

# **DigiCreate D3.2**

# **Appendices**



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## DigiCreate D3.2 Appendices

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Editable platform content, forms, handouts, templates and tracking tools

<b>Project</b>	DigiCreate - Intercultural Digital Dialogue and Networking in Cultural and Creative Industries for Young People
<b>Deliverable</b>	T3.2 / MS3.2 / D3.2 - Facilitator Training
<b>Prepared by</b>	DigiCreate Consortium
<b>Format</b>	Editable appendices for platform upload, forms and facilitation materials

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## Appendix A - Module 1 preparation email

### Purpose

This message can be sent to participants before Module 1 to confirm the learning focus, access links and preparation tasks.

### Editable email text

Subject: Preparation for DigiCreate Facilitator Training - Module 1

Dear participant,

Thank you for registering for Module 1 of the DigiCreate Facilitator Training: Designing and Preparing a Virtual Exchange Project.

In this session, we will explore how to design a meaningful, inclusive and safe virtual exchange experience for young people, students, youth workers, mentors and university staff. The module will combine short inputs, peer exchange and a practical design activity.

Before the session, please prepare the following:

1. Think of one group of learners or young people you work with or would like to work with.
2. Identify one intercultural or digital learning topic that could be explored through virtual exchange.
3. Bring one example of an online tool you already use or would like to test.

During the module, you will develop a mini virtual exchange plan using the DigiCreate Virtual Exchange Design Canvas.

Please join the online session 5 minutes before the start time. Keep your camera and microphone ready, if possible, and make sure you are in a quiet place where you can participate in breakout activities.

Kind regards,  
The DigiCreate Consortium

## Appendix B - Module 2 preparation email

### Purpose

This message can be sent to participants before Module 2 to prepare them for facilitation practice, scenario work and reflection.

### Editable email text

Subject: Preparation for DigiCreate Facilitator Training - Module 2

Dear participant,

Thank you for joining Module 2 of the DigiCreate Facilitator Training: Facilitating and Moderating Online Intercultural Dialogue.

This module focuses on the role of the facilitator in online spaces. We will practice how to create safe and inclusive dialogue, manage participation, respond to difficult moments and close sessions with meaningful reflection.

Before the session, please prepare the following:

1. Think of one challenge you have experienced or expect to experience when facilitating online groups.
2. Reflect on how you usually encourage quieter participants to contribute.
3. Be ready to take part in a short roleplay based on realistic facilitation scenarios.

During the module, you will work with the DigiCreate Facilitation Scenario Cards and complete your own Personal Facilitation Checklist.

Please join the online session 5 minutes before the start time. We recommend using a laptop or desktop computer because the session will include breakout work and collaborative activities.

Kind regards,  
The DigiCreate Consortium

## Appendix C - Registration form fields

### Purpose

These fields can be copied into Google Forms, Microsoft Forms, Typeform or a form embedded in the DigiCreate platform. They support the means of verification: number of participants enrolled.

### Form fields

Field	Type	Required	Notes
Full name	Short answer	Yes	Used for attendance and optional certificate generation.
Email address	Short answer	Yes	Used for communication and completion confirmation.
Country	Dropdown	Yes	Include partner countries and Other.
Organisation / institution	Short answer	No	Useful for reporting participant profiles.
Role	Multiple choice	Yes	Youth worker; mentor; university professor/staff; facilitator/trainer; student support staff; other.
Which module are you registering for?	Checkboxes	Yes	Module 1; Module 2; both modules.
Previous experience with virtual exchange	Multiple choice	Yes	None; beginner; intermediate; advanced.
Accessibility needs or support required	Paragraph	No	Supports inclusive implementation.
Consent for data processing	Checkbox	Yes	Include project data protection wording.
Consent to receive project information	Checkbox	No	Optional dissemination communication.

## Appendix D - Completion and reflection form fields

### Purpose

These questions can be used after each module and at the end of the training. They support completion rates, learning evidence and quality assurance.

### Module completion fields

Question / field	Type	Use
Full name	Short answer	Match with registration data.
Email address	Short answer	Match with registration data and issue confirmation.
Which module did you complete?	Multiple choice	Module 1 or Module 2.
I attended or completed the full module content.	Checkbox	Completion confirmation.
Three things I learned in this module are:	Paragraph	Learning reflection.
One idea I will apply in my work is:	Paragraph	Transfer of learning.
The module was clear and useful.	Linear scale 1-5	Quality feedback.
The activities supported my learning.	Linear scale 1-5	Quality feedback.
What could be improved?	Paragraph	Improvement feedback.
I agree that my completion can be counted for project reporting.	Checkbox	Means of verification.

