

Guidance for Intercultural Dialogue in Virtual Creative Exchanges



Co-funded by
the European Union

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

Guidance for Intercultural Dialogue in Virtual Creative Exchanges

Project	DigiCreate - Intercultural Digital Dialogue and Networking in Cultural and Creative Industries for Young People
Reference	101193474 - DigiCreate - ERASMUS-EDU-2024-VIRT-EXCH
Document type	T4.1 platform guidance and educational resource
Prepared by	DigiCreate Consortium
Use	Platform guidance, downloadable educational resource, and implementation manual for youth workers, university staff and CCI organisations

Table of Contents

Session-aligned appendices.....	5
Cross-cutting implementation templates.....	5
10. Practical Guidelines for Organisers and Platform Managers.....	10
Planning the dialogue pathway	10
Recruitment and participant preparation	10
Language and multilingual participation	11
Digital inclusion and technical access.....	11
Data protection, consent and ethical documentation	11
Quality assurance before publication.....	11
Recommended implementation pathway.....	11
11. Extended Session Companion Notes	12
Companion note 1: Creating a Safe and Inclusive Dialogue Space	12
Example facilitator script	12
Self-paced platform version.....	12
Additional reflection prompts.....	12
Quality criteria for this session	12
Companion note 2: Culture, Identity and Belonging in Online Groups.....	13
Example facilitator script	13
Self-paced platform version.....	13
Additional reflection prompts.....	13
Quality criteria for this session	13
Companion note 3: Active Listening and Dialogue-Based Communication.....	13
Example facilitator script	13
Self-paced platform version.....	14
Additional reflection prompts.....	14
Quality criteria for this session	14
Companion note 4: Stereotypes, Assumptions and Critical Reflection	14
Example facilitator script	14
Self-paced platform version.....	14
Additional reflection prompts.....	15
Quality criteria for this session	15
Companion note 5: Managing Silence, Dominance and Unequal Participation	15
Example facilitator script	15
Self-paced platform version.....	15
Additional reflection prompts.....	15
Quality criteria for this session	15

Companion note 6: Transforming Tension and Conflict into Learning	16
Example facilitator script	16
Self-paced platform version	16
Additional reflection prompts.....	16
Quality criteria for this session	16
Companion note 7: Co-Creating Across Cultures in the Creative and Cultural Industries.....	16
Example facilitator script	16
Self-paced platform version	17
Additional reflection prompts.....	17
Quality criteria for this session	17
Companion note 8: Designing an Intercultural Virtual Exchange Activity	17
Example facilitator script	17
Self-paced platform version	17
Additional reflection prompts.....	17
Quality criteria for this session	18
Companion note 9: From Dialogue to Local and International Action	18
Example facilitator script	18
Self-paced platform version	18
Additional reflection prompts.....	18
Quality criteria for this session	18
Companion note 10: Evaluation, Learning Recognition and Follow-Up	18
Example facilitator script	19
Self-paced platform version	19
Additional reflection prompts.....	19
Quality criteria for this session	19
<i>12. Full Appendix Text for Direct Copying into Forms and Shared Documents.....</i>	<i>19</i>
Registration form introduction.....	19
Participant consent wording	19
Post-session reflection introduction	20
Success story invitation	20
Facilitator reporting summary	20
<i>13. Quality Assurance Checklist for the Final Platform Section</i>	<i>20</i>

Session-aligned appendices

- Appendix A - Safe Space Diagnostic and Dialogue Agreement (linked to Session 1: Creating a Safe and Inclusive Dialogue Space)
- Appendix B - Identity Map and Belonging Reflection (linked to Session 2: Culture, Identity and Belonging in Online Groups)
- Appendix C - Active Listening Practice Sheet (linked to Session 3: Active Listening and Dialogue-Based Communication)
- Appendix D - Assumptions and Critical Reflection Worksheet (linked to Session 4: Stereotypes, Assumptions and Critical Reflection)
- Appendix E - Participation Balance and Intervention Tracker (linked to Session 5: Managing Silence, Dominance and Unequal Participation)
- Appendix F - Conflict-to-Learning Scenario Analysis (linked to Session 6: Transforming Conflict into Learning)
- Appendix G - Creative Collaboration Canvas (linked to Session 7: Co-Creating Across Cultures in the CCI Sector)
- Appendix H - Virtual Exchange Activity Design Canvas (linked to Session 8: Designing an Intercultural Virtual Exchange Activity)
- Appendix I - Local Action and Transfer Plan (linked to Session 9: From Dialogue to Local and International Action)
- Appendix J - Evaluation and Learning Recognition Kit (linked to Session 10: Evaluation, Learning Recognition and Follow-Up)

