

## **APPENDIX**

### **MODEL CURRICULUM VITAE**

#### **I. Personal information**

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

#### **II. Relevant qualifications summary<sup>1</sup>**

#### **III. Current professional activity**

- Start date
- Name of employer
- Sector of activity
- Occupation or position held
- Main activities and responsibilities

#### **IV. Relevant previous professional activity(ies)<sup>2</sup>**

- Dates
- Name of employer
- Sector of activity
- Occupation or position held
- Main activities and responsibilities
  - at national/local level
  - at international level

#### **V. Other relevant activities<sup>3</sup>**

- Dates
- Name of organisation/body
- Sector of activity
- Position held
- Main activities and responsibilities
  - at national/local level
  - at international level

#### **VI. Education/training<sup>4</sup>**

- Dates
- Title of qualification awarded
- Principal subjects/occupational skills covered
- Name and type of organisation

---

<sup>1</sup> Please provide a summary (100 words maximum) of your qualifications relevant for CPT membership, with a particular emphasis on your field(s) of expertise and experience at international, national and local levels.

<sup>2</sup> Add separate entries for the most relevant professional activities, starting from the most recent.

<sup>3</sup> Add separate entries for the most relevant activities outside your principal professional activity, starting from the most recent.

<sup>4</sup> Add separate entries for the most relevant courses you have completed, starting from the most recent.

## VII. Publications<sup>5</sup>

## VIII. Computer skills

- Software packages<sup>6</sup>
- Other IT skills and competences<sup>7</sup>

## IX. Information about availability to serve the CPT effectively<sup>8</sup>

## X. Information about any potential conflict of interest<sup>9</sup>

## XI. Language skills<sup>10</sup>

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

*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.

<sup>5</sup> Please list recent relevant publications, starting from the most recent, but not more than 10.

<sup>6</sup> Please indicate the software packages you are familiar with.

<sup>7</sup> Please specify any other IT skills and competences.

<sup>8</sup> Please indicate in particular if you can be available for the Committee for approximately 40 days or more per year.

<sup>9</sup> Please indicate how, if elected, your current position or function may give rise to a real or perceived conflict of interest and if you are prepared to relinquish that position or function once elected.

<sup>10</sup> 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.

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.

<b>INFORMATION FOR ADMINISTRATIVE USE ONLY:</b>
---

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

**Telephones:**

Professional:

Personal (*optional*):

Mobile (*optional*):

**E-mail:**

**Fax** (*optional*):

**Contact details of employers referred to in sections III, IV and V**