

May 2023

Femme Forward

The Femme Forward project trains and supports women from diverse backgrounds to kickstart either their digital careers or create new startups.

Deliverable 2.2

Skills assessment tools

About Femme Forward

Project Overview

Femme Forward - *Fast-tracking women into new tech careers and supporting successful female-led start-ups* - is a two-year transnational project funded under the Erasmus+ Programme.

Through an innovative and comprehensive training programme, women with various backgrounds will be empowered to either start a career in tech or employ their experience and knowledge to set up a tech start-up.

Femme Forward will identify, develop and pilot high-quality digital education content that will tackle the current gender gap in the digital economy, enabling at least 500 women to start on the track to tech employment or entrepreneurship.

Femme Forward will offer an easy to use and extensive repository of tested, high-quality educational materials, available in multiple languages, and on a multi-device compatible learning platform: femmeforward.eu

Project Partners

The Femme Forward consortium is composed of 14 partners led by SIMPLON.co bringing together key industry, technology and education stakeholders in Europe.

Full partners

1. SIMPLON.CO (France)
2. TOP-IX (Italy)
3. ENGIM PIEMONTE (Italy)
4. Tech and Teach GmbH (Germany)
5. BeCode (Belgium)
6. Big Blue Data Academy (Greece)
7. CYPRUS COMPUTER SOCIETY (Cyprus)
8. Asociatia ETIC (Romania)
9. Le Techspace (Belgium)
10. HOCHSCHULE HANNOVER (Germany)
11. Factoria F5

Associated partners

1. AMAZON WEB SERVICES EMEA SARL
2. RANDSTAD NEDERLAND BV
3. FUJITSU SERVICES LTD
4. DIGITALEUROPE AISBL

Subcontractors

1. Schuman SA

Disclaimer

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**Co-funded by
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Introduction

The global objective of Femme Forward is to empower women, especially women in vulnerable situations to start a career in tech by providing them with a high-quality education programme for in-demand digital skills as well as a strong support network to guide them towards a first job in tech or towards a tech start-up.

The curricula development (work package 2) consists of three activities:

- Conduct an analysis of labour market needs for ICT specialists and women in tech participation in the eight countries involved; identify characteristics of each piloting scenario to ensure wide replicability and transferability post-implementation
- Set up an industry-backed skills assessment tool oriented towards skills shortages identified during the labour market analysis
- Collect, analyze and integrate existing course content within the consortium addressing the identified labour shortages and skills gaps for tech employability and tech entrepreneurship course tracks

This deliverable covers the second activity, i.e., providing an online assessment tool that supports the consortium members in the selection of appropriate candidates for their respective education programme.

We believe that this tool is a significant step forward in our mission to provide technical training to women across Europe. However, we recognize that there is always room for improvement, and we are committed to ongoing iteration and evolution.

Moving forward, we will continue to work closely with our stakeholders to gather feedback, analyze data, and identify areas for improvement. We are excited to see how our project evolves over time and look forward to sharing future updates with our community.

Roles in the Work Package

The online assessment tool has been a collaborative effort between many consortium partners involved. Hochschule Hannover has been responsible for deliverable 2.2 and in charge of leading the work. In particular this means managing the completion of the task, obtaining feedback from various stakeholders involved, defining requirements as well as performing quality assurance.

Next to Hochschule Hannover, TOP-IX added important aspects regarding the start-up founders track of the Femme Forward project. Amazon Web Services

contributed by sharing their experience with assessing candidates for their education programmes.

Connection to Previous Analyses

The work on the assessment tool is based on the analysis of labour market needs for ICT specialists and women in tech participation in eight countries (the first activity in work package 2). As the research in this analysis has shown, though there are some differences between women's involvement in the ICT sector, and of the development of the cloud sector within Europe, the differences are small.

Women in the participating countries generally face the same barriers to entry into the digital labor market, with different intensities of complexity depending on the country. With that in mind, the recommendations made by the analysis are general, and mainly applicable to all piloting scenarios. This will contribute to a pedagogical curriculum, training setup and even training materials that are stable from one country to another.

Of course there will be differences - some quite major - between training scenarios. These differences have however much more to do with the context within which the training provider works (legal framework, type of organisation, habitual beneficiaries etc.) rather than the context of women in Tech within their country.

