

# Introduction to Virtual Exchange Facilitation



15 October 2025



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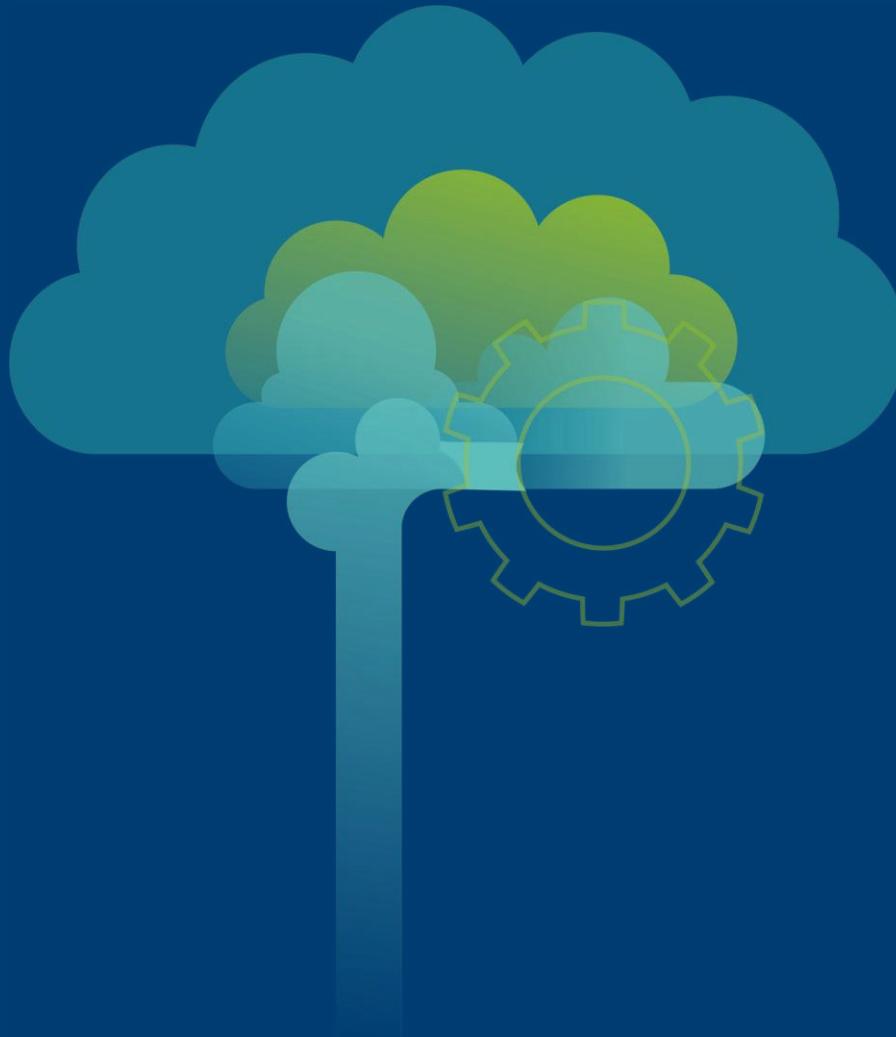


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CVEinAI Project n. 101193336



# Critical Virtual Exchange in Artificial Intelligence

CVEinAI fosters critical thinking in Artificial Intelligence (AI) through Virtual Exchange.

The initiative connects Higher Education Institutions from Europe and Sub-Saharan Africa to develop AI literacy, ethical awareness, and intercultural dialogue.

CVEinAI is funded by the Erasmus+ Programme of the European Union under the Virtual Exchanges in Higher Education and Youth initiative. The project started on 1 February 2025 and runs for 36 months.

