



Training Report

FINAL Draft July 2007

Process Documentation for Learning Alliances and Action Research

Lodz, Poland

1 to 5 July 2007

Report written by IRC international Water and Sanitation Centre, Delft. The training workshop was organised by the innovative communications group at the IRC International Water and Sanitation Centre (www.irc.nl), the SWITCH project (www.switchurbanwater.eu), the European Regional Centre for Ecohydrology under the auspices of UNESCO (an international institute of the Polish Academy of Sciences in co-operation with the University of Lodz, www.erce.unesco.lodz.pl/) and the EMPOWERS partnership (www.empowers.info). Financial support was also provided by the CTA, Netherlands.

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Introduction

The training on Process Documentation for Learning Alliances and Action Research lasted for five days and involved a wide range of participants from different countries and professional backgrounds. Each day had a specific focus and was structured around one or more sessions.

Day 1 (sessions 1-4) focussed on setting the scene: introducing the objectives, main concepts and course agenda. Participants were provided with a folder with handouts including session plans and further reading. Several presentations were given about process documentation and its use, particularly in the EMPOWERS project in the Middle East. The informal evening programme provided further opportunity to the group to get to know each other.

Day 2 (sessions 4 and 5) focussed on the media (photo, video and writing), the processes in Lodz and various dissemination mechanisms for using in Learning Alliances and other networks. In the afternoon of Day 2 the group split up into the three subgroups on continued working on unpacking the processes, getting to know more about the use of photo video or writing and making a PD plan for the week.

These subgroups continued with practical process documentation using their medium of choice during *Day 3* (session 6a/6b/6c) and *Day 4* (session 7a/7b/7c).

The photography group worked on developing photo essays around social inclusion in Lodz, while the video group worked on two short videos on restoration of the city's rivers and the writing/voice group conducted interviews with members of the learning alliance and general public around issues of water management in the city.

Day 5 brought the subgroups back together to share their products and discuss the process of developing them. There was animated feedback and discussion both in the plenary and in small group sessions. The final products of each of the media groups were then presented to Lodz Learning Alliance members and other interested citizens of Lodz at the Lodz Promotion office in the afternoon.

Throughout the week, participants also acted as reporters and documented the training process itself, an exercise that gives insight into the training process in the subgroups and also helped to stimulate reflection and documenting skills. These 'blogs' as well as the course materials and final products are available online. This document provides a record of the training and highlights where the materials used and produced during the week.

At www.switchurbanwater.eu/page/2013 you can find the final versions of the outputs the participants produced as part of the course.

Reading guide

Section A- General (p3): gives the general information about the training

Section B- Session outcomes (p4- 31): documents the outcomes and key reflections (especially on methodologies used) on the sessions and the overall course. This report follows the training day by day, describing sessions, methods and key findings.

Section C- Results of evaluation (p32)

Section D- Appendices (p33-64)

1. Final announcement of the workshop, including agenda
2. List of participants and contact details
3. SWITCH Aide memoir (where to find website, blog, picture gallery etc.)
4. Fears and expectations
5. Process documentation plan photography group
6. Process documentation plan video group
7. Process documentation plan writing & voice group

 indicates that the weblog contains the document described.

The **session plans** with objectives, methods, links to background reading and other sources of information can be found online.

A - General

Title of training	Process Documentation for Learning Alliances and Action Research
Place	Lodz, Poland
Date	1 to 5 July 2007
Trainers	John Butterworth, Ton Schouten, Dick de Jong (IRC), Joshka Wessels (Sapiens Productions)
Resource persons	Monika Dziegielewska Geitz (LA facilitator), Agnieszka Jaszczak, Iwona Wagner, Kinga Krauze, Stella Szewczyk, Aleksandra Skoron, Katarzyna Izydoreczyk (Lodz University / ERCE); Filip Drozd, Piotr Zaton (National Film School); Carmen da Silva Wells, Jaap Pels, Ewen Le Borgne (IRC); Joanna Grabowska (Gazeta Wyborcza).
Main target audience:	Learning Alliance facilitators, IRC partners, other participants interested in the process documentation work.
Learning objective for main target audience:	Acquire knowledge and skills to undertake high quality and innovative documentation of learning and change processes
Number of participants	48
Gender balance	27 female participants; 21 male participants 8 female facilitators / resource persons; 7 male facilitators/ resource persons
Number of participating members of LA teams per city	Accra (2), Lodz (9), Belo Horizonte (1), Beijing (1), Alexandria (2), Hamburg (1), Birmingham (1). Including LA facilitators from Accra, Lodz, Belo Horizonte, Beijing, Birmingham. Including city coordinators from Lodz and Birmingham.
Location of materials and further information	All information from the course including presentations, photos, city building blocks is available at: http://www.switchurbanwater.eu/processdocumentation And on: http://processdocumentation.wordpress.com/

B - Session outcomes

[Day1]

Session 1: Welcome and Introduction

<http://processdocumentation.wordpress.com/tag/day-1-introduction>

In this session, John Butterworth introduced the rationale and many issues around the framing of the event:

- Welcome word;
- Logistical issues;
- An introduction to SWITCH and to the city of Lodz (interview by Dick de Jong);
- Explanations about the programme;

This session helped set the scene, explain the rationale of organising the workshop in Lodz, linking up with the ongoing SWITCH activities, with a view to presenting the final results to the Lodz Learning Alliance stakeholders and the public at large. It was also a good occasion to explain that each group was supposed to prepare a Process Documentation plan following the template provided  (*see* filled examples in appendices 5 to 7)

The second part of this session helped the participants get to know (some of) each other by an innovative exercise titled the ‘river of life’ whereby participants sat in tables of 6 to 8 participants and drew their background leading them to this workshop as well as their expectations of the results of the workshop and how they’re hoping to use the results back in their daily work situation. The rivers of life also led the table groups to come up with a list of fears and expectations presented here as clusters.

Expectations:

- *Learn more about process documentation in general*
- *Learning new skills (with video, photo, writing), tools, approaches*
- *Exchange of experiences, ideas, examples + networking*
- *Address community information, relevant tools for work at grassroots level*
- *Improve work and satisfaction of partners, clients etc.*

Fears:

- *Timing / tight programme / Not enough time to practice*
- *May not be applicable to local context when back from workshop*
- *(lack of) Integration between the media groups*
- *Language issues*

 Introductory presentation by John Butterworth,

 Results of all rivers of life

 And the list of all participants are presented here:

<http://processdocumentation.wordpress.com/tag/day-1-introduction>

 The full list of fears and expectations is introduced in appendix 4.

At the end of the workshop, the pressure to produce outputs and attend the public exhibition of the final products left little time to come back in plenary to fears and expectations, but the final evaluation, handed out to all participants, gives some indication of satisfied expectations and/or concerns come true. 🔍 The final evaluation is available in appendix 8

Session 2: An introduction to process documentation

Ton Schouten led this second session and presented the background paper that was included in the participants' information package. This general presentation, which touches upon the key concepts, questions, issues and ideas around process documentation (according to IRC), was swiftly followed by a presentation from the EMPOWERS team in the Middle East, where process documentation has been used as part and parcel of the 5-year project.

🔍 This presentation is available on:
<http://processdocumentation.wordpress.com/tag/day-1-introduction>

Session 3: Sharing experiences - the EMPOWERS project case

Buthaina Mizyed from Palestine went through the challenges, success stories and challenges around process documentation in EMPOWERS, among which:

- How to keep silent in discussions as a process documenter, when one has also something to say as a participant.-> balancing roles is a challenge.
- Men and women interaction-> this is difficult to achieve at times, but P.D. can help stimulate reflection and build stakeholders' capacities (for more on this *see* article in handouts).

🔍 This presentation is available on:
<http://processdocumentation.wordpress.com/tag/day-1-introduction>

Group work followed to address some of the participants' burning questions:

How to deal with politics?

There are reports that are done for certain purposes, containing info as is. But for local communities or district authorities, there is a need to show information in an indirect way. Usually one needs to check if the person agrees with the text (article, interview transcript etc.) before publishing it. You need to avoid passing judgements or putting people in a vulnerable situation.

Did you have any problem to ask questions at community level with men? If problems, how did you deal with it?

Coming from another city, being an outsider is easier. In Palestine, it's not difficult to work in communities as a woman.

How did you use the EMPOWERS P.D. toolbox?

All tools were used and tested to find out which ones work. But focussed observation is most important. Portraits were used but didn't help much because direct questions about personalities don't work. Usually the most interesting stuff comes out when the camera is off.

What did you use the P.D. materials for?

There are different outlets possible:

- Website for building information, experiences in English and Arabic, spread success stories, to announce publications etc.
- Hard copy (magazine, project brochures etc.) used for project information, milestones about project etc.
- Much information from the country teams is used to give feedback to country teams and stakeholders that worked on project progress. P.D. is then used as mirror to reflect progress, obstacles met etc. P.D. can be used for internal learning and for adjusting the fieldwork.

Which methods were most practical?

The diary was very rewarding, video was a good tool to track change, photos too. For the inventory of P.D., a good P.D. plan and filing system are key, otherwise, you collect lots of information, but cannot use it properly.

Other points made:

- P.D. is key to monitoring as it helps us understand key issues from the M&E framework of a project. M&E usually focuses more on outputs, while P.D. looks at the process to getting there (or not), look at change in levels/ kinds of interactions, participation, confidence.
- Process documentation can involve stakeholders and can help direct attention not just to the outcomes but also to changes in the way stakeholders interact, empowerment and participation.
- It takes time to build trust with communities to do good process documentation with them.
- [question related to women's participation] There are some examples of women resistant to participating in Learning Alliances because they thought the Learning Alliance would be a talk shop without useful impact. This changed over time and women felt more and more motivated to take part and speak up, because they also saw things changing in their lives.
- The purpose of P.D. dictates the end result: one may use P.D. for general learning, as a tool to promote one's project, to document success stories, perhaps also failures...

Two key questions:

- What to document / whom to target?
- How to use the material?

One participant pointed out that it should be possible to document the process after the project. As many changes take more time than a 3-year project, documenting change should include change happening after end of the project.

After this general sharing session, participants were invited to form / confirm the three groups (writing / voice, photography, video).

We then watched a video made for EMPOWERS, on water scarcity and stakeholder involvement in Jordan. Rania Al Zoubi gave a short introduction.

Participants ended the working part of day 1 with a one-word take home message organised spontaneously by Bertha Darteh from Ghana. After that, the group was invited to the garden for a barbeque dinner.

The take home messages were:

Number of cards	Word expressed
Cluster of five cards	<ul style="list-style-type: none"> • Trust • Energy • Open-mind • Openness • Responsibility
Cluster of three cards	<ul style="list-style-type: none"> • Whose agenda? • Expectations?? • Think about different expectations
	<ul style="list-style-type: none"> • New ideas, experiences, inspirations
Clusters of two cards	<ul style="list-style-type: none"> • Focus 2X + theory of change
	<ul style="list-style-type: none"> • PD Plan
	<ul style="list-style-type: none"> • Target! • Channel
	<ul style="list-style-type: none"> • Water • Water = power
	<ul style="list-style-type: none"> • Monitoring • Monitoring -> process documentation <- journalism
	<ul style="list-style-type: none"> • Networking • Let's work
	<ul style="list-style-type: none"> • Tools • Diary
One cards	<ul style="list-style-type: none"> • Tension is good • Interesting • Nice group • Impact • Process • EMPOWERS approach • Incompatibility between PR and empowering communication • PD is not product driven but "lessons learned", "significant change" driven

 The general feel of the first day is documented on the Process Documentation blog: <http://processdocumentation.wordpress.com/2007/07/01/switch-lodz-pd-day-1/>

[End of day 1]

[day 2]

The second day of the workshop started with a (well appreciated) short summary of the previous day's discussions and some ideas for improvement. We then went on with the scene of the workshop.

