



**Draw  
Your  
Thoughts**

## Public Report

Draw Your Thoughts International Training Course

Erasmus + KA2: Capacity Building in the field of Youth  
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# Partners

- \* Centro per lo Sviluppo Creativo Danilo Dolci – Italy
- \* Pistes-Solidaires – France
- \*New Hope Waves Limited – Zambia
- \*Resource Hub for Development – Kenya
- \* Commune de Pikine Nord - Senegal

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# The Project

**Draw your thoughts - Graphic facilitation & Storytelling to enhance creative and intercultural skills** – is an 24 months co-funded Erasmus plus project (KA2: Capacity Building project in the field of Youth) whose aim is to enhance the professional, social and personal skills and competences of youth workers which will lead to an improvement of the youth sector as well as social inclusion and empowerment of youngsters with fewer opportunities. This will be achieved thanks to the use of creative methods such as Graphic Facilitation and Storytelling in local workshops complemented with international mobility for the development of intercultural awareness and enrichment of the experience of youth workers, youngsters and the final outputs of the project.

Creativity and non-formal activities will be the tools for focusing on the methods of Storytelling and Graphic Facilitation in community context and in working with youngsters, leading to the development of a final raising awareness campaign by the participants involved.

The innovative elements of the projects are:

**Storytelling** as a mean of self-awareness and personal/professional development supported by Graphic Facilitation, which will allow participants to convey images, ideas and thoughts through a visual communication;

**The Reciprocal Maieutic Approach**, that will be used as a basic methodology of research and self/community analysis;

**Training Course** based on visual learning, storytelling and the awareness campaign provided to participants from the partner countries.

The project will involve a total of 9 youth workers from each partner county, who will be the protagonist of each stage: from local workshops to the international training, trough the job shadowing phase, they will be involved as active actors, while also learning a new set of important skills. Thanks to the intercultural approach and tools used, participants will benefit of a life enriching experience that will give them new set of skills and will strengthen their role as youth workers, a role that is essential for fostering young people's active participation and civic engagement.

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## Activities

\* **Desk research** on good practices on the use of Storytelling as a means of self-expression and personal development and on Graphic facilitation and visual tools in use in youth work and youth organizations in each partner country on the field of social issues, enriched by interviews to experienced educators.

\* **Creation of “Visual Vocabularies”** where each country will collect symbols and images easily referred to specific terms/concepts recognized at national level, to be shared and compared among the different countries;

\* **Training course** in which the participants will have the chance of sharing the research findings collected and analyze peculiarities and similarities and where they will be trained in the use of Storytelling with graphic facilitation for the creation of a visual “Draw your Thoughts database” The training will be conducted using the reciprocal Maieutical Approach and will be the chance for a hands-on the tools and methods;

\***Job shadowing:** each organization will host an intercultural group composed by one representative for each organization; the job shadowers will support in the creation of a local awareness raising campaign and it is expected that this will improve their intercultural competences and understanding.

## Results

\* OER/manual development “ST with GF as a method for social inclusion and empowerment of youth”: it will consist of a description of the project and methods, followed by collected experiences and outcomes from the training course and the learning activities as well as containing tips and tools to organize awareness raising campaigns using Storytelling with Graphic Facilitation;

\*Local Workshops: based on the content of the Training Course each partner will organize 6 workshops focused on the personal development of the participants on one side, fostered through the method of Storytelling and Graphic facilitation; on the other side community level activities will be developed in the creation of the civic awareness campaign organized in synergy with local youngsters;

\*Visual diaries: online blogs where participants will document the visual learning experience of the local workshops

\*25 youth workers and 240 youngsters will be involved, one third of which will be with fewer opportunities or at risk of marginalization. This number will guarantee a good impact on local and international level.

## The International Training Course in a nutshell

**Draw Your Thoughts International Training Course** has been a 8-day-long Training Course that aims at promoting inter-cultural dialogue and developing youth workers’ skills through the use of Storytelling and Graphic Facilitation, in order to enhance the professional, social and personal skills and competences of the participants. This will lead to an improvement of the youth sector as well as social inclusion and empowerment of youngsters with fewer opportunities.

Creativity and non-formal activities are be the tools for focusing on the methods of Storytelling and Graphic Facilitation in community context and in working with youngsters, leading to the development of a final raising awareness campaign by the participants involved.

