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| **Application for Traineeship**  **DGII : Directorate General of Democracy**  **Directorate of Democratic Participation**  **Youth Department**  **European Youth Center Budapest** | | | | | | | | | | | | | | | |
| Applicant Information | | | | | | | | | | | | | | | |
| Name: **Click to enter text.** | | | | | | | | | | | | | | | |
| Surname: **Enter in CAPITAL letters.** | | | | | | | | | | | | | | | |
| Date of birth: Click to enter a date. | | | | | | | Birth place: Click to enter text. | | | | | | | | |
| Gender: Choose an item. | | | | | | | Present nationality: Click to enter text. | | | | | | | | |
| Nationality at birth: Click to enter text. | | | | | | | Other nationalities: Click to enter text. | | | | | | | | |
| Permanent address: Street address, city/town, zip code, country. | | | | | | | | | | | | | | | |
| Address for correspondence *(valid until the beginning of the traineeship period)*:  Street address, city/town, zip code, country. | | | | | | | | | | | | | | | |
| E-mail: Click to enter text. | | | | | | | Mobile: Click to enter text. | | | | | | | | |
| Home: Click to enter text. | | | | | | | Work: Click to enter text. | | | | | | | | |
| Passport number: Click to enter text. | | | | | | | Issued: Click to enter a date. | | | | | | | | |
| Issued by: Click to enter text. | | | | | | | | | | | | | | | |
| GENERAL INFORMATION | | | | | | | | | | | | | | | |
| How did you learn of the traineeship scheme? | | | | | | | Click to enter text. | | | | | | | | |
| Desired duration of the traineeship: | | | | | | | Choose an item. | | | | | | | | |
| Education | | | | | | | | | | | | | | | |
| The minimum level of education we require information for is: at least 3 years – 6 semesters - of successfully completed university studies. | | | | | | | | | | | | | | | |
|  | Please provide following information about your studies:  Title of degree/diploma, level of degree/diploma, name and place of the educational institution, period of study (from/to) and/or expected graduation date. If you participated in an academic exchange programme (such as Erasmus), please indicate so.  Optionally, you can provide following information: Main subjects studied, thesis (titles in English or French) and average grade.  **Please enter the information chronologically and structure it in a comprehensive way.** | | | | | | | | | | | | | |  |
| You have to indicate the level of your diploma(s). The list is based on the three-tier system established by Bologna: 1st cycle (based on at least three years of studies): Bachelor 2nd cycle (based on an additional one to two years of studies): Master 3rd cycle (post-graduate studies of two years or more): PhD.  If you have obtained vocational training, please indicate so. | | | | | | | | | | | | | | | |
| HIGHER Education | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
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| Click to enter text. | | | | | | | | | | | | | | | |
| **SECONDARY EDUCATION** | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| **VOCATIONAL EDUCATION** | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| **LANGUAGE SKILLS** | | | | | | | | | | | | | | | |
| You should indicate your language skill levels in the official languages (English/French).  If you have knowledge of any other languages, please add them in the empty section provided bellow and tick the box to indicate according skill level. You must select at least one language as your mother tongue.  The definitions of the language competency levels (A1, A2, B1, B2, C1, C2) used in this section correspond to the Common European Framework of Reference, Language Policy Division, Council of Europe. You can find detailed description of each level at the end of this document. | | | | | | | | | | | | | | | |
| Language | | Listening | | Reading | | Spoken Interaction | | | Spoken Production | | | Writing skills | | Mother tongue | |
| English | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| French | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| Click to add. | | Choose level | | Choose level | | Choose level | | | Choose level | | | Choose level | | Choose | |
| **COMPUTER SKILLS** | | | | | | | | | | | | | | | |
| Please indicate your computer skills in the area bellow.  For the general computer skills, please indicate your knowledge of standard software (Microsoft Word, Microsoft Excel, Microsoft PowerPoint) as well as other software you have knowledge of, and indicate your level for each one:  C: very good knowledge of the software  B: good knowledge  A: basic knowledge.  Please structure information in a comprehensive way. | | | | | | | | | | | | | | | |
| Click to enter text. | | | | | | | | | | | | | | | |
| **EMPLOYMENT AND TRAINEESHIP** | | | | | | | | | | | | | | | |
| Please indicate maximum **3 (three) examples of relevant** professional working experience. Each record should be entered in **reverse chronological order**, starting with your current or most recent employment.  Please make sure that your job description is clear and comprehensive so we have a good understanding of your duties and responsibilities. | | | | | | | | | | | | | | | |
| From Click to enter a date.To Click to enter a date. | | | | | | | | | | Current employment Choose | | | | | |
| Type of contract: Choose an item. | | | | | | | | | | Working hours: Choose | | | | | |
| Exact job title: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer Name: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer address: Street name and number, zip code, country. | | | | | | | | | | | | | | | |
| Sector of activity: **Click to enter text.** | | | | | | | | | | | | | | | |
| Description of duties (maximum 15 lines):  Click to enter text. | | | | | | | | | | | | | | | |
| Reasons for leaving: Click to enter text. | | | | | | | | | | | | | | | |
| From Click to enter a date.To Click to enter a date. | | | | | | | | | | Current employment Choose | | | | | |
| Type of contract: Choose an item. | | | | | | | | | | Working hours: Choose | | | | | |
