

# D3.2 Facilitator Training Package



Co-funded by  
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

A larger version of the DigiCreate logo, featuring a globe with a grid and a color gradient, with the text "DigiCreate" in a bold, sans-serif font.

### D3.2 Facilitator Training Package

Two Online Modules for Virtual Exchange Facilitation

#### Instructional Manual

<b>Project</b>	DigiCreate - Intercultural Digital Dialogue and Networking in Cultural and Creative Industries for Young People
<b>Work package</b>	WP3 - Virtual Exchange Focus Groups / Digital Hive Toolbox
<b>Deliverable</b>	D3.2 Facilitator Training: Two Online Training Modules
<b>Author</b>	DigiCreate Consortium
<b>Format</b>	Instructional manual + platform-ready online modules + forms + downloadable materials

## Table of contents

- 1. Purpose and use of the package
- 2. Hybrid delivery model
- 3. Module 1: Designing and Preparing a Virtual Exchange Project
- 4. Module 2: Facilitating and Moderating Online Intercultural Dialogue
- 5. Facilitator guidance and quality standards
- 6. Online platform implementation
- 7. Assessment, completion and evidence
- 8. Downloadable handouts and templates
- 9. Appendices

## 1. Purpose and use of the package

This manual supports the DigiCreate deliverable D3.2 Facilitator Training. It transforms the approved project requirement for two online modules of two hours each into a practical, platform-ready training package for youth workers, mentors, university professors, and higher education staff.

The package is designed as a hybrid deliverable: it can be implemented as facilitated live online training and, at the same time, uploaded to the DigiCreate platform as self-paced online learning pages with downloadable resources, quizzes, and completion forms.

The training focuses on the skills needed to design, prepare, facilitate, moderate, and evaluate virtual exchange activities that connect young people and higher education stakeholders across countries and cultural contexts.

### 1.1 Target groups

- Youth workers and youth trainers involved in non-formal education.
- Mentors supporting young people in cultural and creative industries.
- University professors and higher education staff interested in virtual exchange.
- Project partners and moderators responsible for intercultural online dialogue.

### 1.2 Training outcomes

- Explain the purpose and basic quality principles of virtual exchange.
- Design a two-hour virtual exchange session with learning outcomes and participant journey.
- Select appropriate digital tools while considering accessibility, safety, and data protection.
- Moderate online intercultural dialogue using inclusive facilitation techniques.
- Respond to silence, domination, conflict, misunderstanding, and sensitive discussions.
- Use registration, quiz, reflection, and completion data as evidence for participation and completion rates.

## 2. Hybrid delivery model

The deliverable should not be treated as a static manual only. A manual is necessary as the main evidence and trainer support document, but the training must also be visible as an online learning offer on the DigiCreate platform. The recommended model is therefore simple, robust, and technically realistic.

Component	Purpose	Format
-----------	---------	--------

Instructional manual	Main deliverable document and full facilitator guidance	DOCX/PDF
Module 1 online page	Public online module page with materials and completion form	Web page on DigiCreate platform
Module 2 online page	Public online module page with materials and completion form	Web page on DigiCreate platform
Resources page	Central repository for templates and checklists	Web page / toolbox section
Forms and quizzes	Evidence for enrolment, completion and learning reflection	Google Form / Microsoft Form / platform form
Presentations	Visual support for facilitated delivery	PPTX/PDF

## 2.1 Delivery logic

1. Participants register through the online registration form.
2. Participants access the module page and download or view the materials.
3. The facilitator delivers the two-hour live online session or participants complete the activities asynchronously.
4. Participants complete the quiz/reflection and completion form.
5. The project team exports form responses and calculates number of enrolled participants and completion rates.

## 2.2 Evidence logic

- Enrolment evidence: registration form responses.
- Completion evidence: completion/reflection form responses.
- Engagement evidence: quiz responses, activity uploads, attendance list, platform analytics.
- Quality evidence: feedback questions and facilitator debrief notes.

### 3. Module 1: Designing and Preparing a Virtual Exchange Project

Module 1 prepares facilitators to design a meaningful, accessible and safe virtual exchange activity before it is implemented. Participants develop a mini virtual exchange plan that can be adapted to youth work or higher education settings.

Field	Description
Duration	2 hours
Main output	Mini Virtual Exchange Plan
Delivery mode	Live online facilitated session or self-paced online module
Recommended tools	Video conferencing platform, shared board, collaborative document, registration and reflection forms

#### 3.1 Learning outcomes

- Define the purpose of a virtual exchange and its difference from a standard webinar.
- Write clear learning outcomes for a virtual exchange session.
- Map the participant journey before, during, and after the exchange.
- Choose digital tools that support collaboration, accessibility, safety, and inclusion.
- Create a preparation checklist for facilitators and participants.