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## Project objectives

- Establish Critical Virtual Exchanges that connect European and Sub-Saharan African Higher Education Institutions
- Provide training for educators on integrating Virtual Exchange into their courses
- Enable students and researchers to critically assess AI applications
- Promote ethical and inclusive AI practices across disciplines



## Impact

**50**

### **Staff Trained**

HE teaching and support staff in CVE design

**100**

### **Facilitators**

students and PhD candidates trained

**2400**

### **Students reached**

through CVE modules and facilitated discussions

**21**

### **Partners**

from 13 countries collaborating on the project

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# Consortium

## Full Partners



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Unione delle Università del Mediterraneo  
Mediterranean Universities Union  
Union des Universités du Méditerranée  
Asociación de Universidades del Mediterráneo



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## Associated Partners

[Makerere University, Uganda](#)

[Murang'a University of Technology, Kenya](#)

[Bomet University College](#) (a constituent of Moi University), Kenya

[University of Namibia, Namibia](#)

[Simon Diedong Dombo University of Business and Integra, Ghana](#)

[University of Media, Arts and Communication, Ghana](#)

[Bahir Dar University, Ethiopia](#)

[South East Technological University, Ireland](#)

[University College Cork – National University of Ireland, Ireland](#)

[Université de Bordeaux, France](#)

[Universidade de Coimbra, Portugal](#)

[Scoala Nationala de Studii Politice Si Administrat, Romania](#)

[Culture Beyond Borders, Ghana](#)

# Project Timeline



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# Virtual Exchange methodology

## Synchronous Dialogue

- Weekly video-conferences with diverse groups of 15 participants
- Trained facilitators guide discussions on course themes

## Asynchronous Learning

- Bite-sized audio-visual and written content from experts
- Interactive assignments support the group process

## Challenge-Based Projects

- Small groups design solutions to AI issues raised throughout the course

## Reflection Process

- Personal reflection diaries and group meta-conversations track growth
- Enables measurement of project impact on participants

## Critical Virtual Exchange (CVE)

- use of low-bandwidth technologies
- exchanges which specifically target student populations traditionally underrepresented in study abroad and/or IaH programmes (from low socio-economic backgrounds)
- alignment of VE project outcomes with the UN Sustainable Development Goals (SDGs)
- inclusion of local outreach activities, i.e. student contact with local businesses, NGOs, and non-profit organisations as part of VE projects
- translanguaging approaches

(Hauck, 2020, 2023, 2025)

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# Critical Virtual Exchange (CVE)

- an instantiation of **Critical Global Citizenship Education** (Andreotti, 2006, 2014)
  - has notions of power, voice, and difference at its core
  - requires critical engagement, reflexivity, and re-learning
- a vehicle for action, public engagement, and socio-political change
- addresses social justice and inclusion at institutional and individual level

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## CVE informed by/informing Critical Digital Literacy

- examines how the operation of power within digital contexts shapes knowledge, identities, social relations, and formations in ways that privilege some and marginalize others. (Darvin, 2017)
- provides learners with the tools to examine the linguistic and non-linguistic features of digital media, to identify their embedded biases and assumptions. (Darvin, 2017)
- leverages digital technologies for social justice-oriented action and change. (Jiang & Gu, 2022; Mirra & Garcia, 2020)

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## CVE informed by/informing Critical AI Literacy

