

Appendices and Templates



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Session-Aligned Appendices and Templates

Guidance for Intercultural Dialogue in Virtual Creative Exchanges

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

Prepared by: DigiCreate Consortium

Project reference: 101193474 - DigiCreate - ERASMUS-EDU-2024-VIRT-EXCH

Purpose: corrected session-aligned appendices and templates for the Guidance for Intercultural Dialogue Section of the DigiCreate Online Platform.



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How these appendices should be used

Correction note

This document replaces the earlier generic Appendix A-M list. The appendices are now directly aligned with the ten ready-to-use sessions in the Guidance. Each session has its own editable tool, followed by cross-cutting templates for preparation, accessibility, ethics, monitoring, platform upload and learning recognition.

The appendices are designed for direct use by youth workers, university professors and staff, moderators, cultural and creative organisations, and partner organisations that want to organise intercultural dialogue activities or virtual creative exchanges. They can be copied into Google Docs, Microsoft Word, Google Forms, Microsoft Forms, Miro, Padlet, Canva worksheets, Moodle pages, Learning Library pages or the DigiCreate platform.

Session-to-Appendix Alignment Matrix

App.	Session	Module	Template/tool	Use
A	Session 1	Foundations of Intercultural Dialogue	Safe Space Diagnostic and Dialogue Agreement	Participant worksheet + facilitator evidence
B	Session 2	Foundations of Intercultural Dialogue	Identity Map and Belonging Reflection	Participant worksheet + facilitator evidence
C	Session 3	Communication Across Difference	Active Listening Practice Sheet	Participant worksheet + facilitator evidence
D	Session 4	Communication Across	Assumptions and Critical Reflection	Participant worksheet +

		Difference	Worksheet	facilitator evidence
E	Session 5	Facilitating Difficult Conversations	Participation Balance and Intervention Tracker	Participant worksheet + facilitator evidence
F	Session 6	Facilitating Difficult Conversations	Conflict-to-Learning Scenario Analysis	Participant worksheet + facilitator evidence
G	Session 7	Creative Collaboration	Creative Collaboration Canvas	Participant worksheet + facilitator evidence
H	Session 8	Creative Collaboration	Virtual Exchange Activity Design Canvas	Participant worksheet + facilitator evidence
I	Session 9	Reflection, Transfer and Action	Local Action and Transfer Plan	Participant worksheet + facilitator evidence
J	Session 10	Reflection, Transfer and Action	Evaluation and Learning Recognition Kit	Participant worksheet + facilitator evidence
K	All sessions	Cross-cutting implementation	Pre-session and Follow-up Email Templates	Reusable organiser/facilitator tool
L	All sessions	Cross-cutting implementation	Facilitator Preparation and Digital Tools Setup Checklist	Reusable organiser/facilitator tool
M	All sessions	Cross-cutting implementation	Accessibility and Inclusion Checklist	Reusable organiser/facilitator tool
N	All sessions	Cross-cutting implementation	Ethical Representation and Creative Content Checklist	Reusable organiser/facilitator tool
O	All sessions	Cross-cutting implementation	Facilitator Observation Sheet	Reusable organiser/facilitator tool
P	All sessions	Cross-cutting implementation	Evidence and Completion Tracker	Reusable organiser/facilitator tool
Q	All sessions	Cross-cutting implementation	Platform Upload Metadata Checklist	Reusable organiser/facilitator tool
R	All sessions	Cross-cutting implementation	Certificate Wording Suggestion	Reusable organiser/facilitator tool

Appendix A - Safe Space Diagnostic and Dialogue Agreement

Linked to Session 1: Creating a Safe and Inclusive Dialogue Space.

This appendix provides the editable working tool for the session in the module "Foundations of Intercultural Dialogue". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To help participants co-create the conditions for respectful, safe and inclusive dialogue before discussing sensitive or intercultural topics.

Editable participant/facilitator template

Prompt / field	Response / notes
What helps me feel safe enough to participate?	
What makes online dialogue difficult for me?	
What do I need from others?	
What can I offer to the group?	
Group agreement rule 1	
Group agreement rule 2	
Group agreement rule 3	
What should the facilitator do if the agreement is broken?	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

Completed versions of this appendix can serve as evidence that the session was implemented, that participants produced a learning output, and that the Guidance section is being used as more than a static information page. Personal or sensitive information should be anonymised before being used for public dissemination.