| Exact job title: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer Name: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer address: Street name and number, zip code, country. | | | | | | | | | | | | | | | |
| Sector of activity: **Click to enter text.** | | | | | | | | | | | | | | | |
| Description of duties (maximum 15 lines):  Click to enter text. | | | | | | | | | | | | | | | |
| Reasons for leaving: Click to enter text. | | | | | | | | | | | | | | | |
| From Click to enter a date.To Click to enter a date. | | | | | | | | | | Current employment Choose | | | | | |
| Type of contract: Choose an item. | | | | | | | | | | Working hours: Choose | | | | | |
| Exact job title: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer Name: **Click to enter text.** | | | | | | | | | | | | | | | |
| Employer address: Street name and number, zip code, country. | | | | | | | | | | | | | | | |
| Sector of activity: **Click to enter text.** | | | | | | | | | | | | | | | |
| Description of duties (maximum 15 lines):  Click to enter text. | | | | | | | | | | | | | | | |
| Reasons for leaving: Click to enter text. | | | | | | | | | | | | | | | |
| **FURTHER TRAINING** | | | | | | | | | | | | | | | |
| Please indicate **maximum** **5 (five) most relevant** training courses you attended. Each record should be entered in **reverse chronological order**, starting with your most recent training. | | | | | | | | | | | | | | | |
| **Title of Training** | | | **Name of Training Provider** | | | | | **Place / Country** | | | | | **Time period** | | |
| **Click to enter text.** | | | **Click to enter text.** | | | | | Click to enter text. | | | | | Click to enter a date. to Click to enter a date. | | |
| **Click to enter text.** | | | **Click to enter text.** | | | | | Click to enter text. | | | | | Click to enter a date. to Click to enter a date. | | |
| **Click to enter text.** | | | **Click to enter text.** | | | | | Click to enter text. | | | | | Click to enter a date. to Click to enter a date. | | |
| **Click to enter text.** | | | **Click to enter text.** | | | | | Click to enter text. | | | | | Click to enter a date. to Click to enter a date. | | |
| **Click to enter text.** | | | **Click to enter text.** | | | | | Click to enter text. | | | | | Click to enter a date. to Click to enter a date. | | |
| **REASONS FOR APPLYING** | | | | | | | | | | | | | | | |
| Please outline your reasons for applying for a traineeship at the EYCB and your desired learning objectives for your traineeship in no less than 15 and no more than 50 lines in the box below. Please make sure to familiarize yourself with the work of the Council of Europe’s Youth Sector in general and the EYCB in particular on our website: www.coe.int/youth  Click to enter text. | | | | | | | | | | | | | | | |
| Do you have a form of disability with special requirements for the work place? Yes  No  If yes, please indicate: Click to enter text. | | | | | | | | | | | | | | | |
| Person to be contacted in case of emergency: | | | | | | | | | | | | | | | |
| Name | | | | | Address | | | | | | Phone number | | | | |
| Click to enter text. | | | | | Click to enter text. | | | | | | Click to enter text. | | | | |
| I certify that the above statements are to the best of my knowledge correct and complete. | | | | | | | | | | | | | | | |
| Please forward your completed application form in PDF format to BudapestSecretariat@coe.int .  In case your application is accepted, you will be informed via email at least two weeks prior to the proposed starting date of the traineeship. We apologise, but due to the large volume of applications candidates not invited will not be contacted. | | | | | | | | | | | | | | | |

Appendix I.

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| **Listening Skill:\*** |  |  |
| |  |  | | --- | --- | | Level | Definition | | A1 | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | | A2 | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | | B1 | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | | B2 | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | | C1 | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | | C2 | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent. | | | |
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| **Reading Skill:\*** |  |  |
| |  |  | | --- | --- | | Code | Definition | | A1 | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | | A2 | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | | B1 | I can understand texts that consist mainly of high frequency every-day or job-related language. I can understand the description of events, feelings and wishes in personal letters. | | B2 | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | | C1 | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | | C2 | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. | | | |
|  | |  |
| **Spoken Interaction Skill:\*** |  |  |
| |  |  | | --- | --- | | Code | Definition | | A1 | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | | A2 | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | | B1 | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | | B2 | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | | C1 | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | | C2 | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. | | | |
|  | |  |
| **Spoken Production Skill:\*** |  |  |
| |  |  | | --- | --- | | Code | Definition | | A1 | I can use simple phrases and sentences to describe where I live and people I know. | | A2 | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | | B1 | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | | B2 | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | | C1 | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | | C2 | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. | | | |
|  | |  |
| **Writing Skill:\*** |  |  |
| |  |  | | --- | --- | | Code | Definition | | A1 | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | | A2 | I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something. | | B1 | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | | B2 | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | | C1 | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind. | | C2 | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. | | | |