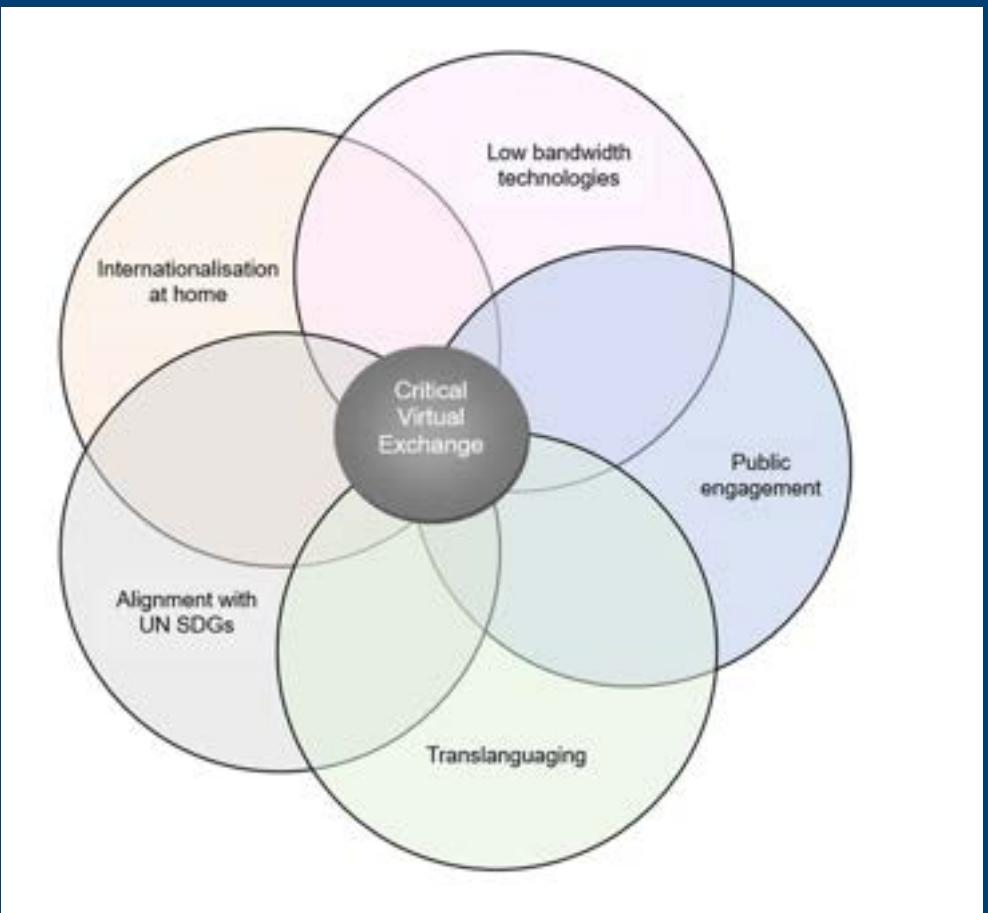
- overlaps with Critical Digital Literacy
- is context-specific
- is based on the understanding that ‘literacy’ is a ‘social practice’
- is specifically concerned with the perpetuation of epistemic injustices through Large Language Models (LLMs)
- puts the equality, diversity, inclusion, and access (EDIA) lens on the use of GenAI
- requires “self-reflective mindsets” (Chiu et al., 2024)
- is essential for a more inclusive and diverse AI education

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## CVE and Agency



Critical consciousness and agency  
(Freire, 1970)

- ability to read the world critically
- ability to act in the world to change it
- critical agency (Giroux, 1983; McLaren, 1995)





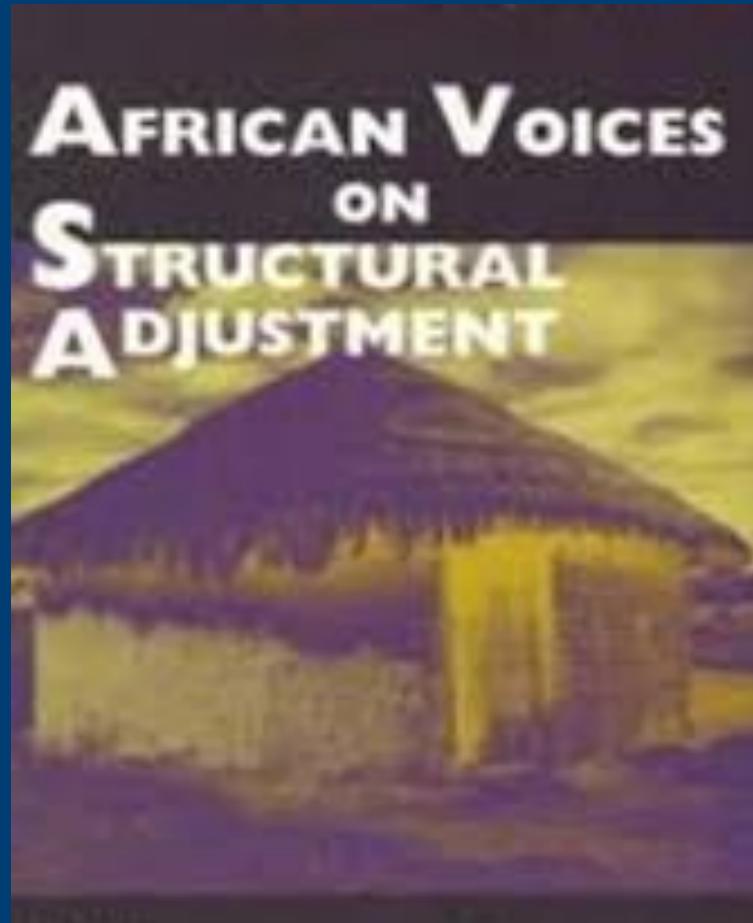
## Why CVE Matters in Sub-Saharan Africa

