



DigiCreate Methodological Framework

Training Programme Methodology for Virtual Exchange,
Intercultural Digital Dialogue and Soft Skills Development
among Young People in Cultural and Creative Industries

IMPRESSUM

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Project Consortium

The DigiCreate consortium consists of eight partner organisations from EU Member States and the Western Balkans:



- **Youth Power Germany EV (YP-DE) – Germany – *Project Coordinator***
- **Nevladina Organizacija GLAS (NVO GLAS) – Montenegro**
- **Udruzenje Okret (SPIN) – Bosnia and Herzegovina**
- **Univerzitet Union Nikola Tesla (UniTesla) – 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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Background - Info about project

The DigiCreate – Intercultural Digital Dialogue and Networking in Cultural and Creative Industries for Young People project is funded under the Erasmus+ Programme – Virtual Exchanges in Higher Education and Youth. It is implemented by eight partner organisations from across Europe: Germany (Youth Power Germany e.V. – YP-DE), Spain (Evolutionary Archetypes Consulting – EAC), Portugal (Contextos), Serbia (UniTesla), Montenegro (NVO GLAS, University of Montenegro – UoM, FPEP Bar), and Bosnia and Herzegovina (SPIN).

DigiCreate aims to empower young people aged 18–30 engaged in the Cultural and Creative Industries (CCI) through innovative digital tools, mentoring approaches, and non-formal online learning formats. Over a period of 36 months, the project will engage at least 2,500 participants, providing high-quality learning opportunities and virtual exchanges without the need for physical mobility.

The project plays a key role in identifying the specific needs, challenges, and skills gaps of young creatives across participating countries, and in developing tailored programmes, tools, and solutions to support their professional growth within the CCI sector. Through its activities, DigiCreate enables young people to develop digital, technical, soft, and entrepreneurial skills, while fostering intercultural dialogue and collaboration. The project promotes inclusive learning environments, strengthens cross-border networks, and enhances the employability and career readiness of young creatives, including those from marginalized and underrepresented groups, within the rapidly evolving CCI landscape.

More about project you can find: <https://digicreate-empower.eu/>

The importance of intercultural dialogue and soft skills for youth in the Cultural and Creative Industries (CCI) sector

In line with the European Qualifications Framework (EQF), the concept of “soft skills” is used as an EU-recognised term encompassing not only skills, but also the knowledge and competencies required for effective participation in the labour market.

Evidence from a Comparative Research and Feasibility Study assessing sector conditions, barriers, skills gaps, and training needs highlights persistent gaps among young people in the Cultural and Creative Industries (CCI), particularly in areas such as communication, project management, financial literacy, digital competencies, and intercultural collaboration. These gaps significantly affect young creatives’ ability to transition from education to sustainable employment. While formal education provides important theoretical and technical foundations, it is increasingly evident that soft skills—especially intercultural and transversal competencies—play a critical role in enhancing employability, adaptability, and professional mobility. This is particularly relevant in

the CCI sector, which is characterized by project-based work, hybrid roles, freelancing, and cross-border collaboration. Furthermore, young people, especially those from vulnerable and marginalised groups (including migrants, women, youth with disabilities, and those from socio-economically disadvantaged backgrounds), face additional barriers to accessing opportunities in the sector.

The findings also point to a rapidly evolving and highly digitalised CCI sector, characterised by flexible and non-standard forms of work. While offering strong opportunities for creativity and collaboration, the sector continues to face structural challenges related to access, skills development, and career sustainability for young professionals.

Across participating countries, the CCI sector is marked by:

- a high prevalence of freelance, project-based, and hybrid roles, requiring individuals to operate across multiple functions;
- fragmented labour markets, with limited job security and unclear career progression pathways;
- increasing digitalisation and platform-based work, requiring continuous upskilling;
- strong reliance on informal networks and personal connections to access opportunities.

At the same time, a significant proportion of young creatives operate within semi-stable or unstable forms of engagement, including part-time work, freelancing with irregular income, and short-term project-based roles. In countries such as Spain and Germany, freelancers with unstable income represent a notable segment, while in the Western Balkans, irregular and informal work arrangements are even more pronounced.

Many participants report working without formal contracts, engaging in occasional or project-based work with low or inconsistent income, combining multiple roles or income sources (creative and non-creative), or not earning any income from creative work despite prior experience—indicating a risk of disengagement from the sector.

