



WOMEN GET READY

**Foster greater gender equality and employability in the
digital era**

PR1 Digital readiness competences dictionary

Developed by Mindshift Talent Advisory

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COUNTRY	ORGANISATION
Belgium	FTU asbl [FTU]
Cyprus	CSI Center for Social Innovation [CSI]
Greece	Universal Certification Solutions S.A – UNICERT S.A. [UNICERT]
Ireland	Spectrum Research Centre [SRC]
Italy	IDP SAS di Giancarlo Costantino [IDP]
Poland	Danmar Computers [Danmar]
Portugal	Mindshift Talent Advisory LDA [Mindshift]
Spain	Iniciativas de Futuro para una Europa Social COOP V [IFESCOOP]

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OPENING NOTE

What is the digital readiness competences dictionary?

This digital readiness competences dictionary is developed as part of a strategic partnership for the adult education project titled *WOMEN GET READY – Foster greater gender equality and employability in the digital era*. Funded by the Erasmus+ programme, this project aims to foster women’s digital readiness, improve their participation in the labour market, and reduce gender inequalities of female workers through the creation of: a bespoke multi-level competences dictionary covering 11 skills areas; two high-quality MOOCs (massive open online course); a digital readiness self-assessment tool; eight inspiring female avatars; and a digital upskilling hub.

To design the digital readiness competences dictionary, all the participating organisations – FTU (Belgium), CSI (Cyprus), UNICERT (Greece), SRC (Ireland), IDP (Italy), Danmar (Poland), Mindshift (Portugal), and IFESCOOP (Spain) – worked closely with their Pool of Stakeholders (i.e., women, leaders, employers, and educational providers) to identify the core competences needed to thrive in the digital 21st-century labour market. This ensured that the competences dictionary is relevant and can generate a positive impact regardless of the industry sector and cultural context.

The dictionary was designed following a two-level progression model based on the European Qualifications Framework (EQF), ECVET, and EntreComp European frameworks, and it establishes the criteria for assessing growth related to the complexity required by each level. Each competence is detailed in terms of learning outcomes, i.e., knowledge, skills and attitudes. The framework of competences considers intermediate and advanced levels of proficiency. The first focuses on building the independence of the user, and the second on making them responsible for their decisions when working with others.

The competences dictionary includes the following content:

- [A summary of key concepts](#) to ease you into the document
- [The digital readiness competences framework](#) that includes a two-level progression model of all 11 competences
- [The digital readiness competences “How-To Guide”](#) explaining how to use the framework independently and in the context of the WOMEN GET READY project
- [A list of references](#) that informed our work and from which you may retrieve further information on any topic that you found particularly interesting.

KEY CONCEPTS

What you need to know?

4.0 INDUSTRY	The digital transformation of manufacturing and production, that integrates automation, data analytics, cloud computing, the Internet of Things, cybersecurity, and other digital solutions to maximise value creation.
ATTITUDES	The ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility
BENCHMARK ANALYSIS	A form of market research used by businesses who wish to compare their existing performance to the best practices in the industry. Organisations can gauge the best performance to be achieved and how to make changes in order to gain a competitive advantage
COMPETENCE	Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.
CREATIVE PROBLEM-SOLVING	A creative approach to problem-solving driven by people's inherent innovative potential when designing an action plan based on out-of-the-box solutions.
DESIGN THINKING	A process for creative problem solving. It encourages organizations to focus on the people they're creating for, which leads to better products, services, and internal processes
DIGITAL READINESS	The set of digital competences a worker needs to thrive in the 4.0 industry labour market.
ECVET	The European Credit system for Vocational Education and Training (ECVET) is a tool that promotes mobility in Europe, lifelong learning, and flexibility in learning pathways by facilitating validation and recognition of work skills in different European countries.
EntreComp	The European Entrepreneurship Competence Framework (EntreComp) is an adaptable tool that defines learning outcomes for entrepreneurship as a competence in the context of work or lifelong learning. It aims to foster entrepreneurial activities in Europe and the entrepreneurial competence of European citizens.
EQF	The European Qualifications Framework (EQF) is a learning outcomes-based framework used to compare national qualifications among European countries and to promote learners and workers mobility in Europe.