In such a framework, Draw Your Thoughts intends to increase youth workers’ ability to work with youngsters and in the use of non-formal and informal education tools and methodologies, including the Reciprocal Maieutic Approach (RMA), Storytelling and Graphic Facilitation as means of self-development and community development

This project brought together in this Training Course 21 participants from 4 countries: France, Italy, Kenya, Senegal.

The **objectives** of the Training Course were:

- *To improve youth engagement skills, promoting the use of non-formal creative tools.*
- *To learn what Storytelling and Graphic Facilitation are, and how to use them.*
- *To learn how to build an awareness campaign.*
- *To learn how to use creativity for self-development.*
- *To strengthen organizational skills through the planning, design and implementation of practical group exercises.*
- *To share good practices between national and international realities and the creation of networks between European organizations and youth workers.*

#### **DYT activities foresaw:**

- *The active involvement of participants in the theoretical and practical sessions, non-formal activities, creative activities, team-building activities;*
- *Inclusive and cooperative learning: participants were actively involved in the learning process and cooperation among participants through group work and interaction;*
- *A peer-to-peer approach: participants were encouraged in sharing their knowledge, experiences and ideas, not only during the activities (Inter-cultural dinners, Partner organisations' bazaar) but also in non-formal moments (coffee-breaks, dinners, etc.);*
- *The use of non-formal education tools to foster inter-cultural dialogue while acquiring practical knowledge for the implementation of storytelling techniques and creativity. Creative thinking and cooperative learning were used during the whole ITC.*
- *The RMA: by experimenting this methodology, participants were provided with an approach to manage conflict situations and to foster inter-cultural dialogue. It fosters non-violent communication and tolerance towards others' viewpoints by valuing them.*



# The Programme of the International Training Course



Draw Your Thoughts – Graphic facilitation & Storytelling to enhance creative and intercultural Skills



Marina di Cinisi (Palermo) – 28.06.2022 – 06.07.2022

## Programme

Time	28.06.2022	29.06.2022	30.06.2022	01.07.2022	02.07.2022	03.07.2022	04.07.2022	05.07.2022	06.07.2022
9.30	Arrivals & get to know each other	Introduction Session  Icebreaker and Get to know each other	Storytelling: an introduction  Storytelling in Youth Work: an overview	Basics of visual learning: an introduction into Graphic facilitation-GF and visual tools	RMA: a dialectic method of inquiry for empowerment of communities	Storytelling based on Graphic facilitation in youth work: discussion on its usage	Awareness Campaigns (AC): their importance and how to organize them	Job-shadowing: how to develop it? Tips and examples	Departure
11.00		<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	
11.30		Expectations, concerns and contributions	Storytelling for young people with fewer opportunities	GF in support of Storytelling: how to improve self-awareness	RMA and the importance of its application in Youth Work	Practical exercises on GF applied for storytelling purposes	AC as a tool for youth social engagement and participation	Job-shadowing on storytelling based on GF: indications and preparation	
13.00	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>		
15.00	Arrivals and get to know each other	What is storytelling? What is Graphic Facilitation?	How to use storytelling for youth personal development and social empowerment? (I)	Techniques of Graphic Facilitation (I)	RMA as a tool to facilitate self-development in ST with GF approaches (I)	How to involve the target group?	Action plans elaborated for the development of the 1° and 2° cycle of the local workshops (I)	Youth Pass and key competences	
16.30		<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	<i>Coffee break</i>	
17.00		Main results from the national research	How to use storytelling for youth personal development and social empowerment? (II)	Techniques of Graphic Facilitation (II)	RMA as a tool to facilitate self-development in ST with GF approaches (II)	- National exchange on local context - Visual 'curriculum' - Brainstorming on planning	Action plans (II)	<i>Final evaluation</i>	
18.30		<i>Daily evaluation</i>	<i>Daily evaluation</i>	<i>Daily evaluation</i>	<i>Daily evaluation</i>	<i>Daily Evaluation</i>	<i>Daily Evaluation</i>		
20.00	<i>Dinner</i>	<i>Intercultural Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Farewell Dinner</i>	



