

Intercultural Dialogue Sessions



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Intercultural Dialogue Sessions

Detailed curriculum manual for the DigiCreate T4.1 Guidance Section

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

101193474 - DigiCreate - ERASMUS-EDU-2024-VIRT-EXCH

Prepared by the DigiCreate Consortium



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Introduction to the session manual

This manual contains ten detailed ready-to-use sessions for intercultural dialogue in virtual creative exchanges. The sessions are written for practical facilitation but also provide enough pedagogical explanation for trainers who need to understand the learning process behind the activity. Each session can be implemented directly, adapted to local context, or uploaded as a separate platform page.

The manual follows a curriculum style: every session includes context, rationale, learning intentions, competence areas, required tools, facilitator preparation, detailed implementation flow, facilitation notes, reflection questions, expected outputs, and follow-up. This structure is intended to avoid superficial activity design and to support a high-quality, reportable platform section.

1. Creating a Safe and Inclusive Dialogue Space

Module 1: Foundations of Intercultural Dialogue

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Dialogue Agreement and Safety Map.

Context and rationale

The session establishes the emotional and methodological ground on which later intercultural work can take place. It responds to the DigiCreate pilot finding that participants need clearer onboarding, visible rules, and predictable interaction structures before they can collaborate confidently online. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Facilitating psychological safety, Agreeing shared norms
Soft and social competence	Online group onboarding, Inclusive participation design
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into

the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The

		facilitator validates patterns without judging individual contributions.
Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Dialogue Agreement and Safety Map. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.
University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
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Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared output	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

2. Culture, Identity and Belonging in Online Groups

Module 1: Foundations of Intercultural Dialogue

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Identity and Belonging Reflection Map.

Context and rationale

This session helps participants move beyond simplified understandings of culture and explore how identity, belonging, language, creative practice, and online behaviour interact in virtual exchange environments. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Reflecting on cultural identity, Recognising multiple belonging
Soft and social competence	Narrative awareness, Respectful self-expression
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Identity and Belonging Reflection Map. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

3. Active Listening and Dialogue-Based Communication

Module 2: Communication Across Difference

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Dialogue Listening Practice Sheet.

Context and rationale

Participants practice the communicative discipline required for dialogue: listening to understand, paraphrasing, asking open questions, and noticing how digital environments affect attention and interpretation. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Active listening, Paraphrasing and clarification
Soft and social competence	Digital communication discipline, Empathy in online settings
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Dialogue Listening Practice Sheet. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

4. Stereotypes, Assumptions and Critical Reflection

Module 2: Communication Across Difference

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Assumption-to-Inquiry Reflection Tool.

Context and rationale

The session develops critical awareness of stereotypes and implicit assumptions without turning the space into accusation. It guides participants to examine how narratives about others are formed and how facilitators can interrupt simplification. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Critical thinking, Recognising stereotypes
Soft and social competence	Transforming judgement into inquiry, Media and narrative literacy
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Assumption-to-Inquiry Reflection Tool. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

5. Managing Tension, Silence and Dominance

Module 3: Facilitating Difficult Conversations

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Facilitation Intervention Menu.

Context and rationale

Intercultural dialogue often becomes difficult not only when conflict appears, but also when silence, withdrawal, or unequal participation shapes the group. This session gives facilitators concrete ways to read and respond to those dynamics. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Group process observation, Participation balancing
Soft and social competence	Micro-interventions, Facilitating silence
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Facilitation Intervention Menu. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

6. Transforming Conflict into Learning

Module 3: Facilitating Difficult Conversations

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Conflict-to-Learning Case Note.

Context and rationale

This session treats conflict as a possible learning moment when it is held with care, boundaries, and reflection. It introduces a restorative approach to turning tension into deeper understanding and shared responsibility. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	De-escalation, Restorative questioning
Soft and social competence	Boundary setting, Learning-oriented conflict reflection
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Conflict-to-Learning Case Note. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

7. Co-Creating Across Cultures in the CCI Sector

Module 4: Creative Collaboration Across Cultures

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Co-Creation Canvas.