One important difference refers to the sourcing of women for cohorts. This is one of the main challenges for training providers, which we of course work on as a consortium, but remains specific to each training provider as it can be understood as a primarily local activity. For example, some countries have very centralized systems for sourcing trainees. An example of this would be France, where relationships with the local employment centers are key to sourcing all trainees, including women. Contrary to this, in Spain for example, the training provider usually addresses the target group itself, e.g., by communicating directly with potential trainees via social media. Training providers within the consortium should therefore first of all maintain their existing practices for attracting trainees. If they are responsible for attracting and choosing female programme participants, our assessment tool can serve as a part of this procedure.

Furthermore, training providers differ with respect to in person vs. online cohorts. Here again, training partners should provide the type of training that best suits their current practices, needs and expertise. The curriculum and training materials should reflect this potentiality for online or onsite training. Therefore, our online assessment tool also can be used for both educational settings.

Target Audience for the FF Educational Programmes

There is no ideal profile for a Femme Forward learner. There are characteristics that make learners positioned for success in the startup founders area or in the cloud field. The list below is a guide only, based on feedback from the partners in the consortium and on experience from the AWS training programs.

Aptitudes well suited for entry-level cloud roles or startup founders:

- Ability to operate computers, navigate the internet and use common business software (e.g., Windows or Mac operating systems, word processing and spreadsheet software)
- Ability to perform basic math functions without a calculator (e.g., addition, subtraction, multiplication and division)
- The ability to write and type a multiple paragraph document using generally correct paragraph structure, sentence, grammar and spelling. [Note: can be in languages other than English]
- The ability to read English to the B2 level, for those countries where the exam is not in a learner's preferred language.
- The ability to present projects, initiatives and to engage people in new businesses.
- Demonstrated history of curiosity and desire to figure out how things work (e.g., a tinkerer, builder, inventor)
- Demonstrated ability to identify patterns and sequences (e.g., number string puzzles and behavioral interview questions)
- Demonstrated ability to follow instructions and select the correct outcome (e.g., sample exercise or behavioral interview questions)
- Demonstrated ability to interpret text and data to come to correct conclusion (e.g., data and question set or behavioral interview question)
- Demonstrated experience addressing complaints (e.g., customer service or sales - - identify issue, probe details, provide solution/options, maintain composure)
- Demonstrated learning or growth mindset (e.g., in behavioral interview questions)
- Demonstrated previous experiences in the tech sector or in any entrepreneurial activities.

Women interested in applying for one of the two tracks offered by the Femme Forward project are also usually between 18 to 45 years old, and they have a rough idea of what they want to achieve professionally.

These women are highly motivated and curious, and they are looking for opportunities to enhance their skills and knowledge. They may have a background in a particular field or industry, or they may be looking to acquire new

skills in a new area. They are also interested in networking and connecting with like-minded individuals in their industry.

They value flexibility and convenience and are looking for ways to balance their professional and personal commitments. They are also interested in learning about job opportunities and career advancement possibilities that may be available through the project and its network.

Stages of the Application Process

In the course of applying for an educational programme offered by one of the Femme Forward partners, a woman may go through different stages.

- 1) Online application for one of the events on the Femme Forward gateway platform (<https://femmeforward.eu>): The website collects basic information (location, age, employment status, depending on what is applicable to cohort audience requirements) and delivers the data to the respective partner organization. The partner checks the basic eligibility for the programme.
- 2) Online assessment delivered by the partner, optionally using the tools provided in this work package: This assessment is to ensure the general aptitude for an IT job. It may include logic and math problems (basic math/logic assessment to measure aptitude for success in Program and subsequent employability). The online assessment tool described here may be adapted by the training provider to meet its specific needs.
- 3) Motivation assessment and case study conducted by the partner organization: This may take the form of a written application including an explanation of personal interest in the startup founders programme or in a career in the cloud. In this stage, the motivation of the applicant may become clear.
- 4) Applicants complete case study and in-person interview conducted by the partner organization: This is the first stage where a labour-intensive individual communication takes place. This may happen in the form of one-to-one interviews focused on problem-solving and group tasks focused on collaborative working. Applicants may be given a case study example of a tricky situation and must compose email response to client (shared in advance of in-person interview). This stage is to ensure important aspects of general employability: communication skills, professionalism, and interpersonal skills.
- 5) Partner organization invites applicant to participate: This may include giving a self-selection opportunity after receiving realistic insight into the educational programme and into the results of the previous stages of the assessment. As a result, the woman commits to completing the educational programme.