GENDER	A spectrum of identities constituted by socially constructed norms, behaviours and roles that define one as a woman, man and/or non-binary. Gender is not the same as sex which is determined at birth based on one's primary sexual characteristics.
GENDER EQUALITY	The idea that all people should have the same rights, responsibilities, and opportunities, regardless of their gender.
KEY PERFORMANCE INDICATORS	Key Performance Indicators (KPI) are a set of quantitative measures used to assess a company's performance in each time period.
KNOWLEDGE	The outcome of the assimilation of information through learning. It is the body of facts, principles, theories, and practices that is related to a field of work or study. In the EQF context, is described as theoretical and/or factual.
LEARNING OUTCOMES	Statements of what a learner knows, understands, and can do on completion of a learning process, which is defined in terms of knowledge, skills and attitudes.
NETIQUETTE	Etiquette in a digital context. It refers to a set of rules of propriety, politeness, and courteousness in online communication.
SKILLS	The ability to apply knowledge and use know-how to complete tasks and solve problems. In EQF context, are described as cognitive (use of logical, intuitive, and creative thinking) and/or practical and technical (manual dexterity and the use of methods, materials, tools, and instruments).
SWOT ANALYSIS	Analysis of the internal strengths (S) and weaknesses (W) of an institution, and the external opportunities (O) and threats (T) that may affect its performance positively or negatively.

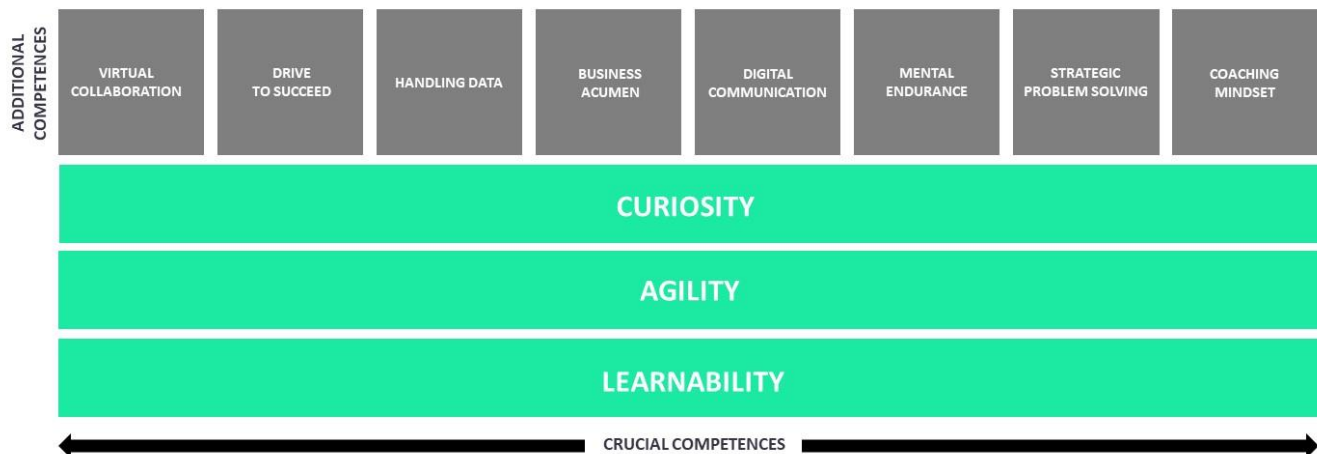
THE DIGITAL READINESS COMPETENCES DICTIONARY

The digital readiness competences framework considers 11 competences likely to be required for digital readiness. There are two types of competences: crucial and additional.

Crucial competences are all those that are transversal to any job and include: learnability, agility, and curiosity.

Additional competences might vary according to the job. For example, as a social media copywriter, you may need to know how to handle data and communicate digitally but are unlikely to need a coaching mindset. It may happen that a job will demand a domain of all competences; nonetheless, some will be more relevant than others, depending on the job description and the industry sector.

