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COMPETENCY FRAMEWORK

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Contributors

EUROCIRCLE ASSOCIATION, FRANCE

I BOX CREATE, SOCIEDAD LIMITADA, SPAIN

CENTER FOR KNOWLEDGE MANAGEMENT, NORTH MACEDONIA

ASOCIACIÓN PARA LA PROMOCIÓN Y GESTIÓN DE SERVICIOS SOCIALES GENERALES Y ESPECIALIZADOS (PROGESTIÓN), SPAIN

PROGRAMMA INTEGRA SOCIETA COOPERATIVA SOCIALE, ITALY

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INTRODUCTION

The Competence Framework is a tool made to clearly identify the skills and behaviors needed for a job, task or activity. It is usually balanced between specific activity-related skills and general skills that lead to success in any job. This specific Competence Framework was created for trainers working with migrant women who want to acquire digital competences to support their entrepreneurial activity. The Framework will serve as a base for partners to develop modules for an innovative digital learning tool which will be used by migrant women to improve their digital competences.

According to Bloom's Taxonomy, it is separated into 3 thematic modules ("Ideas and Opportunities", "Resources'', and "Into action"), each containing different competences. They are anchored in 3 areas : "Knowledge" (cognitive competency), "Skills" (functional competency) and "Values and Attitudes" (social competency).

- **Methodology: How we produced the Framework**

The framework is based on results from our transnational study report on trainer's readiness and migrant women situation in host participating countries, as well as the trainers guidelines we developed for the organization of efficient training and the provision of services supporting the professional integration of women migrants.

It has also been created combining the Entrecomp Framework[1] (the European Reference Framework for Entrepreneurship Competence) and the DigComp[2] one (for Digital Competence), using Bloom's Taxonomy methodology as mentioned. Each project partner designed a number of competences, before they were all collectively peer reviewed to precisely meet our objectives and target group.

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[1] European Commission, *EntreComp: The European Entrepreneurship Competence Framework*, 2019, https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8201&furtherPubs=yes

[2] Carretero Gomez, S., Vuorikari, R. and Punie, Y., *DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use*, 2017, https://publications.jrc.ec.europa.eu/repository/handle/JRC106281

ENTREPRENEURIAL AREA: IDEAS AND OPPORTUNITIES

1.1 SPOTTING OPPORTUNITIES IN AN INFORMED AND SECURE WAY

COMPETENCE	Spotting Opportunities in an informed and secure way	
DESCRIPTION	Define information needs and search for data, information and content in order to actively seize value-creating opportunities through exploration of the entrepreneurial possibilities in digital environments. Identify needs and challenges that need to be met by searching online. Use digital tools to establish new connections to create entrepreneurial opportunities that generate value. Analyse, interpret and critically evaluate the data, information and digital content, and then to organise, store and retrieve them through digital means.	
Knowledge	**Skills**	**Attitudes**
- Understands the main browsing tools. - Knows that some online content in search results may not be open access or may require a fee or sign up or access. - Aware that online content that is available for free is often paid for by advertisements or by selling the user's data. - Aware that search results, social media activity streams and content recommendations on the internet are influenced by a range of factors. - Aware that online environments contain all types of information and content including misinformation and disinformation, and a widely reported topic may not be accurate. - Understands the difference between disinformation (false information with the intent to deceive people) and misinformation (false information regardless of intent to deceive or mislead people). - Knows the importance of identifying who is behind information found on the internet (e.g. on social media) and verifying it by checking multiple sources, to help recognise and understand point of view or bias behind particular information and data sources.	- Knows how to choose the search engine that most likely meets her information needs. - Knows how to improve search results by using a search engine's advanced features (e.g., specifying exact phrase, language, region, date last updated). - Knows how to search and filter data, information, and digital content. - Knows how to develop effective search methods for personal and professional purposes. - Knows how to collect digital data using basic tools and present them in an accessible way - Knows how to differentiate between different types of storage locations and identify the most appropriate. - Carefully considers the top/first search results, as they may reflect commercial and other interests rather - Knows how to analyse and critically evaluate search results and social media activity streams, to identify their origins, to distinguish fact-reporting from opinion, and to determine whether outputs are truthful or have other limitations. - Knows how to find the author or the source of the information, to verify its credibility.	- Curious about investigating further notions and information about entrepreneurship on online portals and websites to enrich her business idea and spot more opportunities. - Intentionally avoids distractions and information overload when accessing and navigating information, data and content. - Willing to fact-check a piece of information and assess its accuracy, reliability and authority, choosing primary sources over secondary sources of information where possible. - Carefully considers the possible outcome before clicking a link to avoid "clickbait" leading to unwanted content.