Appendix B - Identity Map and Belonging Reflection

Linked to Session 2: Culture, Identity and Belonging in Online Groups.

This appendix provides the editable working tool for the session in the module "Foundations of Intercultural Dialogue". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To help participants explore identity as layered and dynamic, reducing the tendency to treat culture as only nationality or ethnicity.

Editable participant/facilitator template

Prompt / field	Response / notes
Identity layer I choose to share	
A context where this identity feels visible	
A context where this identity is misunderstood	
One assumption people sometimes make about this identity	
One thing I want others to understand	
How this may influence creative collaboration	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

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Appendix C - Active Listening Practice Sheet

Linked to Session 3: Active Listening and Dialogue-Based Communication.

This appendix provides the editable working tool for the session in the module "Communication Across Difference". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To make listening visible as a learnable dialogue skill and to help participants practise paraphrasing, questioning and reflective responses.

Editable participant/facilitator template

Prompt / field	Response / notes
Speaker key point	
Listener paraphrase: What I heard you say is...	
Clarifying question asked	
Emotion or value noticed	
What changed after listening?	
One listening practice I will use in future sessions	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix D - Assumptions and Critical Reflection Worksheet

Linked to Session 4: Stereotypes, Assumptions and Critical Reflection.

This appendix provides the editable working tool for the session in the module "Communication Across Difference". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To support critical reflection on assumptions, stereotypes and representation before participants enter creative collaboration tasks.

Editable participant/facilitator template

Prompt / field	Response / notes
Statement/image/story discussed	
First assumption I noticed	
Where might this assumption come from?	
Whose perspective may be missing?	
How could this be represented more ethically?	
Learning point for creative work	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix E - Participation Balance and Intervention Tracker

Linked to Session 5: Managing Silence, Dominance and Unequal Participation.

This appendix provides the editable working tool for the session in the module "Facilitating Difficult Conversations". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To help facilitators and participants notice unequal participation patterns and respond before silence, dominance or exclusion become normalised.

Editable participant/facilitator template

Prompt / field	Response / notes
Who spoke often?	
Who contributed through chat or writing?	
Who may have been silent or excluded?	
What may have caused imbalance?	
Facilitator intervention used	
Effect of the intervention	
Adjustment for next session	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix F - Conflict-to-Learning Scenario Analysis

Linked to Session 6: Transforming Conflict into Learning.

This appendix provides the editable working tool for the session in the module "Facilitating Difficult Conversations". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To turn tension or disagreement into structured learning by analysing what happened, what values were involved and what facilitation response is needed.

Editable participant/facilitator template

Prompt / field	Response / notes
Situation or conflict scenario	
Visible behaviour	
Possible underlying needs or values	
Risk if ignored	
First facilitator response	
Dialogue question to reopen learning	
Follow-up or safeguarding action	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix G - Creative Collaboration Canvas

Linked to Session 7: Co-Creating Across Cultures in the CCI Sector.

This appendix provides the editable working tool for the session in the module "Creative Collaboration". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To guide cross-cultural creative teamwork from idea generation to shared output while keeping representation, roles and communication transparent.

Editable participant/facilitator template

Prompt / field	Response / notes
Creative challenge	
Shared purpose	
Roles and responsibilities	
Cultural or ethical representation risks	
Tools to be used	
Output to be created	
How the group will credit sources and contributions	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix H - Virtual Exchange Activity Design Canvas

Linked to Session 8: Designing an Intercultural Virtual Exchange Activity.

This appendix provides the editable working tool for the session in the module "Creative Collaboration". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To help youth workers, university staff and organisations design a complete intercultural virtual exchange activity with purpose, workflow, tools and reflection.

Editable participant/facilitator template

Prompt / field	Response / notes
Target group	
Learning purpose	
Dialogue theme	
Creative task/output	
Digital tools and access requirements	
Inclusion and safety measures	
Reflection method	
Evidence of completion	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix I - Local Action and Transfer Plan

Linked to Session 9: From Dialogue to Local and International Action.

This appendix provides the editable working tool for the session in the module "Reflection, Transfer and Action". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To translate dialogue outcomes into realistic follow-up action at local, organisational or international level.

Editable participant/facilitator template

Prompt / field	Response / notes
Key insight from the dialogue	
Relevant local or organisational need	
Action idea	
People or partners to involve	
First realistic step	
Timeline	
Evidence that action happened	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix J - Evaluation and Learning Recognition Kit

Linked to Session 10: Evaluation, Learning Recognition and Follow-Up.

