

Trainer Skill Workshop

Graphic Harvesting

Team report



November 21-24, 2017

Dublin, Ireland



SALTO-YOUTH
TRAINING AND COOPERATION
RESOURCE CENTRE



Erasmus+

Context

The Trainer Skill Workshops (TSW) are offered twice a year as part of a strategic long-term cooperation between National Agencies (NAs) of the Erasmus+: Youth in Action programme and SALTO Training and Cooperation Resource Centre (SALTO T&C RC), coordinating European training offers for trainers. It supports advanced trainers to explore a certain area of trainer's work and the related competences of the [Competence Model for Trainers Working at International Level](#).

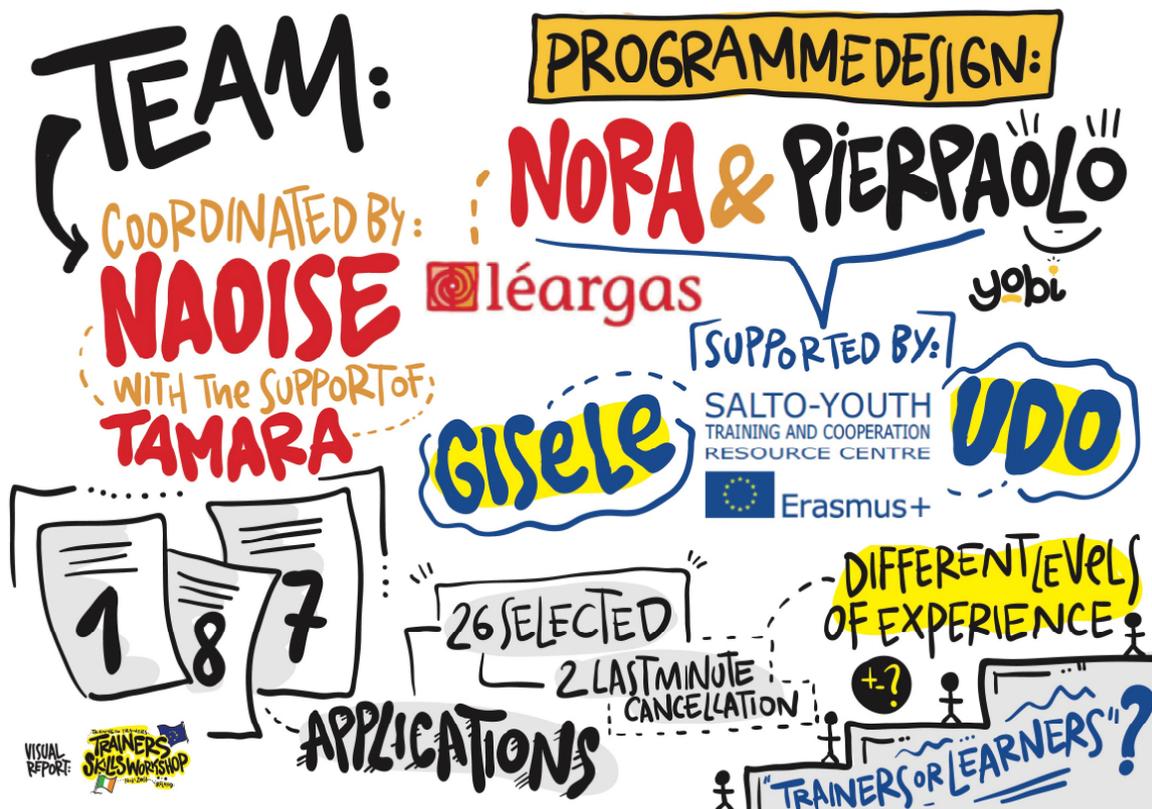
TSWs take place in the frame of the support to competence development of trainers, being an important aspect to ensure the high quality of youth worker trainings in Europe. The [European Training Strategy](#) therefore calls for the development of a modular system to train the trainers of youth workers by defining a set of essential competences tackled in specific courses and serve to establish a pool of certified trainers in Europe.

The topic of *Graphic Harvesting* was decided at the [Trainer Competence Development](#) working group meeting that took place in Bonn in March 2017 and that it would be hosted by Leargas.