#### 3.2 Two-hour agenda

Time	Session part	Method	Output
0-10 min	Welcome, objectives, expectations	Check-in and chat prompt	Shared expectations
10-25 min	What is virtual exchange and why it matters	Mini-input and examples	Common understanding

25-45 min	Designing learning outcomes and participant journey	Guided explanation and pair discussion	Draft outcomes
45-65 min	Digital tools, accessibility and safety	Tool mapping and risk scan	Tool choices
65-80 min	Breakout task: design a mini virtual exchange	Small group work	Mini plan draft
80-100 min	Group sharing and peer feedback	Gallery sharing	Peer suggestions
100-115 min	Checklist for preparation	Facilitator synthesis	Preparation checklist
115-120 min	Reflection and completion form	Individual reflection	Completion record

### 3.3 Facilitator script

**Opening:** Welcome participants, introduce the DigiCreate context, explain that the session is practical, and clarify that the goal is to leave with a simple design plan.

**Input: virtual exchange:** Explain that virtual exchange is not only online delivery. It requires intentional interaction, intercultural dialogue, facilitation, and a safe online environment.

**Participant journey:** Invite participants to think of the exchange from the learner perspective: invitation, registration, onboarding, first contact, main activity, reflection, recognition, and follow-up.

**Tool selection:** Remind participants that tools should serve the learning process. Do not begin with technology; begin with outcomes, then choose the simplest tools that support them.

**Breakout design task:** Ask groups to use the Virtual Exchange Design Canvas. Each group should define target group, topic, outcomes, interaction method, tools, risks, and completion evidence.

**Debrief:** Invite groups to present their idea in two minutes. Ask peers to give one strength and one improvement suggestion.

**Closing:** Summarize the preparation checklist and ask participants to complete the reflection form.

### 3.4 Activity: Virtual Exchange Design Canvas

Purpose: participants build a small but complete plan for a virtual exchange activity. The canvas can be used as a downloadable template on the platform.

- Target group and number of participants.
- Topic and intercultural purpose.
- Learning outcomes.
- Interaction method.
- Digital tools.
- Accessibility and safety considerations.
- Facilitator roles.
- Evidence of completion.

### 3.5 Module 1 quiz questions

6. What is the main difference between a webinar and a virtual exchange?
7. Why should learning outcomes be written before selecting digital tools?
8. Name two accessibility issues that facilitators should consider before an online session.
9. Which evidence can be used to verify module completion?
10. What should be included in a participant journey map?

## 4. Module 2: Facilitating and Moderating Online Intercultural Dialogue

Module 2 develops the facilitation skills required to guide live online interaction, support inclusive participation, moderate sensitive dialogue, and close the learning process with reflection and recognition.

Field	Description
Duration	2 hours

Main output	Facilitation scenario response and personal facilitation checklist
Delivery mode	Live online facilitated session or self-paced online module
Recommended tools	Video conferencing platform, breakout rooms, shared document, polling tool, reflection form

#### 4.1 Learning outcomes

- Describe the role of the facilitator before, during, and after an online dialogue.
- Create basic safety and communication agreements with participants.
- Use inclusive techniques to involve quieter participants and manage dominant voices.
- Moderate intercultural misunderstandings without escalating conflict.
- Apply a debriefing structure that connects experience with learning outcomes.

#### 4.2 Two-hour agenda

Time	Session part	Method	Output
0-10 min	Welcome and recap	Check-in and recap poll	Shared focus
10-25 min	Role of the facilitator/moderator	Mini-input and discussion	Role clarity
25-45 min	Creating safe and inclusive online spaces	Group agreement exercise	Safety principles
45-65 min	Moderating intercultural dialogue	Facilitation techniques	Moderation toolbox
65-85 min	Handling conflict, silence and domination	Scenario analysis	Response strategies
85-105 min	Roleplay: difficult facilitation scenario	Breakout roleplay	Scenario response

105-115 min	Debriefing and learning recognition	Debrief model	Reflection plan
115-120 min	Final reflection and completion form	Individual form	Completion record

### 4.3 Facilitator script

**Opening:** Welcome participants and connect Module 2 to Module 1. Explain that good design is not enough; online dialogue also requires active moderation.

**Role of facilitator:** Explain the difference between trainer, moderator, host, technical support, and participant. In small sessions one person may hold several roles, but they should still be named.

**Safe space:** Invite participants to co-create ground rules: confidentiality, respectful listening, speaking from personal experience, no hate speech, and right to pass.

**Dialogue moderation:** Introduce techniques such as round robin, chat harvesting, reflective questioning, summarizing, bridging, reframing, and structured turn-taking.

