

# **Model curriculum vitae for the (re-)appointment of ECRI members or deputy members**

## **I. Personal information**

- Family name(s)
- First name(s)
- Sex
- Date and place of birth
- Nationality(ies)

## **II. Relevant qualifications summary**

*Please provide a summary (100 words maximum) of your qualifications relevant for ECRI membership, with a particular emphasis on your field(s) of expertise and experience at international, national and local levels.*

## **III. Professional activities**

### **(a) Current professional activity**

- Start date
- Name of employer
- Type of business or sector
- Occupation or position held
- Main activities and responsibilities

### **(b) Work at national/local level**

*Add separate entries for the most relevant activities, starting from the most recent.*

- Dates (from – to)
- Names of employers
- Types of business or sectors
- Occupations or positions held
- Main activities and responsibilities

### **(c) Work at international level**

*Add separate entries for the most relevant activities, starting from the most recent.*

- Dates (from – to)
- Names of employers
- Types of business or sectors
- Occupations or positions held
- Main activities and responsibilities

#### IV. Education and academic and other qualifications

*Please add separate entries for the most relevant courses you have completed/academic and other qualifications you have obtained, starting from the most recent.*

- Dates (from – to)
- Principal subjects/occupational skills covered
- Name and type of organisation
- Title of qualification obtained

#### V. Publications and other works

*Please list recent relevant publications, starting from the most recent, but not more than 10.*

#### VI. Computer skills

*Please indicate the software packages you are familiar with.*

#### VII. Availability to serve ECRI effectively

*Please certify in particular that you will be available for ECRI's activities for approximately 15 days or more per year.*

#### VIII. Information about any potential conflict of interest

*Please indicate how, if (re-)appointed, your current position or function may give rise to a real or perceived conflict of interest and certify that you are prepared to relinquish that position or function if (re-)appointed.*

#### IX. Language skills

*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.*

Mother tongue	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	Writing skills
<b>Official languages</b>					
English					
French					
<b>Other languages</b>					

## *Common European Framework of Reference for Languages*

### **Listening skills:**

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 skills:**

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 skills:**

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 skills:**

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 skills:**

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.

**INFORMATION FOR ADMINISTRATIVE USE ONLY:**

**Complete address** (No., Street, Postal Code, Town, Country):

**Telephones:**

Professional:

Personal (*optional*):

Mobile:

**E-mail:**