

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)	Ólafsdóttir
First name(s)	Svala Ísfeld
Nationality(ies)	Icelandic
Sex	Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>
Relevant qualifications summary¹	A member of GRETA since June 2021, Professor Olafsdottir is a renowned legal scholar, former prosecutor, and policy expert with extensive experience in child protection, domestic violence and support to victims of abuse, as well as in combatting human trafficking. She served as Senior Advisor at the Ministry of Justice, leading the development of actions against human trafficking and preparing the opening of the first domestic national referral centre. She was appointed by the Minister to revise the human trafficking provisions in the general penal code. She drafted a legislative proposal aiming at improving protection of victims of human trafficking. The proposal (draft bill) was submitted to the Parliament and adopted as law in 2021.
Current professional activity	
Start date	Dec 2003 – present
Name and address of employer	Reykjavík University, Menntavegi 1, 101 Reykjavík
Sector of activity	Academia / legal research
Occupation or position held	Associate professor
Main activities and responsibilities ²	Legal research, lecturing and supervision of Master theses. Main courses are Criminal law, Criminology, Organized Crimes and Human Trafficking, Child Protection and Children's Rights, Gender-Based

¹ Please provide a summary (**100 words maximum**) of your qualifications relevant for membership of GRETA.

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.

	Violence and Legal French. Main research fields are domestic violence, child protection, sexual abuse of children. Supervision of Master thesis in the field of criminal law, organized crimes and human trafficking, gender-based violence, child protection and human rights of children.
Relevant previous professional activity/activities³	
Dates	March 2018 – September 2020
Name and address of employer	Ministry of Justice, Sölvhólgötu 7, 101 Reykjavík
Sector of activity	National administration / public affairs
Occupation or position held	Senior Expert
Main activities and responsibilities	Supported the development and implementation of the Government's Strategy to combat human trafficking and labour exploitation; implementation of the plan of action to improve management of cases of sexual abuse and support to victims; lead coordinator for the TIP report on the state of human trafficking; delegate in Task force against Trafficking in Human Beings (TF-THB) within the Council of the Baltic Sea States (CBSS).
Relevant previous professional activity/activities	
Dates	1997-1998
Name and address of organisation/body	District Commissioner of Kópavogur City
Sector of activity	Law enforcement and prosecution / public service
Position held	Deputy District Commissioner and Prosecutor
Main activities and responsibilities	Served as Deputy District Commissioner, Deputy Chief of Police and Senior Prosecutor for Kópavogur City; led the prosecutorial team.
Relevant previous professional activity/activities	
Dates	1989 -1991
Name and address of organisation/body	Public Prosecution Authority of Iceland
Sector of activity	Government administration
Position held	Deputy Prosecutor
Main activities and responsibilities	Served as lead prosecutor for various cases on behalf of the government, cases including child abuse, domestic violence, major traffic violations and more.
Relevant additional responsibilities	
Dates	June 2021 – present

³ Add separate entries for the most relevant professional activities, starting from the most recent.

Name and address of organisation/body	GRETA – the Group of Experts on Action against Trafficking in Human Beings
Sector of activity	International affairs
Position held	Member of the Group of Experts
Main activities and responsibilities	Monitoring and assessing the implementation of the Council of Europe Convention on Action against Trafficking in Human Beings on behalf of the Contracting Parties.
Relevant additional responsibilities	
Dates	2013 – present
Name and address of employer	Standing Committee on Penal Law (appointed by the Minister)
Sector of activity	Government administration / public service
Occupation or position held	Chairman of the Standing Committee on Penal Law
Main activities and responsibilities	Consultation and research on different aspects of the Penal Code and Criminal Law in general; supervision of drafting legal bills in the field of criminal law.
Relevant additional responsibilities	
Dates	February 2018 - May 2020
Name and address of organisation/body	Bjarkahlid, Family Justice Centre for survivors of violence and human trafficking
Sector of activity	NGO (Non-Governmental-Organization)
Position held	Board member and executive committee member. Chair of the executive committee from 2019-2020.
Main activities and responsibilities	Policy and strategic oversight of the center, which included supervising the National Referral Centre for victims of human trafficking; supervised the Family Justice Centre which supports adult victims of sexual and domestic abuse.
Relevant additional responsibilities	
Dates	April 2019 - Mars 2020
Name and address of employer	Bergid Headspace (Youth Mental Health Center)
Sector of activity	NGO (Non-Governmental-Organization)
Occupation or position held	Board member
Main activities and responsibilities	Operational, policy and financial oversight of the Youth Centre which provides a variety of free counselling and support services to young people in the age category 18-25 who struggle with mental health issues.
Education/training⁴	

⁴ Add separate entries for the **most relevant courses** you have completed, starting from the most recent.