Session 4: Introduction of media, processes and dissemination mechanisms

John facilitated this session with help from the SWITCH Lodz team, who offered a general presentation of the city of Lodz and its past, of the SWITCH project and the particular water challenges that the SWITCH project is trying to tackle in Lodz.

 These presentations are available as follows [name of the presenter] on <http://processdocumentation.wordpress.com/tag/day-2-practicing>:

- City of Lodz, general presentation [Kinga Krauze / Agnieszka Jaszczak]
- The SWITCH project in Lodz [Iwona Wagner]
- The Learning Alliance in Lodz [Monika Dziegielewska Geitz]

 The Lodz learning alliance also has a weblog: <http://switchlodz.wordpress.com/>

These presentations sketched the historical, social and political situation of Lodz, general water management issues in Lodz the focus of the SWITCH project, and finally the SWITCH Lodz learning alliance and its particular concepts, management issues and the required faculties for its facilitator.

Some questions were raised during the session:

About Lodz:

- *Where is industry going in the future?*

Unemployment has decreased in the last 10 years or so after rising rapidly post-1989. After factories closed down, people started looking for other opportunities to make money. They created small businesses, family-ran textile workshops. Now these companies are changing into importing companies from other countries. In parallel, there is a successful transformation of the city, attracting major investors. People employed in textile industry are hoping to turn Lodz into a fashion capital. There are no more major textile-producing plants, it is all about processing textile in Lodz from now on. On the other hand, the biggest employer in Lodz at the moment is the University.

About the water management situation In Lodz and for SWITCH:

- *How are the water systems funded?*

For a long time, the city of Lodz invested in some ponds. They started with basic investment but now have a large budget for research and for implementation. There are PPP initiatives, leading to private money pouring into the system's funding well.

About the Learning Alliance:

- *What is not going so well in the learning alliance?*

There are lots of challenges in getting through to people, setting appointments, although there are certain ways to achieve this anyhow, using some tools. Many LA stakeholders are, in

parallel to SWITCH, busy with creative industries. With a need for a very complex management structure for the LA, non violent communication (NVC) turns very helpful.

- *How are you collaborating with the government and many different stakeholder groups?*

So far, the learning alliance in Lodz has concentrated its efforts on the dialogue with partners in Lodz, including local government. Vertical communication (including with national government) is yet to start. With the civil society too, the link has been established but mostly at local level.

- *Does your learning alliance suffer from staff turnover issues?*

« There is no problem of turnover. There are different meetings and some staff is swapping but in general staff is fairly stable. The key is to sustain the participants' enthusiasm.»

About process documentation:

- *How to portray stakeholders if they want to be portrayed in a way that does not appeal to the process documenter?*

« This is a difficult question to answer. In Lodz, video has not been used yet and it might be skipped altogether. It can be rather invasive/ manipulative. The question is: "How political do you want your Learning Alliance to be?" »

Other issues raised:

- *Do you have any other example of collective action around water resources apart from the SWITCH project? ->Not that we know of.*
- *Was the buy-in strategy different for one or other stakeholder? « "It is important for us to help different stakeholders come together. With non violent communication (NVC) as is used in the LA in Lodz, one avoids certain terms and focuses on needs, strategies and requests. This seems to go faster than delving into power issues. »*
- *Are the learning alliance members holding a high position in their organisation? « Yes. It's important to relate this to the degree to which they represent and can take decisions on behalf of their organisation, institutionalising the L.A.*

In the **second part of the session**, each group leader introduced their group in a 10-minute presentation and pitch, both to inform the groups about their intentions in the 2.5 group work days planned and maybe to convince still some indecisive participants about their final choice.

After this session, again some points and questions came up from the participants – to be addressed in the coming days. Maybe we can come up with some ideas on this?

- *What is the difference between these tools?*
The discussions and presentations helped participants start to get an idea of the tools and how they could be used in their own work
- *Not all of us are storytellers. Is there something in common between the media?*
It is about telling a story, but photos or video can speak for themselves to a certain extent.
- *How to tell good stories using these media?*
Plan well for use/ keep users in mind, make it interesting and clear, leave room for interpretation.

- *What would be the facilitator role after this training course?*
This would differ in different situations.
- *What is the link with participatory videos?*
see handouts: Joshka's guide for DV and article by D. Snowden
- *How to make sure that everybody understands what message you are trying to convey?*
This is very difficult as you can never fully control, pre-testing, asking feedback and involving stakeholders helps.
- *P.D. is a matter of resources*
resources must be allocated. Producing a professional video is quite costly, but lower-tech P.D. can also be done. Be creative!

The core interest is how to combine the three media. A critical assessment of budget and skills available, P.D. aims and stakeholders (i.e. who will use the materials and for what), and the context, will help determine what tools are used.

Finally, for the third and last part of the morning session, Jaap Pels gave a presentation on the various virtual SWITCH tools we will use for this process documentation course: the website, the blog, the mailing group etc.

 Jaap's presentation is available at: <http://processdocumentation.wordpress.com/tag/day-2-practicing>

 The links, logins and passwords for these tools are available in Appendix 3 (aide memoir).

Key points:

- *The applications mentioned in the presentation (Blog, website etc.) are not always readily available because of bandwidth issues; some are even blocked by institutions*
- *Are there any cheap ways to document processes?* During the week we will enlist the help of several institutions in the city. There are many tools to do PD and different levels of technicality. It is however important to budget for documentation, because it takes time and financial resources (see Ton Schouten's Briefing Note and the Empowers P. D. toolbox)
- RSS (Really Simple Syndication) allows you to import news items like news headlines from any website to any other website or onto one's email address.
- The Process Documentation blog is public, but for videos and photos, it is reserved to SWITCH participants;

The morning session ended with this presentation and all participants were invited to blog their impressions and the results of the group work (coordinated by appointed 'reporters') during the week, up on: <http://processdocumentation.wordpress.com>

Session 5: Group work in parallel streams focusing on specific media and tools

- **Session 5a: Photography group**
- **Session 5b: Video group**
- **Session 5c: Writing and voice group**

Titled “Unpacking processes, developments of skills and planning”, this session saw the group split into 3 subgroups and work on their Process Documentation plans (as outlined in the introduction session on the objectives of the workshop).

This day unfolded obviously differently for each group:

In the Photography group:

[13 people facilitated by Ton Schouten, Piotr Zaton, Kinga Krauze and Agnieszka Jaszczak]



Introduction to Photography

First of all the group got to know Piotr a bit better, while he was showing us some of his work, amazing pictures from nature, with waterfalls, drops of water, rivers. He also showed us the pictures made on Sunday, during our workshop. People and situations, and their pictures, from different angles, teaching us the most important lessons on photography:

- *Come close to your object*
- *Change perspective, keep both object and context in mind*

Ton introduced us into the method we are going to use during this workshop: the method of the *photo essay*.

Social Inclusion & Space

As the *social inclusion* component of SWITCH in Lodz has not been worked out yet. We discussed a long time on what it could mean. Is it about participation in general? Or about participation of some marginalized groups?

Soon we moved our discussion to the concept of space, public space and what it is and how it can affect quality of life and give you a sense of belonging, or not belonging. How people create their own space, by making a painting on the wall in the street, by putting flowers outside, or by not doing that and not cleaning up the environment.

Soon we concluded that space and no space was going to be our theme and would lead to photos and materials that can really back up the plans that SWITCH has in the city of Lodz. Giving people a voice about how they think about their space and what it does to them and their quality of life.

Plan

We made a plan for Tuesday and split ourselves up into two groups, which will walk throughout the city focusing on making

- 4 portraits of people, of which 2 in space and 2 in no space
- 8 visuals of what space for people is

Comments and impressions of participants

Why did we choose the photography group?

- I normally take a lot of pictures, but, they are not necessarily always good
- I am really interested into the social inclusion theme

- I always made photos as illustrations to my work, yet I never used photography as a process documentation tool.
- Photo is not so persuasive as film
- I would like to improve my skills
- I always found myself more comfortable in documenting by writing, this is a challenge for me.



In the Video group:

[12 people facilitated by Joshka Wessels, Filip Drozd and Iwona Wagner]

- 🔍 The Group exercises of the training day (day 1)
- 🔍 Joshka's presentation on 'Using digital video (DV) as a medium for process documentation
- 🔍 The results of the first day's work for this group are to be found at: <http://processdocumentation.wordpress.com/tag/video/>
- 🔍 The Process Documentation plans of the video sub-groups are presented in appendix 6.

In the Writing & Voice group:

[12 people facilitated by Dick de Jong, Joanna Grabowska, Monika Dziegielewska Geitz and Ewen Le Borgne]



Joanna Grabowska from the Gazeta Wyborcza (a national and regional daily newspaper where the group worked for the 3 days) gave a presentation about the article she wrote about the SWITCH project.

Joanna also mentioned some key elements that help her write an article:

- Feeling
- Interest in the subject written about
- Emotions
- Easy and simple words
- Attention grabbing headlines and lead
- 5 W's (Who, what, where, when, why + how)
- Diagnose and solution
- The SWITCH project appears only at the end of the article (it's not interesting for the wider audience)

Joanna's article generated 80 reactions on the webforum of the newspaper, a majority concerned that this work would never be finished. The Municipality did not react.

The group members asked further questions about this presentation (the list of these questions is available with Ewen Le Borgne: Leborgne@irc.nl)

The rest of the afternoon, the group:

- Discussed what process documentation means and who are we doing it for:
 - *What issues to focus on?*
 - *What gets the reader's attention?*
 - *Flooding issues in the areas concerned?*
 - *Reluctance towards retention reservoirs?*
 - *Awareness raising around heat islands and climate change?*
 - *People's experience with L.A.?*
 - *Topics – interviewees – experiences – audiences*
 - *Municipal / Deliverers / Community (including NGO activist and individuals)*
- Came to the conclusion that there would be two sub-groups:
 - An internal group, focusing on documenting the lessons learnt of the Lodz LA approach for the LA members in Lodz and in other projects and countries
 - An external group, focusing on “how much have we engaged with the people occupying the space?”
- Worked out their P.D. plan and some key questions to prepare for the interviews of the next day and figured on the map how to find the people to interview and who would interview whom.

The first group work day ended with this group with a quick evaluation:

☺ (that was good)	☹ Let's change this / do it differently next time
Very nice group at the Gazeta Wyborcza	We should exchange plans with other groups
Interesting presentation by Joana from Gazeta Wyborcza and very interesting questions asked about it	We need more information on interviewing techniques
Good ideas exchanged today	Would have been good to have more discussion around Dick's presentation (writing format and guidelines)
Interesting group dynamics changing through the day	The lunch was too light
Plenary summary in the morning to address loose ends	Confusion around unanswered questions in the morning
Longer time for discussions, compared with yesterday	Missing link between day 1 guidelines and execution in day 2 (for this group)
Innovative planning	We want more discussions, fewer Q&As in the plenary session (role of facilitator here!)
Presentation of the 3 media	Long day
Length of outputs is unclear? Should we aim at short or long outputs?	
When does the sharing and consolidation happen?	

- 🔍 The Process Documentation plans of the two writing & voice sub-groups are presented in appendix 7
- 🔍 And a general impression of this second day was blogged ‘Lodz Workshop Process Documentation day 2 - Voicing writing issues’:
<http://processdocumentation.wordpress.com/tag/day-2-practicing/>

[End of day 2]

[Day 3]

Session 6: Group work in parallel streams focusing on specific media and tools

- **Session 6a: Photography group**
- **Session 6b: Video group**
- **Session 6c: Writing and voice group**

This second group work day (and third workshop day) started directly with group work and went on in this fashion through the day. Here is an account of what happened in each group.