1.2 CREATIVITY

COMPETENCE	Creativity
DESCRIPTION	Develop several ideas and opportunities to create value, including better solutions to existing and new challenges via digital and online means. Explore and experiment with innovative approaches. Combine knowledge and resources to achieve valuable effects.

Knowledge	Skills	Attitudes
- Aware that digital tools can be used for creatively expressing oneself through digital means. - Knows and understands the process of creation of new, original and relevant digital content and knowledge. - Understands copyright and license application to digital information and content.	- Knows how to identify ways to create and edit simple content in simple formats. - Knows how to express oneself through the creation of simple digital means - Able to follow individually and collectively simple cognitive processing to understand and resolve simple conceptual problems and situations in digital environments. - Knows how to create and edit simple digital content. - Knows how to select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones. - Knows how to identify simple rules of copyright and licenses that apply to data, digital information, and content. - Knows how to identify simple digital tools and technologies that can be used to create knowledge and to innovate processes and products.	- Inclined to combine various types of digital content and data to better express facts or opinions for personal and professional use. - Open to explore alternative pathways to find solutions to produce digital content. - Open to creating something new from existing digital content using iterative design processes (e.g., create, test, analyse and refine ideas). - Inclined to help others to improve their digital content (e.g., through providing useful feedback). - Respectful of rights affecting others (e.g., ownership, contract terms). - Motivated to co-design and co-create new products and services using digital devices to create economic or social value for others. - Open to engage in collaborative processes to co-design and co-create new products and services.

1.3 VISION

COMPETENCE	Vision	
DESCRIPTION	Imagine the future. Develop a vision to turn ideas into action. Visualise future scenarios to help guide effort and action via digital means and online tools.	
Knowledge	**Skills**	**Attitudes**
- Aware of having a role in making a difference in the society as a citizen, entrepreneur, woman. - Aware of the role of traditional (e.g. newspapers, television) and new forms of media (e.g. social media, the internet) in democratic societies and liberal economies. - Aware of civil society platforms on the internet that offer opportunities for citizens to participate in actions targeting global developments to reach sustainability goals on local, regional, national, European and international level. - Aware of the advantages of using digital tools and technologies for communication and collaboration. - Understands that in order to communicate a vision digitally with other people, not only good digital skills are needed, but also good social skills.	- Knows how to recognise simple appropriate digital technologies to empower oneself, articulate a vision, and to participate in society as a citizen and entrepreneur. - Knows how to identify simple digital services in order to participate in society and the economy. - Knows how to use digital tools to facilitate and improve collaborative processes, for example through shared visual boards and digital canvases (e.g. Mural, Miro, Padlet).	- Proactive about using the internet and digital technologies to seek opportunities for constructive participation in the society, economy and the community. - Encourages everyone to express their own opinions constructively when collaborating in digital environments. - Acts in trustworthy ways to achieve goals when engaging in co-construction of resources or knowledge.

1.4 VALUING IDEAS

COMPETENCE	Valuing ideas	
DESCRIPTION	Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.	
Knowledge	**Skills**	**Attitudes**
- Aware of the process needed to conceive and define an idea (making a mind map, brainstorming, field research, etc.). - Understand the process needed to evaluate the feasibility and value of an idea - Knows the difference between social, cultural and economic value. - Know the process of checking of feasibility of ideas. - Knows the digital tools allowing the creation of a strategic plan, a market study, a SWOT, etc.	-Can recognise the different forms of value that could be created through a business project. - Can evaluate an idea by identifying its strengths and weaknesses. - Able to use digital tools to create an analysis of the social, cultural and economic context. - Able to create a strategic plan for the development of an idea as a project. - Able to implement an idea and establish a strategy to make the most of the opportunities arising from it in order to create value. - Can explain why an idea is valuable by using the PITCH method. - Able to recognize the potential dangers of idea development, as well as its weaknesses, in order to improve it and adapt it to the context.	- Curious about the context and eager to use creative mind. - Sense of organisation - Flexible and adaptable. - Open to suggestions from others - Critical and analytical spirit to evaluate an idea and its implementation process. -Enthusiast and communicative