**Difficult moments:** Present five typical challenges: silence, domination, conflict, discriminatory comment, and technical exclusion. Ask participants to propose responses.

**Roleplay:** Groups receive one scenario card and prepare a facilitator response. They roleplay for five minutes and debrief for five minutes.

**Debrief:** Use the model: What happened? What did we feel? What did we learn? How can we apply it?

**Closing:** Ask participants to complete the final reflection and identify one facilitation behaviour they will practice.

### 4.4 Scenario cards

Scenario	Facilitator challenge	Suggested response
----------	-----------------------	--------------------

Silence after a question	Participants do not speak	Use individual writing first, then invite short responses in chat or pairs.
Dominant participant	One person speaks too often	Thank them and invite other voices using structured turn-taking.
Cultural misunderstanding	A comment is interpreted negatively	Pause, clarify intention and impact, reframe respectfully, and reconnect to ground rules.
Discriminatory statement	A harmful statement is made	Address it immediately, protect the group, name the issue, and redirect to values and learning.
Technical exclusion	Participant cannot use the tool	Offer an alternative channel and assign technical support.

#### 4.5 Module 2 quiz questions

11. Name two responsibilities of a facilitator before the session starts.
12. Why are group agreements important in intercultural online dialogue?
13. What can a facilitator do when one participant dominates the conversation?
14. How should a facilitator respond to a discriminatory comment?
15. What are the four steps of the recommended debriefing model?

### 5. Facilitator guidance and quality standards

Facilitators should apply a consistent quality standard across both modules and across future virtual exchange activities implemented under DigiCreate. The aim is to create online spaces that are educational, inclusive, safe, intercultural, and practically useful.

#### 5.1 Quality principles

- Interaction before information: participants should exchange, discuss, reflect, and co-create.
- Safety before speed: facilitators should slow down when sensitive issues arise.

- Accessibility by design: offer simple tools, clear instructions, captions where possible, and alternatives to high-bandwidth tasks.
- Cultural humility: facilitators should not present themselves as experts in every culture, but as guardians of respectful process.
- Recognition of learning: every module should end with reflection and completion evidence.

## 5.2 Facilitator checklist

Before	During	After
Confirm agenda, tools, roles, links and backups.	Welcome participants and explain objectives.	Export registration and completion data.
Send participant instructions and accessibility note.	Monitor participation, chat, time and group energy.	Review feedback and adapt future sessions.
Prepare forms and materials.	Apply group agreements and address harm.	Share certificates or recognition where applicable.
Test breakout rooms and shared documents.	Use debriefing to connect experience and learning.	Archive evidence for reporting.

## 6. Online platform implementation

The platform implementation should be simple and easy to maintain. Three pages are recommended: Module 1, Module 2, and Facilitator Training Resources. Each module page should include an introduction, outcomes, agenda, downloads, activity template, quiz/reflection form, and completion form.

Page	Required elements
Facilitator Training - Module 1	Intro text, learning outcomes, agenda, PPT download, Design Canvas, Module 1 quiz, completion form.
Facilitator Training - Module 2	Intro text, learning outcomes, agenda, PPT download, scenario cards, Module 2 quiz, completion form.
Facilitator Training Resources	Full manual, facilitator checklist, safety checklist, evaluation template, registration form template.

## 7. Assessment, completion and evidence

The approved means of verification can be covered through a registration form and a completion/reflection form. A spreadsheet export should include participant name or unique code, organisation, country, target group, module selected, date of enrolment, completion status, and feedback score.

Indicator	Source	Calculation
Participants enrolled	Registration form	Count unique registrations by module.
Completion rate	Completion form	Completed participants divided by enrolled participants, multiplied by 100.
Learning engagement	Quiz/reflection answers	Qualitative review and basic score.
Satisfaction	Feedback scale	Average of 1-5 ratings.

## 8. Downloadable handouts and templates

The following templates are included in the separate participant workbook and should be uploaded as downloadable resources on the DigiCreate platform: Virtual Exchange Design Canvas, Participant Journey Map, Digital Safety and Inclusion Checklist, Facilitation Scenario Cards, Personal Facilitation Checklist, Reflection Worksheet, and Evidence Tracking Sheet.

## 9. Appendices

**The appendices below provide the actual editable materials for implementation.** They are included here for reporting consistency and are also provided as a separate appendices document in this package for easier platform upload and editing.

### 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



NVO GLAS  
MONTENEGRO



SPIN / OKRET



UCG  
Univerzitet Crne Gore



contextos



FAKULTET ZA  
POSLOVNU EKONOMIJU  
I PRAVO BAR

- 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



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.