# Draw Your Thoughts Training: Activities in details

## Ice-breaking and get to know each-others' activities

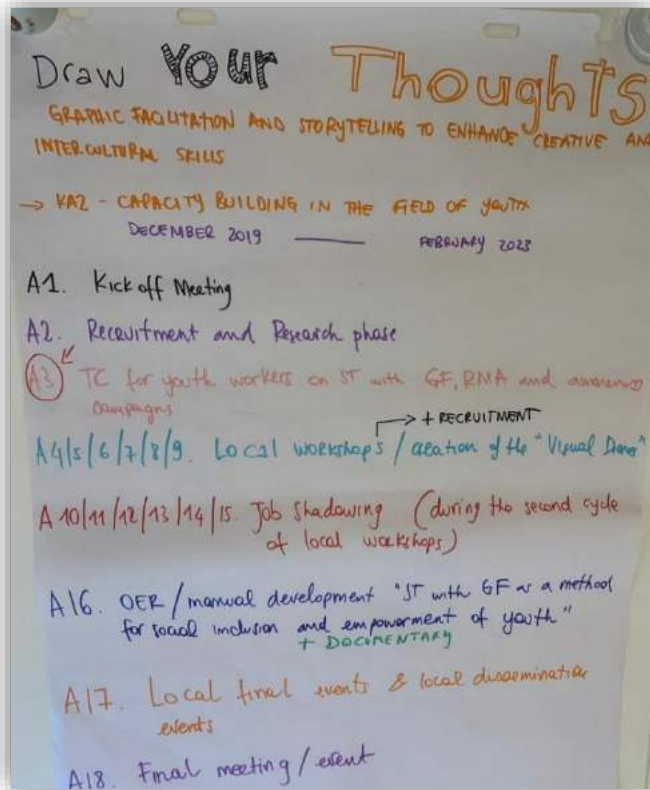
Ice breaking activities have been used throughout all the training implementation as a mean to initiate the sessions and to create a sense of team belonging: they helped in the making of new friendships and in overcoming the first difficulties that can arise when people from different context and speaking different languages as mother tongue meet for the first time.

In the first day more space has been given to get to know each-others' activities, in order to learn names and set the positive tone within the international group.

Moreover, space has been given also to express ideas, concerns and expectations through post-its and open conversation.

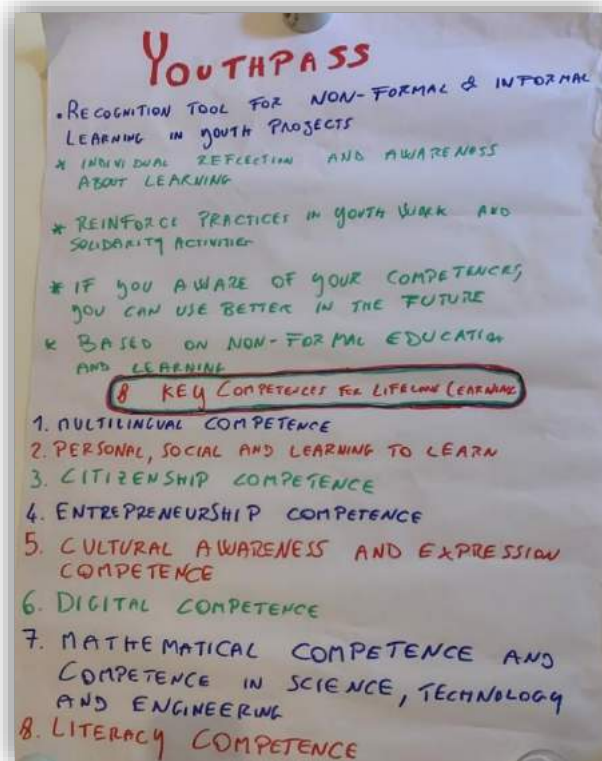
The first session included also the introduction to the agenda, the presentation of the staff involved, the introduction to the project and to its objectives and action and lastly also a common reflection on internal rules.





## Youthpass, European portfolio for Youth Workers

The trainers introduced the Youthpass importance, through listing its 8 key competences and the chance of getting a certification. Through guided questions, trainers have carried out a collective reflection with the participants, facilitating in this way their self-assessment to get the Youthpass on the following months, based on their experience in the project. A specific space has been given to the European Portfolio for youth workers and youth leaders.



## Results of the national researches

All the partners involved have presented their own national results of the status of Storytelling and Graphic facilitation: good practices of the use of those tools have been shown to the participants in order to give a start to the sessions with some common knowledge on the topic. Especially interesting was for everyone the part related to the collection of images: each image/symbol was reflected upon, to try together to find a common international meaning thus proving the importance of a graphic language to break language barriers.



