

Project  
Design

GUIDELINES FOR THE PREPARATION  
OF CASE STUDIES ON  
WOMEN IN DEVELOPMENT

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GUIDELINES FOR THE PREPARATION OF  
CASE STUDIES ON WOMEN IN DEVELOPMENT

I. PURPOSE AND SCOPE

The purpose of this document is to provide guidance in the preparation of case studies concerning women in development to be used in the training of individuals involved in the design or implementation of development projects. This document will present the key elements and steps in preparing a case, and references will be made to other publications on case writing judged useful. The distinctive emphasis of the guidelines presented herein is on women in development. Cases prepared on this subject require a special orientation as to their focus, content, and form.

The following section will provide an introduction to the case study method. This is followed by a statement of the specific pedagogical objectives for WID cases. Then the key considerations in WID case development are presented (including general steps, case outline, and data considerations). The final section presents guidelines for the preparation of teaching notes which should accompany the case study. Lastly, there are four annexes, including an appendix of technical references on the case study method.

## II. THE CASE STUDY METHOD: AN OVERVIEW

The case study method has a long history as a particularly effective pedagogical approach to developing problem-solving and decision-making skills. It is based on the philosophy that the students must take an active part in and responsibility for the learning process. The basic premise is that active intellectual participation is essential if the learning experience is to be most meaningful.

The case studies are the pedagogical vehicles through which student involvement is generated. Cases are factual descriptions of actual situations facing decision-makers in organizations. The case studies do not set forth theories or hypotheses but rather present a slice of the real world in a form that allows the discussion participants to think purposefully about issues which are highly relevant to their own professional work. Thus, the approach is practitioner-oriented and reality-based.

The cases do not include an analysis or evaluation of a situation but rather provide the raw material from which participants can engage in their own analysis and draw their own conclusions. As in the real world, the case situations do not have one "right answer;" there may be many reasonable alternatives and defensible recommendations. From the learning perspective, the answer is less important than the problem-solving skills that are developed in the process of deriving systematically a logical and sensible set of conclusions and recommendations.

The learning steps in the case study process usually are three: first, participants read and analyze the case individually; second, they meet in small study groups (5-8 people) to exchange ideas, clarify analyses, and expand their perspectives; and third, there is a plenary discussion of

the entire class (15-18 people) led by the instructor. It is clear that learner involvement is central in each of these three steps. Also key is the element of collective interchange. By sharing analyses and perspectives and by having to defend logically one's position, students enter the dynamics of the learning process. True intercommunication occurs and the resultant intellectual sum exceeds that of the separate parts. Thus, the case learning process is active and collective as contrasted to traditional teaching methods which tend to be passive and individual.

It is important to reiterate that the basis for the whole learning process is the case study. If this is poorly prepared, then the entire process is significantly weakened.

For further description of the case method, the reader should consult the following references: Dooley and Skinner, Gragg, Hammond, Hatcher, and Shapiro (see Annex IV).

### III. PEDAGOGICAL OBJECTIVES FOR WID CASES

There is a growing recognition within the international development community of the importance of women's role in the development process. Major development organizations, such as AID, have made institutional commitments to increasing their capability to deal effectively with the issues surrounding women in development. The primary vehicles through which the Agency can have an impact in this area are projects. Thus, it is the tasks of project design and implementation that are critical in determining that impact.

There now exists sufficient empirical evidence to conclude that weaknesses in project design and implementation have caused adverse effects on women, or reduced benefits accruing to them, or failed to capture fully their contributions to projects and the development process. These project weaknesses are a reflection of inadequacies in the skills and awareness of the staff involved in preparing or implementing a project. These inadequacies are not surprising because the distinctive nature of women's role in development gives rise to a unique set of project design requirements. Staff need a new set of conceptual and analytical perspectives and skills in order to deal explicitly, effectively, and efficiently with women-related issues in the spectrum of projects in which they become involved. The objectives for the WID cases flow from these training needs.