ENTREPRENEURIAL AREA: RESOURCES

2.1 SELF-AWARENESS AND SELF-EFFICACY

COMPETENCE	Self-awareness and self-efficacy	
DESCRIPTION	Reflect on needs, aspirations and wants in the short, medium and long term. Identify and assess individual and group strengths and weaknesses. Believe ability to influence the course of events, despite uncertainty, setbacks and temporary failures.	
Knowledge	**Skills**	**Attitudes**
- Understands the difference between soft-skills and hard-skills and their role in the development of an entrepreneurial mindset. - Knows the digital tools that can be used for identifying and evaluating competences in order to take adequate measures for self-improvement. - Aware of the importance of knowing oneself and one's limitations in order to mitigate the risks by taking appropriate measures (e.g. training activities to improve or develop certain skills or involving people who are suited to perform certain tasks.) - Aware of the importance of carrying out periodic assessments in order to assess how work is progressing and to identify any criticalities. - Aware of gender gap between men and women in the professional environment and of the stereotypes related to women entrepreneurs.	- Able to define own skills (soft and hard ones) and use evaluation tools in order to reinforce and improve them. - Can carry out evaluation processes to identify the strengths and weaknesses of a work/team/project and find possible strategies to improve. - Can use several methodologies, both online and offline to assess one's needs and desires (e.g., through the IKIGAI method). - Can apply different methodologies and tools to collect criticism/feedback from colleagues. - Able to set up a plan and a path to achieve needs and aspirations. - Able to manage time in order to be able to dedicate oneself to training in order to improve one's entrepreneurial skills and effectiveness. - Able to always deepen self-knowledge and self-skills.	- Curious about the opinions of others and open to listening even if this means receiving criticism because this could be helpful for improvement. - Open to learning and willing to improve oneself. - Self-conscious and able to capitalize on one's strengths in order to contain fears (e.g., fear of failure). - Not afraid of feeling inadequate despite the stereotypes around women in the entrepreneurial field.

2.2 MOTIVATION AND PERSEVERANCE

COMPETENCE	Motivation and perseverance	
DESCRIPTION	Set goals and be determined to turn them into actions. Keep trying to achieve long-term individual or group aims despite difficulties and challenges. Be resilient and patient even when under pressure or in case of adversity and temporary failure. "Implement" willingness and energy to oneself and others.	
Knowledge	**Skills**	**Attitudes**
- Knows the role and responsibilities of an entrepreneur in order to manage and motivate a team. - Knows the importance of having a leader and mediator role in group discussion (physically or remotely). - Knows digital services, tools, and devices that can be used for to create a support network for help and advice. - Knows the meaning of the non-verbal digital messages (e.g., 'non-comment', "non-answers", an emoji). -Understands the importance of the team motivation morale - Knows tools to reach short-term objectives in order to keep the team motivated - Understand that negative comments can influence her team (e.g. external comments on social media)	- Can critically analyse and assess social media results, to identify their origins, distinguish between facts and opinions , and to determine whether outputs are truthful or have bias. - Able to select and restrict with who the content is sharedallowing a. - Able to recognise hostile or contemptuous messages or activities. - Can use digital tools to develop and maintain informal communication personal with her ownnetwork. - Knows how to organize data and information for self or group development. -Able to use digital tools in motivation strategy to keep a team motivated remotely. -Able to motivate a team to achieve objectives.	- Careful, attentive, and not easily influenced by online information . - Take responsibility for her own choices - Put in effort and be dedicated in time. - Keen to overcome disappointments -Open-minded and accepting of set backs -Determination - Self-conscious (e.g. listen her level of motivation ; - Attentive to the needs of her team and their level of motivation -Keen to adapt behavior in a digital context (e.g., when faced with negative comments try to not be impatient or lose control).