Cross-cutting implementation templates

- Appendix K - Pre-session and Follow-up Email Templates
- Appendix L - Facilitator Preparation and Digital Tools Setup Checklist
- Appendix M - Accessibility and Inclusion Checklist
- Appendix N - Ethical Representation and Creative Content Checklist
- Appendix O - Facilitator Observation Sheet
- Appendix P - Evidence and Completion Tracker
- Appendix Q - Platform Upload Metadata Checklist
- Appendix R - Certificate Wording Suggestion

The complete editable text of these appendices is provided in the separate document [DigiCreate_Guidance_Session_Aligned_Appendices_and_Templates_CORRECTED](#). Facilitators may use the appendices as Word templates, Google Forms, Microsoft Forms, shared boards, platform forms or downloadable worksheets.

Core implementation message

The Guidance for Intercultural Dialogue section should not be a passive repository. It should function as a practical gateway where users can understand intercultural dialogue, download ready-to-use sessions, access facilitator tools, and move from inspiration to implementation.

Project learning	Practical implication for this guide
Young creatives need practical, accessible and directly relevant learning formats.	Each session is written as a usable facilitation process with clear outputs, simple tool options and direct application to creative collaboration.

Soft skills such as communication, teamwork and adaptability are essential in remote and diverse creative groups.	The guide includes dedicated sessions on active listening, participation patterns, conflict, and collaborative decision-making.
The toolbox pilot showed that beginners need structured onboarding and step-by-step support.	Each session includes preparation, detailed implementation, digital setup, accessibility notes and facilitator interventions.
The platform must include practical guides and ready-to-use materials.	The package contains platform-ready page text, downloadable guide content, forms, checklists and session templates.

Facilitator principle

Clarity is an inclusion tool. In diverse online groups, unclear tasks privilege participants who are already confident, fluent and digitally experienced. Clear instructions, visible outputs and structured reflection create fairer participation.

Module	Sessions	Main purpose
Foundations of Intercultural Dialogue	Session 1: Creating a Safe and Inclusive Dialogue Space; Session 2: Culture, Identity and Belonging in Online Groups	Builds competences for safe, inclusive and practical intercultural virtual exchange.
Communication Across Difference	Session 3: Active Listening and Dialogue-Based Communication; Session 4: Stereotypes, Assumptions and Critical Reflection	Builds competences for safe, inclusive and practical intercultural virtual exchange.
Facilitating Difficult Conversations	Session 5: Managing Silence, Dominance and Unequal Participation; Session 6: Transforming Tension and Conflict into Learning	Builds competences for safe, inclusive and practical intercultural virtual exchange.
Creative Collaboration	Session 7: Co-Creating Across Cultures in the Creative and Cultural Industries; Session 8: Designing an Intercultural Virtual Exchange Activity	Builds competences for safe, inclusive and practical intercultural virtual exchange.
Reflection, Transfer and Action	Session 9: From Dialogue to Local and International Action; Session 10: Evaluation, Learning Recognition and Follow-Up	Builds competences for safe, inclusive and practical intercultural virtual exchange.
Dimension		Competence focus
Intercultural		Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication		Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital		Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI		Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 1 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section

useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 2 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 3 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices,

	audience awareness, collaboration and ethical production.
--	---

Platform note

On the DigiCreate platform, Session 4 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 5 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 6 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.

Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 7 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 8 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 9 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Dimension	Competence focus
-----------	------------------

Intercultural	Awareness of difference, bias, cultural complexity, respectful curiosity and dialogue-based understanding.
Communication	Active listening, clarification, inclusive language, feedback, turn-taking and de-escalation where needed.
Digital	Use of simple online tools to document contributions, collaborate transparently and support multiple participation channels.
Creative/CCI	Application of dialogue to representation, creative choices, audience awareness, collaboration and ethical production.

Platform note

On the DigiCreate platform, Session 10 can be presented with a short introduction, downloadable session plan, editable template, participant reflection form and one example of an expected output. This makes the section useful both for self-guided users and for facilitators preparing live sessions.

Platform element	Recommended content
Landing page	Short explanation of intercultural dialogue, target users, project connection and download buttons.
Guide download	Full PDF and DOCX versions of this guidance document.
Ready-to-use sessions	Separate downloadable session plans and templates organised by module.
Templates and forms	Dialogue agreement, facilitator checklist, reflection form, evaluation form, observation sheet, digital tools checklist.
Monitoring	Download counters, form responses, basic user feedback and optional stories from implementation.