- AI is transforming key sectors: health, agriculture, finance, and governance
- Learners need critical skills to understand AI's societal impacts—not just its mechanics
- CVE fosters AI literacy grounded in local realities and ethical reflection
- In SSA, AI isn't just a global trend it's shaping everyday life & CVE helps learners critically engage with AI in ways that matter to their communities

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## Centering African Voices in Global AI Discourse

- Virtual Exchange connects African and European students as equal knowledge co-creators
- Challenges dominant, Northern-centric narratives about technology and ethics
- Promotes intercultural dialogue that values African perspectives on bias, inclusion, and justice
- CVE flips the script as African students are not just recipients of AI knowledge but are shaping its ethical future alongside global peers

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## Expanding Access Through Virtual Collaboration

- Removes barriers like cost, visas, and travel for international academic exchange
- Builds professional networks and institutional capacity across borders
- Strengthens Sub-Saharan Africa's role in shaping responsible, inclusive AI
- CVE democratizes global collaboration ensuring African institutions and students have a seat at the table in the AI conversation



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## Building AI Literacy for Emerging Economies

- Digital adoption is growing across Sub-Saharan Africa.
- AI remains poorly understood in many institutions.
- CVE helps students and educators build AI literacy.
- Prepares future innovators, policymakers, and professionals.

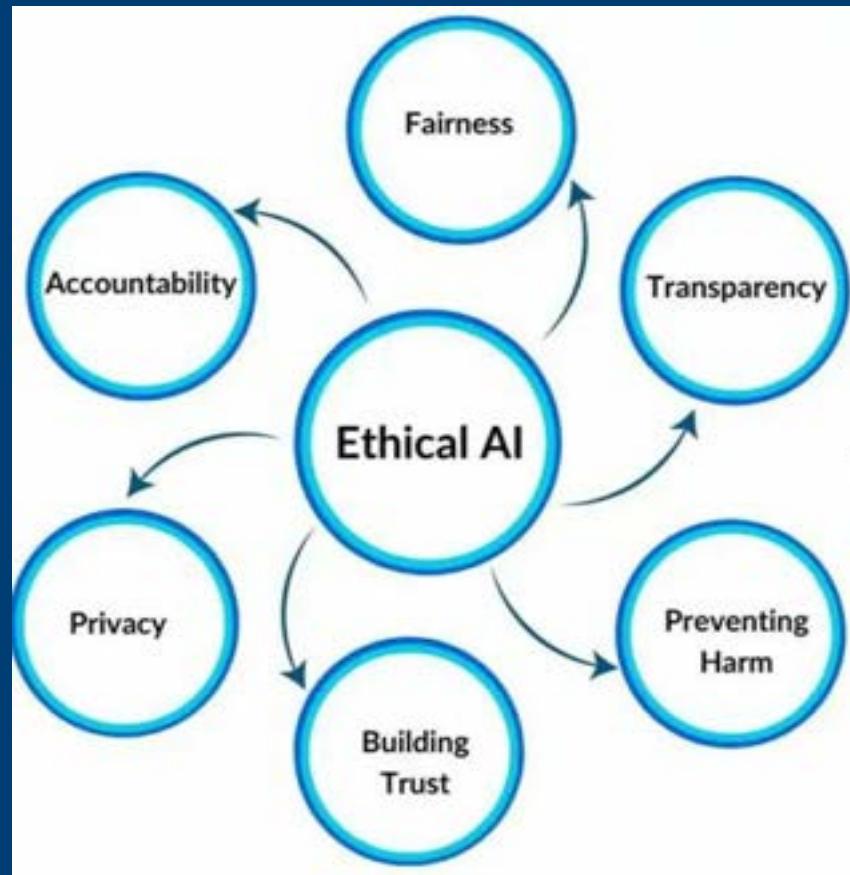
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# Addressing Ethical and Social Implications of AI in Africa