## Workshops

### Storytelling

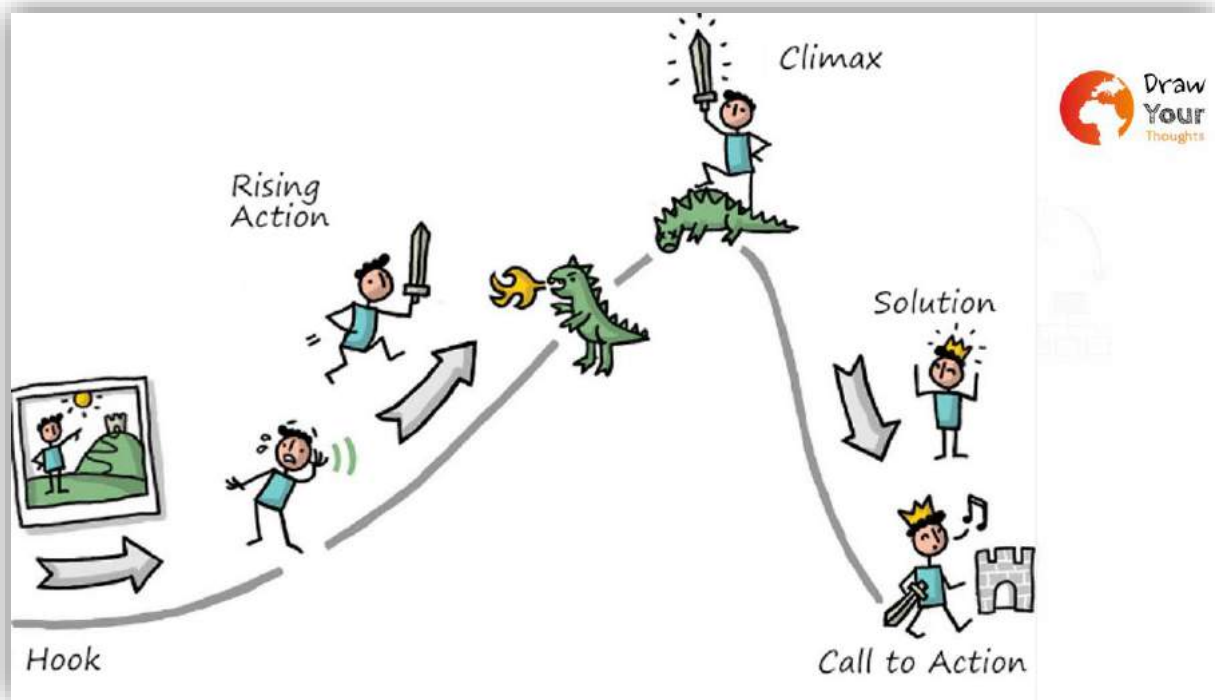
Most of the training has been focused on the use of Storytelling in the context of social work. Firstly, it was important to establish a common ground with theoretical session on what is Storytelling and how to use it.

Through this presentation, participants had the chance to approach the subject in a complete way from the basics to the more specific use one can make when it comes to Youth Work.

From the meaning of the word, the trainer went on by sharing with the audience the key concepts as the role of the teller and of the listener, why to use it and when, how to use it to call someone or a group of people to take action.

Moreover, the trainer went more in deep by listing the key components of a good story: characters, as the bridge between who tells the story and who listens; conflict as the lesson of

how to overcome a challenge; and resolution, that wraps up the story, providing a closure and leaving the audience with a morale and a call to action.



A very essential part of the session was the one in which the focus was on how to build our own story from the start to deciding the setting, the characters and the scene. The trainer gave many hints on what not to do when telling a story and especially on what to prioritize when doing so, according to the target audience.

*“Tip: If it’s a personal story, you should tell your audience how things turned out, **but avoid making it sound like you’re bragging about all your accomplishments in life. People will be more inspired by your vulnerability than by narrating a list of all your accomplishments.**”*





Participants then played a game to put into practice the first basic rules of storytelling: in couples, one told some specific story of their life while the other, listening, had to draw it. And then they switched and showed the results to each other's.

Lastly each participant drew the story of their life and told the whole group in turn.