In the Photography group:



And then there was rain, a lot of rain, but the photographers couldn't be stopped by this. By taxi we moved in different groups to different parts of the city. It turned out to become a very nice day, with interesting encounters with beautiful people from Lodz, sharing with us their life stories, or their opinions about public space in Lodz, sometimes causing a tear in our eyes.

‘We were invited into this man’s garden and we drank water from his well, and he offered us wine’.

‘The entire day we were on the street, collecting stories and taking photos’

‘It was the nicest day of all’

During lunch, we discussed strategy. What more do we need? The plan was, to make four portraits of people, of which two in space and two in no space and eight visuals of what space actually means for people.

Did we have enough pictures and stories? We decided to move to another part of the city, the area close to the renewed shopping complex Manufaktura, where alongside there are nearby streets with people living in poverty.

At the end of the day, we learned that, although it isn't always easy and not all goes as planned (not everybody was interested to talk with us; not being able to speak Polish is a problem) we had more material than we could ever have imagined, with some very good photos as well as very nice stories.

In the Video group:



The video group produced lots of work and provided useful tips for wannabe movie makers.

After an introductory presentation given by Joshka Wessels, the group discussed the most important topics of the introduction:

Creating an audiovisual story:

- who, what , when, where and why (the same questions as when writing a story)
- Protagonist, antagonist, plot, setting, turning point, dialogue, introduction, conclusion, narration and points of view
- Think 4D. Moving image, music and sound design, space, people, duration, location
- Two styles of approach: storyboard and script (the group used the storyboard approach)

The basic team for a shooting session should consist of:

- Camera operator (does not have the time to focus on the sound)
- Sound person
- Director (it is the creator behind the story)
- Producer (manager and fund raising person)
- Editor (who compiles everything)
- Executive producer (someone who guides the process and preferably has a recognized reputation and a link with the producer to look for potential sponsors).

With the digital participatory video there are usually 3 people: the cameraman, the sound person and the director.

Some tips for filming (*see also* Joshka' s guidelines in the folder with handouts)

- Begin with a wide shot
- Use Different. camera angles
- Establish a shot
- Cut away or insert
- Shot/reverse shot
- Over shoulder shot

Important suggestions for filmmaking:

- Think about the 180 degrees rule (when two people are talking to each other, the moment you cross the axe you disorient the viewer).
- Don't let people look out of your shoot. When two persons are talking they should keep eye contact (especially in interviews).
- Avoid crossing behind someone's back while filming.
- In the editing process, it is difficult to cut a moving scene. It looks better when your object moves towards you or the other way around.

- Do not follow persons while shooting, unless it is strictly necessary. In the editing process the audience can fill the gap of this movement. You can better go to your object/persons instead of zooming. Zooming can look intimidating and amplifies your movement.
- Avoid the use of automatic focus. The camera will not recognize, if you are not shooting at the right place, what your main object is; and your person will go out of focus.
- Do not leave the blue parts in your tape. To avoid this you should play back or rewind and start again your tape before it ends. Try to film a bit more than what you need before cutting.
- Logging is a way to reference the time in your tape. You need to organize your work and have a unique reference.

1. **Game:** The group stands up. They are asked to take a pose without moving. Every person leaves the group to film a shot of a few seconds. The last person only films the wall. This exercise shows the “jumping cut effect” or in other words what happens when you cut a scene and restart...
2. **Suggestions for the shooting session of the following day:** Every participant will get one tape to film 5 min and should take into account:
 - The amount of material to shoot: the more you shoot the more editing it takes
 - You do not need to film chronologically. Think linear and 4-dimensional
 - Work with structure and layers
 - 1 timeline with shots down to 25 frames in a second
3. **Splitting the group:** The group was divided into 2 groups with the aim of creating two different products at the end of the workshop.

The video group ended the day with preparations for the last group work day and prepared process documentation plans

The second day of work by the video group ‘ Silence-action-cut’ is viewable from:

 <http://processdocumentation.wordpress.com/tag/day-3-field-work/>

In the Writing & Voice group:



The talking (and writing) group started the day on a very dispatched note with each interviewing team flying to their interviewees.

The Lodz team (Monika and Stella) had planned six appointments for interviews:

- Andrzej Czapla (Waste water treatment plant Lodz)
- Dr. Jan Degirmendzic (University Lodz)
- Monika Dziegielewska Geitz (SWITCH LA facilitator Lodz)
- M. Tomaszewski (Deputy Mayor)
- Przemyslaw Senderecki (Water company Lodz)
- Prof. Zaweliski (Technical University Lodz)

All interviews have been formatted consistently by Alistair Sutherland and Jochen Eckart on:
 <http://processdocumentation.wordpress.com/writing-voice/>

The group had agreed to meet at 15:00 back at the Gazeta Wyborcza to share impressions and results. The following debriefing session put out these points:

What is the most amazing thing from this morning?

- “There’s no climate change”;
- Water is a blessing and a curse;
- All interviewees separated themselves from any political opinion;
- All see themselves as operators;
- There is a tension between turning the clock back and turning it forward, i.e. getting back to good old days or being impatient for the future of Lodz: SWITCH should be moving faster. SWITCH is seen as a platform to discuss across the globe. And there is interest in international contacts. A global learning alliance is still to be shaped.
- The translation of *Learning Alliance* in Polish is a difficult issue.
- Participation of private sector? How to involve more groups? Change of attitude, looking beyond your silo etc. is very important.
- Institutionalisation of L.A. → There is a need to carry out effective reporting as in a normal institution. But who keeps record of meetings and all ideas in the L.A.?
- The institutional landscape in Poland could change quite rapidly. River basin management plans have to be drawn. Poland is somewhat behind with the EU guidelines on establishing catchment authorities.
- Privatisation? Sewage and water companies are privatized but are tied to public pricing policies. There is no possibility for any private company to take over these companies. There is no capital recovery; a pricing policy has to be established.
- L.A. has to do more on tying hands with policy. Stronger buy-in thought from all stakeholders who would enjoy the benefits: communities etc. SWITCH is looking too much at technical solutions and not enough at social inclusion in the results from the project. Social aspects are the gap: *we need more engagement from the community*;
- When people don’t take action, they feel like others are also not taking action. But when they take action, they see that there is some commitment and engagement from various stakeholders.
- Engaging students in working with communities? The “SWITCH extension workers”? They are very committed and enthusiastic about this.
- Professors in Lodz should be working on a master plan to avoid floods etc. SWITCH should be the instrument to bring to light this kind of issues and needs for the cities.

After this discussion which went on to the format of the workshop and participants’ expectations about a training course or a workshop around a concept in the making. Soon after, each participant went on his/her own track or in small groups to write a thought piece based on the interviews collected during the day.

Around 17:00, the writing and voice group stopped to meet the other groups at the Book Art Museum for an interesting learning and sharing session with the rest of the process documentation community.

Intermezzo: Sharing information and discussion

In a beautiful old venue expected – by its old owners – to be turned into a museum, the three groups were supposed to share some thoughts before sharing some wine and cheese. As all participants were already well underway with the production of their *procdoc* outputs and therefore mostly absent for a long while, the sharing took place originally between four members, on the sofa of the Book Art living room, providing an extra touch of informality that seemed well needed on this hard working and confusing day.

Each group recounted how the past two days had gone for them, what lessons they had learned and members of other groups were invited to ask questions.

From the photography group:

- We found lovely people and good stories about how people are using space and how they feel about their place in the city.
- There are now 500 to 600 pictures to sort out and 8-10 stories; the group now has to find the red thread among them.
- We have been in a busy mode, but with the knowledge of what we want to achieve, but I didn't feel like we empowered anybody
- *What was the purpose of the story?*
To get a sense of the place, obstacles in the way of people to have a good living... interactions with neighbourhood.
- *Who are the stories meant for?*
Anyone who seeks to live in the neighbourhood. Some encouragement is needed to stimulate thoughts.
- *Does water feature in any of the stories?*
Yes, in quite a few.



From the video group:

- Video seems more efficient than other mediums because of image, voice;
- Video in P.D.: it is powerful for P.D. but if you miss a sequence, the story is incomplete and the story doesn't become a whole.
- It's exciting: everybody wanted to be behind the camera;
- You can show the situation and it's live. It seems more convincing than to read an interview: one can see the context. One of the most important goals of P.D. is to convince people so it's good at that.
- It is about a team effort with different roles;
- It is a good exercise in being silent
- *How did you select what to capture?*
During the planning, we decided what to ask to whom. In the process, we realized what to ask to whom.



- There is a danger about the power of video: one has to balance what they're showing so people keep an overall picture.

From the writing and voice group:

- Process Documentation takes (*certainly took*) lots of planning;
- What matters: Reflect on the plan and work on it;
- There are two schools of thought in our group: process-oriented people (collecting info, how is SWITCH going etc.), output-oriented people. In other words, there are two sets of stakeholders: SWITCH people interested in outputs and others more in the learning process. It's interesting to use this project for the learning and the outputs.
- It's always important to have a plan – but keep it flexible for any surprises.
- P.D. is less structured than reporting and monitoring, so it's better to keep it flexible.
- When doing process documentation, one should revisit their work for trends, patterns etc.



🔍 The sharing session was documented on the blog at:
<http://processdocumentation.wordpress.com/2007/07/02/end-of-day-3/>

🔍 More generally...

Participants feelings about the third day and their ideas were documented on:
<http://processdocumentation.wordpress.com/2007/07/04/slodzshop-day-3-rain-chaos-flu-in-the-heart-of-darkness/>

Article: *Ekowarsztaty: Jak sprzedać mediom naukowe wizje*"

🔍
 Local newspaper covers SWITCH activities in Lodz during process documentation workshop.
<http://processdocumentation.wordpress.com/2007/07/04/ekowarsztaty-jak-sprzedac-mediom-naukowe-wizje/>

[End of day 3]

[day 4]

The fourth day started again in media stream groups and consisted in compiling all information and finishing off the outputs.

As in the other days, the groups worked harder and harder, to ensure that the products would be delivered, on time and remain of high quality.

Session 7: Group work in parallel streams focusing on specific media and tools

- **Session 7a: Photography group**
- **Session 7b: Video group**
- **Session 7c: Writing and voice group**

In the Photography group:



This morning we went through the *Process Documentation Plan* and asked ourselves, did we manage to do what we had planned during the field work yesterday? Did we capture stories on people and their space, and how they create space and how it affects quality of life?

We thought we did so, and after sharing photos and stories we collected, we started probably the hardest work of all: selecting the right photos and stories for the public exhibition of tomorrow. This selection process, and writing up of text to go with the photos took us the entire day.

At 18:00 hrs we were sent away. Ton, Piotr and Aga, were going to give a final touch to our work, before sending it off to the printers that night.

Everybody was anxious to see what the end product would look like.

In the Video group:



The video group shot and shot and shot and edited, edited, edited, and occupied the School of Journalism until after closure times, giving the final touch to their products at about 22:00, ready to enjoy some well deserved sleep.

 Transcription of film made by Group B:

<http://processdocumentation.wordpress.com/2007/07/04/transcription-of-film-made-by-group-b/>

In the Writing & Voice group:



For the Writing and Voice group, this final day of work would start with a plenary discussion and presentation on how to write for different target groups and for different mediums.

To give a more concrete impression, Dick de Jong guided the group through

his article on the EMPOWERS project and another article prepared for a media training course in Indonesia.

- *Is it for internal or external public?*
It's not relevant, because it's important to write in an attractive way for both audiences;
- On Internet, break up the text in shorter paragraphs;
- Feelings, emotions should feature in an article; we use photographs to stress this;
- The story should end (not start) with a short description of the project and with contact details.

How to prepare a conference paper:

- More or less 800 words
- Punchy heading
- Use of keywords (useful to find information), abstract, references.
- Always have an outline for your article, including key points you want to raise for an article: think about your audience.

