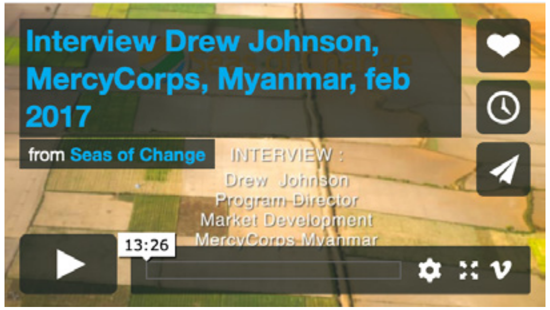
- Use a portable tripod to keep your camera steady.
- Position your device at eye level or slightly below.
- Use the rule of thirds to position your subject off-centre.
- Leave a little headroom (space between the top of the head and the image edge.)

** source: Guide for collecting visual data in IAB Case Studies; https://rco.design/wp-content/uploads/2018/12/AVGuideDraftV0.2.pdf*

Sound

- The general rule for clear audio is to put your microphone as close to the subject as possible. Make sure the surrounding area is quiet; if not, move to another place.
- Test the sound quality beforehand. Record someone talking and play it back though a pair of headphones.
- You might consider positioning a sound recorder or second smartphone directly above or in front of the subject's head to record audio. Clap your hands when starting a recording so you can synchronize the sound during editing.
- Another option is to use an external microphone, such as a small lapel mic.





Preparing the interviewee

Interviewees can get stage fright, so it's important to prepare your subject as much as possible

- Write down the name and function of the person you're interviewing, and explain the purpose of the interview.
- Share the questions you're about to ask, so that they'll know what to expect.
- Ask some throwaway questions first, while the subject warms up and relaxes.
- The important questions come next, when the subject is fresh and energetic.
- Less important questions will help to round off the interview.
- Remind the subject to look at the interviewer and not at the camera (unless that's what you want).
- Practice turning requests for information into declarative statements instead of obvious answers to questions: 'I was born in Nairobi' instead of 'Nairobi'. Not everybody is able to pull that off. Alternatively, you can play a visible role as interviewer, in which case you should make sure you also video yourself asking the questions (you can do this afterwards).
- Explain that you will edit out mistakes. If she stumbles she can repeat. If she phrases something wrong, she can try it another way.

Video interview examples from the Mynamar case study

4.2 Analysis

The core team needs the capacity to carry out an analysis of the findings and materials, often together with interviewees.

The analysis can be helped along by making use of the following tools:

Document and Summarize (p.22)
To capture ideas, insights and decisions in MSP discussions.

Timeline (p.24)
Timelines highlight historical milestones and complex developments in a schematic manner. They can guide participatory reflections on broader trends and developments emerging from interconnected events.

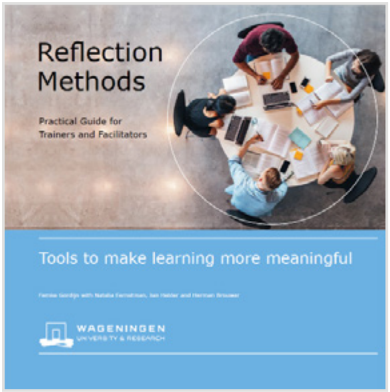
Trendline (p.25)
Provide an understanding of people's perceptions of changes that have occurred over time. These changes could be related to climate change, resource availability, income, nutrition, etcetera.

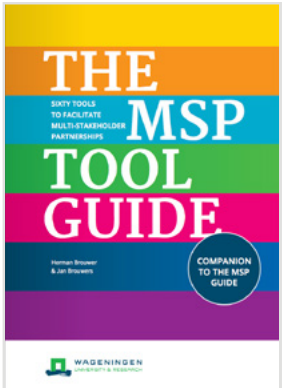
Synthesis (p.26)
Depending on the process and situation they can decide what would be the best tool. Tools for summarising help participants to remember insights and be clear on agreements.

Evaluations (p.27)
MSP facilitators should be able to apply various participatory short evaluation methods that help you at the end of a workshop to check if expectations and objectives are met, and what is needed for the next steps.