Dates	Feb 28 th 2009
Title of qualification awarded	Master of Arts (M.A.)
Principal subjects/occupational skills covered	Sociology
Name and type of organisation	University of Iceland
Education/training	
Dates	Feb 23 rd 2008
Title of qualification awarded	Bachelor of Arts (B.A.)
Principal subjects/occupational skills covered	French language and literature
Name and type of organisation	University of Iceland
Education/training	
Dates	June 16 th 2007
Title of qualification awarded	Diploma (graduate level)
Principal subjects/occupational skills covered	Criminology
Name and type of organisation	University of Iceland
Education/training	
Dates	June 24 th 1989
Title of qualification awarded	Candidati juris (Cand. Jur.)
Principal subjects/occupational skills covered	Law
Name and type of organisation	University of Iceland
Publications⁵	
1) <i>Decision-making-process regarding rape charges brought by teenage girls. Study of judgments of the Supreme Court of Iceland concerning the rape of teenage girls from the foundation of the court in 1920 up to Aug 1st 2015.</i> Published in a festschrift in honour of Jón Steinar Gunnlaugsson, former Supreme Court Judge, 2017, pp. 363-387. Peer-reviewed.	
2) <i>Provisions in the criminal code on violence in intimate relationships.</i> The Icelandic Law Journal 1/2017, pp. 71-113. Peer-reviewed.	
3) <i>Sexual crimes against children. Legislative amendments and practise since the entering into force of Act. no. 61/2007.</i> Published in a festschrift in honour of law professor dr. Páll Sigurðsson on his 70 th birthday Aug 16 th 2014, pp. 514-538. Peer-reviewed.	
4) <i>Influence of expert testimony on compensation amounts to victims of sexual abuse in childhood.</i> Lögrétta Icelandic Law Journal 1/2014, pp. 89-101. Peer-reviewed.	
5) <i>Penal legislation on child sexual abuse.</i> A chapter in a book named "The Secret Crime. Sexual abuse of children". Unversity Press 2011, pp. 57-108. Peer-reviewed.	
6) <i>The abolition of the statute of limitations in the case of serious sexual offences against children.</i> A book published by the Criminology Research Center of the University of Iceland 2009 (150 pages). Peer-reviewed.	
7) <i>Attitudes towards sexual offences against children.</i> Research in Social Sciences X, University of Iceland 2009, pp. 252-265. Peer-reviewed.	
8) <i>The media and young offenders in the light of the labeling theory of criminology.</i> Published in a festschrift in honour of law professor Jónatan Þórmundsson on his 70 th birthday Dec 19 th 2007, pp. 515-536. Peer-reviewed.	

⁵ Please list **recent relevant publications**, starting from the most recent, but **not more than 10**.

9) <i>Attitude of judges towards the expiry of criminal liability in sexual offences against children.</i> Icelandic Review of Politics & Administration, pp.159-180. Peer-reviewed.					
10) <i>Expiry of criminal liability in cases of sexual offences against children.</i> Icelandic Review of Politics & Administration, pp. 117-140. Peer-reviewed.					
Computer skills					
Software packages ⁶			MS office		
Other IT skills and competences ⁷			Good general IT skills, including MS Office, online research platforms		
Language skills⁸					
Mother tongue	Icelandic				
	Understanding		Speaking		Writing
Language	Listening	Reading	Spoken interaction	Spoken production	Writing skills
English	Fluent	Fluent	Fluent	Fluent	Fluent
French	Advanced	Advanced	Advanced	Advanced	Advanced
Danish	Advanced	Advanced	Advanced	Advanced	Advanced

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.

⁶ Please indicate the software packages you are familiar with.

⁷ Please specify any other IT skills and competences.

⁸ 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.

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.