Specifying the learning objectives of a case study is one of the most critical aspects of the case development process. The objectives of a case provide guidance in the collection and presentation of the case information. They should be delineated explicitly and clearly. If they are left implicit or vague, the case preparation will be surrounded with ambiguity,

thereby complicating the tasks of deciding what information to include or exclude and how to present it.

There are various types of pedagogical objectives, but they can be grouped into three general categories:

- \* increase conceptual understanding;
- \* develop technical skills; or
- \* transmit factual information.

The Women in Development (WID) case studies will generally have objectives in each of these three categories, although particular cases might tend to emphasize one over the others, depending on the teaching situation and other teaching materials being used. The objectives for the WID cases related to project design and implementation are the following:

- \* increase an understanding of how to conceptualize the activities of women, the determinants of those activities, and the way the activities and determinants should shape project design and implementation;
- \* develop the analytical skills to systematically categorize information on women in development, and translate it into terms which are relevant to project design and implementation;
- \* transmit information which will increase one's knowledge of the situation and circumstances of women in developing countries.

These three objectives can be given more precision or elaboration based on the specific case study and how the case is to be used. Ideally the specific objectives for each case should be formulated by the trainers (case supervisors) and the case writer.

#### IV. WID CASE PREPARATION

##### A. Relationship to Objectives

An "interesting situation" has been located, and a decision has been made to do research on it and write it up into a case study. How does one begin? The writing of a case is an iterative process. It is of first importance that the basic objectives of the particular case be determined. Why is this case interesting? What is interesting about it? What does it show in particular about women that makes it interesting? Does it show one thing or many things? Does it show interactions among many aspects of experience? The answers to these questions by the case writer and supervisor will focus the purpose of the research about the case and will help focus the data to be collected and the ways of collecting it. As material is collected, the original objectives should be reexamined by writer and supervisor to see if they are still appropriate.

##### B. Relationship to Teaching Note

There is disagreement among case writers and teachers about the relationship of a teaching note to a case (See Culliton and Bennett in Annex IV for varying viewpoints). We believe that the teaching note should be written in tandem with the case. This is, again, because of the importance of the iterative process in case development. A teaching note written while a case is being drafted will help clarify the pedagogical purposes of the case and will, therefore, help the case writer outline and organize the case. As the case is drafted, adjustments may be called for in the teaching note as well because each process interacts with the other. After a case is taught, the teaching note will again need to be revised to reflect experience with the case in the classroom.

### C. General Procedures in Case Preparation

This section discusses some of the important features of the case writing process that can help new case writers become more effective.

1. General Description. A case is a description or record of an actual situation. Cases range in length from ten to twenty-five pages. They include both a textual section and a group of exhibits which present the facts, opinions and quantitative material on which classroom discussion will be based. Cases are not written to illustrate correct or incorrect handling of a situation, nor are they written with an editorial bias to imply a particular conclusion.

2. Supervision. Case supervision is particularly important when a number of cases is being produced for a single purpose by several different case writers. The content, scope, organization and orientation of all cases must fit into an overall plan for the use of the materials, and the plan is determined by the teacher-trainer. Supervision for case writing is required except when the teacher is doing the case writing.

3. Confidentiality. For the case writing process to be successful, the case writer needs to learn the true facts of a situation. Information that is essential to a case must be asked for directly. No information should be acquired surreptitiously. At times, this may require that the case writer be entrusted with information which is normally available only to a very limited number of individuals. It is important that case writers explain to their information sources their policies and safeguards for treating privileged information. It is possible to disguise material in order to preserve confidentiality and still retain the educational value of the information. Case writers must be scrupulous in maintaining confidentiality of all privileged information which is entrusted to them.

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4. Elements of a Good Case. A good case brings reality into the classroom to be worked over by the students and instructor. Because a case is used as a substitute for a real situation, its details should be as close to reality as possible. Therefore, obstacles to dealing with the realities reported in the case must be minimized. An unobtrusive case allows the student to work on the situation, not the case.