Goals of the Online Skills Assessment Test

The online skills assessment test

[Link to the skills assessment test](#)

If the link no longer works, please contact us at info@femmeforward.eu and we will provide you with a new link

This skills assessment test was provided by associate partner AWS to be used as part of the assessment by partners for the Femme Forward training track. It can be taken online in multiple languages and is a fantastic resource for the online assessment phase for candidates

Goals

The partners of the Femme Forward consortium need guidance on what to look for across a pool of eligible applicants. Some of them don't have the financial resources to purchase an assessment tool and, if they do, it isn't calibrated against the required aptitudes mentioned above. Other partners leverage manual or hand scored assessments that don't scale as applicant pools grow.

Thus, we aimed at an optional online assessment tool calibrated to the curriculum, mobile-friendly for applicants, and including automatic scoring aligned to validated characteristics that help make a learner positioned to success with our educational programme and eventually ready to perform a job in a professional setting. Learners don't need previous IT or technical experience to start the programme, but they need to be able to learn and apply common technical concepts. The online assessment should serve not as a decision gate, but rather as one of many inputs into the decision process.

The skills assessment is located in stage two of the application process, after the initial expression of interest to take part in an educational programme and the submission of basic information.

The benefits of this assessment are twofold:

- Test takers get to know the general requirements of the subject they want to study. This allows prospective students a realistic assessment of whether they can successfully complete the course.
- Training providers receive information about a candidate applicant that can serve as one of many factors in the decision if she is accepted or not. The goal (stated in objective 4 of the project proposal) is to have an average

of 60 skills assessments for each of the 17 training sessions. This means that about 1020 assessments conducted during the two years of the project.

Structure of the Skills Assessment Test

After evaluating experiences with the assessment test used for AWS courses, we selected exercises that are related to the aptitudes we expect for the target audience. These exercises include:

1. Email Simulation: Respond to realistic situations related to collaborating and communicating with others. Evaluates ability to understand information and create detailed strategies.
2. Problem Solving: Use multiple sources of information to answer questions requiring data evaluation and drawing from inferences.
3. Logical Reasoning: Complete a logical reasoning puzzle based on a set of rules. Assess the ability to interpret information, apply logic to solve problems, and draw relevant conclusions.
4. Troubleshooting: Troubleshoot a system and identify which component is malfunctioning based on a set of rules. Assesses ability to use abstract reasoning to solve problems.
5. Work Style: Assesses personality characteristics that are related to performance in the program (e.g., desire to learn, self-efficacy).

For each pair of statements, select which is more like you.











































I prefer a job in which I always have to learn new skills	OR	I prefer a job that is well-suited to my skills and abilities
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
The harder I work, the more I succeed	OR	Hard work does not always lead to success
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
People cannot always expect others to help them with their work	OR	I am always willing to lend coworkers a helping hand
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I prefer to work on familiar tasks	OR	I welcome new, unfamiliar tasks at work
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I can handle whatever comes my way	OR	Some obstacles are too great to overcome
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I enjoy working on things I am good at	OR	I prefer tasks that require me to learn new skills
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
Rewards are usually well-earned	OR	Rewards sometimes go to those who don't deserve them
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I often sacrifice my own time to help others at work	OR	At work, I focus on getting my own job done
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I do my best to avoid mistakes when trying a new task	OR	I expect to make mistakes when trying a new task
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		
I have full confidence in my ability to succeed	OR	There have been times when I doubted my ability to succeed
<div>Most</div> <div><div>Somewhat</div></div>		<div>Somewhat</div> <div>Most</div>
<small>like me</small>		

The recommendation on program fit is based on the "Overall Assessment", "Produces Quality Work" and "Communicates Effectively" scores.

The "Work Style" part of the assessment refers to soft skills when interacting with other people, for example, how well you work in a team. It consists of a number of questions concerning your social behavior in a work setting. In an assessment situation, the applicant may tend to give answers that are "desired" by the training provider in order to enhance her chance to be accepted. Therefore, the questions approach aspects of the applicant's personality from different sides, so that it is more difficult for the user to give a consistent picture of a fake personality.

The figure below illustrates other exercises related to the aptitudes mentioned above. The questions are available in English, French, Spanish, German, Italian, Greek (i.e., the languages of the participant organization's countries). Applicants taking the English assessment should have a B2 English proficiency. It is recommended that candidates take the assessment in the same language in which the program content is delivered.