2.3 MOBILISING RESOURCES

COMPETENCE	Mobilising resource
DESCRIPTION	Collect Identify, get and manage the material, non-material (competences, time), human and digital resources needed in order to implement an idea. Familiarity with digital tools to search, keep track and manage these resources. Able to put together a team with the necessary skills, manage it and keep it motivated to achieve objectives. Use partnership, networking, outsourcing and crowdsourcing in order to get and manage the resources and competences (e.g. technical, legal, tax and digital) needed at any stage.

Knowledge	Skills	Attitudes
-Knows the different resources (materials, human resources, financial) needed to undertake a specific activity -Knows of digital tools to manage resources (e.g. checklists,research methods to find funding opportunities, etc.) -Knows the communication channel needed to create and expand a network and develop partnerships -Knows the different funding channels (call for project, crowdfunding, etc.) to retrieve finances. - Aware of the benefits of digital materials, devices, and data to create interactive and cooperative work -Aware of benefits and risks when managing one or multiple digital identities across digital systems, apps and services.	- Able to successfully use digital services to influence others. - Knows how to use cooperative digital tools to manage and plan projects. - Able to gather information and use effective communication practices to construct a positive identity. - Able to manage own profile through different tools, devices, and websites enable and prevent tracking, collecting or analysing data - Able to put in place effective resource management procedures to achieve objectives. -Knows how to carry out a needs analysis in order to identify the resources needed. -Can track resources acquired and required digitally (managing finances, coordinating storage and delivery of tangible resources) -Able to define needs and limits to find/look for the right resource. - Able to define needs in terms of specific skills and attitudes to develop adequate partnerships	-Keen to choose and use secure digital tools to promote group cooperation. - Meticulous about sharing private and/or personal data and information (e.g be careful about political engagements and partnerships strategies). -Creative thinking - Willingness to learn/seek, find and learn from news resources. - Aptitude for negotiation

2.4 FINANCIAL AND ECONOMIC LITERACY

COMPETENCE	Financial and economic literacy	
DESCRIPTION	Estimate the cost of turning an idea into a value-creating activity. Plan, put in place, and evaluate financial decisions over time. Manage finances to ensure value-creating activity can last over the long term. Comfortable in using digital and online tools to aid the process.	
Knowledge	**Skills**	**Attitudes**
- Understands the principles of financial management, accounting and financial law. -Aware of digital and/or online financial tools for entrepreneurs and businesses. - Aware of Marketing and Sales Management tools online . - Understands the mechanisms to access finances online. - Understands the principles of operational management and how they reflect in finances.	- Knows how to leverage financial decisions. Knows how to manage the finances of her business using digital tools. - Knows how to search online for the right support. - Knows how to manage budgeting, track expenses, revenues and loss with digital/online tools. - Able to develop a business proposal to help access funding. - Able to draft a marketing strategy using digital tools. - Able to make financial forecasts using digital tools.	- Has a good sense of initiative and leadership. - Open and comfortable in using new technologies, tools and software -Risk taking and seeking attitude. - Great sense of ownership and responsibility. - Resilience and perseverance. - Stress management. - Conflict resolution. - Flexibility. - Emotional control and management. - Self-critical thinking.

2.5 MOBILISING OTHERS

COMPETENCE	Mobilising others	
DESCRIPTION	Inspire and motivate relevant stakeholders via online and digital means. Get the support needed to achieve valuable outcomes. Demonstrate effective communication, persuasion, negotiation and leadership in online communication.	
Knowledge	**Skills**	**Attitudes**
- Knows what a social community is. - Knows the main social media. - Understands the functioning of social media. - Understands what the human capital means. - Understands the importance of informal links and networks. - Understands the principles of IPR.	- Able to spot opportunities when to mobilise others. - Capable of moderating online conversation. - Able to communicate online. - Knows how to tap into collective resources. - Knows how to create networks.	- Motivational and inspirational attitude. - Good communicator. - Open to network and socialize. - Collaborative. - Open to sharing information and helping others.

