CURRICULUM

It is contextualized, flexible and dynamic, it was co-created with companies and organizations from the technological entrepreneur ecosystem.

Soft Skills:
1) **Identification and resolution of problems:** We seek that all the girls who go through our programs perform the exercise of **identifying problems**, understanding them as the engine that allows to transform reality. We promote the creation of innovative solutions that use technology as an effective tool to address social problems.

2) **Communication:** We promote different ways of communicating and communicating ideas, with and without technology as a tool. We approach girls to different methodologies, such as the Elevator Pitch, so that they learn to synthesize their ideas and attract interested listeners. We encourage effective communication with purpose and social impact.

3) **Critical Thinking:** We seek that all girls be able to analyze and evaluate the information provided to them. Separating information from opinions requires learning to use the data as a source of approach to a problem, identify which ones are useful, which are true and which are not.

4) **Feedback:** We encourage the use of feedback as a tool that enhances double growth: who receives and who gives feedback. We promote collaborative communication channels, accompanying the progress of each other.

5) **Adaptability:** In a scenario of growing digital transformation, it is vitally important to develop the ability to adapt to new and different scenarios. For that, it is necessary to develop skills related to empathy, control of expectations, proactivity, among others.

6) **Learning through practice and experimentation:** We look for girls not to be afraid of making mistakes, because we understand that making mistakes and trying again is part of the process.
We encourage experimentation as a method of learning, and we seek to eliminate anxiety through providing safe learning environments.

7) **Leadership:**

We approach the concept of leadership from different dimensions. We seek to deconstruct its original meaning to build new meanings that help us to value the importance of bonds. We talk about collaborative leadership (it invites us to share with our peers), dynamic (it teaches us to learn from others quickly and efficiently), inspirational (seeks to encourage learning through role models), creative (invites us to look for creative solutions to problems and obstacles, without learning to overcome failure, we do not create new things) and constructive (invites us to be better through listening and learning by giving and receiving feedback).

8) **Teamwork:**

We seek that adolescents learn skills that allow them to work collaboratively, learn the value of shared responsibility and make decisions jointly with their peers and other generations (mentors, referents).

9) **Entrepreneurship:** We work on the empowerment of entrepreneurial skills that can be applied both in the workplace and in digital enterprises created by young women. We seek to understand the approach of conscious entrepreneurship and with triple impact (social, environmental and economic). These entrepreneurial skills can be used in the context of employment, as well as tools towards self-employment.

10) **Project management:**

We work with girls to promote skills related to project management. We seek that young women feel comfortable in the planning, organization and start-up of a venture. For this, we approach analysis tools and methodologies and provide them with mentoring and opportunities to enhance their projects.

11) **Free culture:**

Promote the active participation of girls in communities, forums and groups where their point of view can contribute diversity to the construction of software products, hardware or to the construction of knowledge. Also, promote the creation of free software over proprietary software, that is, promote the creation of programs whose source code can be studied,
modified, and freely used for any purpose and redistributed without or with changes and / or improvements.

**Hard skills:**

1) **Design and UX (User Experience):**
   The experience is not only relative to the visual, the usable and accessible of a system but also to how it makes us feel in a whole. It arises from the need to **democratize access to technology**, encouraging a meaningful use of it. The UX studies everything related to **the user interaction we design**, whether it is a service, product or device. The result of that experience is measured, analyzed and iterated to achieve greater user satisfaction.

2) **Programming:** As part of our CET methodology, we prefer the use of **programming tools** based on **open source principles**. Some of the languages learned are: Android, JavaScript, block programming.

3) **Pensamiento computacional:**
   Ayudar a las chicas a formular diferentes problemas de forma que sus soluciones pueden ser representadas como **secuencias de instrucciones y algoritmos**. It implies being able to represent the elements of the world around us in elements of the programming world and apply programming tools and techniques to understand and reason about both natural and artificial systems and processes.

4) **Approach to science:**
   We encourage girls to approach not only computer science, engineering and programming related areas, but other areas related to exact sciences. We encourage them to rely on the **scientific method as a method of knowledge construction** and that they can discover, through experimentation and practical learning, elements of other disciplines that need programming to develop