The "audience" or user of a case is the student. The facts of a case situation must be clear to the student. The case structure--that is, its beginning, sequence and conclusion--must make sense to the reader who is presumed to be unfamiliar with the facts. Techniques such as reliance on topic sentences and paragraph unity, or transitional words and phrases, help show the reader what comes next. Students should be able to understand and appreciate the situation in order to analyze it with the intent of planning and carrying out action regarding the circumstances described in the case.

A good case is well researched and well written. The case writer must pay attention to the selection of what to write about, to the mechanics of language and organization, and to artistry. However, no writing technique or artistry can make up for inadequate information. Case writers must be well informed about the real situation on which they write.

5. Data Gathering. WID case writers depend on both printed material and interviews as source material for cases. Case writers will have to search extensively to meet the information needs of a case. Suggestions for particular sources of information relevant to WID cases are included in a subsequent section. Interviewing techniques include the following:

- a. Give your whole attention to the person being interviewed.
- b. Listen--don't talk.
- c. Never argue--never give advice.
- d. Listen to
  - what the interviewee wants to say;
  - what he/she does not want to say;
  - what he/she cannot say without help.
- e. Occasionally summarize what you have heard for comment.
- f. Consider everything said a personal confidence.

6. Writing Process. From past experience with case writing, it is possible to identify procedures for writing which are helpful in the iterative construction of a case.

a. Once a case has been identified, the WID case writer should write its preliminaries. These include:

- \* case preview--a summary paragraph that explains where and when the case takes place and what the focal problems are;
- \* list of probable exhibits;
- \* statement of what students are expected to learn; and
- \* statement of the intended use of the case.

The preliminaries provide a basis for agreement about the case between the supervisor and the case writer, and they identify elements that are important for the teaching note.

b. An outline should be written after the case writer has reviewed the available data and redefined the case in light of this. This outline should amplify and organize the preview as well as give an estimated length of the text. Once again, the written outline can provide the means by which the supervisor and the case writer can agree on the content, scope, and organization of the case. The recommended outline for WID cases is presented in a subsequent section.

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c. The purpose and content of the case must be decided. This will affect the selection and sequencing of information. These considerations are determined by the type of case being written.

There are three general types of cases:

- \* specific problem cases where the problem is clearly stated;
- \* diagnostic cases where the problem is not very clear; and
- \* appraisal cases with emphasis on prognosis.

d. The orientation of these cases may be as follows:

- \* as a springboard that poses a problem so that it leads the discussion to the more general issues of a central problem;
- \* as a "booby-trap" which implies questions that are not the central "right questions;" or
- \* as the backbone for systematic analysis which develops useful ways of thinking, observing, and making more suitable decisions.

WID cases may fall into any of these three general types, but they should be solidly oriented toward systematic analysis. The type of case and its orientation should be agreed upon in consultation with the supervisor.

e. Certain writing procedures have proved useful in the preparation of cases and are now generally accepted norms:

- \* use of past tense (cases written in the past tense retain their currency longer);
- \* use of active verbs (active verbs are more powerful than passive ones unless the writer is deliberately trying to achieve a change of pace);
- \* exclusion of value judgements and editorializing (case writers report but do not judge or express opinions);

- \* use of headings, titles and outline style to give clarity to the presentation;
- \* ensuring accuracy (proofread for errors, do the analysis and check for consistency);
- \* rewriting (few writers are clear and accurate the first time; three to four drafts usually are required); and
- \* editing (get an outside editor with no experience with the case facts and material).

The writing stage includes a number of standard decisions. These include decisions related to content as well as presentation. Standard procedure is to concentrate on the content in the first draft and on methods of presentation in subsequent drafts.

References for this section include (see Annex IV):

- Bennett, John, Writing a Case and Its Teaching Note.
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#### D. Outline for WID Cases

For teaching purposes, each case study on development issues for project design and implementation as those affect or are affected by women should follow a standard outline. This will make case comparisons easier. The structure of the cases also suggests processes for data and information collection in future project design. The outline for WID cases is in Figure 1.

Figure 1

Title of Case

I. Country, Sector, and Project Background

Two or three pages of relevant information about the history, economy, culture and political conditions in the country are important. These comprise the context for all project activities and have direct relevance for planning. Data should be chosen for its relevance to the project. If it is an education project, information should focus on schooling systems and literacy, teacher, etc. data.