Team and organisers

The Trainer Skills Workshop *Graphic Harvesting* was organised by Leargas with the support of the SALTO Training and Cooperation RC. It was coordinated by Naoise Wilkinson (hosting Irish NA Leargas), with the support of Tamara Bradley (Student Intern, Leargas)

The programme was designed and delivered by the Graphic Harvester, Pierpaolo Baressi, and the trainer Nora Furlong, with the support of Udo Teichmann & Gisele Evrard Markovic (SALTO T&C RC). Considering the experimental nature of this training and that it was the first time the team had worked together, the team – especially the graphic expert and trainer - developed a very strong and supportive working relationship where each role & individual strengths were very much valued.



Participants

187 people applied and 26 of them were selected (though the final number of participants was 24 due to 2 last minute cancellations) with participants representing: Austria, Belgium, Bulgaria, Denmark, Estonia, Germany, Ireland, Lithuania, Netherlands, Poland, Slovenia, Spain, Serbia, and the United Kingdom.

There were varying levels of experience and profiles among the participants. Some for very familiar with the ETS model and others who did not hear of it. Also, some were quiet confident in their graphic harvesting abilities and for others it was their first experience with it. Last but not least, some participants were solely trainers while some others were rather youth workers.



You can access the list of participants [here](#).

Location

The participants were accommodated in Cassidy's Hotelm, which is located in the heart of Dublin city and a 10-minute walk from the training venue. It is a well-established family run business. Feedback suggested that the location was great, the staff were brilliant although there were some problems with hot showers.

<https://www.cassidyshotel.com>

The training venue was quiet experimental. We knew from the beginning that the 'normal' Dublin-based training centres would not be suitable for a graphic harvest training. We needed a creative,

open studio-style space that could accommodate up to 30 people working both collectively and individually. In the end, we went with a studio space in a very old building just around the corner from the Leargas offices.

<http://www.chocolatefactory.ie>

The space was both wonderful to work in and challenging at the same time. The trainers loved the creative vibes that the space help, however the acoustics were difficult to work with at times. In addition, the heating was an issue for people (especially on the last day when it was a bit colder). It perhaps put some people a bit too far out of their comfort zone and those struggled with the environment and the challenges it brought. However, the majority of participants really enjoyed the uniqueness of the space and the creative energy it contributed to the training.