How to prepare a Policy brief:

- Never more than 4 pages: policy makers have little time to read.
- IWMI developed one policy brief which was not deemed appropriate. In one African country, they wanted no longer than two pages. In other countries, they would not consider reading anything under 20 pages.
- In one example, one used large fonts so the policy maker could read the brief out loud in front of an audience;
- The key lesson: *know your audience!*

Editing rules:

- When in doubt, cross out...
- Don't be afraid of bullet points...
- Short sentences are good
- Active verb in sentences!
- Text justified on all sides makes it difficult to read sometimes [but there are cultural differences on this issue: in French, texts are generally justified].
- Write figures below 10 in words and above 10 in figures. [You figured what happens to 10]
- Headlines should not use starting capital letters for all words because the text size is increased anyway.

Questions and main points around the article about Indonesia:

- *What is of interest to your readers?*
In this example, the use of financial statistics to attract interest of ministers to read about health.
- *How do you write statements to engage behaviour change without being prescriptive and offending people?* I [Dick de Jong] proceed with a situation analysis first and then develop statements, with different messages for national level, meso-level and local level. I prepare key points for each audience: health points for health minister.

- *What is the difference between process documentation and communication?*
P.D. is part of the communication work. A successful project requires a communications strategy, and information will be collected and documented for M&E purposes as well as for process documentation
- *What do you do with your diary and other internal learning channels to bring it to the organisation(s) involved in the project to inform implementation*
We apply learning.
- One should use internal learning points and integrate them to reports (to keep an impression in time).
- *Does P.D. differ from documentation? Is it related to action research?*
- As outlined in the briefing note, P.D. is about bringing the learning in the alliance. By specifying the change process and looking at how things happen (or don't), reflection and learning can be stimulated and the activities can be adjusted .
- The only reference for our group is EMPOWERS. This is confusing.

Again dumb-founded on some subtle issues of process documentation, the group left those issues aside for then and decided to summarize what outputs they would produce:

- Article: *Who stops the flooding in Lodz: views from visitors* [Dick]
- Article: *Building bridges over the Sokolowka river* [Philip]
- Article: *Visiting Lodz, the water city* [Martin]
- Article: *Lodz, a water city today, a water city tomorrow?* [Martin]
- Article: *Olechowka river: a blessing or a curse for the neighbourhood of Kowalszczyzna* [Laurence]
- Article: *Olechowka river: "We are waiting for the next floods"* [Alex]
- Article: *Bringing back the true wealth of Lodz* [Baker]
- Article: *Na Mlynku condemned?* [Patrick]
- Article: *Lodz, the city of sad faces* [Rania]
- Story: *From the end of the pipeline* [Jochen / Alistair]
- Article: *"No time to talk, but to work!"* [Simret]
- Report on the LA approach in Lodz for other learning alliances (lessons learnt based on interviews) [Nadia]
- Summary of the benefits and challenges of the writing approach for P.D. [Nadia]

Two outputs were blogged on the day itself:

- 🔍 Olechowka River: a blessing or a curse for the neighbourhood of Kowalszczyzna?
- 🔍 Na Mlynku park condemned?

all outputs from the writing group can be accessed at;

<http://processdocumentation.wordpress.com/writing-voice/>

Later that night, Dick de Jong worked until dawn with Monika and a team at the Gazeta Wyborcza to get the final articles published in a special edition following the Gazeta's graphic identity.

Due to the high pressure to finish the products, there was no account of the day posted on the blog by this group .

[End of day 4]
[day 5]

The fifth and last day had three objectives:

- Bring the groups together to present their final works (the final outputs and the process to achieve these outputs);
- Get the groups to discuss more in-depth issues around process documentation that they could have been faced with during the workshop.
- Present the final outputs to the public (learning alliance members and visitors coming to the public gallery located in the busiest high street of Lodz).

Session 8: Sharing of experiences and outputs from groups, feedback and discussion

Each group presented their plans, products and the process of documenting processes using their media, although these three aspects turned out to be meshed in the presentation.

- **Session 8a: Video group**



The video group was first to introduce the results, showing the making-of/behind-the-scene and the final video (output) of the two groups that played around with this medium in the week.
The process documentation plan was presented (see appendix 6)

The group then presented their key learning points – around process– from working with a video camera:

- No storyboarding is possible without having a feel for the context and practical situation on location;
- The group stopped for a long time on the ‘processes’ that P.D. will capture. No particular event or action was taking place in the Lodz L.A. so what is it they were trying to capture?
- There was no real structured planning process, although planning was very important. It is what distinguishes (video) process documenters from other type of filmmakers (e.g. anthropological).
- Information from the field makes mockery of planning – it disrupts the planning ideas and points at the unrealistic aspects of it when it comes to implementing the plan.
- The group underestimated the time it takes and the complexity of video work: It is now easier to understand why it costs so much to produce videos. It takes about four hours of editing for 10 minutes of film. Many things captured cannot be used.
- The video group was generally pleased with their final product, even though an external editor told them it would take him another week to edit their work and turn it into a good final product.
- Advantages / disadvantages of the medium:
 - Context and direct contact with informants makes it more powerful than other media
 - Some people are more inclined to participate
 - Storytelling conflict vs. non violent communication: one needs a bit of a conflict to make the story interesting
 - Video is more time-consuming than other media
 - Consequences of manipulation are potentially large

- Team work is essential

Other group members asked a few questions:

- *To what extent was the plan influenced by the dynamics of the workshop and the idea of reporting in the discussion as compared to what the Lodz people would have done?*
“We didn’t think about today’s reporting. With more time, we would have done pre-interviews, finding people, we would have prepared a schedule to come back to people etc. and would have taken a lot more time.”
- *How did you decide on 2 groups?*
“The process is difficult with one camera and 10 people so we split up at random. Roles divided (sound, editing etc.)”
- *How did the dynamics of team affect production process (PPT question)?*
 - One group came to recognize the limitations of democracy
 - Hardship brings social capital (bonding)
 - The flexibility of roles was higher than we expected
 - For one group, there was more consensus in decision-making
 - We challenged each other on decisions / assumptions of documenting
- *To what extent could you apply the plan and did it help you shoot? Did you experience many deviations from your plan?*
“The weather conditions made us change our plans. We knew what we wanted to achieve so we could rearrange our plans”. “The community portraits did not happen.”
- *In real conditions of film-making, how much flexibility is allowed?*
“It is very similar but there is more flexibility about how to shoot etc. Professionals have studied for a long time and know about the technical issues of shooting.”
Comment: It is important to know the place in order to follow your plan.
- *Are these films useful to the Lodz SWITCH team?* [Question to Iwona]
“Definitely, and we will make a Polish version, better edited. Etc. Some complementary text is still needed. The English version could be used for international dissemination. For the LA, this could be a cementing piece of work (to strengthen the group). It will bring new ideas about the needs of the society. The school of journalism could be part of the LA group”.

The video group also put a series of questions up for the other groups to answer:

- *How important was the planning?*
- *What were your expectations – and how far were they met?*
- *How did the dynamics of working in a team affect the production process? And did we think there are any advantages of documenting processes as a team?*
- *What would you say are the advantages and disadvantages of video for process documentation*



There are several videos on the weblog:

- Film output video group A "*Expectations for Sokolowka*"
- The "making of" videoreport "*OK, I think I found the river*"
- Film output video group B "*Sokolowka:back to life*"
- The "making of" videoreport "*The Shooting Day*"
- The process documentation plans of the video group are included in the presentation by Caridad and Nick.

All can be found at <http://processdocumentation.wordpress.com/tag/video/>

- **Session 8b: Photography group**



The photography group focused on social inclusion for their process documentation plan. The idea was generally to make portraits of people who are connected to their city, to document how they feel about living here, what they like about their city etc. and the overall importance of space in the city.

The group showed the final pictures on the video projector and on printed pictures circulating around the room.

Key learning points for the photography group:

- Problem of documentation: there is no social inclusion work in the Lodz LA yet.
- Language problem: the group sometimes had to use drawings to explain what they were after (for instance drawings of a chimney).
- Group members met people with no opinion. It was difficult to get something out of some people interviewed.
- It was also hard work to select pictures and the lines going with pictures. And in addition, on Wednesday evening, the group was left without seeing the end product.
- Key messages from this group: *Everything is possible. Come closer and watch your background.*
- Some material is not usable because it does not fit in the framework: for instance “there was this happy guy in his garden: the best shot of him was melancholic and we couldn’t use it.”

As with the video group, other group members had a chance to throw some questions at the photography group:

- *Was it an easy process to develop the plan?*
The group had quite a long discussion about what is going on in Lodz, what is social inclusion etc. while this part of the work is in its initial phase. It is important to develop something that makes the people of Lodz realise about the meaning of space... using a public exhibition, and create a feeling of participation, before going more in-depth in what it means for social inclusion in the Lodz LA.
- *What was the biggest deviation from the plan?*
The group got pretty close to what they planned.
- *How about the subjective interpretation of the plan?*
The three photo groups had different interpretations of reality and the photos they chose from 600 pictures. It’s all narrative and subjective. [Comment] “*The pictures show what social inclusion is about and I get a feeling from this. There is no feeling of frustration coming out of the photos. Quite a few people may be moved by these pictures.*”
- *Do you have any idea about who the audience is?*
General public, reach people through public presentation, schools, health clinics.

- *How did you arrive at captions with the pictures? One of the captions shows aggression (protective title about 'this is my water'). Sometimes I miss the connection of the captions with the pictures*
The feeling expressed here was pride. The person was protective but proud.
- *Do you have examples of how to differentiate pictures for fun and more professional pictures ?*
In photography, ones tries to capture feelings and get pictures to speak. Interesting stories of people are coming out this way.
- *If you were using a slideshow, would you use the pictures in the same way or would you change the process/ presentation?*
Our purpose was the open space exhibition, and the focus on posters came at the end - in the last hour of the work. With a poster, the poster itself is a small story, with a different format, positioning etc.
- *How did the group come up with the captions (mental connections)*
On the basis of stories, we took notes of people talking and re-read notes several times. We wrote short stories for each set of notes. We decided to keep short descriptions for the pictures; otherwise people wouldn't focus on the pictures but rather on the captions. The idea was to gather the essence of the pictures in a few words. But there is definitely a tension to use more text or play on the impressions of viewers; different interpretations are possible.
- *Were people aware that the pictures would be published?*
Yes, most of them. But we didn't ask them which pictures they would like to see in the exhibition. For the few people who refused to be photographed, we didn't use their pictures.

Some more tips and the (brilliant) final results of the photography are available here:



Posters and the photo's behind them

<http://processdocumentation.wordpress.com/tag/day-5-exhibition/>



Photo tips: change perspective / coming closer

<http://processdocumentation.wordpress.com/2007/07/09/photo-tips-change-perspective-coming-closer/>

• **Session 8c: Writing and voice group**



The last group to give an account of their past three days of work was the writing and voice group.

The group turned out to be the most heterogeneous and proved very schizophrenic throughout the working week, with for instance:

- One group working on internal processes and the other on external processes;
- One group coming up with a good P.D. plan and the other starting off on a completely different track;
- The beginning of the week with two fairly defined groups and the end of week resulting in each individual working on their own;
- A fairly relaxed work at the beginning and the hardest / latest working group in the end;

- Tensions between participants who wanted to be trained and participants who wanted to improve the concept and work on it in the making.

In 3-4 days, the group felt like it was going through a real process documentation cycle with a fair portion of confusion, frustration but also solutions that characterizes process documentation.