Specific tools for gaining an overview, structuring and analysing, contemplating, and future applications can help interviewees and stakeholders to analyse, reflect on and summarize main findings (see the tools in Gordijn et al. Reflection Methods (2018), available at www.mspguide.org).

The core team also needs to take a facilitating role in helping participants conduct the analysis and articulate the main findings and lessons learned. The LINK guide* can also provide input on how to analyse your cases using the NBM principles (see page 10).





* *LINK methodology: A participatory guide to business models that link smallholders to markets / Mark Lundy, Alexandra Amrein, Jhon Jairo Hurtado, Gertjan Becx, Nancy Zamierowski, Fernando Rodríguez, Erika Eliana Mosquera. - Cali, Colombia: Centro Internacional de Agricultura Tropical (CIAT), 2014.*

4.2 Analysis

Tool: Document and summarize*

Aim of the tool
To capture ideas, insights and decisions in MSP discussions
When to use it?
The co-creation stage, but also in other stages.

What is documenting and summarizing all about?
Documenting and summarizing are important habits often taken for granted, or not used to their full potential.

Some examples of what can go wrong:
- The chairperson forgot to organize a documenter and delegates this task last-minute to an unprepared intern...
- The note-taker formulates the main insights on his/her own afterwards, risking a biased or incorrect interpretation of the real proceedings...
- The note-taker captures the main plenary proceedings, but has no track of the outputs of parallel small-group work...
- Under time pressure, a meeting ends without a summary of main areas of agreement/disagreement, or decisions made...
- A chairperson summarizes the outcomes of an MSP meeting without double-checking the exact wording with stakeholders present...

Neglecting to document and summarize well has many consequences. Without adequate summarizing some stakeholders may not understand how the process is progressing, as summarizing has an important function to 'make sure everybody is on the same page'. Another consequence can be that conflicts arise, due to sensitive topics being included or excluded from the meeting reports or public statements. Documenting and summarizing are therefore key elements of managing the risks inherent in MSPs.

Ways to ensure that documentation actually supports MSP decision making

Checking by the consensus by summarizing together:
It is good practice to double-check that every stakeholder is clear about agreements made during a meeting. This can be done by summarizing what has been discussed, and asking if this summary reflects everybody's recollection. This summary of outcomes can include
- decisions made;
- areas of agreement;
- areas of disagreement.

This process is important for two main reasons:
1. Making sure that all participants agree and understand the outcomes and key issues of a meeting or discussion. As participants are often less alert at the end of a meeting, it is even more important to clarify the issues discussed and make matters explicit;
2. Creating consensus on a common message to be distributed by participants to their networks.

Participants will recall and present key issues of a meeting from different perspectives. This cannot always be prevented. Still you to make this explicit and stimulate or 'seduce' participants to come to an agreed common message.

Be prepared to document in real-time
Aim of the tool To capture ideas, insights and decisions in MSP discussions. When to use it? The co-creation stage, but also in other stages. 101 Don't delay documenting until the meeting is finished. Rather, draft texts about key points that can be shared and fine-tuned with participants. Use coffee breaks to edit essential wordings, and allow participants to suggest changes whilst the discussion is still fresh in everyone's minds.

During a discussion:
- Ensure that everybody clearly understands what is being discussed. Write down on a flipchart the question or discussion topic to keep the group focused.
- During the discussion, use flipcharts or an empty Powerpoint slide to write down main issues.
- At the end of a discussion present these key issues back to the group. Ask if everyone agrees with the wording and if needed, ask someone to clarify.
- Let participants vote or otherwise decide what they consider to be the most important issues at the end of the discussion.

* *MSP tool 40 From: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

Tools for building consensus:

- A simple method for building consensus is to provide each participant with a green and red card and instruct them to hold up the green card if they agree on the formulation of a key issue/outcome/conclusion and a red card if they disagree;
- Another tool which can be used is 'Gradients of agreements', a tool developed by Sam Kaner (2014). For a description of the tool click here;
- Another useful tool at this stage is 'Set Decision Rules', see Tool 52 from the MSP guide.
- Be careful not to dwell endlessly on crafting the right wording of a summary. Rather, do a rough summary in the plenary and invite a small group of 2-3 participants to finalize the language after the meeting. Make sure that this small group is representative of the different stakeholder views.