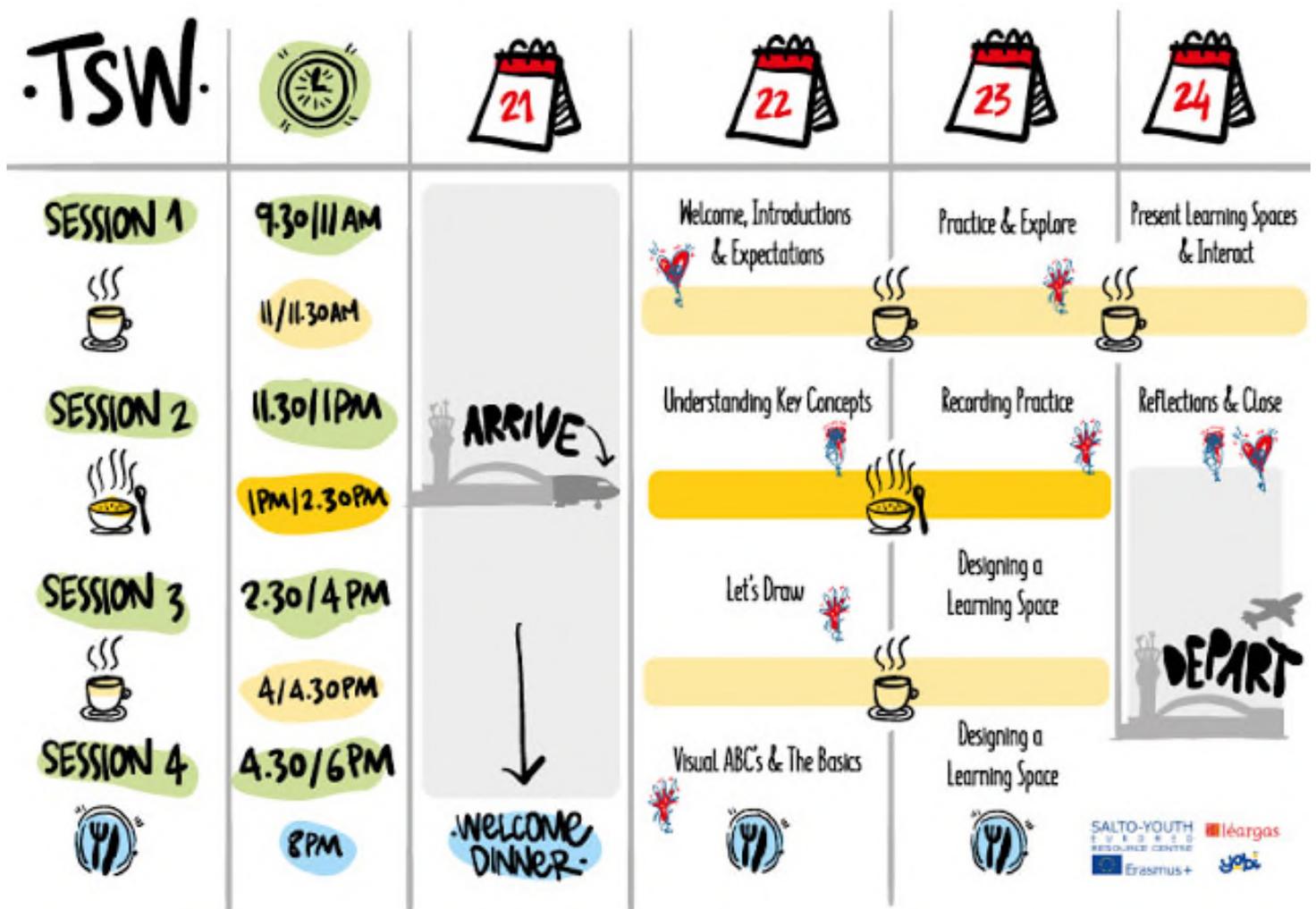
Breakfast was catered for by the hotel. Coffee, Snacks & lunch by *Blas café* which was just below the training space and we had dinner out in Dublin restaurants' every night. All of the food options were of excellent quality with everyone's dietary requirements catered for. Some people commented that they would have preferred not to have eaten dinner out every night and that sometimes we ended up being out too late. Again, the majority reflected that the meals out were wonderful networking and sociable occasions that complimented the overall training objectives.

Objectives and programme of this TSW

This TSW aimed to expand trainers' toolkits with design thinking methodologies, and equip them with the skills to integrate the use of graphic facilitation and recording in order to enhance their practice. The *Graphic Harvesting* TSW focused on:

- Equipping participants with practical skills on Graphic Recording/ Scribing/ Visual Facilitation;
- Knowledge and Awareness of design thinking process as a method for innovation in practice;