Project background may be woven into country background or treated separately whichever works better for the case. Project background should describe the initiative for the project, its planning procedure and the expectations of its planners. Actual project description comes below.

II. Context for Women

Several pages should be focused on the roles of and context for women in the country in general and in the project area specifically. Categories of information should include:

- A. Socio-Cultural Perspective
- B. Details of economic activities and social functions of men and women
- C. Social and economic determinants of activities
- D. Access to education

Other project-relevant categories, such as information concerning particular laws or other factors may be added.

III. Project Description

The actual project must be described with clear information but no evaluative comment. The description should include:

- A. Project objectives
- B. Components
- C. Provisions for monitoring and evaluation
- D. Implementation
- E. Follow-up (if relevant)

IV. Annexes

Supporting data, tables, statistics and charts are useful for background to case readers. Careful selection of data can keep the case text brief. Do not, however, attach every bit of available data. Be selective and focused on information needed to understand the project and its impact. Use the data you have and make up your own tables or charts for presentation if necessary to ensure relevance to the case.

E. Aspects of Collecting Data on Women

1. Data Requirements. The framework that will be used in analysis of these cases stresses two major categories of information: first, the social and economic activities of both women and men in the project area, and, second, women's access to and control over both resources and benefits.

With regard to the activity analysis, it is important to identify both male and female activities because their relative positioning and interrelationships will affect and be affected by the project. How one categorizes activities is important. We suggest the following three categories:

a. The production of goods and services. Whenever possible, for each type of good or service produced, the specific productive activities carried out by women and men should be identified. For example, in millet production in the Zandes region of Niger, men clear the field; women select the seed and plant it; both men and women weed and harvest; women thresh; men are responsible for family level storage; women are responsible for household level storage; women hand pound grain for family use; men sell some surplus to the government purchasing agency; women sell or barter some surplus at the village level.

b. The reproduction and maintenance of human capital. Activities that are performed to produce and care for family members need to be specified. These might include fuel and water collection, food preparation, child care and education, health care and birthing. Although these activities are often viewed as noneconomic and generally carry no pecuniary remuneration, they are, in fact, essential economic functions. They consume a scarce resource, human labor. How a project affects these activities, and how

these activities affect project implementation need to be explicitly analyzed in case discussions.

c. Social functions. Refer to activities performed in the community that are part of political processes or traditional social processes.

Identifying activities is a necessary but not sufficient step in the data preparation for project analysis. Underlying each of these activities is a series of socio-economic factors which determine who does what, where and how. Of particular concern is how these factors influence women's access to and control of resources and benefits in each of the three major activity categories (production, reproduction and maintenance, and social). Access and control are concepts that are fundamental to realizing an increased contribution from and equity for women.

The socio-economic determinants could be categorized in numerous ways, particularly because of their interrelationships. We suggest the following:

- \* community norms;
- \* religious beliefs;
- \* familial norms;
- \* legal parameters;
- \* demographic factors (including person/resource ratios and migration);
- \* economic conditions (including poverty levels, inflation, income distribution, infrastructure); and
- \* institutional structures (including the nature of government bureaucracies).

2. Data Problems and Approaches. The scarcity and weakness of data reflecting women's economic activities in developing countries is generally acknowledged. The major problem is a general lack of data disaggregated by sex. Where disaggregated data does exist it is often problematic because of faulty construction of analytic categories such as definitions of labor force participation which are biased against seasonal and part-time employment or misuse of the housewife category to mask part-time employment or unpaid family labor in agriculture and commerce. There are also problems with data collecting procedures. One should identify who is asking the questions and who is giving the answers. Reliance on male heads of households for information on female economic activities is now generally held to bias results.

In accumulating and selecting data on women for inclusion in the case, it is important to use multiple sources of data from both the technical literature and the women and development literature whenever possible. Micro and macro data should be cross-checked whenever possible, with the micro literature used as a way of understanding and evaluating the macro. In general, it is useful to weigh sources against one another, and to use caution in making global statements. Material on cases can often usefully be presented as indicative, rather than conclusive or as showing trends rather than absolute magnitudes.