While each country exhibits specific dynamics—ranging from growing audiovisual and video game sectors, expanding SMEs and fiscal incentives, and strong digital infrastructure, to more informal and self-employed labour markets—the common challenges remain consistent. It is therefore essential to support young people in developing soft skills to enable smoother transitions into employment and help them navigate diverse and evolving career pathways. Strengthening soft skills, alongside digital and entrepreneurial competences, is key not only for improving labour market integration, but also for promoting inclusion, reducing inequalities, and enabling young creatives to succeed in increasingly dynamic and non-standard work environments.

Specific Interpersonal and soft skills relevant for the DigiCreate Training Programme

Soft skills are a set of non-technical skills and knowledge that underpin successful participation in work. They are non-job specific (thus they are also called transversal skills) and closely connected with personal attributes and attitudes (confidence, discipline, self-management...), social (communication, team working, emotional intelligence...) and management and methodological abilities (time keeping, problem solving, critical thinking...)¹.

To thrive in today's innovation-driven economy, workers need a different mix of skills than in the past. In addition to foundational skills like literacy and numeracy, they need competencies like collaboration, creativity and problem-solving, and character qualities like persistence, curiosity and initiative. In that regards, the World Economic Forum and the Organisation for Economic Co-operation and Development (OECD) recommended 16 skills for the 21st century.

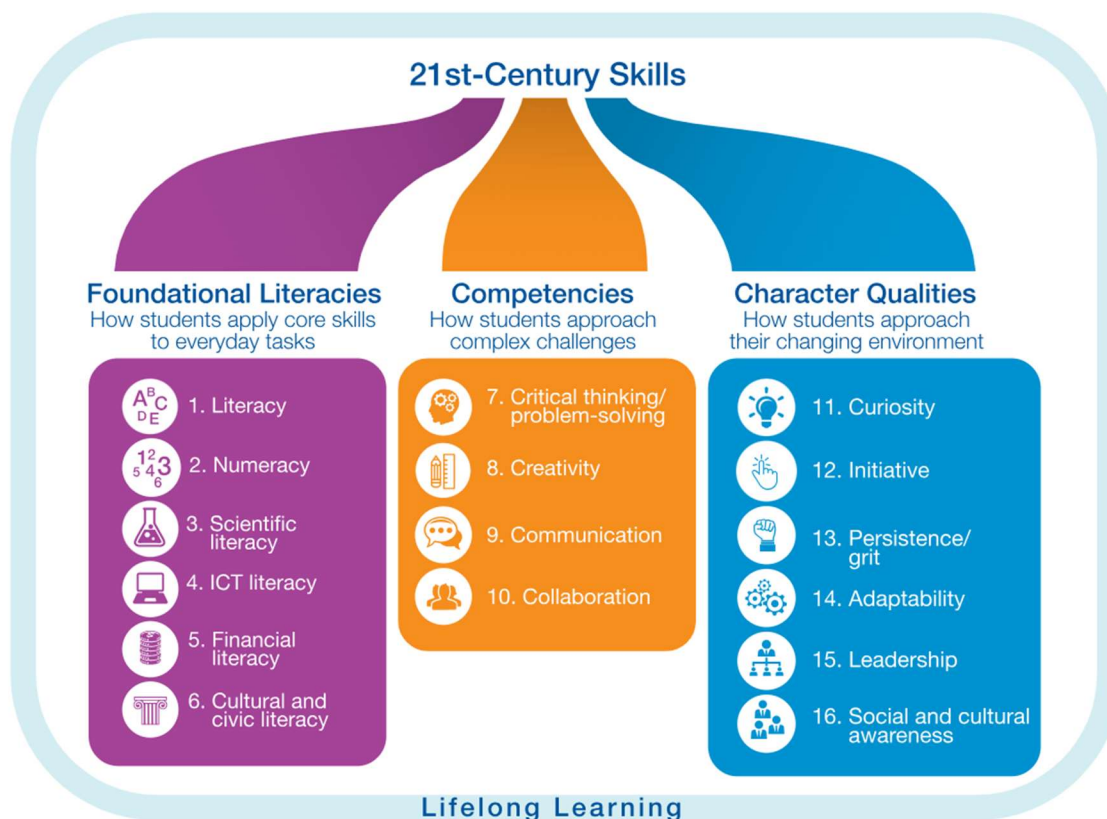


Figure 1. The skills needed in the 21st century, World Economic Forum

¹ https://alpine-region.eu/fileadmin/user_upload/IMAGES_AND_DOCUMENTS/EUSALP_Soft_Skills_Study_printable_version.pdf