The group introduced four outputs to the rest of the workshop participants:

1. A presentation featuring **challenges and benefits of writing / voice**:

Challenges	Benefits
<ul style="list-style-type: none"> • What products to produce • Limited by language and literacy • How to analyse data for input into writing • How to balance conflicting information and avoid bias • Having to interpret from interviews- decide what to present • How to create suitable product for different audiences • Translating technical language • People don't like to read—so how to make the writing product exciting • How to choose topics to focus on- out of massive amounts of information • Sorting out information to write from the vast amount available • How to make sure the documents are useful, read and not just put on the bookshelf or in a file system • You cannot be everywhere during the process, so how to gather information coming from others and how to have them do this in a systematic way • How to avoid mechanistic writing- understanding flexibility • Developing a clear vision on what we can expect to achieve • Un-realistic time frame or poor use of time • How to capture changes and learning in writing? • Finding motivation and time to write on regular basis • How to achieve expected consistency of writing style • Where to store all of the documentation • Data analysis challenges 	<ul style="list-style-type: none"> • Able to capture a range of information • Can work individually • Fairly low tech, low cost • Can use/distribute in multiple formats • Quick(er) production • Can reach more people • Can capture longer time series • More accessible/available • Exploitation of individual skills and creativity • Builds individual confidence • Getting to know each other • A different view • Sharing experiences with people through closer interaction with subjects and co-workers • Addresses tacit knowledge • More precise? • More flexible for changes- can make adjustments as you go • Easier to edit • Easier connections between thoughts, other topics and other media • Central role of writing and voice even in other media.

Questions for the other groups and some issues around the integration of media; Some were answered during the presentations of group work, some others were taken up in the world cafe exercise that followed.

- Any questions still about process documentation? Any gaps in knowledge/understanding?
- How did the other groups find the thread to connect their stories?
- Did the other groups create plans? How useful were these? Did they keep to them?
- How did you find a balance between documentation for external or internal purposes /audiences?
- What were your group dynamics like? What influenced this? How did these dynamics influence your process?

There were several questions were not addressed in plenary, but that came back in the evaluation.

- What will you take back to your own countries from this training course?
- How would/could we use all of these various media for achieving process documentation?
- If you had to do this all over again what would you differently? What would you want to be different?
- And finally: Is there/could there be a standard for process documentation for SWITCH? This is clearly a question that needs further exploration within the project.

2. A public reading of one of the articles written (*Building bridges over the Sokolowka river* by Philip Sharp);
3. The final collection of all articles formatted as a special issue of the *Gazeta Wyborcza*.

Key learning points for the group:

- The struggle about communication and process documentation: internal reports (often considered boring but probably very useful) on the one hand vs. glossy communication products on the other hand. What should process documentation focus on?
- The group was not quite sure about outputs and what to present in the end. “Writing articles was about how we felt in this City, a series of bridges. A community building bridges within itself, scientists talking to administrators etc.”
- Internal – external loops: There are questions around accountability: how can we communicate at different levels from the centre to the periphery; to what extent can we use the results of P.D. and share them with all L.A. members, with interviewees, with the external public and so on.
- Under time pressure, one needs to get on with his/her bias anyway.

Dick de Jong presented a summary of all articles written and a statement regarding the quality of the outputs on the blog:

 Gazeta Wyborcza: SWITCH learning in Lodz
<http://processdocumentation.wordpress.com/2007/07/05/gazeta-wyborcza-switch-learning-in-lodz/>

All final outputs from the writing and voice group are available on the process documentation weblog:

Selections from training result makes Gazeta Wyborca



<http://processdocumentation.wordpress.com/2007/07/05/selections-from-training-result-makes-gazeta-wyborca/>

Session 9: Concluding session: politics of process documentation, becoming a process documentation specialist, evaluation and follow up, certificates

This was the last internal session of the day and of the workshop and was meant to discuss deeper issues around process documentation such as the politics of it, the skills of a process documenter etc.

This session was structured as a world café – whereby people talk in groups of 5-6 around a table and switch to another topic. Participants themselves were invited to suggest topics they wanted to address and in the end the following subject tables were arranged:

- What are the differences and similarities between the media that can be used for P.D.?
- To what extent is P.D. useful for external communication?
- What is your take on cost vs. benefit of P.D.?
- Skills required for P.D. specialists?
- To what extent is P.D. useful for internal learning?
- Politics of P.D.?
- [And a mixed bag of] Unanswered questions

Results from the flipcharts are presented here:

What are the differences and similarities between the media that can be used for P.D.?

- P.D. is a methodology but it's the regularity of information gathering that makes it interesting.
- The P.D. plan is/should be linked to the overall communication strategy
- For text and film: one has to write a plan etc.

To what extent is P.D. useful for external communication?

Unanswered questions

- Planning is not easy
- A Tool box should be developed – the Empowers tool box should be complemented.
- Analysis of information gathered is critical

What is your take on cost vs. benefit of P.D.?

- Stop focusing only on outputs; focus also on processes. P.D. is a new way of thinking rather than a new thing to do.
- Define P.D. as part of principles to safeguard LA approach: it puts the learning in the learning alliance. It should be a crucial part of P.D.
- How to allocate resources to that: emerging industry standards: 40% on emergence issues and 10% on communication. P.D. could be
- Does it depend on the place and time? Or is it a question of political commitment
- How to measure resources: personnel hours, opportunities with partnerships, media etc.
- Process documentation as a tool for M&E, this helps keep the costs down (because M&E is already part of the project in principle)
- How exactly do you articulate the link between M&E and P.D.? Is it a tool / side of M&E? It is a site for M&E and adjustments
- Adjustments → mapping the theory of change and putting the power in the learning in the L.A.

Skills for P.D.

- Whoever does it should be observant, listen well, reflect, see connections, leadership skills, facilitation skills, restrict bias (consciousness), analytical, verbal communication.
- Work in a team → hence the need for leadership
- Some technical skills (understand concept and process, able to evaluate quality, P.V. [participatory video] less technical skills + individual (no need for big team)
- Journalism vs. P.D. (depends on outputs, produce different types of products, PD as collective task)
- Creativity
- Team effort: P.D. team to combine all skills required, not just one person.
- Expectations to produce self or to coordinate.
- Challenges: resources (financial, technical).

To what extent is P.D. useful for internal learning

- What is internal learning? Comes from different sources, from different team / community members → share lessons learnt which feed into internal learning
- How to build capacities of local communities for P.D
- How to stimulate people to reflect on their own action to share with others?
- Organising these lessons learnt is important
- Link between internal learning and M&E:
 - Internal learning is an analysis (soft information, intangible aspects, new insights, process);
 - M&E: measuring. Check if indicators are complied with.
- Process documentation is related to action research and communication

Politics of P.D.

- Role and influence of politics;
- Need to challenge systems → find ways to do so.
- What is the truth?
- Who is accountable? Responsibilities for P.D.> and how to use it for a useful product?
- Impacts wanted from the products and what you may get?

Session 10: Public exhibition of the final outputs

A reception was held at the City Promotion Office to present the final results: the articles written, the photographs displayed in A2 format and the two videos. The Lodz LA team introduced these results to the members of the Learning Alliance that attended this exhibition and to the public that was gathered in the room. Ton Schouten also paid tribute to the organising team and to all people that helped make this workshop a successful event.

Around 16:00, the (remains of the) group dismantled and brought an end to the Slodzshop (SWITCH Lodz workshop).

 *The last day* was obviously documented – mostly on pictures – on:
<http://processdocumentation.wordpress.com/2007/07/05/the-last-day/>

C. Results of evaluation

19 completed evaluation forms were returned to us. We appreciate the detail with which many of the forms were filled in, providing us with concrete ideas and reflections for further improving the course. The main outcomes from these evaluations, especially addressing course content and methodology are summarised below. A compilation of all scores and comments has been made and can be requested from Carmen: daSilva@irc.nl (approx 10 pages).

In general the course was evaluated quite positively. The organizing team was very impressed by the amount of motivation and hard work put into the products by the participants. The energy levels were amazing, there were fruitful discussions and the outputs were of high quality considering the short time. The group was also a pleasant group, people were open and some nice connections were made.

The participants expressed their appreciation for the opportunity to do hands-on work. Especially the work in smaller groups and the support by the local experts in understanding the processes was rated highly.

The subgroup work stimulated exploring the meaning and use of process documentation. Many participants would have liked more time to discuss this and exchange experiences. The world café on day 5 was highly valued and the small group discussions during the week also provided space for reflection and discussion.

More space/ time for participants to talk and reflect could be created through: world café at the beginning to discuss these conceptual issues, and revisit them again; Quick recap every morning, After action review/ short evaluation every day; a session for participants to share/show in their background, experiences, tools; more time on day 5 to discuss follow-up and learnings.

Polish was a problem for the course participants!; so the excellent preparations by the Lodz team and help in the field work were essential. In general, ownership of your host is important to ensure the products will contribute to the host project's process documentation. The Lodz team very happy about the results. Within ERCE, they will explore how the materials can be used for further communication within the LA and with the public.

There were quite varied expectations about the course and the amount of practical skills (for example in writing) to be trained. This also was reflected in the fears and expectations and in the end-evaluation. Issues that participants would have liked to learn more about focused mainly on how to integrate PD into their work eg: How to systematise PD Differences/ relation/ contribution with M&E and improving the impact of projects, more about Community involvement in the PD process

The use of web-based tools could be improved by more practice , through a practical blog session at the end of the day. The issue of access to internet and resources could merit more

discussion, as well as appropriate or alternative ways of documenting at community level (drawings other ways of presenting info besides through internet),

D. Appendices

1. Final announcement of the workshop, including agenda
2. List of participants and contact details
3. SWITCH Aide memoir (website, blog, picture gallery etc.)
4. Fears and expectations
5. Process documentation plan photography group
6. Process documentation plan video group
7. Process documentation plan writing & voice group

Appendix 1: Final announcement of the workshop



Training workshop on ‘Process documentation for learning alliances and action research’

Organised by the IRC International Water and Sanitation Centre, the SWITCH project, the European Regional Centre for Ecohydrology under the auspices of UNESCO (an international institute of the Polish Academy of Sciences in co-operation with the University of Lodz) and the EMPOWERS partnership

Lodz, Poland (1-5 July 2007)

Background

Process documentation is a tool that helps project staff and stakeholders to carefully track meaningful events in their projects. It enables reflection and analysis of these events in order to understand better what is happening, how it is happening and why it may be happening. We document for different reasons. Most importantly, we aim to improve the quality and impact of a project. We also need to share and disseminate relevant knowledge and experiences in effective ways. The insights provided by process documentation are crucial in taking innovation processes to scale and adapting them to other locations and contexts.

Objective of training workshop

The objective of the training workshop on ‘Process documentation for learning alliances and action research’ is to equip participants with the necessary skills to undertake high-quality and innovative documentation of learning and change processes. This documentation will have advocacy and policy impact and will lead to the improved dissemination of research results and uptake of findings. The training workshop will develop the skills of participants through hands-on experiences with appropriate methods. It will enable participants to undertake appropriate documentation for multi-stakeholder focused research processes or learning alliances that are now becoming accepted approaches to improve the uptake of research.

Who should attend?

The training workshop is aimed at professionals involved in facilitating or documenting action research processes that typically involve a wider range of partners than traditional research. You will be interested in documenting not just what happens in your work, but also *how* innovation happens – or why it does not happen. It is not necessary to have attended any previous courses to be able to participate. A maximum of 30 participants are expected (the course is now fully booked). The language of instruction will be English.

The SWITCH project

The Sustainable Water Management Improves Tomorrows Cities Health (SWITCH) project (www.switchurbanwater.eu) is a research partnership funded by the EC undertaking innovation in the area of *integrated urban water management (IUWM)*. The project aims to carry out more demand-led, action-orientated research in cities with a view of effecting greater integration of urban water management, and ultimately more beneficial impacts. This is to be done under the auspices of city learning alliances, independent multi-stakeholders platforms at different levels, which the project is helping establish. Rather than focusing on new research, the project is encouraging city learning alliances to concentrate on putting *research into use* across different aspects of the urban water cycle to help improve integration. The cities involved are Accra, Alexandria, Beijing, Belo Horizonte, Birmingham, Hamburg, Lodz, Tel Aviv and Zaragoza.