3. Data Sources. Because the availability of regional and local data on women is very uneven, and it often requires considerable ingenuity to find relevant information, it is worthwhile to pursue several search strategies simultaneously. Project documents, Country Development Strategy Statements (CDSS) and previous reports on technical assistance efforts are all possible sources of information both in-country and in Washington. It is also

increasingly likely that the AID/WID office or the local AID Mission will have supported a country study on women such as those undertaken in Nepal, Sri Lanka, Ghana, the Cameroons and Mauritania. Women's Ministries, Commissions and Bureaus in host countries are often able to provide information on the situation of women in the project area, and are a valuable resource to draw on in case development. The Mission, the AID/WID office and the Washington regional bureau office may have documents collected from other sources that provide information on women in the project area.

Other donors may be sources of information either in-country or in their general publications. UNDP, for example, has published extensive data on women and national planning in Haiti, Indonesia, Rwanda and Syria in Evaluation Study #3 entitled Rural Women's Participation in Development. FAO has a computerized documentation center that can be searched with key words related to women and women's work in rural areas.

The scholarly community has developed a series of annotated bibliographies on Women and Development that can be useful in locating resources (Annex I). Bibliographies and other information resources are being generated and exchanged through a network of international research centers which can provide a sense of what information is available in their particular areas of expertise (Annex II).

With the advent of Title XII and the AID Women and Development grants to regional consortia, universities are becoming increasingly specialized in their knowledge of women's work both in terms of geographic area (Arizona/Sahelian Africa), and technical problems (Kansas/Farming Systems). The easiest way to locate information for a particular project would be to be in touch with the consortium project directors for referral to particular institutions (Annex III).

Macro data are used by governments and development agencies to set priorities and develop program strategies. Although often too general to be of direct use in project analysis, such data can serve to set the context in which a particular project takes place.

Sources of macro data include national census data as well as selected data on women available through donors. AID has supported a women's data file on sixty-nine countries for nineteen variables ranging from vital statistics and literacy to economic participation and migration. Country-by-country data from this data set are also being made available to Missions, and can be accessed through Lois Godikson at AID DS/DIU.

The World Bank and UNDP are cooperating in the support of National Household Survey Capability programs in developing countries. Fifteen developing countries have fairly regular programs of household surveys, and another forty are struggling to develop such capability. Donor support for these programs includes advice, training, equipment and local costs. The contact person for this effort is Gloria Scott of the World Bank.

More information on access to these and other macro data sets, as well as useful discussion of the strengths and weaknesses of the data, is contained in Progress Toward an AID Data Base on Women and Development, (Biocentric, 1977) and Report from a Workshop of Macro Data Sets for Women and Development, (Jaquette, 1981) both available from AID/WID.

## V. THE PREPARATION OF TEACHING NOTES

### A. Purpose of Teaching Notes

The basic purpose of teaching notes is to provide guidance to instructors on how the case studies can be used effectively in the classroom. The key word is guidance. Teaching notes suggest ways of handling a case discussion rather than dictate a correct way. Every teacher has his or her own style of teaching, and every teaching situation presents particular demands. This means that the case discussion has to be adapted to those specific circumstances. One of the virtues of case studies is their inherent flexibility to allow such adaptations. Consequently, the teaching notes serve as an important base and departure point for the instructor but by no means constitute a unique pedagogical map for handling the case discussion.

The teaching note increases the efficiency of the instructor in preparing to teach the case. It also increases the usability of the case because it encourages and enables instructors who have little or no experience with case study teaching to try this method. The note also ensures transferability; the case is not just teachable by the persons who developed it, but rather their ideas are transmitted to others through the note. Finally, the note serves as a quality control mechanism for the preparation of the case study itself.

The pedagogical objectives specified in the note provide guidance as to the type and form of information to be gathered and included in the case. The teaching note's analysis of the case provides a check on whether the case data are sufficient, accurate, and workable when analyzed. The note provides a "pretest," allowing teachers to put themselves in the position of the students. Gaps or problem areas can be identified and the case study adjusted accordingly.