- AI brings opportunities but also risks (bias, justice, inequality) that need Contextualization
- CVE fosters critical reflection on ethical dimensions of AI.
- Encourages context-specific solutions for African societies.
- Promotes responsible and inclusive technology adoption.



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## Promoting Intercultural Dialogue and Collaboration

- Connects Sub-Saharan Africa and Europe through dialogue.
- Shares diverse perspectives on AI and its impact.
- Amplifies African voices in global AI debates.
- Builds lasting cross-continental partnerships.

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# Empowering Youth to Shape Digital Futures

- Africa has the world's youngest population.
- CVE empowers youth as contributors, not just consumers.
- Safe space to debate, question, and co-create.
- Equips young people to influence local and global digital future

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# Strengthening Higher Education Capacity

- Embeds AI literacy and ethics into university teaching.
- Enhances relevance of Higher Education in global contexts.
- Prepares graduates to tackle local challenges with digital tools.
- Positions African universities as key players in equitable AI development.



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# Outline of the CVEinAI modules

## **Unit 1: AI Foundations, Uses and Critical Thinking**

This unit introduces the foundations of AI and GenAI, their real-world applications, and develops critical thinking skills for evaluating AI outputs.

## **Unit 2: Ethical Issues and Bias Risks in Artificial Intelligence (AI)**

Through the use of case studies, ethical frameworks, and interactive activities, this unit introduces learners to conceptual understanding and practical skills to recognize, analyze, and mitigate bias in AI, fostering responsible engagement with AI technologies.

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# Outline of the CVEinAI modules

## **Unit 3: AI Power, Trust, and Society: AI for Good vs AI for All**

This unit explores the role of Artificial Intelligence (AI) in shaping societies by examining the ethical, political, and social implications of two influential frameworks: AI for Good and AI for All.

### **Module 4: Responsible AI Design**

Module 4 explores the pillars of responsible AI: transparency, accountability, security, and safety, including knowledge about data governance and AI regulations by the EU and African regions. It also looks into the environmental impact of AI.

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# Synchronous activities

- Comparison of AI applications across different contexts
- Discussions about efficiency gains, job displacement, privacy risks, sustainability, universal benefits vs context-specific challenges...
- Comparison of personal experiences and real-world case examples of AI bias
- Role-play: AI Ethics Review Panel / Governments, corporations, civil society, and citizens negotiating AI adoption
- Group debates: ChatGPT in education and DALL·E in art competitions - Each team presents different perspectives (assistive tool vs. cheating, creativity vs. exploitation).

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## Why is facilitation important?