### Suggested completion rule

A participant can be counted as completed when they submit the completion/reflection form and confirm that they attended or completed the module content. For live sessions, attendance can be cross-checked with the online meeting attendance list.

## Appendix E - Certificate text suggestion

### Purpose

This text can be used for a simple digital certificate or confirmation of completion.

### Certificate text

Certificate of Completion

This is to certify that

[Participant name]

has successfully completed the DigiCreate Facilitator Training: Two Online Modules for Virtual Exchange Facilitation.

The training included:

- Module 1: Designing and Preparing a Virtual Exchange Project
- Module 2: Facilitating and Moderating Online Intercultural Dialogue

Duration: 4 learning hours in total

Project: DigiCreate - Intercultural Digital Dialogue and Networking in Cultural and Creative Industries for Young People

Issued by: DigiCreate Consortium

Date: [insert date]

This certificate confirms participation and completion of the learning activities. It does not represent a formal academic qualification.

## Appendix F - Web page copy for the DigiCreate platform

### Purpose

This copy can be uploaded directly to the DigiCreate website/platform as three simple training pages.

### Page 1 - Facilitator Training: Module 1

Title: Module 1 - Designing and Preparing a Virtual Exchange Project

This module supports youth workers, mentors, university professors and staff in designing inclusive and meaningful virtual exchange activities. Participants learn how to define learning outcomes, prepare a participant journey, choose suitable digital tools, plan accessibility and safety measures, and create a mini virtual exchange plan.

Duration: 2 hours

Format: facilitated online session or self-paced platform module

Main output: mini virtual exchange plan

Downloads:

- Module 1 presentation
- Manual section for Module 1
- Virtual Exchange Design Canvas
- Digital Safety and Inclusion Checklist

Completion:

Participants complete the Module 1 reflection and quiz form after reviewing the materials or attending the live session.

### Page 2 - Facilitator Training: Module 2

Title: Module 2 - Facilitating and Moderating Online Intercultural Dialogue

This module focuses on the role of the facilitator in creating safe, inclusive and participatory online dialogue. Participants learn how to moderate intercultural discussions, manage group dynamics, support quieter participants, respond to conflict or tension, and close sessions with reflection and learning recognition.

Duration: 2 hours

Format: facilitated online session or self-paced platform module

Main output: facilitation scenario response and personal facilitation checklist

Downloads:

- Module 2 presentation
- Manual section for Module 2
- Facilitation Scenario Cards
- Personal Facilitation Checklist

Completion:

Participants complete the Module 2 reflection and quiz form after reviewing the materials or attending the live session.

### Page 3 - Facilitator Training Resources

Title: Facilitator Training Resources

This page provides all materials connected to the DigiCreate Facilitator Training. The resources can be used by facilitators, youth workers, mentors and university staff who wish to design and moderate virtual exchange activities.



Available resources:

- Full Facilitator Training Manual
- Participant Workbook and Handouts
- Module 1 and Module 2 presentations
- Activity sheets and templates
- Facilitation Checklist
- Digital Safety and Inclusion Checklist
- Registration and completion/reflection form templates

Suggested implementation:

The training can be delivered as two live online sessions of 2 hours each, or made available as a self-paced learning resource through the platform. For project reporting, participants should complete the registration and completion/reflection forms.

## Appendix G - Module 1 activity sheet: Virtual Exchange Design Canvas

### Purpose

This activity sheet is used in Module 1. Participants complete it individually or in small groups to design a realistic mini virtual exchange activity.

### Canvas fields

Design element	Guiding question
Target group	Who will participate? Age, role, country, background and access needs.
Learning purpose	What should participants learn, practice or experience?
Intercultural focus	Which cultures, perspectives or experiences will be exchanged?
Topic / theme	What concrete topic will the exchange address?
Learning outcomes	By the end, participants will be able to...
Format	Live session, self-paced activity, blended activity or sequence of meetings.
Digital tools	Which tools will be used for meeting, collaboration, reflection and communication?
Inclusion measures	How will access, language, safety and participation be supported?
Main activity	What will participants do together?
Facilitator role	What will the facilitator prepare, observe and support?
Evidence of completion	How will participation and learning be documented?

### Participant task

Complete the canvas for a 60-90 minute virtual exchange activity. Then share your draft with another participant or group and collect one suggestion for improvement.

## Appendix H - Module 2 roleplay scenario cards

### Purpose

These cards are used in Module 2 to practice facilitation responses in realistic online situations.