Diagnostic Area	Example
Logical Reasoning: Inferring Relations	<p>house : _____ = tree : _____</p> <p>(A) window - apple tree (B) villa - tree trunk (C) roof - branch (D) front door - furniture</p>
Logical Reasoning: Completing Patterns	<p>Only if you choose "(C) roof - branch," there is an analogous relationship on the left and on the right-hand side. A roof is part of a house. A branch is part of a tree.</p>

	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;">?</td> </tr> </table> <p>Options:</p> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> </tr> <tr> <td>(A)</td> <td>(B)</td> <td>(C)</td> </tr> </table> <table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> <td style="width: 33%; height: 40px;"></td> </tr> <tr> <td>(D)</td> <td>(E)</td> <td>(F)</td> </tr> </table> <p>Here the rule applies from left to right and from top to bottom. Every row and every column contains a square, a triangle and a circle. The colours alternate between black and white.</p> <p>1. The forms: In the bottom row there are a circle and a square. Therefore, what is missing is a triangle.</p> <p>2. The colours: The circle is black; the square is white. The colour of the triangle must accordingly be black.</p> <p>The correct solution is therefore (E).</p>									?				(A)	(B)	(C)				(D)	(E)	(F)
																						
																						
		?																				
																						
(A)	(B)	(C)																				
																						
(D)	(E)	(F)																				

Diagnostic Area	Example
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Work Style	<p>I question decisions, even if they were decided by a majority</p> <p>(A) is very unusual for me (B) is rather atypical (C) this happens occasionally (D) is more typical for me (E) is very typical of me</p> <p>I know what I want in every situation</p> <p>(A) is very unusual for me (B) is rather atypical (C) this happens occasionally (D) is more typical for me (E) is very typical of me</p> <p>You will then receive a profile of your personal team skills (strengths)^</p>
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Diagnostic Area	Example
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Problem Solving

Instructions

In this game you'll stow items at the top of the screen on the shelves at the bottom.

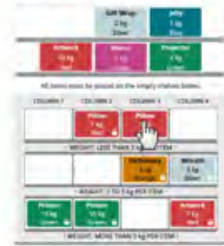
Click or tap an item to select it.

Once you've selected an item, all available spots where you can stow it will display a plus sign.

To move the item, select the plus sign in the spot you would like to stow it.

You can move an item from one place to another, or back to where it started, in the same way.

Select an item and place it on the shelves while following the stowing rules.

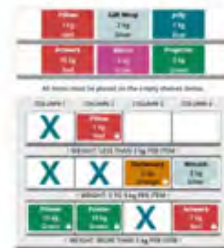


Stowing Rules

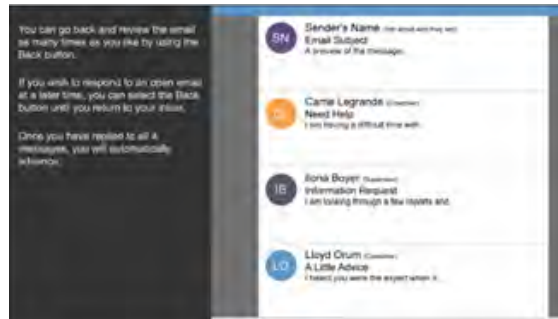
- Blue items can never be right next to green items.
- Blue items can never be in the same column as green items.
- Silver items are only allowed in Column 4.
- Violet items are only allowed in Column 1.
- Orange items are only allowed in Columns 3 or 4.
- Duplicate items: only immediately next to one another.

Back to Question

Select an item and place it on the shelves while following the stowing rules.



Email Simulation



Additional assessment of candidates for interviews

Beyond the skills assessment test provided by partner AWS, all partners also implemented their own assessment of candidates in a variety of ways, online and offline. In order to help this process, the consortium discussed further questions that could be asked of candidates in an interview. This list of questions is non-exhaustive but serves as a starting point if partners needed it.