- Encourages inclusive dialogue
- Helps create a safe space
- Develops essential soft skills
- Fosters better communication and collaboration
- Helps unlock the collective potential of the group
- Promotes effective decision-making to enable the group to move forward in the project
- Provides a structure for decision-making



## Role of facilitator in CVEinAI

- Liaise with tutors/organisers regarding questions and concerns from participants in their group
- Ensure all participants in their group feel engaged and involved
- Act as moderators both during the synchronous sessions and asynchronous group work, to ensure the group is completing the required tasks within the project timeframe

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# Tracks

The CVEinAI Facilitation Training will be offered in two Training Tracks, so you will be able to choose the format that best suits your schedule:

- 1. Blended Track:** (Track 1) Over four weeks, engage in 2–3 hours of asynchronous tasks per week (including readings, forum discussions etc), complemented by a 90-minute live session weekly, totaling 16–20 hours.
- 2. Fully Synchronous Track:** (Track 2) Four live sessions, each lasting 4 hours, totaling 16 hours.

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# Blended Track - Track 1

**Dates: 3-28 November 2025**

Monday 3 - Unit 1

Monday 10 - Unit 2

Monday 17 - Unit 3

Monday 24 - Unit 4

Time of the synchronous session: 14.30-16h CET

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# Fully synchronous version - Track 2

**Dates: 1-12 December 2025**

Wednesday 3rd Dec - Unit 1

Friday 5th Dec - Unit 2

Wednesday 10th Dec - Unit 3

Friday 12th Dec - Unit 4

## **Time of synchronous session**

Wednesdays: 16.00-20.00 (CET), with a short break

Fridays: 10:00-14:00 (CET), with a short break

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# Outline of training

Unit 1 - Introduction to the project and to the concept of VE

Unit 2 - The role of the facilitator; Ice-breakers and why they are important to facilitation - introduction to core skills

Unit 3 - Delving deeper into facilitation skills and competences; dealing with challenges

Unit 4 - Putting skills into practice

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# What will you gain?

- An opportunity to collaborate online with peers from Italy, Denmark, Ethiopia, Kenya, Botswana and Uganda and contribute to meaningful international collaboration in HE;
- An understanding and experience of the main tenets of VE as a pedagogical practice and form of internationalisation at home;
- Development of critical perspectives on AI and its societal impacts;
- Expertise in moderating intercultural and interdisciplinary online discussions;
- Enhanced skills in managing virtual learning environments;
- Strengthened intercultural communication, teamwork, and critical thinking skills;
- The chance to build connections for future study, research, or mobility opportunities;
- An Open Badge to recognise your participation in the Training.

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# Get involved



To sign up for the Facilitation Training, go here:

[link](#)

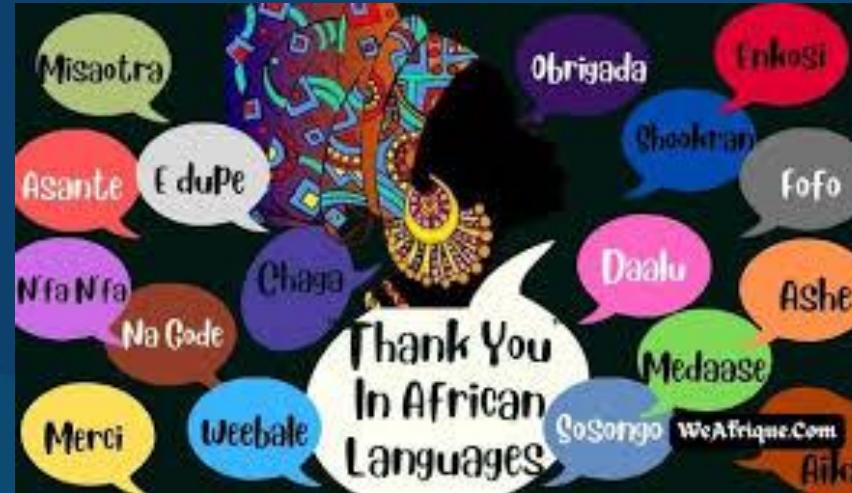
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# THANK YOU!



✉ cve.project@unipd.it

🌐 [www.cveinai.eu](http://www.cveinai.eu)

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