To summarize, teaching notes provide pedagogical guidance to instructors, increase their efficiency and preparation, broaden case usefulness, ensure transferability, and serve as a quality control mechanism for case development.

## B. Components of Teaching Notes

The format for a teaching note can vary but we suggest that it consist of four components: Case Synopsis, Pedagogical Objectives, Study Questions, Case Analysis and Teaching Plan. Each will be discussed in turn.

1. Case Synopsis. The note can begin with a brief (1-2 paragraphs) summary of the case study. This should include a description of the country and project setting, the year of occurrence and the major problems or issues.

The instructor should carefully read the case study prior to studying the teaching note. The note is prepared with the assumption that the teacher is completely familiar with the case and, therefore, extensive descriptive data are not included in the note. However, some instructors will find it useful to read the teaching note in a preliminary way before studying the case. In this instance, the synopsis is most useful.

2. Pedagogical Objectives. The statement of objectives is, in one sense, the most critical element of a teaching note. Objectives provide the guidance and focus for the case and its analysis. The reader is referred to Section III above for the discussion of objectives for WID cases. Each teaching note should contain an explicit statement of the objectives for that particular case.

3. Study Questions. To assist the students in their individual analysis of the case study, a set of questions can be formulated and distributed

to them along with the case. These questions are shaped by the case content and the pedagogical objectives. If one wishes to emphasize, for example, developing skills relating to the systematic categorization of information on women's activities, then questions such as the following could be formulated:

- \* What are the economic, maintenance, reproductive and social activities of the women?
- \* How do these roles relate to those performed by men?
- \* How is women's time allocated among these activities?
- \* How are these activities related to one another?

To deepen the students' conceptual understanding of the women's activities, one might use questions directed toward the underlying determinants:

- \* What factors determine the gender specific pattern of activities?
- \* How do specific economic, social, political, or institutional factors affect women's access to or control of resources?
- \* What are the consequences for women and the development process of that access and control situation?

If one wished to push the students' analysis in the direction of project design, then additional questions such as the following might be used:

- \* Has the current project design recognized the economic roles of women?
- \* How will the design of the project impact on the present configuration of women's activities?
- \* Will increased demands on one set of women's activities be feasible given their other activities?

- \* How will the project affect women's access to and control of resources?
- \* Do the existing institutions have the appropriate personnel structure to deal with women?

The foregoing study questions are, of course, only illustrative. The questions given to students could be more precise, if you want them to focus on a particular part of the case information or carry out a specific type of analytical exercise. A list of study questions is not meant to be exhaustive. Rather, it serves to provide some structure and to stimulate the students' process of inquiry. Other questions will arise from the students' own analysis.

4. Case Analysis and Teaching Plan. The bulk of a Teaching Note consists of the analysis of the case and suggestions as to how the plenary discussion can be managed. These two dimensions can be integrated or presented separately. The two are often so entwined that separation is difficult. On the other hand, separating them may be a more comfortable approach for case writers who have little teaching experience and therefore are less certain about making suggestions on classroom pedagogy. The person who does teach the case can then use the separate analysis section as an input into the development of his or her own teaching plan without having to filter out the note's teaching suggestions.

The case analysis can be structured around the answering of the study questions. There may well be other ways to organize the analysis that seem more logical or efficient. However, these should always also incorporate responses to the questions. In carrying out the analysis, one should recognize that there is not necessarily "one right answer." Students or other instructors will come up with additional or alternative analyses and conclusions.

The note writer's task is to carry out the analysis to check whether the information in the case study is sufficient and clear enough to answer the questions fully. This process will often identify aspects of the case that need editing or areas where additional information is required. The analysis may also reveal that some existing information should be left out of the case because it is not relevant to the analysis and is superfluous. Information might also be removed if its absence would force the students to carry out further analysis which would enrich the case's learning value. What to exclude from a case study is as important as what to include.