Involving participants after the end of a meeting:

- Try to share the key messages of the meeting with the participants within one working day. Announce during the meeting that participants will get such an email and ask them to respond with feedback within 24 hours. This is an effective way to quickly get back to participants after a meeting and keep them engaged. It also increases the chances of getting much higher-quality feedback. Inform participants that a detailed report, inclusive of their feedback, will be shared within several weeks.
- Approach participants who are likely to blog about the event, meeting or discussion. Blog entries are usually written right after a meeting or event. They can thus serve as a quick medium to report about a meeting or event and keep participants and their networks engaged. You can either choose to request bloggers to post on your MSP website (if this exists), or leave them free to post on their personal or organizational websites. In the case of the former, ask permission to edit the blog to ensure it accurately reflects the event.

Learn more

- **On Gradients of Agreement:** S. Kaner, (2014) 'Facilitator's Guide to Participatory Decision-Making': 333-373:

  http://msue.anr.msu.edu/news/gradients_of_agreement_can_help_move_groups_forward

  http://rubenvanderlaan.com/2012/02/are-your-meetings-clear-about-decisions/

4.2 Analysis
Tool: Timeline*

Aim of the tool
To promote participatory reflection on trends and developments and to link

When to use it?
Early phase of a MSP. Issue exploration and shared language.

What is a Timeline?
Timelines are visualisation tools to map moments and metrics that shaped an issue, or the MSP. They highlight historical milestones and complex developments in a schematic manner. They can guide participatory reflections on broader trends and developments emerging from interconnected events. As a collective exercise, they can also unlock insight in the progress of programmes, institutions or ideas. Doing so, they can be built into the context of meetings and learning activities.

Timelines are made of a horizontal line, starting from a chosen historical point up to today with time intervals (e.g. 6 months). On this timeline, events, projects, successes, disappointments can be placed in line by using symbols.

Timelines - Step by step
If generating a timeline in the course of a meeting, first establish an appropriate space by hanging the necessary length of flipchart paper on a blank wall, or by placing multiple writing walls/whiteboards together to create a continuous canvas. Provide the participants with writing materials and sticky notes.

Create an environment that is conducive to participation, so that even the shyest participants will contribute.

How to facilitate a Timeline:
- Identify the objective of the timeline
- Draw a horizontal line up to today with clear boundaries indicating where the timeline will start and where it will finish.
- Mark time intervals (eg 6 months) as references.
- Invite the participants to fill the timeline with relevant information. They can plot events, projects, successes, disappointments on the line using symbols.
- When the participants have exhausted their ideas, suggest additional points to ensure that all information is captured. Validate the entries with the group, if in doubt about facts
- Debriefing should be carried out using a participatory discussion format. If time is limited, the facilitator can summarize the ideas.

Learn more
- **UNHR Toolkit:** Timelines: Visualizing the evolution of events and ideas. Access here
- **Dipity** (www.dipity.com) and
- **AllofMe** (www.allofme.com) are free tools to create online timelines.

* *MSP tool 15 from: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

4.2 Analysis

Tool: Trendline*

Aim of the tool
To promote participatory reflection and exploration on participants' perceptions of changes which have occurred over time.

When to use it?
On early phases of a MSP: Issue exploration and Shared language

What is a Trendline?
This tool, originating from Participatory Rural Appraisal (PRA), is useful when added to the 'Timeline' tool. Whereas the timeline is used to identify key events, trendlines provides an understanding of people's perceptions of changes that have occurred over time. These changes could be related to climate change, resource availability, income, nutrition, etcetera. Furthermore, it is very constructive to determine whether different groups have different perspectives on change.