10. Practical Guidelines for Organisers and Platform Managers

Planning the dialogue pathway

A strong intercultural dialogue activity begins before the live meeting. Organisers should identify why the dialogue is needed, who should be invited, what type of creative or educational cooperation it should support, and what evidence will show that the activity has been meaningful. In DigiCreate, this planning stage should connect the Guidance section with the Training section, the Creative Hive Toolbox and the Networking Opportunities section, so that users do not experience the platform as separate islands of content.

The recommended approach is to think in pathways. A participant may first read a short platform page, download a session plan, use a toolbox resource, join a dialogue session, produce a small output, complete a reflection form and then connect with other actors through the networking section. The Guidance section should therefore provide clear next steps and not only downloadable files.

Recruitment and participant preparation

Recruitment should be honest about the nature of the activity. Participants should understand whether they are joining a discussion, a creative task, a training session, a consultation or a collaborative design process. This helps prevent disappointment and reduces anxiety. The invitation should describe the topic, duration, language, digital tools, participation expectations, data/privacy conditions and contact person for accessibility needs.

Preparation should be light but meaningful. Participants may be invited to bring one example from their creative, educational or community context, or to reflect on a simple question before joining. The aim is not to create homework pressure but to help participants connect the session with lived experience.

Language and multilingual participation

Virtual exchange often brings together participants with different levels of English or other working languages. Facilitators should avoid treating fluency as a measure of intelligence, motivation or leadership. The session design should slow down key moments, allow written contributions, make instructions visible and avoid unnecessary jargon. When possible, important terms should be explained in simple language and examples should be used before abstract definitions.

In multilingual groups, the facilitator can invite participants to write key words in their own language and then explain them. This can enrich the dialogue and reduce the pressure to translate every experience perfectly. However, facilitators should also ensure that shared outputs remain understandable to the whole group.

Digital inclusion and technical access

Digital access should be planned as a learning condition, not treated as a private problem. Participants may join from phones, shared devices, unstable internet connections or spaces where they cannot speak freely. A professional virtual dialogue design therefore includes low-bandwidth options, written instructions, asynchronous alternatives and a clear backup plan.

The DigiCreate pilot experience showed that tool switching and unclear entry points can create cognitive load. For this reason, facilitators should use the smallest number of tools needed to achieve the learning objective. A simple shared document used well is better than a complex board that excludes half the group.

Data protection, consent and ethical documentation

Intercultural dialogue often generates personal reflections, group outputs and sometimes sensitive stories. Organisers must be clear about what will be recorded, saved, shared publicly or used for reporting. Participants should know whether their names will appear, whether screenshots will be taken, and whether creative outputs will be uploaded to the platform.

A good practice is to separate learning documentation from personal identification. For reporting, facilitators can record number of participants, type of group, session topic, anonymous reflections and examples of outputs without exposing private stories or sensitive identities. If a success story or image is to be published, explicit consent should be collected.

Quality assurance before publication

Before materials are uploaded to the platform, the consortium should check whether the guidance is understandable for a new user who has not attended project meetings. Headings, download buttons and page descriptions should be practical and direct. The platform should tell users what each file is for, how long the session takes, who can use it and what output it helps create.

Quality assurance should also include accessibility checks, file naming consistency, EU visibility, updated logos, working links, clear version control and alignment with the deliverable description. The Guidance section should feel like an active resource, not a storage folder.

Recommended implementation pathway

Stage	Action	Evidence for platform/reporting
1. Prepare	Select session, adapt language, test tools, send preparation email.	Preparation email, session plan, tested links.

2. Deliver	Facilitate the online dialogue using the chosen ready-to-use session.	Attendance list, screenshots of shared outputs, observation notes.
3. Reflect	Collect participant reflections and facilitator notes.	Reflection forms, summary of learning, improvement points.
4. Share	Upload anonymised outputs or success story where consent exists.	Platform post, resource update, success story.
5. Improve	Review feedback and adjust future sessions.	Version notes, updated materials, partner feedback.

11. Extended Session Companion Notes

Companion note 1: Creating a Safe and Inclusive Dialogue Space

A facilitator can open this session by saying: "Before we exchange ideas, we need to create the conditions that make exchange possible. Today we will not only talk about intercultural dialogue; we will build the rules that allow it to happen safely."

Use this session at the beginning of any programme, partnership meeting or virtual exchange series. It is especially important when participants do not know each other, when topics may become sensitive, or when there is a power difference between students, educators, experts and youth workers.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real

educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 2: Culture, Identity and Belonging in Online Groups

A strong opening is: "Culture is often presented as something other people have. In this session we will explore culture as something all of us carry, negotiate and sometimes question."