DIGITAL READINESS COMPETENCES



The digital readiness competences framework was built according to the EQF, ECVET and EntreComp European orientations as a set of competences, detailed in terms of learning outcomes.

The EQF helps to compare national qualifications systems and enable communication among them. The core of the EQF is eight common European reference levels, which are described in learning outcomes: knowledge, skills and attitudes (i.e., responsibility and autonomy). This makes it possible to compare what a learner, with a qualification related to the EQF, knows, understands, and can do. The digital readiness competence framework is developed according to the EQF descriptors.

EQF level descriptors elements ¹		
knowledge	skills	Attitudes
Described as theoretical and/or factual	Described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)	Described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

EntreComp is an adaptable tool that defines learning outcomes for entrepreneurship as a competence in the context of work or lifelong learning. It aims to foster entrepreneurial activities in Europe and the entrepreneurial competence of European citizens and institutions, and it was launched in 2016 as part of the New Skills Agenda for Europe. The two proficiency levels of this digital readiness competences framework are based on the EntreComp progression model.

EntreComp progression model ²			
foundation	intermediate	advanced	expert
Relying on support from others	Building independence	Taking responsibility	Driving transformation, Innovation and growth

The digital readiness competences dictionary considers the Intermediate and Advanced levels of the EntreComp progression model.

¹Description of the EQF elements: <https://europa.eu/europass/en/description-eight-efq-levels> (last access 2022.01.18)

²Description of the EntreComp progression model: <https://ec.europa.eu/social/BlobServlet?docId=19110&langId=en> (last access 2022.01.18)

COMPETENCE 1

LEARNABILITY

the desire to develop and improve

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Describe the importance of digital skills to succeed in any job within the 4.0 industry.</p> <p>Explain which digital skills are necessary to succeed in 4.0 industry-related jobs.</p>	Knowledge	<p>Identify digital skills in high demand in the job market of the 4.0 industry.</p> <p>Compare the relevance of different digital skills needed to succeed in the 4.0 industry.</p>
skills	<p>Research for opportunities to improve the digital skills needed to succeed in the 4.0 industry.</p> <p>Examine key areas of interest and own level of proficiency in digital skills.</p> <p>Apply new digital skills in a safe learning environment.</p>	Skills	<p>Assess own digital skills development by key areas of interest and levels of proficiency.</p> <p>Identify areas to improve own digital skills.</p> <p>Prioritise opportunities to learn new digital skills.</p>
attitudes	<p>Discuss opportunities to learn new digital skills with more experienced peers.</p> <p>Recognise potential gaps in previous education or work experience as opportunities for learning.</p>	Attitudes	<p>Recommend resources and training content on digital technologies to less experienced peers.</p> <p>Suggest how to address potential gaps in previous education or work experience.</p>

COMPETENCE 2

AGILITY

the capability to adapt quickly and effectively

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of adapting quickly and effectively to technological changes.</p> <p>Research for agile techniques to adapt quickly and efficiently to technological improvements.</p> <p>Describe agile techniques to adapt quickly and efficiently to technological improvements.</p>	knowledge	<p>List the benefits of adapting quickly and effectively to technological changes.</p> <p>Compare different agile techniques to adapt quickly and efficiently to technological improvements.</p>
skills	<p>Identify own preferred learning methodologies to become more effective in the use of new digital technologies.</p> <p>Experiment with different learning methodologies to become more effective in the use of new digital technologies.</p>	skills	<p>Apply own preferred learning methodologies to become more effective in the use of new digital technologies.</p> <p>Assess areas to improve own preferred learning methodologies to become more effective in the use of new digital technologies.</p>
attitudes	<p>Show interest in overcoming technological challenges in the ever-changing 4.0 job market.</p> <p>Demonstrate a proactive attitude towards innovation in a workplace environment.</p> <p>Adapt to new technologies and ever-changing market necessities.</p>	attitudes	<p>Recommend resources to become more tech-savvy to peers.</p> <p>Influence peers to show a positive outlook towards technological innovation and newness.</p> <p>Evaluate trends in the market of new digital technologies.</p>

COMPETENCE 3

CURIOSITY

being open to change, and inquisitive and enthusiastic about new approaches and initiatives