ENGLISH

ADMINISTRATIVE QUESTIONS

Administrative questions depend on the training center. For the Femme Forward project, however, it is important to ask the following questions:

- *Is the person available for full-time training?*
- *What is the person's nationality?*
- *Is the person actively seeking employment?*
- *whether they have a recognized disability. If so, whether the person needs special accommodations to participate in the training*

QUESTIONS ABOUT YOUR BACKGROUND

- *How did you hear about this training?*
- *Do you have any experience in programming and/or IT before applying?*
- *Tell us about your experience in programming and/or IT (personal and professional projects)*
- *What is the highest level of education you have attained?*
- *Tell us about your background in a few sentences.*
- *How would you rate your level of English? (This information is requested for informational purposes only; it is not eliminatory or decisive.)*
- *Tell us about your day today in English in a few sentences.*
- *If you have had a job in the past, when did you leave your last position?*

TECHNICAL QUESTIONS

Not all of these technical questions are mandatory, as there are no prerequisites for the training. However, these types of questions may be asked to candidates to assess their level of IT knowledge, specifically in relation to networks

- *Explain in a few words the difference between the internet and the web*
- *Explain in a few words the difference between a MAC address and an IP address*
- *Explain in a few words the difference between a hub and a switch*
- *Explain in a few words the difference between TCP and UDP protocols*
- *What does the phrase "All people seem to need data processing" refer to?*
- *In binary, $11 + 1 = ?$*
- *Explain in a few words what a port number is used for.*

MOTIVATION QUESTIONS

- Tell us why you want to join the training program. Tell us about your background and explain your motivation in your own words, but don't just write a quick text.
- Describe the obstacles you have encountered, how you overcame them, and what you learned from them.
- After this training program, what skills would you like to acquire?
- In your opinion, what are the different jobs in the cloud?
- In a year's time, with your new superpowers in a wide range of technical skills, what would you like to do with your life?

FRENCH

QUESTIONS ADMINISTRATIVES

Les questions administratives dépendent du centre de formation. Pour le projet Femme Forward, il est néanmoins important de poser les questions suivantes :

- si la personne est bien disponible pour la formation à plein temps
- la nationalité de la personne
- Si la personne est bien demandeuse d'emploi
- est bénéficiaire d'une reconnaissance de handicap. Si oui, si la personne a besoin d'aménagements particuliers pour participer à la formation

QUESTIONS DE PARCOURS

- Comment avez-vous eu connaissance de cette formation ?
- Avez-vous déjà eu une expérience en programmation et/ou en informatique avant de postuler ?
- Racontez-nous votre expérience en programmation et/ou informatique (projets personnels, professionnels)
- Quel est le dernier diplôme que vous ayez obtenu ?
- Racontez-nous en quelques phrases votre parcours.
- Comment évalueriez vous votre niveau d'anglais ? (Information demandée à titre indicatif, ce n'est pas éliminatoire, ni déterminant)
- Racontez-nous votre journée d'aujourd'hui en anglais en quelques phrases
- Si vous avez eu un emploi dans le passé, à quelle date s'est-il arrêté (le dernier) ?

QUESTIONS TECHNIQUES

Ces questions techniques ne sont pas toutes obligatoires, puisque la formation est sans prérequis. Néanmoins, ce type de question peut être posé aux candidats pour essayer de situer leur niveau de connaissance en informatique, spécifiquement du réseau

- Expliquez en quelques mots la différence entre internet et le web
- Expliquez en quelques mots la différence entre une adresse MAC et une adresse IP
- Expliquez en quelques mots la différence entre un hub et un switch
- Expliquez en quelques mots la différence entre les protocoles TCP et UDP

- A quoi fait référence la phrase "All people seem to need data processing" ?
- En binaire, $11 + 1 = ?$
- Expliquez en quelques mots à quoi sert un numéro de port.

QUESTIONS DE MOTIVATION

- Dites nous pourquoi vous voulez intégrer la formation. Racontez-nous votre parcours et détaillez-nous votre motivation en vous exprimant avec votre style à vous, mais ne vous limitez pas à un texte tapé à la va-vite.
- Décrivez-nous les freins que vous avez rencontré, comment les avez-vous résolus, ce que vous en avez appris.
- Après cette formation, quelles compétences aimeriez-vous acquérir ?
- À votre avis, quels sont les différents métiers dans le cloud ?
- Dans un an, avec vos nouveaux super pouvoirs en compétences techniques diverses et variées, que souhaitez-vous faire de votre vie ?

ITALIAN

DOMANDE AMMINISTRATIVE

Le domande amministrative dipendono dal centro di formazione. Per il progetto Femme Forward, tuttavia, è importante porre le seguenti domande:

- La persona è disponibile per una formazione a tempo pieno?
- Qual è la nazionalità della persona?
- La persona sta cercando attivamente un impiego?
- se il soggetto è affetto da una disabilità riconosciuta. In caso affermativo, se la persona ha bisogno di particolari accorgimenti per partecipare alla formazione.