Training methodology

The training workshop will combine specialist presentations from key resource persons with practical exercises in groups where creativity will be encouraged. Participants will put theory into practice using a range of media to document an ongoing action research process. This will involve undertaking interviews, visiting field sites and documenting activities through photography, video, writing and voice recording. The workshop is convened with the SWITCH research project that is focused on urban water management, and the activities currently being undertaken in the city of Lodz in central Poland will provide the focus of the practical aspects of the training. On the final day of the course, participants will exhibit their work to communicate their findings to co-participants and residents of the city of Lodz.

Urban water management in Lodz, Poland

The presence of 18 streams has been a key factor in the history of Lodz. Providing an essential water resource, they were part of the reason why Lodz was transformed from a provincial town to major manufacturing centre. Rapid industrialization and growth of the textile industry in the 19th century led to the city being nicknamed ‘the Polish Manchester’. Lodz has seen times of feast and famine. The 1930s depression and collapse of the Soviet empire after 1989 both decimated the eastern markets for the cities products. None of the 50 major textile mills enterprises are left. The population, still almost 800,000 persons, is declining.

Efforts to revitalize the city are again looking to water to provide inspiration. The polluted streams that were once canalized and buried underground are being recovered and cleaned. A city whose symbol is a boat, is searching for its rivers. Alliances of city managers, academics, activists and investors are aiming to utilize the power of these restored rivers as an attractive centerpiece for new development. Ecologically-focused restoration of rivers and associated green spaces will help to reduce flooding risks, improve the water quality of streams and habitat for wildlife, and provide a spur to economic development and regeneration.

Outline programme

Time	Session	Topic / details	Facilitator
Day 0 - Saturday 30 June			
20.00	Welcome event	Drinks in Lizard King (62 Piotrkowska St.- second floor)	
Day 1 – Sunday 1 July <i>Introduction</i>			
Conference centre of the University of Lodz			
9.30	Departure	Bus: Ibis Hotel – Conference Center (Rogowska St.)	
10.00- 11.20	Session 1	Welcome and introductions	John Butterworth
11.20- 11.35	Coffee/tea		
11.35- 13.00	Session 1 continued		
13.00 – 14.30	Lunch	Dworek Restaurant	
14.30- 15.00	Session 2	An introduction to process documentation	Ton Schouten
15.00- 16.30	Session 3	Sharing experiences - presentation and discussion of examples including the EMPOWERS project in the Middle East (Jordan, Egypt and Palestine)	Carmen da Silva and EMPOWERS team
16.30- 16.45	Coffee/tea		
16.45- 17.15		Formation of subgroups	
18/19 – 22	Grill	Conference Center Garden	
22.00	Departure	Bus: Conference Center - Ibis Hotel	
Day 2 – Monday 2 July <i>Practising process documentation</i>			
Conference centre of the University of Lodz			
08.40	Departure	Bus: Ibis Hotel – Conference Center (Kopcińskiego St.)	
09.00 – 13.00	Session 4:	Introduction of media, processes and dissemination mechanisms	John Butterworth
10.30- 10.45	Coffee / Tea		
10.45 13.00	<i>Group work in parallel streams focusing on specific media and tools</i>		
13.10	Departure	Bus: Conference Center – restaurant	
13.30 –	Lunch	“U Fabrykanta” restaurant	

14.30		Zwycięstwa 2 square	
15.00	Continuation of <i>Group work in parallel streams focusing on specific media and tools</i>		
The National Film, Television & Theatre School in Łódź ; 61\63 Targowa St.		Wyborcza Newspaper Head Office: 72 Sienkiewicza St.	
<i>Photography group</i> (Facilitators: Ton Schouten, Agnieszka Jaszczak and Kinga Krauze) Session 5a: Unpacking processes, development of skills and planning	<i>Video group</i> (Facilitators: Joshka Wessels and Iwona Wagner) Session 5b: Unpacking processes, development of skills and planning	<i>Writing and voice group</i> (Facilitators: Dick de Jong and Monika Dziegielewska Geitz) Session 5c: Unpacking processes, development of skills and planning	
20.00 Dinner 97 Pub (97 Piotrkowska St. – outdoor garden)			
Day 3 – Tuesday 3 July <i>Practical work in the city</i>			
09.00- 17.00 <i>Group work in parallel streams focusing on specific media and tools</i>			
The National Film, Television & Theatre School in Łódź ; 61\63 Targowa St.		Wyborcza Newspaper Head Office: 72 Sienkiewicza St.	
Session 6a: Practical work with photography following processes in Lodz city	Session 6b: Practical work with video following processes in Lodz city	Session 6c: Practical work writing following processes in Lodz city	
Book Art Museum 24 Tymienieckiego St.			
17.00 – 19.00 Sharing information and discussion			
19.00 – 21.00 Cheese and wine evening in Book Art Museum			
Day 4 - Wednesday 4 July Analysis, editing and designing a presentation of our work			
<i>Group work in parallel streams focusing on specific media and tools</i>			
09.00- 17.00			
The National Film, Television & Theatre School in Łódź ; 61\63 Targowa St.		Wyborcza Newspaper Head Office: 72 Sienkiewicza St.	
Session 7a: Analysis, editing and designing presentation of processes in Lodz city using photography	Session 7b: Analysis, editing and designing presentation of processes in Lodz city using video	Session 7c: Analysis, editing and designing presentation of processes in Lodz city using writing/voice	
Lunch:			
20.00 optional reservation Pepe Verde Tavern (Manufaktura)			

Day 5 – Thursday 5 July <i>Sharing skills and experiences</i>			
Conference centre of the University of Lodz / Department of The City of Lodz: Lodz City Promotion Office			
8.40	Departure	Bus: Ibis Hotel - Conference centre	
9.00–10.30	Session 8:	Sharing of experiences and outputs from groups, feedback and discussion	Carmen da Silva
10.30-10.45	Coffee / tea		
10.45-11.45	Session 9:	Concluding session: politics of process documentation, becoming a process documentation ‘specialist’, Evaluation and follow up, certificates	Ton Schouten and Empowers team
11.45-	Departure	Bus : Conference centre - Lodz City Promotion Office	
12.00		Sightseeing Piotrkowska St. And Final adjustments for public presentation by task team	
14.30-16.30	Lunch and Session 10:	Presentation of work by participants in collaboration with city of Lodz SWITCH learning alliance Closure	Monika Dziegielewska Geitz and Iwona Wagner

Workshop organisation, themes and expert resource persons

The training workshop is organised by the innovative communications group at the IRC International Water and Sanitation Centre (www.irc.nl), the SWITCH project (www.switchurbanwater.eu), the European Regional Centre for Ecohydrology under the auspices of UNESCO (an international institute of the Polish Academy of Sciences in co-operation with the University of Lodz) and the EMPOWERS partnership (www.empowers.info) that has undertaken extensive process documentation to promote improved local water management in the Middle East (Jordan, Egypt and Palestine).

Photography group

Ton Schouten will lead the photography group. Ton coordinates the innovative communications group at the IRC International Water and Sanitation Centre where he has developed his thematic expertise in issues of scaling-up rural water services and learning alliances. He is trained at Wageningen University, the Netherlands in rural sociology and communication and innovation sciences. Previously he had more than 20 years experience as a documentary film maker for Dutch television and as an independent producer. He has been

an advisor for communication and dissemination programmes in a wide range of developing countries.

Social deprivation, like in many European cities, is a major problem in the city of Lodz. There are high rates of unemployment, poverty and many people are struggling to find their place in a city that has lost much of its industry and jobs. The SWITCH project is involved in case studies to understand how redevelopment and restoration projects around water can be made more socially inclusive. What links can be built between these projects and the communities, especially poorer and marginalised groups that live nearby? How can restoration and environmental projects provide jobs and new opportunities, as well as attracting new investors to the city?

Agnieszka Jaszczak from the UNESCO European Regional Centre For Ecohydrology and working on the monitoring and evaluation of the social aspects of the SWITCH project in Lodz, and Kinga Krauze also from the centre and working on interactions between society and economy within a long-term ecological project (ILTR) will coordinate links between the group and these activities in the city. This group will hold its workshops within a local arts centre.

Video group

Joshka Wessels will lead the video group. Joshka trained as an applied anthropologist, but later specialised in water issues and the use of film in development. She has been involved in media production for international broadcast television for 15 years and regularly provides training and advice on media and communication, community-based development and participatory approaches, such as the use of video and theatre in development projects. She has regularly provided training courses in the use of audiovisual media for research and process documentation.

This group will focus on restoration of the Sokolowka River where an ongoing programme, with the involvement of the SWITCH project, aims to improve the water habitat along one of the main, but badly degraded, watercourses running through the city. The group will visit sites where the river channel is being made more natural, with the construction of ponds with natural engineering techniques to create habitats and reduce flooding, and new wetlands.

Iwona Wagner, the Deputy Director of the UNESCO European Regional Centre For Ecohydrology and a lecturer in the Department Of Applied Ecology at the University of Lodz will coordinate the links with the ongoing activities in the city. The group will work in collaboration with the famous National Film School that is based in Lodz and the group will be housed and share facilities within this centre.

Writing and voice

Dick de Jong will lead the writing and voice group. Dick was trained as a journalist and has over 30 years experience as communication specialist, including seven years in international and national journalism and three years in the field of information and communication with UNICEF in Bangladesh. In his current position of Information and Communication Officer, he is responsible for IRC's public information, advocacy and marketing programme and also provides support and training to Southern partners in communication, information management and public relations.

This group will focus broadly on urban water management in the city, aiming to capture stories about change linked to the SWITCH project and beyond. The group will interview key members of the SWITCH learning alliance to find out how they are working to improve water management in the city and the challenges they face, and also members of the public who have stories to tell about water in their city and lives.

Monika Dziegielewska Geitz, facilitator of the SWITCH learning alliance in the city of Lodz, part-time English teacher and passionate activist for the revitalisation of the city will coordinate the groups work linking to activities in the city. The group will work in collaboration with the national daily newspaper "Gazeta Wyborcza" being partly based in their Lodz office, and with the national radio "Zlote przeboje". Stories from the group will be published through these media at the end of the week.

The overall coordinator of the training workshop is Carmen da Silva (dasilva@irc.nl) at the IRC International Water and Sanitation Centre.

Logistical arrangements

The training workshop will be held at various locations in the city of Lodz, Poland. As the five course days (1-5 July) will be full, participants are recommended to arrive in Lodz on 30 June and to leave from there on 6 July. Lodz is located about 120 km to the west of Warsaw. There are international flights to Warsaw from many countries and it takes 2-3 hours to travel from Warsaw by taxi, coach or train. There are a few domestic flights each day with LOT Polish airlines from Warsaw to Lodz. Some low cost airlines (flying from London and Nottingham in the UK, Dublin, Paris, and Rome) do also have direct flights to Lodz. If you have extra time, allow some for a visit to the city of Warsaw or other centres like Krakow.

All participants will stay at the IBIS hotel in Lodz and bookings will be made by the organisers. Participants will be responsible for paying their own travel and expenses (accommodation, meals and all other costs). **We recommend that participants allow €100 per day to cover these costs and up to €100 for airport transfers from Warsaw depending on the arrival time, totalling €700 for six nights and the transfer costs.** There is a workshop fee of €150 which covers the cost of materials for the course (this is waived for participants from the SWITCH project consortium) that must be paid on arrival. You will be asked to contribute to airport transfer costs and the costs of any shared meals on a shared basis. You will receive a receipt for the workshop fees and contribution to shared expenses.