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of being open-minded to succeed in the 4.0 industry.</p> <p>List the benefits of being enthusiastic about new approaches and initiatives in a workplace environment.</p>	<p>Illustrate ways of being open-minded in a 4.0 industry workplace.</p> <p>Elaborate on the benefits of being enthusiastic about new approaches and initiatives in a workplace environment.</p>	
skills	<p>Discuss new ways of working in the 4.0 industry with peers.</p> <p>Identify key work processes that could benefit from new digital approaches.</p> <p>Suggest implementing new technologies to make work processes more efficient.</p>	<p>Compile information about best-case practices in new ways of working in the 4.0 industry</p> <p>Design a plan to implement new digital technologies to make work processes more efficient.</p> <p>Implement a plan to implement new digital technologies to make work processes more efficient.</p>	
attitudes	<p>Communicate enthusiasm about new approaches and initiatives to peers.</p> <p>Demonstrate openness to an ever-changing working environment.</p>	<p>Influence peers to become enthusiastic about new approaches and initiatives.</p> <p>Support the creation of an open working environment.</p>	

COMPETENCE 4

VIRTUAL COLLABORATION

inspiring and interacting with others remotely, and working together towards common goals

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of being able to work and collaborate remotely to succeed in a 4.0 industry role.</p> <p>Name virtual platforms commonly used to work and collaborate remotely.</p> <p>List netiquette rules for online communication</p>	knowledge	<p>Highlight best-case practices related to virtual collaboration in the 4.0 industry.</p> <p>Match virtual collaboration platforms with different workplace needs.</p>
skills	<p>Experiment with different virtual collaboration platforms to become acquainted with new ways of working in the 4.0 industry.</p> <p>Make use of virtual collaboration tools to make own work more effective.</p> <p>Communicate with peers in virtual collaboration platforms.</p>	skills	<p>Solve workplace communication setbacks with virtual collaboration platforms.</p> <p>Design a plan to implement virtual collaboration tools in own workplace.</p> <p>Implement a plan to implement virtual collaboration tools in own workplace.</p>
attitudes	<p>Respect netiquette rules for online communication.</p> <p>Search proactively for new virtual collaboration tools.</p>	attitudes	<p>Support peers by using new virtual collaboration tools.</p> <p>Maximise workplace efficiency by using new virtual collaboration tools.</p> <p>Network with peers by using virtual collaboration platforms.</p>

competence 5

DRIVE TO SUCCEED

proactively taking initiative and following through to accomplish objectives

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Describe the importance of being proactive and taking initiative in the 4.0 industry.</p> <p>Summarise the value that a proactive attitude brings to a 4.0 industry workplace.</p>	<p>Describe the importance of establishing objectives and KPIs in the 4.0 industry.</p> <p>Name different ways to be proactive and to follow through in the workplace.</p>	
skills	<p>Establish objectives and key performance indicators (KPI).</p> <p>Assess own performance by referring to previously determined KPIs.</p> <p>Prioritise tasks according to workplace objectives.</p>	<p>Adapt objectives and KPIs to new workplace needs.</p> <p>Revise metrics to better suit different KPIs and maximise own performance.</p> <p>Plan tasks according to workplace objectives.</p>	
attitudes	<p>Show initiative and a proactive attitude towards work.</p> <p>Demonstrate a result-oriented mindset.</p>	<p>Influence peers to take initiative and strive for excellence at work.</p> <p>Facilitate a result-oriented working culture.</p>	

competence 6

HANDLING DATA

evaluating situations and analysing information to form data-driven decisions

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of data to make informed decisions in the 4.0 industry.</p> <p>List the benefits of evaluating situations and analysing information to make decisions in the workplace.</p>	<p>Identify best-case practices for handling data in the 4.0 industry.</p> <p>Elaborate on the benefits of evaluating situations and analysing information to make decisions in the workplace.</p>	
skills	<p>Analyse data to withdraw useful information.</p> <p>Compare information to reach data-driven conclusions.</p> <p>Report data-based information effectively.</p>	<p>Compare sets of data to make strategic decisions.</p> <p>Predict industry trends and results based on data-driven information.</p> <p>Model decisions after data analysis.</p>	
attitudes	<p>Recognise the value of data-driven decisions in the 4.0 industry.</p> <p>Show openness to continuously learn data analysis tools.</p>	<p>Create workplace data-based procedures.</p> <p>Demonstrate proficiency in the use of data-driven information to make decisions.</p>	