Context and rationale

Young creatives learn by making. This session connects intercultural dialogue with creative production, showing how cultural difference can become a resource for collaboration rather than an obstacle. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Collaborative creativity, Peer feedback
Soft and social competence	Intercultural project work, Shared authorship
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The

facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.
Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the

		conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should

redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Co-Creation Canvas. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.
University setting	Connect the session to course-based virtual

	exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared output	Shows initial awareness but needs guidance.	Applies the idea with some support and	Applies the idea clearly and can explain its

		reflection.	relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

8. Designing an Intercultural Virtual Exchange Activity

Module 4: Creative Collaboration Across Cultures

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Virtual Exchange Activity Blueprint.

Context and rationale

Participants transform the principles of intercultural dialogue into a practical virtual exchange activity that can be implemented by youth workers, university staff, or organisations working with international partners. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Session design, Learning outcomes
Soft and social competence	Workflow planning, Digital tool selection
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Virtual Exchange Activity Blueprint. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

9. From Dialogue to Local Action

Module 5: Transfer, Action and Learning Recognition

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Local Action Pathway.

Context and rationale

The purpose of dialogue is not only mutual understanding but also the capacity to act with greater care and awareness. This session guides participants to translate learning into a realistic action within their organisation, campus, or community. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Transfer of learning, Community engagement
Soft and social competence	Stakeholder thinking, Action planning
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.

Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the

issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Local Action Pathway. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.

University setting	Connect the session to course-based virtual exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared	Shows initial awareness	Applies the idea with	Applies the idea clearly

output	but needs guidance.	some support and reflection.	and can explain its relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

10. Evaluation, Learning Recognition and Follow-Up

Module 5: Transfer, Action and Learning Recognition

Duration: 120 minutes. Delivery mode: online, hybrid, or face-to-face. Recommended group size: 12-28 participants.
Main output: Learning Recognition and Follow-Up Plan.

Context and rationale

The final session shows how to close dialogue processes responsibly, recognise learning outcomes, collect evidence for reporting, and maintain relationships beyond the live session. In the DigiCreate context, intercultural dialogue is not treated as a one-off discussion activity. It is a structured learning process that enables young people, youth workers, mentors, university staff, and creative organisations to build trust, exchange perspectives, work with difference, and co-create meaningful outputs in online environments. The session is written for practical use on the platform and can be facilitated as a live virtual exchange, adapted for blended learning, or used as a self-guided preparation pathway for facilitators.

The pedagogical logic follows the style of a vocational and non-formal implementation manual: the facilitator is not given only a list of steps, but a professional explanation of the learning atmosphere, the sequencing of the experience, the expected participant journey, and the reasons behind each methodological choice. The session therefore combines conceptual framing with practical application, reflection, and evidence collection.

Learning intentions

By the end of the session, participants should have moved from awareness to application. They should understand the central concept introduced in the session, recognise how it appears in online intercultural exchange, practise at least one concrete facilitation or collaboration method, and leave with an output that can be reused in their own youth work, higher education, or organisational setting.

Competence area	Developed through the session
Intercultural competence	Reflection design, Evidence collection
Soft and social competence	Learning recognition, Follow-up planning
Digital competence	Using shared online spaces, collaborative documents, reflection forms, and visible outputs as part of a structured dialogue process.
Facilitation competence	Preparing the group, giving clear instructions, managing participation, guiding reflection, and closing the learning process responsibly.

Recommended setting, materials and tools

The session can be delivered through Zoom, Microsoft Teams, Google Meet, or another accessible video-conferencing platform. A shared board such as Padlet, Miro, Jamboard alternative, FigJam, or a collaborative slide deck should be prepared in advance so participant contributions become visible and do not disappear into the flow of conversation. For groups with lower digital confidence, the facilitator should choose the simplest possible tool and avoid forcing participants to create multiple accounts.

Recommended materials include a short presentation, a shared workspace, breakout-room instructions, the relevant worksheet from the appendices, a reflection form, and an attendance/completion tracker. The

facilitator should also prepare a backup plan: if the shared board fails, participants can use the chat or a shared document; if breakout rooms are not possible, the activity can be conducted in pairs in the main room through timed speaking turns.

Preparation for the facilitator

Before the session, the facilitator should read the whole activity flow and decide which examples are most relevant to the group. The invitation email should tell participants that the session is interactive, that they will be asked to contribute through voice, chat, or written reflection, and that no participant is expected to represent a whole culture, country, or community. This point is essential because intercultural dialogue becomes unsafe when individuals are treated as spokespersons for identity groups.