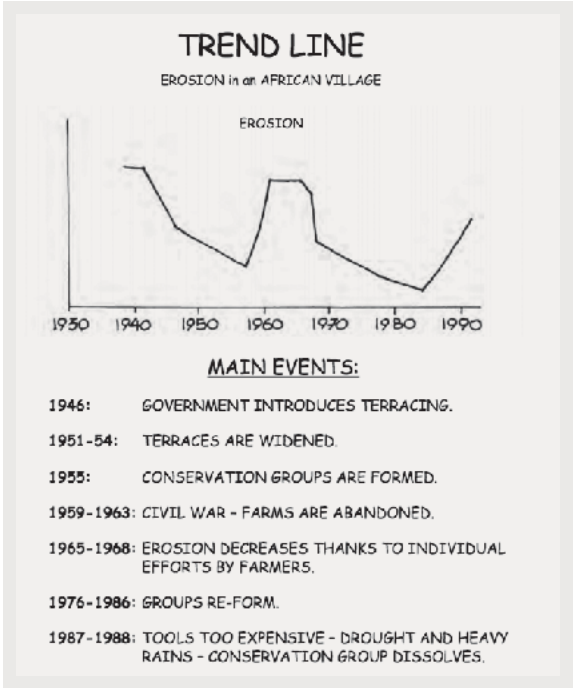
* *MSP tool 23 from: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

Trendlines - Step by step
Materials needed: white board and markers, if not available flip-over paper can be used. Methodology (source: Geilfus, 2008)
Step 1: Organize working groups and explain the exercise.
Step 2: Draw a blank matrix on the board; then draw a graph (once an example has been provided, graphs are easier to understand). Explain how time, measured in years, moves from left to right on the horizontal axis, while parameter intensity/availability moves upward on the vertical axis. Discuss the main change parameter which you are going to use, as well as the time scale (the degree to which the exercise reaches back into the past).
Step 3: Ask the participants what they think of the changes that have occurred in the community; was there more or less intensity/availability in the past? When was there more? When was there less? Using those points in time as benchmarks, draw a trend line across the years. When opinions differ, draw several lines in different colours, until a consensus is reached.
Step 4: Once the participants have grasped the concept, the facilitator should take a back seat and ask one of the participants to draw.
Step 5: Encourage participants to discuss the main trends. Always ask why changes have occurred. Write comments/explanations in the margins of the diagram.
Step 6: If the participants have been working in sub-groups, discuss the work of each one and create a common diagram. Write down the results and explain how they will be used.
Step 7: Check the results against other sources.
The figure on the right is an example of a trendline concerning the issue of erosion in an Africa village.

Learn more

- F. Geilfus (2008) 80 tools for participatory development: appraisal, planning, follow-up and evaluation. San Jose, C.R. : IICA P. 54- 55.

http://repositorio.iica.int/bitstream/11324/4129/2/BVE17089190i.pdf



4.2 Analysis
Tool: Synthesis*

Aim of the tool
To summarize what has been done and achieved in a joint articulation.
When to use it?
Commitment stage, when decisions should be made, and actions need to be agreed upon. At the end of events to mark results and help each other summarize the main issues. However, also during earlier events you might want to summarize what has been so far.

What is a Synthesis?
CDI believes that MSP facilitators should be able to apply various participatory short synthesis methods, that allow at the end of an event to summarize what has been done and achieved. Depending on the process and situation they can decide what would be the best tool. Tools for summarising help participants to remember insights and be clear on agreements. There are short quick ones like one-minute elevator pitches, creating a drawing or poster, or choosing a metaphor, to help participants represent what the MSP means to them or how they see their own role.

Short participatory tools to make a summary at the end of a MSP event

Most significant elements for synthesis[1]:
Individuals, pairs, quartos, plenary This is a method to help participants reflect and formulate the synthesis themselves. The process starts individually and ends in plenary with a group discussion.