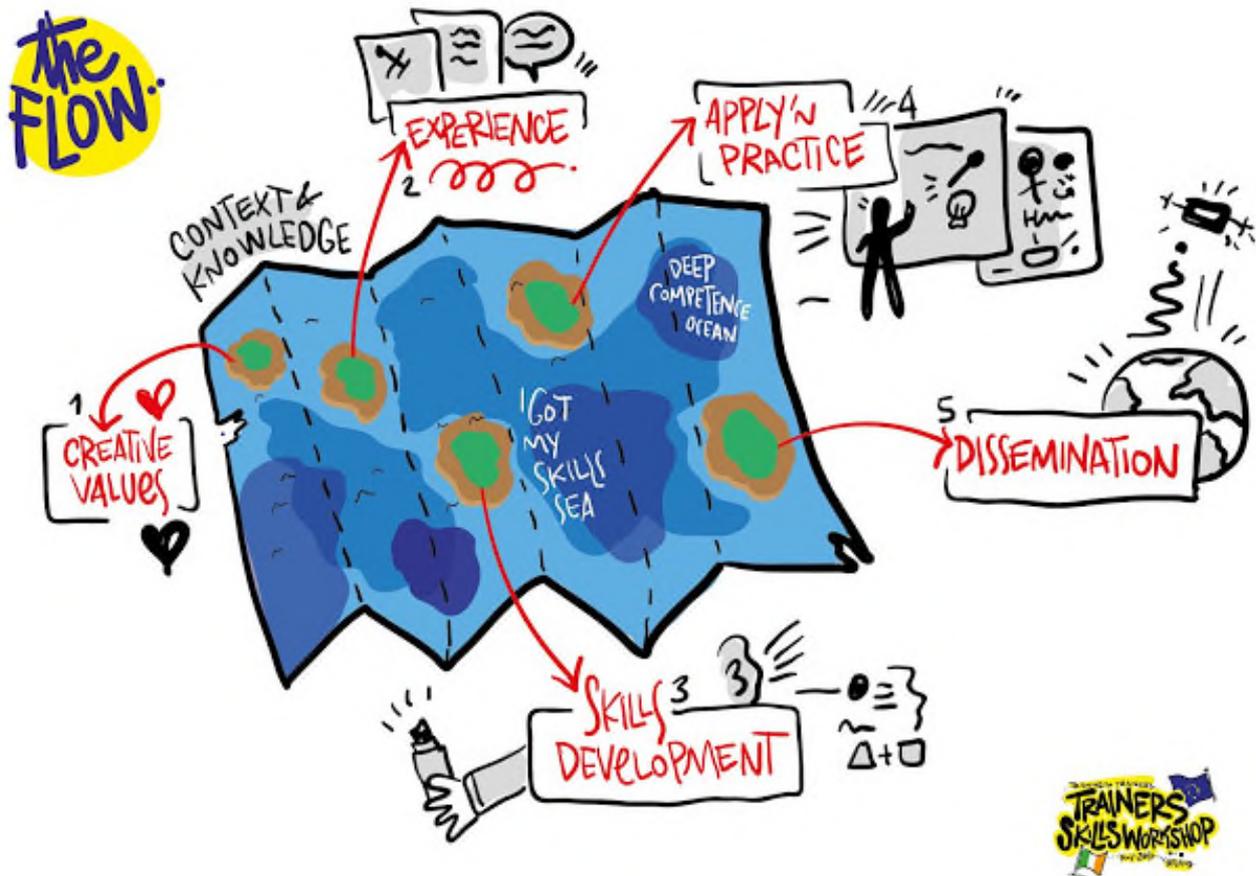
- Supporting learners in reflective space in the context of European Training Strategy (ETS) - in the field of youth;
- Learning how to use lettering, colouring, symbols, shapes and start to develop your own visual language;
- Learning how to grasp meanings while recording;
- Learning how to think strategically about the outcome of the recorded conversations/meetings.



The programme flow

We approached *Graphic Harvesting* as comprising of three key elements:

1. Visual Facilitation
2. Graphic Recording
3. Design Thinking Methodology



The flow of the programme aimed to guide the participants through the basics of visual facilitation & graphic recording, to then engage them in a task using Design Thinking Methodology. The idea was to create a peer reflective space engaging participants in reflections on the seven competences of the ETS Competence Model for Trainers Working at International level. The intention was that the skills developed in the first 2 days would be utilised in the Design Thinking Process.

You can see a breakdown of the process, content and outcomes as documented on our blog:

<http://tswdublin2017.blogspot.ie/2017/11/hello-welcome.html>

The blog was intended as a virtual space to document the process so that it could be used as a tool to:

- a) support participants in their evaluation
- b) inspire participants to apply their learning in practice

Pierpaolo also developed a Practice Book that was used as a resource during the training and again with the intention to support future practice. Please see [here](#) for PDF copy of Practice Book