## Graphic facilitation



The sessions about graphic facilitation have been held right after the introduction to Storytelling: the trainers have shown participants posters on what is Graphic Facilitation and why it is important. It is indeed the most used way of communicating without the use of a common language so it is the perfect tool for letting people express themselves no matter which is the common language or mother tongue.

One of the main outcomes of the training was to build a common Visual Vocabulary made of symbols: through the reflection on what is a common symbol internationally, which are the symbols that we all know and also which macro categories we can find, participants have first made an exercise to compare what are the many ways (and sometimes the same ways) of imagining a word. The trainer asked them to draw by themselves a symbol for each suggested category (challenge, idea, exit, meeting,

technology, conflict, protection, quality, goal, sustainability, justice, education, decision, business, brainstorming, health, risk and success).

The game that has been used to find common categories consisted into giving all participants three post its with a shape drawn on them: a square, a triangle and a circle. Each of them had to draw the symbols that came into their mind associated with the form. Each post its have been then pasted on an A4 blank sheet and in turn each participant in circle received the sheets and had to write the word connected to the shape they see. For example, a circle with a triangle underneath could symbolize an ice-cream or a circle with rays inside was a wheel.

Trainers collected all the papers and identified the macro categories:

- Activities
- Culture
- Food
- Feelings
- Trasports
- Shapes
- Houses

Lastly, participants were split into three groups and the task was to make a story up, following all the rules of a good storytelling process and those of graphic facilitation in order to set a morale and convey a social message. The groups then presented their own efforts and the results were beautiful!







# Raising Awareness Campaign



The third pillar of the training is the one about the building of a raising awareness campaign: this is indeed the objective for the Youth Worker of the second cycles of workshops that are to be implemented with a group of youngsters in the months after the training.

The trainer introduced the session with the theory of what is a campaign, what are its main component and examples of good, successful ones.

In the context of the training, the importance and the structure of an awareness campaign has been presented as a combination of Storytelling skills, use of Graphic Facilitation tools in order to call someone or a group of people to action.

The second part of the session has been dedicated to putting into practice what the participants had learnt in the theoretical session.

## The Universal Declaration of Human Rights



The first practical exercise was, in couple, to take turns and tell a story to the partner who has to draw it. The couples mix with others and another person has to guess what story had been told according to the drawing.

The exercise of the day consisted into analyzing the Declaration of

Human Rights all together and divide the group into four smaller groups according to preferences on a topic; the topic were:

- Peace and Justice
- Environment
- Health
- Social Issues

The results were four different raising awareness campaign, based on graphic facilitation (the mean used was a poster). Participants were enthusiastic of being able to work in teams, and make a hands on experience that could wrap all the notions up into something tangible.





## RMA workshop

One part of the training has been dedicated to the introduction to the Reciprocal Maieutic Approach (RMA), a communication approach that can be adopted in a group setting or also between two people: a trainer guided the group towards a reflection on what is the meaning of communicating vs transmitting. The whole group participated passionately, giving their point of view and sharing ideas also starting from the meaning in each language. RMA is the perfect tool for Youth Worker for improving personal development through a better communication and it is also important to work with group of youngsters in different contexts and with different social and economic backgrounds.

## Intercultural Dinner



All the participants joined and organized the intercultural dinner, which is a way to bring people closer to all the culture present in the group and get to know each other better. All the nations (Kenya, Senegal, France and Italy) brought typical food, told stories of their own home countries and also some wore typical dresses used in special occasions.

## Evaluation techniques



The evaluation of the participants' experience, in regards to the activities of the training but also their free time and the hosting experience, took place in both formal and non-formal ways.

On a daily basis, after the end of the workshops, the participants were divided in small groups to evaluate their daily experience in a more creative way, using mainly visual group evaluation methods. Using a flipchart

with a mountain drawn on it, each person had to position himself in a different part of the mountain (for example, someone would place themselves on the top of the mountain if he/she was very satisfied with the activities of the day). Participants had been given also a papersheet in which they can write everyday things they liked and things they would improve. The

coordinator, trainers and support staff were present during the evaluations in order to take notes on what should be improved.

## Contacts

**Centro per lo Sviluppo Creativo “Danilo Dolci”:** [www.danilodolci.org](http://www.danilodolci.org)

For further information, contact Lisa Avarello: [lisa.avarello@danilodolci.org](mailto:lisa.avarello@danilodolci.org)