* *MSP tool 57 from: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

The different steps include:
Step 1: The facilitator asks to reflect on the main points to be included in the synthesis Step 2: Participants think about their ideas what should be included in the synthesis.
Step 3: Then the participants talk with one other person (their neighbour) and together they select one or two points for the synthesis.
Step 4: Then they talk with another pair and decide as a group on one or two points.
Step 5: Ask the groups to write down their main points on meta cards and bring to flip chart 1 Inspired by Most Significant Change.[1]
Step 6: Main facilitator clusters cards while groups arrive at the flip chart with their cards and writes key words for each heading.
Step 7: Briefly discuss in plenary the headings of the clusters and have one or two examples for each cluster.

Material: flipchart, meta cards and markers

An advantage of this tool is that when participants do not know the group so well, they do not have to share their idea with the whole group immediately. Participants first get a chance to think for themselves and thereafter share with a few other people. This increases the sense of safety, and gives them a chance to connect with those people more deeply. A disadvantage is that you need a bit more time for this method because you have several steps and people tend to talk long with each other. Time management!

1] Inspired by Most Significant Change: http://betterevaluation.org/en/plan/approach/most_significant_change

Mindmapping the main issues of the summary
You can make a mind map with the group and visualise it on the screen. Put "SUMMARY" as main heading central and add the branches as participants bring in topics. Ask people to reflect on the learning experience they had and develop a mind map. Check each time if a new branch should be made or if people prefer a sub-branch as part of topic already presented in the Mind Map. You can also make a mind map with follow-up actions they would like to undertake inspired by the learning experience they had.

There is a wealth of software available for mind maps, for example: Mindnode, MindMeister, iMindMap HD, SimpleMind, Mindomo, Mind Mapping, MindMaps Lite, MindMemo, Mind Map Memo, MindBoard, etc. Mind mapping tools are improving as they integrate web-based solutions with tablets and desktop computing platforms. All of these applications offer a free version that let you explore mind mapping.

Material: Laptop with software or tablet with a mind map app (practice beforehand). This is a nice and visual way of structuring information, reflecting and brainstorming. Of course it can also be done on a flip chart!

Learn more
- CDI has published a manual for facilitators and trainers with guidelines on 25 reflection tools, which can be downloaded for free here.
- More tips on how to choose mind-mapping software? Check this list: www.lifehack.org/articles/technology/15-best-brainstorming-and-mind-mapping-tech-tools-for-every-creative-mind.html

4.2 Analysis
Tool: Evaluation*

Aim of the tool
Joint reflection on what has been achieved, articulate what is still needed, and create commitment to make next steps happen.
When to use it?
The commitment stage, when decisions should be made and actions need to be agreed upon at the end of the event.

How can Evaluation be used?
CDI believes that MSP facilitators should be able to apply various participatory short evaluation methods that help you at the end of a workshop to check if expectations and objectives are met, and what is needed for the next steps. Depending on the process and situation they can decide what the best method would be. We only refer here to a few short evaluation tools to be applied at the end of a workshop or other MSP event.

Short participatory evaluations at the end of an event:Evaluation wheel (about 30-40 minutes)

Step 1: Form groups and ask each group to come with two topics they like to evaluate. Topics to be evaluated can be anything: results, content, facilitation, material, logistics etc. Make a first round and ask ONLY one topic from each group. If the same topic is mentioned by more than one group then select it and write on a card. Make a second round and ask for any NEW topics that have not been mentioned yet. Select five cards with topics that are mentioned by more than one group of participants

** MSP tool 60 from: The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships, Brouwer, H. and Brouwers, J.*

Step 2: Make the evaluation wheel: A big circle on a flipchart with five lines from the middle. Add the five topic cards at the end of the lines. Add scoring at each line: 0 (no results) in the middle; 100% at the circle, 50 % half way. You may add 25% and 75% to help scoring.
Step 3: As a group (so no names!) everybody ticks with a marker her/his score for each of the five topics.
Step 4: Afterwards facilitator shows the results (make a cloud around each group of scores) and asks one representative of the high level and one representative of the low level why he/she scored there. Note these comments.