Based on new trends, theory and feasibility study², the DigiCreate Training Programme priorities following skills:

1. **Multicultural skills** - The ability to understand, respect and effectively interact with people from different cultural backgrounds, including overcoming stereotypes, adapting communication styles and fostering inclusive collaboration in diverse environments.
2. **Digital skills** - The ability to use digital tools and technologies for communication, collaboration, information management and professional development, including online platforms, content creation and digital problem-solving.
3. **Communication skills (including active listening)** - The ability to clearly express ideas, adapt communication to different audiences and contexts, and actively listen to others by understanding perspectives, asking questions and providing constructive feedback.
4. **Project management and organisational skills (collaboration and teamwork)** - The ability to work effectively with others, share responsibilities, build trust and contribute to common goals, including managing group dynamics and resolving conflicts constructively.
5. **Career guidance skills (with a focus on adaptability)** - The ability to navigate career pathways, make informed decisions, and adapt to changing labour market conditions, including openness to learning, flexibility and continuous skills development.
6. **Creative confidence and self-presentation** - The ability to believe in the value of one's own ideas and work, and to clearly communicate that value to others - through pitching, showcasing, and professional interaction, so that creative skills can be recognized, understood, and translated into concrete opportunities such as jobs, collaborations, or funding.
7. **Mental health and well-being** - The ability to manage stress, maintain emotional balance and resilience, and apply strategies for self-care and well-being in professional and personal life, supporting sustainable participation in the labour market.

Existing education and training systems for young creatives remain misaligned with the realities of the Cultural and Creative Industries (CCI), prioritizing theoretical knowledge over practical, work-based learning and failing to systematically develop essential soft skills, digital competencies, and career management capacities. As a result, many graduates lack readiness for freelance and project-based work, with significant proportions reporting uncertainty about career entry and insufficient preparation for market demands. At the same time, structural barriers—such as financial insecurity, limited access to networks and mentorship, geographic inequalities, weak institutional support, and psychosocial challenges—further restrict access to opportunities and sustainable career development. Overall, the issue is not a lack of motivation among young people, but a systemic gap between education, labour market needs, and access conditions, leading to reduced employability, unstable career paths, and reliance on informal learning and networks.

² <https://digicreate-empower.eu/wp-content/uploads/2026/03/D2-1-DigiCreate-1.-Surveys-and-focus-group-discussions-with-young-people-in-the-creative-industries-in-local-communities.pdf>

Objectives of the DigiCreate Training Programme

To strengthen the employability of young people in the Cultural and Creative Industries (CCI) by developing key soft skills and supporting their transition to the labour market through practical, project-based learning.

- To develop multicultural competencies enabling participants to effectively collaborate in diverse environments, adapt to different cultural contexts and foster inclusive practices within the CCI sector.
- To strengthen digital skills supporting participants in using digital tools for communication, collaboration, content creation and professional development in the CCI field.
- To improve communication skills, including active listening enabling participants to clearly express ideas, adapt communication to different audiences and engage in constructive dialogue.
- To enhance collaboration and teamwork skills supporting participants in working effectively in teams, managing group dynamics and contributing to shared goals.
- To build career guidance and adaptability skills enabling participants to understand career pathways within the CCI sector, make informed decisions and adapt to changing labour market conditions.
- To promote mental health and well-being by equipping participants with strategies to manage stress, build resilience and maintain a healthy work-life balance.

The DigiCreate methodology represents a direct translation of research findings into practice, structured as a primarily virtual and hybrid non-formal learning model. Its design responds not only to identified skills gaps—including limited practical experience, underdeveloped soft skills, and low career readiness—but also to key barriers to access and participation, such as time constraints, unequal access to opportunities, and structural limitations within formal education systems.

Each training component is systematically aligned with the needs identified in the research. From skills reflection and self-assessment (Day 1), to intercultural learning (Day 2), applied communication and teamwork (Day 3), project-based learning through real-life tasks (between modules), and career orientation, resilience, and mental well-being (Days 4 and 5), the programme progressively builds competencies that are directly relevant to the realities of the Cultural and Creative Industries (CCI).

The integration of peer and expert mentoring, group and individual learning formats, and digital collaboration tools ensures that participants receive both practical guidance and personalized support, while actively engaging in simulated professional environments. In this way, the methodology moves beyond traditional content delivery and instead creates a dynamic, inclusive, and practice-oriented learning ecosystem, designed to equip young creatives with the skills, confidence, and adaptability required to navigate complex and evolving career pathways within the CCI sector.