DOMANDE SUL VOSTRO BACKGROUND

- Come è venuto a conoscenza di questa formazione?
- Hai esperienza di programmazione e/o informatica prima di candidarti?
- Raccontaci la tua esperienza nella programmazione e/o nell'informatica (progetti personali e professionali)
- Qual è il livello di istruzione più alto che ha raggiunto?
- Ci parli del suo background in poche frasi.
- Come giudica il suo livello di conoscenza dell'inglese? (Questa informazione è richiesta solo a scopo informativo, non è eliminativa o decisiva).
- Raccontaci la tua giornata di oggi in inglese in poche frasi.
- Se ha avuto un lavoro in passato, quando ha lasciato l'ultima posizione?

DOMANDE TECNICHE

Non tutte le domande tecniche sono obbligatorie, poiché non ci sono prerequisiti per la formazione. Tuttavia, questo tipo di domande può essere posto ai candidati per valutare il loro livello di conoscenza delle tecnologie informatiche, in particolare in relazione alle reti.

- Spiegate in poche parole la differenza tra internet e il web.
- Spiegate in poche parole la differenza tra un indirizzo MAC e un indirizzo IP.

- Spiegare in poche parole la differenza tra un hub e uno switch.
- Spiegare in poche parole la differenza tra i protocolli TCP e UDP.
- A cosa si riferisce l'espressione "Tutte le persone sembrano aver bisogno di elaborare dati"?
- In binario, $11 + 1 = ?$
- Spiegare in poche parole a cosa serve un numero di porta.

DOMANDE DI MOTIVAZIONE

- Raccontaci perché vuoi partecipare al programma di formazione. Parla del tuo background e spiegaci la tua motivazione con parole tue, ma non limitarti a scrivere un testo veloce.
- Descrivete gli ostacoli che avete incontrato, come li avete superati e cosa avete imparato da essi.
- Dopo questo programma di formazione, quali competenze vorrebbe acquisire?
- Secondo lei, quali sono i diversi lavori nel cloud?
- Tra un anno, con i vostri nuovi superpoteri in un'ampia gamma di competenze tecniche, cosa vorreste fare nella vostra vita?

GERMAN

ADMINISTRATIVE FRAGEN

Die administrativen Fragen hängen von der jeweiligen Ausbildungsstätte ab. Für das Projekt Femme Forward ist es jedoch wichtig, die folgenden Fragen zu stellen:

- Ist die Person für eine Vollzeitausbildung verfügbar?
- Welche Staatsangehörigkeit hat die betreffende Person?
- Ist die Person aktiv auf Arbeitssuche?
- ob sie eine anerkannte Behinderung haben. Wenn ja, ob die Person besondere Vorkehrungen benötigt, um an der Schulung teilnehmen zu können

FRAGEN ZU IHREM HINTERGRUND

- Wie haben Sie von dieser Ausbildung erfahren?
- Haben Sie vor Ihrer Bewerbung bereits Erfahrungen im Bereich Programmierung und/oder IT gesammelt?
- Erzählen Sie uns von Ihrer Erfahrung im Bereich Programmierung und/oder IT (persönliche und berufliche Projekte)
- Welches ist der höchste Bildungsabschluss, den Sie erreicht haben?
- Erzählen Sie uns in ein paar Sätzen von Ihrem Hintergrund.
- Wie würden Sie Ihre Englischkenntnisse einschätzen? (Diese Angaben dienen nur zu Informationszwecken; sie sind nicht ausschlaggebend oder entscheidend).
- Erzählen Sie uns in ein paar Sätzen von Ihrem heutigen Tag auf Englisch.
- Wenn Sie in der Vergangenheit einen Job hatten, wann haben Sie Ihre letzte Stelle aufgegeben?