Living line (about 20 minutes)
Step 1: Make space to create a line where all participants can stand in a line. Put at one side a card with a smiley and "100%"; and at the other extreme a sad looking head with "0%".
Step 2: Explain that everybody is asked to score for him/herself somewhere on the line.
Step 3: You can put the objectives on the PPT screen and ask for each of them that they position themselves on the line according to their scoring. Each time after scoring a topic conclude on the scoring ("we are standing between X% and Y%) and ask one representative from the two sides why they are standing there. Note these comments. If time allows: ask them if they would like to evaluate anything else.

Round of +/- (about 20 minutes)
Step 1: Make a circle of chairs and arrange the flipchart so it is clearly visible for everybody.
Step 2: Ask people individually to reflect on one positive element they have at the end and one recommendation for improvement or other suggestion to improve on for the next event (5 minutes).
Step 3: Make a round and note in two columns the + and – on a flip chart. If the same issue is mentioned multiple times: add an extra "I" besides that issue.
Step 4: At the end: make a short summary by stating the issues that have been mentioned the most.

Creative representation (about 30 minutes)
Step 1: Make groups of 4-6 people. Ask each group to discuss and summarize the main things they learned and the issues they encountered at the end of the event in max 5 minutes.
Step 2: Each group then looks for materials in the room with which they can use to illustrate the things that they learned, Objects for this demonstration process can be basically anything available in the venue (10 minutes).
Step 3: After 10 minutes, make a round and each group presents their perspective (about 15 minutes). Make pictures for the report and notes on what the groups share during their presentations.

Learn more
- For an introduction to evaluation and designing Monitoring & Evaluation systems: http://www.managingforimpact.org/
- For Wageningen University & Research/CDI 2016 Conference on M&E for partnerships:http://www.managingforimpact.org/event/conference-partnering-success-how-me-canstrengthen-partnerships-sustainable-development
- For an overview of critical thinking within the evaluation practice: http://betterevaluation.org/

4.3 Drawing up a communications plan

In a communications plan, you decide on what audience you wish to reach with what message. The focus is a call to action: what should your target audience ideally do?

To draw up a good communications plan, you need to answer the following questions:

- Who is your target audience (or audiences; several can be defined).
- What do you wish to accomplish with your communications goals (if you have multiple audiences, define this for each audience)?
- What are the key messages that you want to distribute to your audience?
- What communication channels does your audience use to acquire information (a specific website, social media: Twitter; LinkedIn; or YouTube, or media such as a specific newsletter or newspaper)?
- What are the important events that your audience attends? (e.g., specific conferences or sector events).
- Define what you audience should ideally do (that call to action) once you have reached them with your message (for example, 'get in touch with us to start a project').

In the case of multiple audiences, you can work with a communications matrix to define how you will reach your audiences. Several steps, such as the use of specific communication channels, may overlap for different audiences.

Communication means, budget, and evaluation

Using your communications matrix, define the **means** you want to develop. Do you want to deploy a website that discloses your case study, to use social media to spread your message, or to have a specific newspaper write about your project?

It is important to **budget** your communications plan: what does it cost to develop the most desired means of communication? The most desired means of communication is the one that ensures you deliver your call to action. If your budget is limited, focus on using free social media.

Evaluate your communication actions. What makes your audience answer the call to action (e.g., by contacting you)? For example, if you design a website, monitor how many page visits the website receives. If you distribute messages via social media, monitor how often these messages are shared and liked. Most importantly: do your means of communication result in the desired call to action? In this way, you can see whether your communications actions have the desired effect, or whether you should develop different approaches.

TARGET AUDIENCE	AUDIENCE X	AUDIENCE Y	AUDIENCE Z
Goals Key messages Communication channels Events Call to action			

5. Annex

5.1 Websites with examples and tools

AEIOU Framework:
https://rco.design/wp-content/uploads/2018/12/AVGuideDraftV0.2.pdf

LINK methodology guide online:
https://cgspace.cgiar.org/bitstream/handle/10568/49606/LINK_Methodology.pdf

LINK methodology: http://seasofchange.net/the-link-methodology-new-short-version/

MSP Toolguide and Reflection Guide at www.mspguide.org

5.2 References

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Colophon

Creating good Case Studies
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