ENTREPRENEURIAL AREA: INTO ACTION

3.1 TAKING THE INITIATIVE

COMPETENCE	Taking the initiative	
DESCRIPTION	Initiate processes that create value. Take up challenges. Act and work independently and with the team to achieve goals, stick to intentions and carry out planned tasks.	
Knowledge	**Skills**	**Attitudes**
- Knows the importance of initiating processes that create value through the use of the internet and digital technologies. - Knows the risk and benefits of the project before taking the initiative. -Knows the strategies and methods of solving the problems. - Knows the tools and digital technologies of planning of the project in order to planned the moment of the taking the initiative. - Aware of digital platform, events or social media that can be used for taking the initiative. -Aware of policies and laws concerning the entrepreneurial activities.	- Knows how to look for opportunities to take the initiative using internet and digital technologies. -Knows how to to initiate value-creating activities. - Knows how to use internet and digital technologies to initiate processes that create value. - Knows how to engage with others through digital technologies for the sustainable development of society. -Knows how to seek opportunities for constructive participation in democratic decision-making and civic activities (e. g. by participating in consultations organised by municipality, policy-makers, NGOs, signing a petition using digital platform). -Able to prepare a good planning in order to measure the good timing for taking the initiative.	- Open minded - Creative - Self confidence - Open to having a go at solving problems. - Proactive about using the internet and digital technologies. - Keen to engage the team in activities.

3.2 PLANNING AND MANAGEMENT

COMPETENCE	Planning and management	
DESCRIPTION	Manage the project and the team. Set long-, medium- and short-term goals. Define priorities and action plans for the team. Define the tasks and distribute them to the team. Adapt the plan to unforeseen changes.	
Knowledge	**Skills**	**Attitudes**
- Knows the importance and necessity to develop an action plan identifying objectives and setting steps to achieve them - Knows the strategies and method of creation of a business plan by using the digital tools and technologies. - Knows that the use of the internet, digital tools and technologies is key to success in project manager. - Knows technical approaches that can improve the inclusiveness and accessibility of digital content and services, (e. g. tools such as zoom and text-to-voice functionality). - Aware of potential risks due to exclusive reliance on digital technologies - Knows the digitals tools and technologies related to management and communication (action plan tools, Mind Mappings tools, Gantt Chart, Zoom, Drive…)	- Knows how to use internet and digital technologies to develop an action plan identifying objectives and setting the different steps to achieve them - Knows how to use the internet and different digital technologies and tools related to project management. - Able to takes a step-by-step approach to identify the root of a technical problem (e. g. hardware vs software) and explores various solutions when facing a technical malfunction. - Knows to find solutions on the internet when facing a technical problem. - Knows how to identify the priorities and milestones to achieve goals using internet and digital technologies. - Knows to refine priorities and plans to adjust to changing circumstances through the use of internet and digital technologies. -Able to develop a project management schedule in order to follow the progress and stay focused on the short-term and longer objectives. - Able to use online management tools to plan and schedule, such as e-calendars, trello, and communication tools.	- Well organized - Responsible -Open to explore and spot opportunities. -Perceptive of evolving priorities and plans to adjust to changing circumstances. - Leader - Critically aware of potential risks due to exclusive reliance on digital technologies. - Proactive about using the internet and digital technologies.

3.3 COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

COMPETENCE	Coping with uncertainty, ambiguity and risk	
DESCRIPTION	Make decisions when the result of that decision is uncertain, when the information available is incomplete or unclear, or when there is a risk of unintended outcomes. Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing. Handle fast-moving situations promptly and flexibly.	
Knowledge	**Skills**	**Attitudes**
- Knows the importance and necessity to assess the risks associated with a given activity - Knows the strategies and methods of measuring the potential risk - Knows the different levels of risk. - Aware of different types of risks in digital environments, such as identity theft, scams, malware attacks. - Knows that using different strong passwords for different online services is a way to mitigate the negative effects of an account being compromised - Knows about measures to protect devices and prevent others from accessing all data. - Aware of not using open Wi-fi networks to make financial transactions, online banking, or sharing the business and personal data	- Knows how to do a risk analysis with the use of digital technologies to assess the risks associated with a given activity - Able to evaluate the benefits and risks of alternative options to make choices that reflect preferences. - Able to build a stronger business plan in order to avoid the high level risk - Knows how to adopt a proper cyber-hygiene strategy regarding passwords and managing them securely (e. g. using a password manager). - Knows how to install and activate protection software and services to protect digital content and personal data . - Knows how to activate two-factor authentication when available (e. g. using one-time passwords, OTP, or codes along with access credentials). - Able to encrypt sensitive data stored on a personal device or in a cloud storage service. - Can respond appropriately to a security breach (i. e. an incident that results in unauthorised access to digital data, applications, networks or devices, the leaking of personal data such as logins or passwords).	- Taking the initiative - Responsible - Weigh up risks and make decisions despite uncertainty. -Open to advice in order to avoid the risk. -Keep the confidentiality of the business data. - Vigilant to balance the usage of digital technologies and internet as many different factors in digital life can impact on personal health, well-being and life satisfaction. - Vigilant not to leave computers or mobile devices unattended in public places. - Open to making mistakes while trying new things through the use of internet and digital technologies, to be able to learn from them. - Keen to see risk mitigation as a way of being more aware of opportunities.