The facilitator should prepare the shared workspace with clear section headings and visible prompts. All links should be tested before the session, and instructions should be copied into the chat at the moment they are given orally. This supports participants with different language levels, attention rhythms, and digital confidence. It also responds to the DigiCreate piloting lessons, where unclear onboarding and multi-tool cognitive load were identified as barriers for some participants.

Detailed implementation flow

Phase	Suggested time	Facilitation narrative
Opening and orientation	10-15 min	The facilitator opens by welcoming participants and naming the purpose of the session in simple language. Instead of beginning with theory, the facilitator connects the theme to lived experience and explains that the session is a practice space. Participants are reminded that they can contribute verbally, in writing, or through the shared board. The first minutes are used to reduce uncertainty: the facilitator explains the agenda, the expected output, and how the session will end.
Experiential entry point	15-20 min	Participants are invited into a low-risk reflection that connects the topic to their own experiences. The prompt should be personal enough to create relevance but not so personal that it exposes participants before trust is built. Participants may write silently first, then share voluntarily. The facilitator validates patterns without judging individual contributions.
Conceptual framing	15-20 min	Only after the experiential opening does the facilitator provide the

		conceptual input. This input should be short and concrete, using examples from youth work, higher education, online collaboration, and the cultural and creative industries. The purpose is not to lecture, but to give participants a shared language for the practice that follows.
Collaborative practice	30-35 min	Participants work individually, in pairs, or in small groups on the main task. The facilitator gives the task in three layers: what to do, where to write or speak, and what output should be visible at the end. During group work, the facilitator visits breakout rooms, listens for confusion, and intervenes with clarifying questions rather than taking over the work.
Sharing and sense-making	20-25 min	Groups return to plenary and share their outputs. The facilitator does not ask every group to report everything; instead, they identify patterns, tensions, surprises, and useful practices. The discussion is guided toward learning transfer: how would this appear in a real intercultural virtual exchange, and what would a facilitator need to notice?
Reflection and closure	10-15 min	The final part is not an administrative ending. Participants complete a short reflection, identify one learning point, and name one way they could apply the session in their own context. The facilitator closes by recognising the work done and explaining how the output can be saved, uploaded, or used for completion evidence.

Facilitation notes and adaptations

If the group is silent, the facilitator should not immediately fill the silence with more explanation. A better strategy is to offer a written reflection minute, then invite participants to share one word or one sentence. If one person dominates, the facilitator can thank them and open the floor with a structured invitation such as: 'I would like to hear from someone who has not spoken yet, or from someone who sees the issue differently.' If a participant makes a generalising or stereotyping statement, the facilitator should

redirect from judgement to inquiry by asking: 'What experience leads you to that interpretation?' or 'How might someone from another position understand this differently?'

For beginner groups, reduce the number of digital tools and give more time to understand the shared workspace. For advanced groups, increase complexity by asking participants to design their own adaptation for a specific target group, such as university students, young creatives, youth workers, or cross-border project teams. For multilingual groups, encourage participants to write key words in the language they are most comfortable with, then invite translation or explanation as a collective learning act.

Reflection and debriefing questions

- What changed in your understanding during this session?
- Where did you notice comfort, discomfort, curiosity, or resistance?
- Which facilitation choice helped the group participate more safely?
- How could this activity be adapted for young people in the cultural and creative industries?
- What evidence of learning could be collected if this session were implemented on the DigiCreate platform?

Expected output and evidence for the platform

The core output of this session is the Learning Recognition and Follow-Up Plan. This output can be saved as a PDF, screenshot, collaborative board export, or completed worksheet. For reporting and platform integration, facilitators should collect attendance, a screenshot or file of the shared output, and a short reflection form. This evidence demonstrates that the Guidance for Intercultural Dialogue section is not only informative, but actively usable as a learning resource.