COMPETENCE 7

BUSINESS ACUMEN

understanding the business, the needs of customers, and developing new opportunities

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of being customer-oriented in the 4.0 industry.</p> <p>Explain the importance of understanding the business and the industry.</p> <p>List the benefits of developing a customer-oriented business.</p>	<p>Elaborate on the value-for-money of being customer-oriented in the 4.0 industry.</p> <p>Elaborate on the value-for-money of understanding the business and the industry.</p> <p>Identify best-case practices for customer-oriented businesses.</p>	
skills	<p>Identify main competitors in the industry.</p> <p>Perform a SWOT analysis.</p> <p>Perform a benchmark analysis.</p>	<p>Predict business trends based on own and competitors' performance.</p> <p>Define short, middle, and long-term goals based on the conclusions of a SWOT analysis.</p> <p>Identify competitive advantages based on the conclusions of a benchmark analysis.</p>	
attitudes	<p>Communicate with customers about their needs and how to satisfy them.</p> <p>Show a creative attitude towards product/service development.</p>	<p>Communicate with peers and employees about customers' needs and how to satisfy them.</p> <p>Create opportunities for creative product/service development.</p>	

COMPETENCE 8

DIGITAL COMMUNICATION

communicating, influencing, and maintaining a rapport with others via technology

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Explain the importance of being proficient in digital communication in the 4.0 industry.</p> <p>Identify the main social networks and digital communication platforms.</p>	<p>List tools to become more proficient in digital communication in the 4.0 industry.</p> <p>Identify trends in the use of social networks and digital communication platforms.</p>	
skills	<p>Communicate with customers via social networks, applying and respecting netiquette rules.</p> <p>Generate relevant content for the company's social networks and digital presence in general.</p> <p>Communicate with peers via digital communication tools, applying and respecting netiquette rules.</p>	<p>Implement a social media strategic plan to communicate with customers.</p> <p>Make use of social networks analytics to learn more about the company's customer base.</p> <p>Decide the best digital communication tools to communicate with peers and costumers.</p>	
attitudes	<p>Demonstrate enthusiasm about new social networks and digital trends.</p> <p>Show concern in maintaining a good online presence.</p> <p>Build interest in maintaining a rapport with others via technology.</p>	<p>Demonstrate proficient knowledge about new social networks and digital trends.</p> <p>Show concern in becoming an online influencer.</p> <p>Maximise the potential of networking by maintaining a rapport with others via technology.</p>	

COMPETENCE 9

MENTAL ENDURANCE

resilience and the ability to cope with pressure and setbacks

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Describe the importance of being resilient and having the ability to cope with pressure and setbacks.</p> <p>List strategies to be able to cope with pressure in the workplace.</p>	<p>Identify key benefits of being resilient and having the ability to cope with pressure and setbacks.</p> <p>Select strategies to be able to cope with pressure in the workplace based on own's personal needs.</p>	
skills	<p>Plan tasks ahead.</p> <p>Organise your own calendar to reconcile work and leisure.</p>	<p>Compile minor tasks to delegate to other members of the team.</p> <p>Organise the team's work calendar to reconcile your own work and leisure.</p> <p>Design a team-building calendar of activities to relax and enjoy time with peers.</p>	
attitudes	<p>Assess when to ask for help.</p> <p>Create moments to relax and enjoy time with peers.</p> <p>Discover new ways to deal with setbacks at work.</p>	<p>Create moments for peers to talk about setbacks at work.</p> <p>Suggest new ways to deal with setbacks at work to peers.</p>	