### Scenario cards

Scenario	Situation	Facilitator challenge	Suggested response focus
1. Silent breakout room	Participants are in a breakout room, but only one person speaks and others remain silent.	Encourage balanced participation without forcing people.	Use gentle invitations, written chat options and structured turn-taking.
2. Dominant participant	One participant repeatedly interrupts and speaks over others.	Protect group balance while maintaining respect.	Acknowledge contribution, set time boundaries and invite other voices.
3. Cultural misunderstanding	A comment is interpreted as offensive by another participant.	Respond without escalating the situation.	Pause, clarify intention and impact, restate group agreements and invite reflection.
4. Technical exclusion	One participant has weak internet and cannot follow the discussion.	Keep the participant included.	Offer chat summaries, asynchronous follow-up, shared notes and flexible participation.
5. Sensitive topic tension	The group discusses identity, discrimination or stereotypes and emotions become visible.	Keep the space safe and learning-focused.	Slow down, validate feelings, remind participants of dialogue rules and use reflective questions.
6. Low energy group	Participants seem tired, cameras are off and responses are short.	Rebuild engagement.	Use a short energizer, poll, pair task or concrete question with a simple output.

### Roleplay instruction

In groups of three, one person acts as facilitator, one as participant and one as observer. After five minutes, the observer gives feedback using the Personal Facilitation Checklist.

## Appendix I - Personal facilitation checklist

### Purpose

This checklist helps facilitators prepare, deliver and review online intercultural dialogue sessions.

### Checklist

Area	Check item	Done
Preparation	I know the learning objectives and expected outputs.	
Preparation	I have tested the meeting link, tools and backup options.	
Preparation	I have prepared accessible materials and clear instructions.	
Opening	I welcome participants and explain the purpose of the session.	
Opening	I agree on basic dialogue rules and safety principles.	
Facilitation	I use open questions and invite different perspectives.	
Facilitation	I balance participation and support quieter voices.	
Facilitation	I respond to tension respectfully and clearly.	
Inclusion	I offer alternative ways to participate, such as chat, writing or small groups.	
Closing	I create space for reflection and learning recognition.	
Follow-up	I collect feedback and document participation/completion.	

## Appendix J - Digital safety and inclusion checklist

### Purpose

This checklist supports safe, accessible and inclusive implementation of the online modules and future virtual exchanges.

### Checklist

Topic	Guiding question
Access	Can participants access the platform, files and meeting link without unnecessary barriers?
Language	Are instructions written in clear, simple and inclusive language?
Privacy	Is personal data collected only when necessary and stored responsibly?
Consent	Have participants been informed about recording, screenshots or data use?
Safety	Are group agreements and reporting channels clear?
Participation	Are there different ways to contribute: speaking, chat, writing, polls or group work?
Accessibility	Are materials readable, downloadable and usable with assistive technologies where possible?
Moderation	Is there a plan for responding to harmful language, discrimination or conflict?
Backup	Is there an alternative plan if a tool fails or participants lose connection?
Well-being	Are breaks, pacing and emotional safety considered?

## Appendix K - Evaluation grid for facilitators

### Purpose

This grid can be used by facilitators or the consortium to review the quality of delivery and identify improvements.

### Evaluation grid

Criterion	1 - Needs improvement	3 - Good	5 - Excellent
Clarity of objectives	Objectives unclear	Objectives mostly clear	Objectives clear and connected to activities
Participation	Few participants engaged	Most participants engaged	Balanced and active participation
Inclusion	Limited inclusion measures	Some inclusion measures used	Strong accessibility and inclusion practice
Facilitation	Limited moderation	Effective moderation	Confident, sensitive and adaptive moderation
Use of tools	Tools caused confusion	Tools generally supported learning	Tools were simple, purposeful and accessible
Reflection	Little reflection included	Reflection included	Strong reflection connected to learning outcomes
Completion evidence	Evidence unclear	Evidence mostly complete	Registration, attendance and completion clearly documented

# CONSORTIUM



The DigiCreate consortium is a dynamic partnership of eight organisations spanning both EU member states and the Western Balkans. United by a shared commitment to fostering youth empowerment and driving innovation within the Cultural and Creative Industries (CCI) sector.



- Youth Power Germany e.V. – Germany
- Nevladina Organizacija GLAS (NVO GLAS) – Montenegro
- Udruženje Okret (SPIN) – Bosnia & Herzegovina
- Univerzitet Union Nikola Tesla (UnTesla) – Serbia
- Javna Ustanova Univerzitet Crne Gore Podgorica (UoM) – Montenegro
- Cooperativa Para o desenvolvimento e coesão social, CRL (Contextos) – Portugal
- Evolutionary Archetypes Consulting SL (EAC) – Spain
- Fakultet Za Poslovnu Ekonomiju I Pravo Bar (FPEP Bar) – Montenegro



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