The case writer should include in the teaching note information excluded from the case but relevant to understanding the situation. This might include a description of what happened to the project subsequent to the case study if this is known. References might also be included to papers or books which are relevant to understanding the main issues or country setting.

In terms of the teaching plan one must recognize that, like the case analysis, there is no "one right way" to teach the case. Nonetheless, suggestions can be made as to how a discussion can be structured. Case discussions create their own dynamic and the Socratic approach implies that one should go with the flow of the class discussion as it unfolds. Nonetheless, an underlying structure is important to the discussion.

The study questions can provide one structure for case discussion. The sequence of the discussion is very important and can reinforce pedagogical objectives. One should estimate the amount of time needed for each discussion section in order to pace the discussion and ensure that all the

material is covered. Additional questions (not in student list) can be suggested which could be used in the discussion to force the students to dig deeper.

Special teaching techniques might be suggested. These might include role playing, mini lectures, films, etc. depending on what seems to fit the case.

The teaching plan should also flag those aspects of the case where students might have particular difficulty. While this is difficult to anticipate without having first taught the case and without knowing the precise characteristics of the students, suggestions along these lines can be helpful.

5. Concluding Observation. Teaching notes should not be viewed as finished products once they are written. They, like cases, should be revised as insights are gleaned from teaching the cases. One of the great virtues of the case study method is that the discussion and learning process it stimulates enables the instructor to continue to enrich the process.

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## DATA BANKS

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Via delle Terme di Caracalla  
0100 Rome, Italy
2. New TransCentury Foundation. Has an extensive key worded document collection on women and development.  
1789 Columbia Road  
Washington, D.C. 20009

ANNEX II

INTERNATIONAL RESEARCH CENTERS, NETWORKS

Association of African Women for Research and Development (AAWORD)

Chairperson: Ms. Marie Angeliqe Savane  
B.P. 11.007 C.D. Annexe  
Dakar, Senegal

African Training and Research Center for Women (ATRCW)

Nancy Hafkin  
U.N. Economic Commission for Africa  
Box 300  
Addis Ababa, Ethiopia

Asian and Pacific Centre for Women and Development (APCWD)

Director: Padma Ramachandran  
c/o APDC P.O. Box 2224  
Kuala Lumpur, Malaysia

Office of Women and Development

Department of State  
Washington, D.C. 20523

International Research Inventory

International Section of American Home Economics Association  
2010 Massachusetts Ave.  
Washington, D.C. 20036

International Center for Research on Women

1010 16th, N.W., Third Floor  
Washington, D.C. 20036

Resources for Feminist Research

Dept. of Sociology (OISE)  
252 Bloor St. West  
Toronto, Canada M5S1V6

International Institute for Research and Training for the Advancement  
of Women (INSTRAW)

Office of the Assistant Secretary-General  
Center for Social Development and Humanitarian Affairs  
One United Nations Plaza, Room DC-1026  
New York, N.Y. 10017

Women and Food Information Network

24 Peabody Terrace #1403  
Cambridge, MA 02138

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(402) 472-3717

ANNEX IV

TECHNICAL REFERENCES

Basic Sources

- Culliton, J. Handbook on Case Writing, 1973 #9-373-747
- Dooley, A. and W. Skinner Casing Casemethod Methods, 1977 #9-379-108
- Cragg, C. Because Wisdom Can't Be Told, 1951 #9-451-005
- Shapiro, B. Case Studies for the Harvard Business School, 1975 #9-576-026

Supplemental Sources

- Corey, R. The Use of Cases in Management Education, 1976 #9-376-240
- Hatcher, J., et al The Case Method: Its Philosophy and Educational Concept, #9-375-614
- Merry, R. The Usefulness of the Case Method for Training in Administration, 1967 #9-372-105
- Schendel, D. Managerial Problem-Solving and the Case Method #9-375-822
- Shapiro, B. An Introduction to the Case Method, 1975 #9-576-031

The articles listed above may be ordered from

The Intercollegiate Case Clearing House  
Morgan Hall 41  
Soldiers Field Station  
Boston, MA 02163

To order, use the seven-digit case number given above along with the article title and the author's name.