This appendix provides the editable working tool for the session in the module "Reflection, Transfer and Action". It is meant to be used during live online delivery, hybrid implementation, or self-paced platform use. The facilitator may copy the questions into a shared document or form before the session and then use the completed answers as evidence of participation and learning.

Purpose of the tool

To support evaluation, learning recognition and evidence collection without reducing intercultural learning to attendance only.

Editable participant/facilitator template

Prompt / field	Response / notes
Session title/date	
Number and profile of participants	
Learning outcomes achieved	
Participant reflection summary	
Evidence collected	
Accessibility or inclusion issues noticed	
Recommendations for improvement	
Recognition/certificate notes	

Facilitator use notes

The facilitator should introduce this tool as part of the learning process, not as administrative paperwork. Participants should know why they are completing it, how their responses will be used, and whether the information will remain private, shared in the group, or used anonymously for reporting. When the tool is used online, the facilitator should test access before the session and provide a lower-technology alternative such as chat or a simple Word document.

Evidence for the platform/reporting

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Appendix K - Pre-session and Follow-up Email Templates

This appendix provides text that can be sent before and after any intercultural dialogue activity. The wording should be adapted to the local context, language and platform used.

Pre-session email

Dear participant,

Thank you for joining the DigiCreate intercultural dialogue activity. The session will create a respectful online space for exchange, reflection and creative collaboration between participants from different educational, youth work and cultural contexts. You do not need to prepare expert knowledge in advance. Please join with a stable connection if possible and be ready to participate through speaking, writing or chat.

During the session we will use simple digital tools and shared reflection activities. Your contribution will be treated respectfully. If any part of the session feels unclear or inaccessible, please contact the facilitator before the meeting.

Best regards,
DigiCreate team

Follow-up email

Dear participant,

Thank you for taking part in the DigiCreate intercultural dialogue activity. Your reflections and outputs contribute to the development of inclusive virtual creative exchange practices. Please complete the short reflection/evaluation form if you have not already done so. You may also continue using the downloadable tools and session materials available through the DigiCreate platform.

Best regards,
DigiCreate team

Appendix L - Facilitator Preparation and Digital Tools Setup Checklist

Preparation item	Status / link / notes
Session title, time and link confirmed	
Participant access needs checked	
Shared document/board created	
Backup low-tech option prepared	
Forms tested	
Breakout rooms planned	
EU visibility and disclaimer included on materials	
Evidence folder created	

Appendix M - Accessibility and Inclusion Checklist

Inclusion criterion	Evidence / adjustment
Language level is accessible and jargon is explained	
Participants can contribute verbally and in writing	
No activity requires unnecessary disclosure of personal identity	
Images/examples avoid stereotypes	
Low-bandwidth alternative is available	
Instructions are given step by step	
Reflection time is included	
Safeguarding route is clear	

Appendix N - Ethical Representation and Creative Content Checklist

Ethical question	Response
Whose story or culture is being represented?	
Who has the right to speak for this example?	
Could this image/text reinforce a stereotype?	
Are sources and creators credited?	
Is consent needed before sharing the output?	
How can the output be revised to be more respectful?	

Appendix O - Facilitator Observation Sheet

Observation area	Facilitator notes
Clarity of instructions	
Participation balance	
Usefulness of digital tools	
Moments of confusion	
Moments of strong dialogue	
Conflict/tension observed	
Accessibility barriers	
Suggested improvement	

Appendix P - Evidence and Completion Tracker

Evidence field	Details
Date and title of activity	
Number of participants	
Target group	
Materials used	
Outputs produced	
Reflection/evaluation completed	
Screenshots/links stored	
Completion rate	
Follow-up needed	

Appendix Q - Platform Upload Metadata Checklist

Platform metadata field	Text/link
Page title	
Short description	
Target users	
Download files linked	
Forms embedded or linked	
Related sessions listed	
Keywords/tags	
Version date	
Responsible partner/contact	

Appendix R - Certificate Wording Suggestion

Suggested wording:

This is to certify that [participant name] participated in the DigiCreate intercultural dialogue activity [session title] on [date]. Through the activity, the participant engaged in intercultural exchange, collaborative reflection and creative dialogue related to virtual exchange and cultural and creative industries. The activity was implemented within the framework of the DigiCreate project, co-funded by the European Union.

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
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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
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