Summary of the main session and contents

Topic	Summary	Main outcomes
Introduction	<p>This session entailed a welcome from Naoise, Leargas TCA officer, to all participants as well as from Gisele from Salto T&C RC.</p> <p>The group played some warm up games and did a mapping activity.</p>	<p>Naoise & Gisele presented the context of the course and introduced the training team.</p> <p>This activity gave a sense of who was in the group, where people are coming from, and also an insight into how as individuals we learn and grow from mobility. The team reminded people that the purpose of this training was connected to opportunities for youth mobility within the Erasmus + programme</p>
Understanding Key Concepts	<p>The group was split into groups of 4 and took part in the A-Z of Graphic Harvesting</p> <p>Present the groups' understanding of key concepts</p>	<p>The purpose of this was to demonstrate to the participants that there is a lot of vocabulary connected to this concept of Graphic Harvesting, and that people understand and interpret these concepts differently.</p> <p>The team then presented the intended understanding of key concepts for the purpose of this training. Trainers explained that this may differ to existing understanding of concepts and that this was ok. The idea was not to endocrine one exclusive definition of Graphic Harvesting, but to equip participants with the information, experience and skills to develop their own understanding and practice.</p>
Visual facilitation	<p>This is where people started to draw using the following activities:</p> <ul style="list-style-type: none"> - Feel Like a Child - Painting to Music - Introduce Basic Elements 	<p>The purpose of this was to begin to increase creative confidence & to experiment with materials.</p> <p>Participants begin to practice drawing anatomy, Visual ABC's, Visual Text, Icons & Metaphors</p>

	<p>This continued into basic drawing skills development using the following activities:</p> <ul style="list-style-type: none"> - Arardica - Patterns/ Frames/ Connectors/ - In my Pocket - My network - Project Timeline 	<p>At this stage, participants were really engaged in practice and were at home in the creative space and using the materials.</p> <p>There was focus on developing skills in drawing emotions, bodies and faces.</p>
<p>Synthesizing Metaphors, Connecting & Creating Meaning</p>	<p>This was a continuation from the previous session. It was a series of drawing tasks that were developed from the Practice Book</p> <ul style="list-style-type: none"> - Practice on frames & arrows - Bodies - Fridge - Desk <p>Past Challenge</p>	<p>This session was to support the participants to go deeper into their drawing styles and to develop skills in visualising meaning and drawing metaphors.</p> <p>It was also an opportunity to introduce new materials - different sized and different coloured markers.</p> <p>Participants really enjoyed this session. It created a very hands on practical dynamic in a very creative and active environment. Based on reflections from participants, they would have liked to continue with this practice-based space along with an opportunity for peer review and feedback, and a more direct feedback from Pierpaolo.</p>
<p>Graphic recording</p>	<p>For this session, participants had the opportunity to graphically record while listening to you tube clips. 3 clips were clipped:</p> <ol style="list-style-type: none"> 1. In pairs with a peer facilitator 2. Individual recording but using temporary surface and markers 3. Individual recording using permanent surface and markers 	<p>This session flowed well from the previous session in terms of confidence building. Participants engaged really well. Diverse levels of experience was evident here so while some really got into in-depth drawing, others were more interested to observe others work.</p> <p>The main outcome of this session was people really began to realise their potential.</p>

<p>Design Thinking Methodology</p>	<p>DESIGN TASK: Design a visual tool for Reflection and Evaluation</p> <p>In groups of 3, design a reflective space providing participations with the opportunity to:</p> <ol style="list-style-type: none"> 1. Reflect on how developing Visual Facilitation Tools will enhance the development of this competence in their trainers' practice 2. Evaluation the increase in this competence as a result of taking part in this TSW 	<p>This session was given considerable time to allow the groups to delve deep into the Design Thinking Process and apply its principles to developing an interactive reflective space that would engage participants in reflections on competence development in each of the different areas. It also was to give participants that time to be experimental creatively and to design, prepare and build these spaces.</p> <p>The main outcome was the design and creation of 7 very interactive and creative reflective spaces.</p>
<p>Exhibit & Interact</p>	<p>There was 30 minutes given for participants to roam about and engage with the interactive exhibit created in the previous session and reflect on how GH can support increased competence.</p>	<p>Participants got an appreciation for that others had worked on.</p> <p>Participants were able to reflect on Competence in a creative and interactive manner.</p>
<p>Reflections & Closing</p>	<p>Each group harvested the reflections that their space had generated.</p> <p>The presentation required each group to present back on Competence development + why or why not their space was effective</p>	<p>The team got an insight into what worked effectively and what considerations participants have gained to apply in future practice</p>

Evaluation of participants

The team approached the evaluation from two perspectives in the programme design:

1. The participants themselves would create interactive, reflective spaces that would engage their peers in reflecting on how Graphic Harvesting is a useful tool for developing each of the competence areas. The idea was that this task would be completed using Design Thinking Methodology. This worked really well for others, and not for some who would have preferred more practice at graphic facilitation and basic drawn skills.
2. The team prepared a Survey Monkey Evaluation that participants received one week after completing the training. 19 out of 24 participants responded.