This session works well before creative collaboration because it prevents groups from reducing each other to nationality. It helps participants see identity as layered and prepares them to discuss representation more carefully.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 3: Active Listening and Dialogue-Based Communication

The facilitator may introduce the topic by saying: "Listening is not waiting for your turn. In intercultural dialogue, listening is an active skill that helps us understand meaning before we react."

This session should be used when groups need to improve communication, feedback or collaboration. It is also useful after a pilot activity where misunderstandings or rushed responses have appeared.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that

anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 4: Stereotypes, Assumptions and Critical Reflection

A useful framing is: "All of us interpret the world through shortcuts. The aim today is not to prove that we have no assumptions, but to learn how to notice them before they shape our decisions."

This session requires careful facilitation. Avoid asking participants to share painful personal experiences unless they choose to. Use fictional or creative examples first, then invite voluntary reflection.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 5: Managing Silence, Dominance and Unequal Participation

The opening can be: "Participation is not only an individual choice. It is created by the structure of the meeting, the confidence of the group and the channels we offer."

This session is especially valuable for facilitators. It turns common online problems into design questions and helps groups understand why multiple participation channels are essential.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 6: Transforming Tension and Conflict into Learning

The facilitator may say: "Disagreement is not a failure of dialogue. The question is whether we can handle it in a way that protects people and creates learning."

Use this session with mature groups or facilitators. It should not be the first session with a new group unless the facilitator is experienced and the dialogue agreement is already established.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 7: Co-Creating Across Cultures in the Creative and Cultural Industries

A useful start is: "Creative choices are never neutral. Images, colours, symbols, words and audiences all communicate assumptions. Today we will practise making these choices together."

This session should be connected with the Creative Hive Toolbox. Participants can use design, writing, mapping or collaboration tools, but the emphasis remains on the dialogue behind the creative decisions.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 8: Designing an Intercultural Virtual Exchange Activity

The session can begin: "A good virtual exchange is not created by putting people in a video call. It requires purpose, structure, support, reflection and follow-up."

This is a strong session for youth workers and university staff because it results in a usable activity plan. It can also serve as a bridge between D3.2 facilitator training and the T4.1 guidance section.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?

- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 9: From Dialogue to Local and International Action

The facilitator may frame it as: "Dialogue becomes more powerful when it changes what we do next. Today we will translate learning into possible action."

This session is useful after participants have completed at least one dialogue or creative collaboration activity. It supports sustainability, networking and partner engagement.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

Companion note 10: Evaluation, Learning Recognition and Follow-Up

The opening can be: "Evaluation is not only about proving that something happened. It is about understanding what changed, what should improve and what learning participants can carry forward."

This session helps partners collect evidence without reducing learning to numbers. It connects reflection, recognition and reporting.

Example facilitator script

Welcome everyone. In this session we will work slowly and intentionally. You will have moments to think alone, moments to write, moments to speak in small groups and moments to reflect together. There is no expectation that anyone speaks for a whole country, culture or community. Please speak from your own experience and listen to others as people with their own experience.

Before we start the main task, I will explain what we are doing, where you should contribute and what output we will create. If anything is unclear, please ask in the chat or use the reaction button. Clarity is part of inclusion, so questions are welcome.

Self-paced platform version

For platform use without a live facilitator, this session can be converted into a guided learning page. The page should include a short introduction video or text, a downloadable worksheet, one example, a reflection form and a suggestion for how the learner can apply the activity in their own organisation. Where group discussion is missing, the platform should invite the learner to compare two examples, write a reflection, or prepare a question for a future live exchange.

Additional reflection prompts

- What did you notice about your own participation?
- What helped or limited trust in the group?
- Which digital tool supported learning and which tool created friction?
- What would you change if you facilitated this with your own participants?
- What is one concrete practice you will take into your next online exchange?

Quality criteria for this session

The session can be considered successful when participants understand the purpose, contribute through at least one channel, produce the expected output, and complete a reflection that connects the experience to their real educational, youth work or creative context. The facilitator should also be able to name what worked, what created barriers and what needs adaptation for the next implementation.

12. Full Appendix Text for Direct Copying into Forms and Shared Documents

Registration form introduction

Thank you for your interest in the DigiCreate intercultural dialogue activity. This form collects basic information needed to organise the session, adapt the facilitation process and document participation. Your data will be used only for the purposes of organising and evaluating the activity, unless you explicitly consent to further use.

Participant consent wording

I understand the purpose of the activity and agree to participate voluntarily. I understand that I may withdraw from the activity at any time. I understand how my data and contributions will be used, and I will be asked separately before any personal story, image or identifiable output is published.

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



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