TECHNISCHE FRAGEN

Nicht alle diese technischen Fragen sind obligatorisch, da es keine Voraussetzungen für die Ausbildung gibt. Allerdings können diese Arten von Fragen den Bewerbern gestellt werden, um ihr IT-Wissen, insbesondere in Bezug auf Netzwerke, zu beurteilen

- *Erklären Sie in wenigen Worten den Unterschied zwischen dem Internet und dem Web*
- *Erklären Sie in wenigen Worten den Unterschied zwischen einer MAC-Adresse und einer IP-Adresse*
- *Erklären Sie in wenigen Worten den Unterschied zwischen einem Hub und einem Switch*
- *Erklären Sie in wenigen Worten den Unterschied zwischen den Protokollen TCP und UDP*
- *Worauf bezieht sich die Formulierung "Alle Menschen scheinen Datenverarbeitung zu brauchen"?*
- *Im Binärsystem ist $11 + 1 = ?$*
- *Erklären Sie in wenigen Worten, wofür eine Portnummer verwendet wird.*

MOTIVATIONSFRAGEN

- *Sagen Sie uns, warum Sie an dem Ausbildungsprogramm teilnehmen möchten. Erzählen Sie uns von Ihrem Hintergrund und erklären Sie Ihre Motivation in Ihren eigenen Worten, aber schreiben Sie nicht nur einen kurzen Text.*
- *Beschreiben Sie, auf welche Hindernisse Sie gestoßen sind, wie Sie diese überwunden haben und was Sie daraus gelernt haben.*
- *Welche Fähigkeiten möchten Sie nach diesem Ausbildungsprogramm erwerben?*
- *Was sind Ihrer Meinung nach die verschiedenen Arbeitsplätze in der Cloud?*
- *Was möchten Sie in einem Jahr mit Ihren neuen Superkräften in einer Vielzahl von technischen Fertigkeiten mit Ihrem Leben anfangen?*

GREEK

ΔΙΟΙΚΗΤΙΚΕΣ ΕΡΩΤΗΣΕΙΣ

Οι διοικητικές ερωτήσεις εξαρτώνται από το κέντρο κατάρτισης. Για το πρόγραμμα Femme Forward, ωστόσο, είναι σημαντικό να θέσετε τις ακόλουθες ερωτήσεις:

- *Είναι το άτομο διαθέσιμο για εκπαίδευση πλήρους απασχόλησης;*
- *Ποια είναι η εθνικότητα του ατόμου;*
- *Το άτομο αναζητά ενεργά εργασία;*
- *αν έχουν αναγνωρισμένη αναπηρία. Εάν ναι, εάν το άτομο χρειάζεται ειδικές διευκολύνσεις για να συμμετάσχει στην εκπαίδευση.*

ΕΡΩΤΗΣΕΙΣ ΣΧΕΤΙΚΑ ΜΕ ΤΟ ΙΣΤΟΡΙΚΟ ΣΑΣ

- Πώς μάθατε για αυτή την εκπαίδευση;
- Έχετε εμπειρία στον προγραμματισμό ή/και την πληροφορική πριν από την υποβολή της αίτησης;
- Μιλήστε μας για την εμπειρία σας στον προγραμματισμό ή/και την πληροφορική (προσωπικά και επαγγελματικά έργα)
- Ποιο είναι το υψηλότερο επίπεδο εκπαίδευσης που έχετε αποκτήσει;
- Πείτε μας για το ιστορικό σας σε λίγες προτάσεις.
- Πώς θα βαθμολογούσατε το επίπεδο των αγγλικών σας; (Οι πληροφορίες αυτές ζητούνται μόνο για πληροφοριακούς σκοπούς- δεν είναι αποκλειστικές ή καθοριστικές.)
- Μιλήστε μας για τη σημερινή σας μέρα στα αγγλικά σε λίγες προτάσεις.
- Εάν είχατε εργασία στο παρελθόν, πότε αποχωρήσατε από την τελευταία σας θέση;

ΤΕΧΝΙΚΕΣ ΕΡΩΤΗΣΕΙΣ

Δεν είναι υποχρεωτικές όλες αυτές οι τεχνικές ερωτήσεις, καθώς δεν υπάρχουν προαπαιτούμενα για την κατάρτιση. Ωστόσο, οι ερωτήσεις αυτού του είδους μπορούν να υποβληθούν στους υποψηφίους για να αξιολογηθεί το επίπεδο των γνώσεών τους στον τομέα της πληροφορικής, ειδικά σε σχέση με τα δίκτυα.