Facilitator language: suggested phrasing

The facilitator may introduce the activity with language such as: 'This is not a test of who knows the right answer. It is an opportunity to notice how people understand the same situation differently and to practise staying curious when those differences appear.' When giving instructions, the facilitator should avoid long explanations and instead name the task, the space for contribution, the time limit, and the expected output. If the group becomes uncertain, the facilitator can say: 'Let us return to the purpose of the activity. We are not trying to agree quickly; we are trying to understand what is happening in the conversation and what would help it become more inclusive.'

When closing the activity, the facilitator can use a recognition-oriented sentence: 'What you have produced is not only a worksheet. It is evidence of a dialogue competence: the ability to translate experience into a practical choice for future collaboration.' This kind of language helps participants understand that intercultural dialogue produces visible learning outcomes, even when the output is reflective rather than technical.

Activity variants for different contexts

Context	Adaptation guidance
Youth organisation setting	Use examples from youth exchanges, local community projects, volunteering teams, and informal learning spaces. Keep the conceptual input short and give more time to storytelling, peer exchange, and practical adaptation.
University setting	Connect the session to course-based virtual

	exchange, student group work, international classrooms, and academic discussion norms. Invite participants to think about assessment, participation equity, and learning outcomes.
Cultural and creative industries setting	Use examples from collaborative campaigns, exhibitions, digital storytelling, festivals, community arts, and cross-border creative production. Emphasise shared authorship and ethical representation.
Beginner digital skills group	Use one tool only, preferably a shared slide or document. Provide screenshots before the session, repeat instructions in writing, and allow participants to work in pairs.
Advanced facilitator group	Add a design challenge: participants adapt the method for a difficult target group or a sensitive intercultural topic and justify their facilitation choices.

Common risks and how to respond

Risk	Facilitator response
Participants treat culture as nationality only	Invite them to think about age, language, profession, urban/rural background, digital habits, creative discipline, family experience, and institutional role as additional layers of identity.
The group searches for quick agreement	Slow down the process by asking what has not yet been heard and whose perspective might be missing.
The discussion becomes too abstract	Ask for a concrete example from a meeting, classroom, workshop, creative project, or online collaboration.
The activity becomes too personal too quickly	Move back to a scenario or fictional case so that learning can continue without exposing participants.
Digital tools interrupt the learning process	Switch to chat, verbal sharing, or a simple shared document. The learning objective is more important than the selected tool.

Assessment rubric for learning recognition

The session can be assessed formatively. The purpose is not to grade participants, but to recognise whether they have engaged with the learning process and produced usable evidence. Facilitators can use the following four-level rubric for completion notes, Youthpass-style reflection, internal reporting, or platform analytics.

Criterion	Emerging	Developing	Strong
Understands the session concept	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Participates respectfully	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.
Contributes to the shared output	Shows initial awareness but needs guidance.	Applies the idea with some support and	Applies the idea clearly and can explain its

		reflection.	relevance.
Transfers learning to own context	Shows initial awareness but needs guidance.	Applies the idea with some support and reflection.	Applies the idea clearly and can explain its relevance.

Case example for facilitator reflection

Imagine that a group of young creatives from three countries are designing a joint online campaign. One participant wants the campaign to be humorous and provocative, another worries that the humour could be misunderstood, and a third remains silent because they are unsure whether their English is strong enough. A facilitator using this session would not simply ask the group to vote. They would make the different concerns visible, invite participants to explain the values behind their preferences, and help the group develop a shared decision rule. The learning moment is not only the campaign result, but the way the group learns to hold difference while continuing to create together.

Self-guided platform version

If the session is used asynchronously on the platform, it should be divided into four short blocks: read the introduction, complete an individual reflection, download and fill in the worksheet, and submit the reflection form. The platform page should include estimated time, a downloadable template, and a clear completion instruction. A short optional forum prompt can invite participants to share one insight without requiring them to disclose personal information.

Follow-up suggestion

After the session, participants should receive the output template, a summary of key learning points, and one optional extension task. The extension task can invite them to apply the method to a real meeting, course, youth workshop, creative collaboration, or virtual exchange plan. Follow-up should remain light and practical; the purpose is to keep the learning alive without overburdening participants.

For organisational implementation, the facilitator should store the output together with the attendance list and reflection results. These materials can support project reporting, internal quality assurance, and future improvement of the platform section. If participants give consent, anonymised examples of outputs can also be used as success stories or practice examples for the DigiCreate community.

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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