3.4 WORKING WITH OTHERS

COMPETENCE	Working with others	
DESCRIPTION	Work and cooperate with different people in an appropriate manner, creating a network, in order to develop ideas and put them into action in the best way possible.	
Knowledge	**Skills**	**Attitudes**
- Knows about the different communicative registers and when to use them. - Aware of the value of diversity (e.g. respecting and taking into account opinions and strategies that are different or never considered before). - Aware that conflict costs time and that negotiation and maintaining good rapport is vital. - Knows the main digital collaborative tools (e.g. Teams, Slack, etc.) to work and communicate remotely with a team. - Aware of the importance of networking and know the main digital communication channels/social media in order to get in contact with new stakeholders. - Aware of the difficulties in keeping a team motivated while working remotely. - Knows Netiquette in order to have an appropriate and smooth communication online.	- Knows how to communicate effectively to different audiences. - Able to manage conflict and to use problem solving strategies. -Able to use negotiation strategies in complex situation - Able to complete tasks and targets on time and keep others updated on developments. - Knows how to provide clear and constructive feedback. - Knows how to use digital tools and social media to create or expand a network. - Knows how to use netiquette in order to ensure a good communication online and avoid misunderstanding. -Knows how to collaborate remotely by using digital collaborative tools. - Able to keep a team motivated and engaged while working remotely. - Knows how to share and promote her activities through digital communication channels.	- Attitude for teamwork. - Open to listening and making an effort to understand another's view of the world. -Open to opinions of others and suggestions. - Willing to listen to the team members and to build good rapport with others. - Open to give credit where credit is due. - Respectful - Keen to give and receive criticism. - Willing to value the opinions of others. - Keen to involve others, sharing motivations and objectives.

3.5 LEARNING THROUGH EXPERIENCE

COMPETENCE	Learning through experience	
DESCRIPTION	Reflect and learn from any initiative or experience, whether it is successful or not, in order to create value. Learn with others, including peers and mentors. Take in consideration previous experience of the team. Value the experience gained in different countries.	
Knowledge	**Skills**	**Attitudes**
- Understands that the fear of failure prevents further learning. - Aware that mastery of competence is a continuous process of experience, reflection, conceptualisation and experimentation. - Aware of the importance of valuing prior experiences. (e.g. in country of origin) - Knows the existence of trial/free versions of various online tools that can be tested to see if they would be suitable for carrying out activities. - Aware of the difficulties that may arise by introducing new digital tools in the workflow.	- Able to practice the lessons learnt even in different contexts/situations. - Able to reflect and judge achievements and failures and learn from these. - Able to accept possible mistakes and consider them as a way to find out what is not working and how to do better next time. - Able to use new situations and combine them with new ideas. - Knows how to capitalise on lessons learnt from experimenting with new digital tools (e.g., whether one tool rather than another is more suitable for a certain activity/project/team). - Knows how to analyse the difficulties encountered while using a digital tool in order to find a good strategy for adapting it to one's needs or realising that another type of tool is needed.	-Curious about novelties, i.e., new situations, people, strategies, inputs. - Open to listening free from judgment. - Open to reflective observation to ponder on what went right and what could be improved. - Open to experimenting with new ways of acting and doing. - Willing to learn from others. - Curious to test innovative digital tools. -Keen to adapt herself to different professional situations.

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