Appendix to Resolution [CM/Res(2013)28](https://search.coe.int/cm/Pages/result_details.aspx?Reference=CM/Res(2013)28) on rules on the election procedure of the members of the Group of Experts on Action against Trafficking in Human Beings (GRETA)

# MODEL CURRICULUM VITAE

*All the information which you provide on this CV, except for your telephone numbers(s), postal and e-mail addresses and date and place of birth, will be made publicly available on the portal of the Council of Europe.*

***If you do NOT wish this information to be made public, please tick this box: 🖵***

|  |
| --- |
| **Personal information** |
| Family name(s) |  |
| First name(s) |  |
| Date of birth |  |
| Place of birth |  |
| Address(es) |  |
| Telephone(s) |  |
| E-mail |  |
| Nationality(ies) |  |
| Sex | Male 🖵 Female 🖵 |
| **Relevant qualifications summary[[1]](#footnote-1)** |  |
| **Current professional activity** |
| Start date |  |
| Name and address of employer |  |
| Sector of activity |  |
| Occupation or position held |  |
| Main activities and responsibilities[[2]](#footnote-2) |  |
| **Relevant previous professional activity/activities[[3]](#footnote-3)** |
| Dates |  |
| Name and address of employer |  |
| Sector of activity |  |
| Occupation or position held |  |
| Main activities and responsibilities |  |
| **Relevant previous professional activity/activities** |
| Dates |  |
| Name and address of employer |  |
| Sector of activity |  |
| Occupation or position held |  |
| Main activities and responsibilities |  |
| **Relevant previous professional activity/activities** |
| Dates |  |
| Name and address of employer |  |
| Sector of activity |  |
| Occupation or position held |  |
| Main activities and responsibilities |  |
| **Relevant additional responsibilities[[4]](#footnote-4)** |
| Dates |  |
| Name and address of organisation/body |  |
| Sector of activity |  |
| Position held |  |
| Main activities and responsibilities |  |
| **Relevant additional responsibilities** |
| Dates |  |
| Name and address of organisation/body |  |
| Sector of activity |  |
| Position held |  |
| Main activities and responsibilities |  |
| **Relevant additional responsibilities** |
| Dates |  |
| Name and address of organisation/body |  |
| Sector of activity |  |
| Position held |  |
| Main activities and responsibilities |  |
| **Education/training[[5]](#footnote-5)** |
| Dates |  |
| Title of qualification awarded |  |
| Principal subjects/occupational skills covered |  |
| Name and type of organisation |  |
| **Education/training** |
| Dates |  |
| Title of qualification awarded |  |
| Principal subjects/occupational skills covered |  |
| Name and type of organisation |  |
| **Education/training** |
| Dates |  |
| Title of qualification awarded |  |
| Principal subjects/occupational skills covered |  |
| Name and type of organisation |  |
| **Publications[[6]](#footnote-6)** |
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| **Computer skills** |
| Software packages[[7]](#footnote-7) |  |
| Other IT skills and competences[[8]](#footnote-8) |  |

|  |
| --- |
| **Language skills[[9]](#footnote-9)** |
| Mother tongue |  |
|  | Understanding | Speaking | Writing |
| Language | Listening | Reading | Spoken interaction | Spoken production | Writing skills |
| English |  |  |  |  |  |
| French |  |  |  |  |  |
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***Common European Framework of Reference for Languages***

Listening Skill:

**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.

Reading Skill:

**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:

**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 skilfully 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:

**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:

**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 texts 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 a 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.

1. Please provide a summary (**100 words maximum**) of your qualifications relevant for membership of GRETA. [↑](#footnote-ref-1)
2. In particular, specify whether you hold a decision-making position as regards defining and/or implementing policies in the field of action against trafficking in human beings in government or in any other organisation or entity which may give rise to a conflict of interest with the responsibilities inherent to membership of GRETA. [↑](#footnote-ref-2)
3. Add separate entries for the most relevant professional activities, starting from the most recent. [↑](#footnote-ref-3)
4. Add separate entries for the most relevant responsibilities outside your principal professional activity, starting from the most recent. [↑](#footnote-ref-4)
5. Add separate entries for the **most relevant courses** you have completed, starting from the most recent. [↑](#footnote-ref-5)
6. Please list **recent relevant publications**, starting from the most recent, but **not more than 10**. [↑](#footnote-ref-6)
7. Please indicate the software packages you are familiar with. [↑](#footnote-ref-7)
8. Please specify any other IT skills and competences. [↑](#footnote-ref-8)
9. Please provide a self-assessment of your level in languages other than your mother tongue using the following Common European Framework of Reference for Languages. [↑](#footnote-ref-9)