The DigiCreate Training Methodology by Day

I DAY

Time	Session / Activity Name	Objective	Methods / Techniques	Handouts / Presentations	Materials / Equipment
10.00 - 11.30	Welcome & Participant Introductions	To introduce the program's objectives, and the structure of the training. Participants to introduce themselves and share their Expectations. To set up and agree regarding the rolls of the work during the training programme	PPT presentation Elevator pitch – introduce yourself in under one minute Defining rules and tips for working together to ensure a positive experience for everyone	Info regarding project Rules secure: Participants are expected to keep cameras on, use one device per participant, take regular breaks to maintain focus, and actively engage in the sessions.	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
11.30 - 11.45	Short break				
11.45 - 13.00	My Skills and Lifelong Learning Mindset	To understand the importance of soft skills for personal development, both professionally and	Please remember the moment when you wanted to learn something new? - icebreak	Icebreak PPT - Lifelong learning, soft skills, and how to	Laptop, stable internet connection, screen sharing

		personally. To enhance knowledge of key 21st-century skills relevant to the Cultural and Creative Industries (CCI)	Brainstorming: What are the most important skills to develop, according to them? Short video about soft skills - HERE - follow up discussion PPT - Lifelong learning, soft skills, and how to develop them including the key 21st-century skills relevant to the Cultural and Creative Industries (CCI)	develop them	Tools, online tools for games, music, sharing platform
13.00 - 13.30	Break				

13.30 - 15.15	Digital Skills Bazaar	To identify the most in-demand digital skills in the CCI sector and develop effective approaches for strengthening them. To promote a continuous learning approach to digital skills development	Icebreakers game What are the most important digital skills for CCI? Based on the proposed skills, participants are divided into groups with the aim of defining the most effective ways to develop these skills, identifying key tools and literature, estimating the time required, and formulating practical advice. Presentation of the groups	Online tools - slide, mentimeter, kahoot, etc Sharing platform between participants	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
15.15 - 15.30	Short break				
15.30 - 16.00	Understand and develop your skills	To integrate a self-evaluation approach as a foundation for future development.	Individual exercise – self-assessment of personal skills Group discussion – reflection on key insights, takeaways for the following day, and feedback	Self-evaluation tools or models	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

II DAY

Time	Session / Activity Name	Objective	Methods / Techniques	Handouts / Presentations	Materials / Equipment
10.00 - 11.15	What is multiculturalism?	To foster awareness of ethnocentrism and prejudice in themselves and others, and to develop intercultural learning skills	Recap first day Brainstorming - What is multiculturalism? Game: All equal – all different Discussion	Instruction for the All equal – all different	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
11.15 - 11.30	Short break				
11.30 - 13.30	Multiculturalism Presented Through Our Arts and Work	To understand and leverage the value of multiculturalism in the CCI sector. To understand and utilize frameworks that can help make sense of cultural differences and similarities (Awareness of others)	Icebreaker Netflix diversity Strategy (important or too much) - LGBTQ+ , Disability, Gender, Ethnicity, ... - Debate Game: Social Barometer (Value Lines) - online Diversity in Europe/Western Balkan the Creative and Cultural Industries - Discussion in small groups and plenary	Examples of the diversity within Netflix production - PPT to illustrate the Netflix summary and the stories proposed or participants divided into different groups and focusing on different parts of the stories each.	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

				Instruction for the Social Barometer (Value Lines) PPT - key challenges related to diversity and cultural inclusion	
13.30 - 14.00	Break				
14.00 - 15.45	Developing Cross-Cultural Competency in a Professional Environment	To understand own cultural background and how that impacts my values, beliefs, and assumptions (self-awareness) To understand and analyse the process of stereotype formation and the manifestations of prejudice, discrimination, sexism and racism	Icebreaks - jokes related to Roma, Montenegrins, blonds, ... Role-play based on the script: - LGBTQ - Cultural differences - Gender How to support a positive cross-cultural environment? Discussion and PPT presentation	Icebreak Instruction for the role-play/ script PPT - Challenges, benefits, and tips for working in a multicultural environment	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
15.45 - 16.00	Key Takeaways	To promote non-formal	Group discussion –	Key takeaways	Laptop, stable

	from Day 2	education as a key approach to learning and skills development	reflection on key insights, takeaways for the following day, and feedback	from today	internet connection, screen sharing Tools, online tools for games, music, sharing platform
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III DAY