In general, evaluation results are positive with some very useful considerations for future trainings. The key message from the feedback suggests spending more time on developing visual vocabulary and other basics. Participants are already saying that they are applying their skills and feel empowered to develop further.

The materials and resources provided received were extremely appreciated and will further enhance future practice.

More critical feedback suggests that participants would have liked to have stayed in the Visual facilitation phase for longer, with more focus on developing creative confidence and basic drawing skills. The cold of the training space was also a key factor here. See Summary of feedback [here](#).

Some visual feedback...



Final Recommendations

1. The target group needs to be carefully defined and National Agencies need to be advised to carefully make their selections. It is important to establish two things in the call for applicants;
 - Participant's experience as trainers & knowledge of ETS
 - Participant's competence in the skill
2. The topic of Graphic Harvesting was probably too ambitious for a 2.5-day training. The recommendations are:
 - a) A future TSW just on Basic Skills in Graphic Facilitation
 - b) A longer-term training that explores broader remit of Graphic Harvesting
3. It would have future enhanced the training course if the team and organisers had included an explicit description of tasks in the practice book as well as more in-depth description of key concepts.
4. From a skills development & competence perspective, this training was a success for the majority. With regard to developing a more in-depth understanding of the competence areas and the Model, there are less information as to draw a conclusion.



5. This needs to be marketed as a unique training opportunity with a focus on practical skill development. Trainers are used to a more peer supported and reflective process. The team's understanding is that TSWs take a more practical, skills-based approach. This needs to be clear to participants from the onset.
6. A number of participants reflected in their final evaluation that they would have liked more one-on-one feedback from the graphic expert on their drawings. This is something that might need to be considered (reflected upon) for future trainings. Given the duration and the content of this training, as well as the number of participants, it was not possible to give this kind of feedback. The vision was that a gallery of work would be created as the training progressed and we encouraged participants to view the gallery and give each other feedback during in – formal time. This did not happen very much as people needed the break time for just that – a break!
7. The team's efforts in the preparation and provision of good resources and materials, and in creating a creative and inspiring space were very much appreciated by the majority of participants. This will future support the participants application of learning to practice and will sustain the impact of the training.
8. The duration of the training is still somewhat ambiguous. A lot of people reflected that it was too short, while others said it was enough time even though the team could have used the time more effectively by sticking to one specific area.



9. The team warmly recommends making sure that none in the group leaves before the end of the programme for it is distracting for the group and put the trainers under pressure. This needs to be considered carefully for future trainings.
10. Future TSWs should carefully consider ‘the role of the learner’ verses ‘the role of the trainers’. For the first half of this training, the team engaged participants solely as learners. Then, as they delved into Design Thinking Methodology, the participants stepped back into the role of trainer again and this changed the dynamic of the training. Part of the team’s evaluation strongly implies that the group found the experience as being engaged as a learner a more valuable one in this case.
11. It was very interesting to observe how some groups were much better able to illustrate their understanding of the competence areas of the Competence Model than others, which brings back the question of ‘who is the advanced trainer?’. Interestingly, those identified as advanced trainers were not necessarily the ones who demonstrated a more in-depth understanding of the competence areas, while ‘less experienced trainers’ who used Design Thinking Methodology, were better able to illustrate their competences.
12. It was important for the training team to generate an awareness of Design Thinking Methodology in mind-set as well as in practice. This shift of mind-set occurred for a lot of participants, but not all. Teamwork dynamic, attitude and openness to engage in and trust the creative process played a role in the effectiveness of the spaces created.

January 2018

Nora Furlong, Pierpaolo Baressi