- Εξηγήστε με λίγα λόγια τη διαφορά μεταξύ του διαδικτύου και του ιστού.
- Εξηγήστε με λίγα λόγια τη διαφορά μεταξύ μιας διεύθυνσης MAC και μιας διεύθυνσης IP.
- Εξηγήστε με λίγα λόγια τη διαφορά μεταξύ ενός κόμβου και ενός διακόπτη
- Εξηγήστε με λίγα λόγια τη διαφορά μεταξύ των πρωτοκόλλων TCP και UDP
- Σε τι αναφέρεται η φράση "Όλοι οι άνθρωποι φαίνεται να χρειάζονται επεξεργασία δεδομένων";
- Στο δυαδικό σύστημα, $11 + 1 = ?$
- Εξηγήστε με λίγα λόγια για ποιο λόγο χρησιμοποιείται ένας αριθμός θύρας.

ΕΡΩΤΗΣΕΙΣ ΚΙΝΗΤΡΩΝ

- Πείτε μας γιατί θέλετε να συμμετάσχετε στο εκπαιδευτικό πρόγραμμα. Μιλήστε μας για το ιστορικό σας και εξηγήστε τα κίνητρά σας με δικά σας λόγια, αλλά μη γράφετε απλώς ένα γρήγορο κείμενο.
- Περιγράψτε τα εμπόδια που αντιμετωπίσατε, πώς τα ξεπεράσατε και τι μάθατε από αυτά.
- Μετά από αυτό το πρόγραμμα κατάρτισης, ποιες δεξιότητες θα θέλατε να αποκτήσετε;
- Κατά τη γνώμη σας, ποιες είναι οι διαφορετικές θέσεις εργασίας στο νέφος;
- Σε ένα χρόνο, με τις νέες υπερδυνάμεις σας σε ένα ευρύ φάσμα τεχνικών δεξιοτήτων, τι θα θέλατε να κάνετε στη ζωή σας;

ROMANIAN

ÎNTREBĂRI ADMINISTRATIVE

Întrebările administrative depind de centrul de formare. Cu toate acestea, pentru proiectul Femme Forward, este important să puneți următoarele întrebări:

- Persoana este disponibilă pentru formare cu normă întreagă?
- Care este naționalitatea persoanei?
- Persoana este în căutarea activă a unui loc de muncă?

- dacă persoana are un handicap recunoscut. Dacă da, dacă persoana are nevoie de adaptări speciale pentru a participa la formare

ÎNTREBĂRI DESPRE TRECUTUL DUMNEAVOASTRĂ

- Cum ați aflat despre acest curs de formare?
- Aveți experiență în programare și/sau IT înainte de a aplica?
- Spuneți-ne despre experiența dumneavoastră în programare și/sau IT (proiecte personale și profesionale)
- Care este cel mai înalt nivel de educație pe care l-ați atins?
- Spuneți-ne despre trecutul dvs. în câteva fraze.
- Cum v-ați evalua nivelul de cunoaștere a limbii engleze? (Aceste informații sunt solicitate doar în scop informativ; ele nu sunt eliminatorii sau decisive.)
- Povestește-ne despre ziua ta de astăzi în câteva propoziții în limba engleză.
- Dacă ați avut un loc de muncă în trecut, când ați părăsit ultimul loc de muncă?

ÎNTREBĂRI TEHNICE

Nu toate aceste întrebări tehnice sunt obligatorii, deoarece nu există condiții prealabile pentru formare. Cu toate acestea, aceste tipuri de întrebări pot fi adresate candidaților pentru a evalua nivelul lor de cunoștințe IT, în special în ceea ce privește rețelele

- Explicați în câteva cuvinte diferența dintre internet și web
- Explicați în câteva cuvinte diferența dintre o adresă MAC și o adresă IP
- Explicați în câteva cuvinte diferența dintre un hub și un switch
- Explicați în câteva cuvinte diferența dintre protocoalele TCP și UDP
- La ce se referă expresia "Toți oamenii par să aibă nevoie de prelucrarea datelor"?
- În binar, $11 + 1 = ?$
- Explicați în câteva cuvinte la ce este folosit un număr de port.

ÎNTREBĂRI DE MOTIVARE

- Spuneți-ne de ce doriți să vă alăturați programului de formare. Povestește-ne despre trecutul tău și explică-ți motivația în propriile cuvinte, dar nu scrie doar un text rapid.
- Descrieți obstacolele cu care v-ați confruntat, cum le-ați depășit și ce ați învățat din ele.
- După acest program de formare, ce competențe ați dori să dobândiți?
- În opinia dumneavoastră, care sunt diferitele locuri de muncă în cloud?
- Peste un an, cu noile tale superputeri într-o gamă largă de competențe tehnice, ce ai vrea să faci cu viața ta?

FEMME FORWARD TEAM