Time	Session/ Activity Name	Objective	Methods / Techniques	Handouts / Presentations	Materials / Equipment
10.00 - 11.15	Communication skills	To use verbal, non-verbal and written communication to get the right message across	Icebreaker - communication symbol PPT - type of communication Work in small group - Analysis of the situation related to communication issues or The non-verbal communication "mime game" is an activity in which participants express	Icebreakers PPT presentation - Understanding communication as a process Prepared real-life scenarios	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

			ideas, emotions, or situations using only body language, gestures, and facial expressions. Discussion		
11.15 - 11.30	Short break				
11.30 - 12.30	Active listening skills	To understand the importance of active listening To recognize barriers to effective listening To develop skills in questioning and paraphrasing	Icebreaker PPT - elements and techniques of active listening skills Pair work and step-by-step testing Plenary discussion	Icebreakers PPT - elements and techniques of active listening skills	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
12.30 - 13.00	Break				
13.00 - 14.45	Collaboration and teamwork	To understand the basic principles of teamwork To develop skills in collaboration and decision-making	Icebreaker Work in small groups - each group is tasked with exploring and defining the most common mistakes and key	Icebreaker PPT presentation - Key elements of teamwork and collaboration, with recommendations for future work	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

		To apply communication skills in teamwork	recommendations for specific elements of teamwork: Group 1: goals and target groups Group 2: key activities Group 3: organisation of work and team communication Group 4: roles and responsibilities PPT and discussion		
14.45 - 15.00	Short break				
15.00 - 16.00	Career options within the CCI sector – home-based project (between two modules)	To fully apply teamwork and communication skills through a project-based task	Group work - Team formation and development of a work plan and presenting during nest module: • job application and job search opportunities (key skills, resources and pathways) • freelance opportunities (options, legal	Instruction for group work	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

			basics, resources and best practices) starting a business or NGO (legal framework, required skills, funding opportunities) Individual task for each participants- developing or improvement of the LinkedIN profile Reflection on key insights, takeaways for the following day, and feedback		
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Between modules - Project-based task

Between the training modules, participants will be supported in implementing mini projects that enable them to apply the knowledge and skills acquired during the sessions. Through guided tasks, mentoring and peer collaboration, students will develop practical experience, strengthen teamwork and communication skills, and explore real-life applications relevant to their future career paths.

IV DAY

Time	Session/ Activity Name	Objective	Methods / Techniques	Handouts / Presentations	Materials / Equipment
10.00 - 11.00	First Module Review and Reflection on Teamwork	To systematise previous experience and knowledge. To evaluate teamwork during project implementation	Quiz - what do I remember from the first module? Reflection on the group work and project (dynamics, communication, collaboration)	Icebreaker Quiz questionnaire	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
11.00 - 11.15	Short break				
11.15 - 13.15	Opportunities within CCI sector and me	To Explore different opportunities within the CCI and understanding the skills required Discussion with experts on key opportunities and challenges, including practical advice	Icebreakers Group Project Presentations: Key Findings on Career Opportunities and Labour Market Readiness Follow-up discussion Guest expert/artist (CCI) – advice on entering the labour market Work in pairs –	Icebreaker Sharing platform	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

			participants provide feedback on each other's LinkedIn profiles, while experts offer additional advice and suggestions		
13.15 - 14.00	Break				
14.00 - 15.30	Career management skills	To Understand the concept of career guidance and counselling, including its key elements and skills To understand and adopt informed decision-making as a core skill for career guidance and development	Icebreakeres PPT Pair work and then plenary discussion - What awaits me, what am I most afraid of, what is the best advice I have heard? What success means for me?	Icebreakeres PPT - concept of career guidance and counselling, including its key elements and skills	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
15.30 - 16.00	Key Takeaways from Day 4	To reflect on individual and group learning	Group discussion – reflection on key insights, takeaways for the following day, and feedback	Key takeaways from today	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform

V DAY

Time	Session/ Activity Name	Objective	Methods / Techniques	Handouts / Presentations	Materials / Equipment
10.00 - 11.00	Me and my mental health in CC <i>If internal expertise is not available, invite an external expert (psychologist or counsellor)</i>	To increase participants' awareness of factors that affect mental health and strategies to improve personal wellbeing. To strengthen participants' ability to recognize when to seek help and identify available sources of support.	Icebreaker - Drawing Your Happy Place Group work and presentation: 1. What negatively affects my mental health? 2. How can I improve my mental health? 3. When is it time to seek help? 4. Where can I seek help? PPT - tips how to take care and when to ask for help	PPT - tips how to take care and when to ask for help	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
11.00 - 11.15	Short break				
11.15 - 12.15	How to deal with criticism and failure?	To strengthen understanding of the link between current mental health challenges and everyday	Icebreaker - Mindful Breaths Discussion - What is the scariest part of failure or	Icebreaker PPT - how to deal with negative emotions and how to reply on negative	Laptop, stable internet connection, screen sharing Tools, online tools for games, music,