Scholarships covering the course fee, accommodation and travel costs for participants from developing countries are only available for participants who applied and whose scholarship has been confirmed in writing.

All participants must ensure they have completed the registration form (available at www.switchurbanwater.eu/learningalliances) and have sent it to the course coordinator Carmen da Silva (dasilva@irc.nl). Registered participants will be sent further information by email, including confirmation of airport transfers and hotel. Further information will also be published on the website.

Appendix 2: List of participants and contact details

N°	First Name	Last Name	Organisation	Residence Country	e-mail address	Telephone	Who is that?
1	Agnieszka	Jaszczak	European Regional Centre for Ecohydrology / UNESCO	Poland 	a.jaszczak@erce.unesco.lodz.pl	+48 42 681 70 07	
2	Ahmed	Essam	CEDARE (SWITCH Egypt)	Egypt 	switch_cedare@yahoo.com , ahmed_hammam007@yahoo.com	+202 245 444 83 +202 245 139 21/2/3/4	
3	Aleida	Martinez	Honduran Social Investment Fund	Honduras 	amartinez@fhis.hn	+504 234-5231 +504 9967-3696	

4	Alex	Mbaguta	Uganda Water and Sanitation NGO Network (UWASNET)	Uganda 	mbaguta@uwasnet.org / ngocoord@uwsnet.org / mbaguta@yahoo.co.uk	+256 772 666240 +256 41 223135	
5	Alistair	Sutherland	National Resources Institute	UK 	a.j.sutherland@gre.ac.uk	+44 164 388 3884	
6	Baker Matovu	Yiga	WATERAID Uganda	Uganda 	bakeryiga@wateraid.or.ug ; ybaker71@hotmail.com	+256 41 50 57 95	
7	Bertha	Darteh	SWITCH LA facilitator Accra (Department of Civil Engineering KNUST)	Ghana 	berthadarteh@yahoo.co.uk	+233-24-4594829	

8	Buthaina	Mizyed	CARE International Palestine	Palestine 	mizyed@carewbq.org	+972 599 210513 +972 9 2672498	
9	Caridad	Machín Camacho	IRC	NL 	camacho@irc.nl	+31 152 192 939	
10	Carmen	Da Silva Wells	IRC	NL 	dasilva@irc.nl	+31 152 192 939	
11	Dick	De Jong	IRC	NL 	jong@irc.nl	+31 152 192 939	

12	Ewen	Le Borgne	IRC	NL 	leborgne@irc.nl	+31 152 192 955	
13	Feifei	Zhang	SWITCH Beijing (Chinese Academy of Sciences)	China 	zhangff.04s@igsnr.ac.cn	+86 133 113 262 03	
14	Filip	Drozdz	National Film School	Poland 	fildro@wp.pl	+48 665 914 201	
15	Firas	Talat Abd-Alhadi	INWRDAM	Jordan 	firasinw@nic.net.jo	+962 796 438 885	

16	Galel	Moawad	CARE International	Egypt 	gmmohamed@egypt.care.org	+ 210 7003147	
17	Grit	Martinez	independent consultant	Germany 	Grit.Martinez@t-online.de	+49 30 437 35 880	
18	Iwona	Wagner	University of Lodz / European Regional Centre for Ecohydrology / UNESCO	Poland 	iwwag@biol.uni.lodz.pl	+48 426 817 007	
19	Jaap	Pels	IRC	NL 	pels@irc.nl	+31 15 215 29 39 +31 6 19 164 195	

20	Jochen	Eckart	SWITCH LA facilitator Hamburg	Germany 	switch@tu-hamburg.de	+49 (0)40 42878 2657	
21	John	Butterworth	IRC	Poland / NL 	butterworth@irc.nl	+48 426 371 109	
22	Joshka	Wessels	Sapiens Productions	NL 	joshka@sapiensproductions.com	+31 43 3101919	
23	Kabou	Kambou Kadio	CREPA Centre Régional pour l'Eau Potable et l'Assainissement à faible coût	Burkina Faso 	kadio.kabou@reseaucrepa.org	+226 50 36 62 10 or +226 50 36 62 11	

24	Katarzyna	Izydorczyk	University of Lodz	Poland 	kizyd@biol.uni.lodz.pl	+48 691 435 271	
25	Kinga	Krauze	European Regional Centre for Ecohydrology / UNESCO	Poland 	kingak@biol.uni.lodz.pl	+48 42 681 70 07	
26	Latifa	Bousselmi	CERTE, Laboratoire Traitement et Recyclage des Eaux Usées	Tunisia 	latifa.bousselmi@certe.nrnt.tn	+216 714 107 40	
27	Laurence	Gilliot	The Constellation for AIDS Competence www.aidscompetence.org	Belgium 	laurencegilliot@skynet.be	+32 486 29 02 42	

28	María Luisa	Pardo	Swiss Agency for Development and Cooperation, SDC	Honduras 	mlpardo@cosude.hn2.com	+504 221 – 2109 +504 9969-8969	
29	Martín	Rivera	Peace Corps, USAID	Honduras 	mrivera@hn.peacecorps.gov	+504 265-4157 (504) 9998-2413	
30	Monika	Dziegielewska Geitz	SWITCH LA facilitator Lodz	Poland 	empower_consulting@yahoo.de	+48 660 392 171	
31	Nadia	Manning	IWMI	Ethiopia 	n.manning@cgiar.org	+251-(0)11-6463215	

32	Nermin	Mamdouh Riad	CEDARE (SWITCH Egypt)	Egypt 	nriad@cedare.org	+*20224513921/2/ 3/4 # 659 Fax: +*20224513918	
33	Nicholas	Ishmael- Perkins	Healthlink	UK 	perkins.n@healthlink.org.uk	+44 773 333 8722	
34	Ola	Skowron	University of Lodz	Poland 	Aleksandra-skowron@wp.pl	+48 784 136 956	
35	Patrick	Vanderhulst	ATOL (NGO, Belgium) www.atol.be	Belgium 	Patrick.vanderhulst@atol.be	+32 16 498307	

36	Pawel	Kuczynski	Warsaw Art Museum	Poland 	pawel.kuczynski@gmail.com	+48 692 427 487	
37	Petra	Brussee	IRC	NL 	brussee@irc.nl	+31 152 192 939	
38	Philip	Sharp	SWITCH LA facilitator Birmingham	UK 	Philip.Sharp@arup.com	+44 121 213 3000	
39	Piotr	Zaton	National Film School	Poland 	piotr.zaton@pepo.net.pl	+48 603 383 561	

40	Rafael	Carias	National Autonomous University of Honduras	Honduras 	Tonicarias15@yahoo.es	+ (504) 408 0683 + (504) 9781 8175	
41	Rania	Anwar Zoubi	CARE International/ Jordan	Jordan 	rania@care.org.jo	+962 777 679 694	
42	Simret	Yasabu	RiPPLE Office	Ethiopia 	Simretyasabu@yahoo.com	+251 114 160 075 (office) +251 911 662 511 (mobile)	
43	Sonia	Knauer	SWITCH LA facilitator BH	Brazil 	knauer@pbh.gov.br	+55 3277 8170	

46	Stella	Szewczyk	SWITCH Lodz	Poland 	stighelmer11@o2.pl	+48 889 295 252	
47	Theophilus	Otchere Larbi	IWMI (SWITCH)	Ghana 	t.larbi@cgiar.org tolarbi@yahoo.co.uk	+233 244 739 564 +233 217 847 53/4	
48	Ton	Schouten	IRC	NL 	schouten@irc.nl	+31 15 215 29 39	

Appendix 3: SWITCH aide memoir

What	URL	Login	Password	Why
SWITCH Website	www.switchurbanwater.eu			Consolidate SWITCH information; send to CMU (Adje Kerkhof)
SWITCH Learning Alliance	www.switchurbanwater.eu/la			Consolidate SWITCH information on Learning Alliances (contact John Butterworth)
SWITCH Intranet	www.switchurbanwater.eu/intranet			Consolidate SWITCH information; send to CMU / see site instructions
SWITCH city section (example)	www.switchurbanwater.eu/lodz			Consolidate SWITCH information city Learning Alliance (contact Adje kerkhof)
	Replace 'lodz' with 'accra', 'hamburg' etc.			
City weblog (Wordpress)	http://www.switchlodz.wordpress.com			Weblog for city Learning alliance (CityLA)
City Gmail account (Google)	https://www.google.com/accounts/ManageAccount			CityLA Gmail account needed for group e-mail / picasa
City group e-mail (Google)	http://groups.google.com/group/switchlodz			CityLA group e-mail
City photo album (Picasa)	http://picasaweb.google.nl/switchlodz			CityLA photo album
City movie channel (YouTube)	http://www.youtube.com/switchlodz			CityLA movie collection
City file box (The Box)	http://www.box.net/			CityLA file collection (when needed)
Processdocumentation weblog	http://processdocumentation.wordpress.com/			Workshop weblog

Appendix 4: Expectations and Fears

Expectations

- Learning new skills
- (continuous) Exchange of experiences
- Meeting people
- Creative and innovative ideas
- Find a standard for process documentation in SWITCH
- Networking
- Magnifying our impact
- Improving comm. in our projects work
- Satisfy our clients through better use of comm. channels
- Master techniques
- Capture practices on the ground
- Take home and apply lessons
- Inspired with simple feasible ideas to implement (buy in) with colleagues
- Better theoretical understanding of how documentation can add value to the process
- New ideas
- Practical examples
- New technologies easy to use
- Meeting new people with new ideas
- Know what P.D. is all about
- Learn from others' experiences
- To get to know each other
- Learn more about process documentation
- Find some creative ways of documenting the process in Accra
- To acquire more skills in P.D. that will enable me to improve my day to day communication / information duties of my organization
- How to use photographs + writing in order to promote / increase information dissemination + NGOs, CBOs and development partners
- Learn from other people 's experiences and try to adapt and replicate ideas when I return to my country
- strengthen communication skills and documentation process
- Networking / partnership / future collaboration/ information exchange
- Consolidate knowledge on process documenting
- Learning about journalistic style
- Learning sharing, creating
- Learn to use video camera
- Working together to improve something
- Improving tools and techniques especially video because it shows reality
- How can we help communities to learn for themselves
- How can we match communication with oral tradition
- Documentation is contradictory

- Learn about methodology, tools, techniques
- Spending time in nice company, learn to know each other

Fears

- Language
- Time
- Applicability to different contexts
- No time for shopping
- Separation of media
- Losing the bigger picture
- Process documentation Vs. deliverables
- Resources, practicality for local application;
- All the three media are important and often used in a combination. However, each team will handle one aspect hence with other aspects
- Not enough time
- Too many things on the agenda
- Time to practice
- Too many ideas!?
- Design of workshop will not allow us to share between the different groups
- Project oriented: we observe people, communicate what they do for donors
- Limited time to see the city
- Rain might interrupt the work we do
- Long hours of work
- Not enough time to achieve objectives or process the learning experiences that we have during the workshop
- Very focused on what some of you have already achieved, less space for those who are aspiring
- Transposing and using the learning
- Seeing processes that I know/feel will not work in my environment maybe
- Will time be enough to go through all items on our programme?
- Cannot divide myself (to be in different groups)
- Very tight schedule

Appendix 5: Process Documentation Plan Photography group

Date: 02 July 2007

Project: SWITCH

Issue: Social inclusion

Author(s): Kinga Krauze, Agnieszka Jaszczak, Maria Luisa Pardo, Firas Abd-Alhadi, John Butterworth, Pavel Kuczynski, Petra Brussee, Carmen da Silva Wells, Ton Schouten, Grit Martinez, Rafael Carías, Piotr Zaton, Galel