COMPETENCE 10

STRATEGIC PROBLEM-SOLVING

solving problems creatively and balancing the needs of all stakeholders

		level	
		INTERMEDIATE	ADVANCED
knowledge	<p>Define creative problem-solving.</p> <p>Identify the 4 core principles of creative problem-solving.</p> <p>Identify key business stakeholders.</p>	<p>Identify strategies to solve problems at work creatively.</p> <p>Elaborate on the 4 core principles of creative problem-solving.</p> <p>Assess the needs of key business stakeholders.</p>	
skills	<p>Utilise brainstorming techniques to address problems at work.</p> <p>Create mind maps to organise your own thought pattern.</p> <p>Survey stakeholders to address their needs.</p>	<p>Create opportunities for peers and employees to brainstorm about solutions to problems at work.</p> <p>Make use of design thinking strategies to solve problems creatively.</p> <p>Improve business relations with stakeholders with an effective networking strategy.</p>	
attitudes	<p>Show creativity and enthusiasm about new approaches to problem-solving.</p> <p>Demonstrate a positive attitude at work.</p>	<p>Suggest new strategies of creative problem-solving to peers.</p> <p>Influence others to show a positive attitude at work.</p>	

COMPETENCE 11

COACHING MINDSET

supporting the development of others and motivating them through feedback and encouragement

		level	
		Intermediate	Advanced
Knowledge	<p>Define coaching.</p> <p>List different coaching techniques.</p> <p>Identify main strategies to motivate peers through feedback and encouragement.</p>	<p>Describe how coaching improves employees' performance at work.</p> <p>Explain different coaching techniques.</p> <p>Describe the main strategies to motivate peers through feedback and encouragement.</p>	
Skills	<p>Experiment with different techniques to practice active listening, effective questioning (inquisitiveness), feedback and encouragement.</p> <p>Analyse the importance of communication dynamics in coaching relationships.</p>	<p>Select your preferred techniques to practice active listening, effective questioning (inquisitiveness), feedback and encouragement.</p> <p>Apply different techniques to practice active listening, effective questioning (inquisitiveness) and feedback and encouragement.</p>	
Attitudes	<p>Assess own coaching skills.</p> <p>Support the development of others to become more successful at work.</p>	<p>Research opportunities to improve your coaching skills</p> <p>Assess peers' responses to different coaching techniques.</p>	

HOW-TO GUIDE

How to use the digital readiness competences dictionary?

The digital readiness competences dictionary was created having in mind the 11 competences that female workers should acquire to be successful in the labour market of the 4.0 industry. The dictionary offers a comprehensive description and framework of learning outcomes in a two-level progression model that addresses intermediate and advanced proficiencies while helping the user assess their or their learners' development.

WOMEN GET READY provides two MOOCs (Massive Open Online Courses) for women to develop all the 11 competences at intermediate and/or advanced levels. The contents of the MOOCs are developed for microlearning-based training and are structured by competence. The aim is to empower women to enter the current labour market and give them greater control in defining a personalised and flexible learning path. While going through the videos, lectures, texts, visual aids, quizzes, and user forum, women can refer to the digital readiness competences dictionary for further clarification on the expected learning outcomes.

WOMEN GET READY also provides a self-assessment tool that women can use to evaluate their progress in any of the 11 competences defined in the dictionary. This is a user-friendly tool that enables individuals to reflect on the extent to which one of the 11 competences is currently embedded in their practices. This will support them to choose the respective level of training required. The result of the assessment will be a guidance report, including suggested training by using the respective MOOC content. To use the self-assessment tool in a more efficient manner, women may refer to the digital readiness competences dictionary to understand their level of proficiency at a given competence and which learning outcomes, i.e., knowledge, skills, and attitudes they should master as an intermediate or advanced learner.

WOMEN GET READY also provides a digital upskilling hub with eight female avatars representing different sectors/industries/jobs with whom women can identify. These will act as role models and represent a meaningful and effective way to engage women and help them visualise concrete vocational profiles, as well as recognise the competences they need to either develop or strengthen. The avatars are connected to relevant interactive exercises and additional resources. Women may refer to the digital readiness competences dictionary to learn more about the competences they need to develop to achieve their professional goals as per the avatars' suggestions.

All these resources provide women with an opportunity to upskill and enhance their digital competences and take a step towards greater gender equality in the workplace and labour market of the 4.0 industry.

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