		difficulties. To learn how to apply specific problem-solving techniques and coping strategies	criticism? Video - Steve Jobs PPT - how to deal with negative emotions and how to reply on negative critics	critics	sharing platform
12.15 - 12.30	Short break				
12.30 - 13.30	How to build self confidence?	To understand self-confidence as a skill that can be developed rather than an innate trait. To explore strategies for building self-confidence and to apply them at a personal level.	Icebreaker - Moments of Gratitude PPT - Key elements of the self-confidence Small group - strategies how to build self-confidence Individual work - personal plan just for me Video - self talk	Icebreaker PPT - Key elements of the self-confidence	Laptop, stable internet connection, screen sharing Tools, online tools for games, music, sharing platform
13.30 - 14.00	Break				
14.00 - 16.00	Wrap-up and	To promote non-	Reflection and Key	Recommendation	Laptop, stable

	Closing of the Training Programme	formal education as a key approach to learning and skills development	Insights - Small group and plenary discussions to maximize participation Next Steps and Action Points - PPT presentation Evaluation and Feedback - online questionnaire and discussion	for future skills developement PPT presentation Evaluation questionnaire	internet connection, screen sharing Tools, online tools for games, music, sharing platform
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General Tips for Virtual Training

Delivering virtual training requires different approaches compared to in-person sessions. While some participants may feel comfortable navigating collaborative digital tools, they can also be easily distracted by notifications and other online activities. Others may feel overwhelmed by managing multiple interfaces at once (e.g., slides, Zoom, devices, and home environment distractions).

The tips below can help create a more engaging learning experience, maintain participant focus, and reduce confusion in the virtual environment.

- Guide participant attention clearly - Always state the slide number aloud when directing participants, as the collaborative workspace does not rely on screen sharing. Clear verbal guidance helps participants stay aligned.
- Clarify how participants should respond - When asking questions or prompting activities, always specify the response format (e.g., speaking aloud, using chat, typing on slides, or reacting with icons).
- Structure verbal participation- When inviting participants to respond verbally, establish a clear speaking order to avoid overlap. For example:
 - Follow the order of participants listed on the opening slide
 - Ask participants to write their names in the chat and follow that order
 - Use the order of participant videos (if fixed in Zoom)
- Support late arrivals - Participants joining later cannot see previous chat messages. Re-share key links (e.g., collaborative workspace) and briefly guide them through any initial tasks.
- Reinforce slide navigation - Consider typing slide numbers in the chat as you mention them to help participants track where they should be, especially if some are lagging behind.
- Organise breakout group work clearly - When using breakout rooms for group activities, ensure each group has a dedicated slide. Label slides clearly (e.g., “Group 1”, “Group 2”) and prepare them in advance by duplicating the working template for each group.

Resources

- [EU Youth Strategy 2019-2027](#)
- [The European Qualifications Framework \(EQF\)](#)
- [Skills for 21st centuries](#), World Economic Forum
- [SOFTSKILLS GENERAL FRAMEWORK](#), Visoka poslovna škola PAR
- [Tools and guidelines for identification and assessment of a set of softs skills related to work-based learning and to the development of alpine economy](#)
- [A TOOLKIT for Soft Skills Development for Young People](#), Salto-youth
- [Compass: Manual for Human Rights Education with Young People](#), Council of Europe
- [T-Kit 4: Intercultural Learning](#), Council of Europe
- [Mental health, social well-being and healthy habits](#), PIN
- [Mental Health Toolkit for Young People](#), Unicef
- [List of the icebreakers](#), Slido



Annexes

Annex 1 – DigiCreate Methodology – Pilot Implementation Manual

The DigiCreate Methodology – Pilot Implementation Manual is a supporting document to the DigiCreate Methodological Framework: Training Programme Methodology for Virtual Exchange, Intercultural Digital Dialogue and Soft Skills Development among Young People in Cultural and Creative Industries. It provides practical guidance for piloting the methodology, including participant recruitment and selection procedures, training delivery guidelines, facilitation principles, mentoring and project-based learning activities, as well as monitoring, evaluation and reporting tools to ensure consistent and effective implementation.





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