<p>Theory of change [purpose of the project, focus of the project i.e. SWITCH Lodz]</p>	<p>SWITCH's goal is to improve integrated urban water management.</p>
<p>What are the specific challenges / processes at hand [write in detail what the challenges are]</p>	<p>This plan concentrates on one of the themes in SWITCH and that is social inclusion. Social inclusion has been adopted by the Lodz-SWITCH team very recently. It has two components:</p> <ul style="list-style-type: none"> • (the lack of) public participation • and the exclusion of marginalised groups. <p>Both need to be worked out in more detail.</p>
<p>Which are the processes this plan will capture [write in detail which processes this process documentation plan will capture]</p>	<p>For the moment, the interest of the Lodz-SWITCH team goes to the public participation side of social inclusion. It is in this area that they are most interested and about which they are most passionate.</p> <p>Their analysis of the process in public participation is: Citizens of Lodz do not have a feeling of belonging to their city. Not only because parts of the city are in a bad shape, but also because in the past they could not take own initiatives and were not included in the projects of the city. They have lost faith in having a role in city development. They have not been and are not involved in <i>creating their own city</i>. There are two sides to this: the fact that there are no platforms for citizen participation (social exclusion) and the lack of awareness and faith. For citizen participation in water projects in the city – to increase quality of life - an intermediate step is needed: making people aware of the importance of <i>creating (public and private) space in your own city</i>.</p>
<p>With whom, where, when can these issues be captured [people, places to go, events, meetings]</p>	<p>For the shooting, the Lodz SWITCH team has selected two neighbourhoods where space is available and two neighbourhoods where space is non-existent. We will go to these neighbourhoods to talk to people (young, old,</p>

	<p>children, women etc) about what the meaning of space is and if and how they create space for themselves. If we can organise it in time, we will also go the organised efforts (concerted action) which try to create or influence the creation of space in the city.</p>
<p>Purpose of the plan [describe what you want to achieve; also is it for internal learning, for external communication, learning with stakeholders or all]</p>	<ul style="list-style-type: none"> • The purpose of the plan is to make the public in Lodz aware of the meaning and importance of space in the city and that they can play a role in creating public and private space in their city. This should stimulate the feeling of belonging to the city. • The purpose of the plan is also to inform authorities about what people consider to be the meaning of space in the city, how they try to create it, and how they could participate in making water plans to satisfy their needs for space (inclusion).
<p>If the purpose is for internal learning describe formats, outputs, methods and events</p>	<p>We did not pay enough attention to the internal learning component. We decided to contribute to the vision of the Lodz SWITCH team. Documenting processes will be used for a target of the team: sharing its vision and stimulating a sense of belonging of citizens. There is a strong and passionate drive of the Lodz SWITCH team, a vision, to improve the quality of their city and make people aware that it is their city and that they can change it. Question is if that drive finds resonance in the city and in particular in the LA. Without a platform for the passion the drive of the team will not be sustainable. So it would be good for internal learning to have a look at this.</p>
<p>If the purpose is for external communication present a communication strategy [describe aim, target groups, formats and channels]</p>	<p>Target groups are the general public and the authorities. There will be a photo exhibition in public spaces (schools, city hall, social serves etc) and in open space: outside in the city centre and in the neighbourhoods that we will portray. We will also see if we can publish in the local newspaper.</p>
<p>Which tools will be used for capturing [photo, video, observation, interviews etc]</p>	<p>Photography.</p>
<p>How will the captured information be organised [in an article, in a case study, in a photo book for the web, in a photo exhibition, in a radio report, in a video film]</p>	<p>In an exhibition that should be built for use outside (open space) and inside (public spaces). The exhibition will also be summarised in the newspaper.</p>
<p>How will the captured information be analysed</p>	<p>When we are going to edit the captured information (100s of photographs and quotes of people), we will also</p>

[editing of the captured information or analysing with the project team]	analyse the captured information.
How will the captured information be disseminated [channels]	Exhibition in open space and in public space. Newspaper articles.
Who will do the process documentation [outsiders, stakeholders, insiders]	The participants in the training course process documentation. In particular the following people: Kinga Krauze, Agga Jaszczak, Maria Luisa Pardo, Firas T. Abd-Alhadi, John Butterworth, Pavel Kuczynski, Petra Brussee, Carmen da Silva Wells, Ton Schouten, Grit Martinez, Rafael Antonio Carias Altamirano, Piotr Zaton, Galel
How will the purpose of this plan be monitored	This will be done by the Lodz SWITCH team in their LA and by interviewing the public and the authorities if indeed the exhibition has created the desired impact.
More	We will work in two smaller groups, each group going to its own neighbourhood. Each group is supposed to come back with 4 portraits of people (photographs and interviews) telling what space means to them, where they find it, how they create it, what it should look like, what they can do themselves to create it. Each group also has to deliver 8 photographs showing the meaning of (lack of) space in the city.

Appendix 6: Process Documentation Plan video group

Storm water management for life's water improvement.

Focus : life quality improvement

Problem: The river can not take the storm water

Date: 2.7.07

Author (s): Latifa, Nermin, Aleida, Larbi, Caridad and Iwona.

<i>Theory of change</i>	Storm water management through construction of reservoirs
<i>What are the specific challenges/ processes at hand (write in details what the challenges are)</i>	Solve problem of pollution (heavy metals) Social acceptance (what happened in the past? Changes operated in people's mind?)
<i>Which are the Process this plan will capture (write in detail which processes the documentation plan will capture)</i>	Different ideas concerning the conception of reservoirs and the impact in the population (social and pollution impact)
<i>With whom, where, when can these issues be captured (people, places to go, events, meetings)</i>	Where: concrete reservoir, park, dry part (if time allow us) With Whom: Locals: using the concrete reservoir With Whom: Mrs. Lukasz for photo remediation With Whom: Mrs. Teresa Wozniak what: the major problem Who: who had major role. The project responsible When: Started point and within 10 years
<i>Purpose of the plan (describe what you want to achieve; also is it for internal learning, for external communication, learning with stakeholders or all)</i>	External (to show how successful the process has been)
<i>format</i>	Documentary, interview.
<i>Purpose is for external</i>	Not necessary to make strategy know
<i>If the purpose is for external, present a comm. strategy</i>	NAP
<i>Which tools will be used for capturing Photo, video, observation, interviews</i>	NAP
<i>How will the captures information be organized (in article, in a case stuty, etc)</i>	
<i>How the info will be disseminated (channels)</i>	
<i>Who will do the process documentation (outsiders, stakeholders, insiders)</i>	
<i>How will the purpose of this plan be monitored</i>	

More...	
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Highlights: Before starting the interviewer will inform on the purpose of the interview. The intention is to cut the interviewer and only show at the end the interviewed person.

Time: 9:00 am

Who: Local people (look for a young and an old person)

Objective: Find contrasts and different points of views.

Question for both: how long have you been living in this area? (as a kind of introduction making people comfortable)

Young:

1. What are you doing there?
2. Do you know what is happening here?

Old:

3. How do you feel with this reservoir?
4. How was in the past?
5. Do you know what is happening here?

Students:

Time: 11:00 am

1. What are you doing here?
2. Why are you doing this?
3. Why did you use to work on this topic?

Time: 3:00pm

Background: Mrs Teresa... Is considered the mother of the revitalization of the river. She is a champion. She was very much after the project idea since the beginning together with prof. "Salesko"?

1. What is the major issue the city face of this Sokółka river?
2. What are the implementing solutions?
3. How sustainable are the solutions?
4. Who has been involved in this programme?
5. When: How do you see this place in ten years time?

Roles of every member of the group

Director: Latifa

Editing: Nermin Riad and Aleida Martínez

Cameras: Larbi (camera) and Caridad (sound). Possible will Exchange roles

Writing and taking pictures: Iwona

Planning the sequences of shooting (begin /middle/end)

Leave the hotel at 7:30 am.

Where: Will be informed in the narration (wide shoot)

Shooting: Start with surroundings (river from above). Beautiful green areas (wide shooting)

Interview of local people: We record the sound of the journalist and we shoot the interviewed.

Concrete reservoir: Wide shoot (reservoir and the city). Focus on some activities (fishing, equipments, and children)

- Pictures from others:
<http://picasaweb.google.co.uk/processdocumentation/PicturesFromOthers>
- The official [;-)] Process Documentation blog:
<http://processdocumentation.wordpress.com/>

Appendix 7: Process Documentation Plans Writing & Voice group

Group 1: internal focus (learning around L.A.)

Objectives:

- To explore and document ‘lessons learned’ from Lodz LA approach
- Capture experience of LA after 3 months
- Expectations of L.A. from different stakeholder perspectives
- Understanding of L.A. objectives

How?

- Methods:
 - Interviews
 - Observations
 - Voice recording
 - Project / LA documents
 - Transcripts in English
 - Photos
- *How did you get involved in the Lodz SWITCH Learning Alliance?*
- Expectations:
 - *What did you expect of the LA approach?*
- Experience:
 - *What have your experiences been so far?*
 - *Is there something you found useful from the LA that you can share with your organization?*
 - *Costs / benefits?*
- Future
 - *Ideas for improvement of L.A.?*
 - *What would you consider success to be?*

Outputs:

- Report for Lodz SWITCH team (more specific, internal, interviews as annex) → Jochen / Alistair
- 1-page report for SWITCH website aimed at LA facilitators → Simret / Bertha / Nadia
- Stories of our own experiences from interviews (Blog) → Rania + all
- Video / sound recording of 1 key common question to all interviewees

Theory of change	After three months, the LA stakeholders have some perception of the effect that the LA has had on their work
What are the specific challenges?	Early days, translation of language, short amount of time, high expectations of process documenters, different perceptions of P.D.
Which are the processes this plan will capture?	<ul style="list-style-type: none"> • To explore and document ‘lessons learned’ from Lodz LA approach • Capture experience of LA after 3 months

	<ul style="list-style-type: none"> • Expectations of L.A. from different stakeholder perspectives • Understanding of L.A. objectives
With whom, where, when can these issues be captured?	Internal LA stakeholders, facilitators.
Purpose of the plan	Capture experiences and lessons learnt for internal learning and sharing
Communication strategy	N/A
Which tools will be used for capturing?	Video cam, camera, digital voice recorder
How will the captured information be organised?	Transcripts of interviews, soundbites,
How will the captured information be analysed?	Direct feedback after interview and group work after 2:30 pm. Work in pairs to produce the outputs.
How will the captured information be disseminated?	GoogleGroup, Website, blog.
Who will do the process documentation?	We will.
How will the purpose of this plan be monitored?	Stories of our experiences.

Group 2: external focus (ownership of people in the change process in Lodz)

Theory of change	Ownership of the people → level of engagement of the people, process of change in awareness. How much have we engaged with the people who live in the place?
What are the specific challenges?	
Which are the processes this plan will capture?	Process of dissemination → vertical communication / horizontal communication. Impact on community building?
With whom, where, when can these issues be captured?	NGO, people who have been affected and people who will be affected, scientists
Purpose of the plan	400 words for the general article, 90 seconds for radio → 200 words for internet article
Communication strategy	Newspaper, radio → general public Internet
Which tools will be used for capturing?	Observation, interviews

How will the captured information be organised?	Observers, writing, asking questions
How will the captured information be analysed?	By process, by documenting people's perception of change. Thoughts about their future (hopes, dreams, vision, fears)
How will the captured information be disseminated?	Journal, radio, website
Who will do the process documentation?	WE
How will the purpose of this plan be monitored?	AAR: what was supposed to happen? / what happened? / Why was there a difference? What can we learn from this?
Additional notes	Are the people proud of living in the <i>city of water</i> ? How much are they aware of the water management? Change in the way they see the SWITCH project? Hopes for the future? Can this connect to income generation?