

### 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)	Silverman
First name(s)	(Sir) Bernard Walter
Nationality(ies)	British
Sex	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
<b>Relevant qualifications summary<sup>1</sup></b>	A world-renowned statistician with over 40 years' experience in academia and government, I am currently a leader in Modern Slavery studies as part of the Rights Lab, an innovative collaboration driving research to end modern slavery. Previously, as UK Home Office's Chief Scientific Adviser, my work underpinned the UK's ambitious and world-leading modern slavery strategy and legislation. I have advised widely on Modern Slavery, including the Prime Minister's Task Force on Modern Slavery, the UK's Independent Anti-Slavery Commissioner, the Walk Free foundation, the UN Alliance 8.7 initiative and the US National Academy of Sciences and have very broad governmental experience.
Current professional activity	
Start date	2017
Name and address of employer	Various
Sector of activity	Statistics/modern slavery
Occupation or position held	Portfolio academic, adviser, consultant, committee chair
Main activities and responsibilities <sup>2</sup>	<p>My current portfolio encompasses a range of different activities building on my past work and developing new areas.</p> <p>This includes a role as Professor of Modern Slavery Statistics, University of Nottingham. My work includes research on technical statistical aspects, involvement in research of the broader team, knowledge exchange through leadership of the Modern Slavery Evidence Unit, and advisory work, for example to the UK's Independent Anti-Slavery Commissioner, the Prime Minister's Task Force, and the reference group to the Alliance 8.7 Knowledge Platform, part of the UN response to the relevant development goal.</p> <p>I am also have other leading advisory roles in other Government areas, for example to the UK Census 2021, the Investigatory Powers Commission, the Economic and Social Research Council and the Parliamentary Office of Science and Technology.</p>
Relevant previous professional activity/activities <sup>3</sup>	
Dates	2010-2017
Name and address of employer	Home Office, 2 Marsham Street, SW1P 4DF

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

<sup>2</sup> 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.

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

Sector of activity	Government/statistics
Occupation or position held	Chief Scientific Adviser
Main activities and responsibilities	<p>My full-time post at the Home Office required a combination of scientific, diplomatic, managerial and political skills to fulfil the parliamentary and public expectation that policies and operations are properly informed by the insights that science can bring. At a time of decreasing resource and increasing public scrutiny, I built close relationships with the Home Secretary and with Ministers in many different areas, and with international partners, and regularly gave evidence to Parliamentary Committees. I attribute my success to the ability to assimilate and present scientific evidence in a clear, authoritative and succinct way appropriate to the audience. I had to explain scientific issues and principles (in any discipline) in clear and simple terms to Ministers and senior officials. I believe that a good scientist should be able to make difficult things simple (not the other way round).</p> <p>Amongst many areas, my work on quantifying the scale of Modern Slavery, using statistical techniques never previously deployed in this area, was the keystone of the Government's Modern Slavery strategy and legislation, and received wide public attention (including front page coverage in most national newspapers). The methodology I developed has also found application in cognate areas such as the quantification of the problem of child sexual exploitation.</p> <p>My work in science and public service was recognised by a knighthood in January 2018, one of only three awarded across all scientific fields. I understand that it was the work on Modern Slavery that the awarding committee felt was particularly distinctive.</p>
<b>Relevant previous professional activity/activities</b>	
Dates	1976 to 2009
Name and address of employer	Universities of Bath, Bristol and Oxford
Sector of activity	Academia/research – statistics
Occupation or position held	Lecturer/Professor of Statistics/from 2003 Head of Oxford College
Main activities and responsibilities	<p>My work involved teaching, research and administration, in successively more senior roles. Having won the only Gold Medal in the International Mathematical Olympiad 1970 awarded to a competitor outside the then Soviet bloc, I moved towards statistics as an area where my mathematics could be put to wide practical use. I was a pioneer in the field of Computational Statistics which is one of the pillars of the emerging discipline of Big Data. My approach of building methodology with strong theoretical underpinning and wide practical applicability has been extremely influential worldwide. I was one of the youngest full professors in the country and was the first UK-based statistician to win the American statistical societies' award "for the outstanding statistician under 40", which has been described as "the Nobel prize of Statistics". I was elected Fellow of the Royal Society (FRS) at the early age of 45, and am the recipient of a number of honorary doctorates, as well as many other medals and awards. I am past</p>

	<p>President of the Royal Statistical Society and the (U.S.) Institute of Mathematical Statistics, and took a leading role in the equivalent European organisation. My research was always driven by a wide range of collaborative applied work. I provided consultancy in areas from energy and agriculture to philanthropy and advertising, as well as for legal cases in matters both financial and forensic. My collaborations have spanned the range of disciplines in the social, legal, physical and life sciences.</p>
<b>Relevant additional responsibilities<sup>4</sup></b>	
Dates	1998 – present
Name and address of organisation/body	UK government and related bodies
Sector of activity	Government/statistics
Position held	Adviser
Main activities and responsibilities	<p><b>Ongoing:</b> Advisor to the Independent Anti-Slavery Commissioner; Chair, Technology Advisory Panel, Investigatory Powers Commission; Chair, Methodological Assurance Panel for Modernising the Census ; Member, Economic and Social Research Council. Consultant to National Crime Agency on Child Sexual Exploitation.</p> <p><b>Previous (selection):</b> Prime Minister’s Task Force on Modern Slavery; GM Science Review Panel. Board of Defence Analytical Services Agency. Consultant to the Statistics Commission on 2001 census. Consultant to UK Government Inquiry into Foot and Mouth Epidemic. Chair, Peer Review Panel on the Project for the Sustainable Development of Heathrow.</p>
<b>Relevant additional responsibilities</b>	
Dates	1975 – present
Name and address of organisation/body	Various
Sector of activity	Various
Position held	External consultant
Main activities and responsibilities	<p>Consultancies for companies concerned with charitable giving, stockbroking, calculator and computer design, aerospace, oil exploration, advertising, railway signalling. Consultancy on statistical aspects of legal cases (especially financial and forensic). Statistical advice to the press. Advice to police in criminal cases. Substantial long-term consultancies with Nuclear Electric, National Audit Office, Ministry of Defence, Agilent Technologies, PUBLIC.IO, Goodbox Ltd, National Crime Agency.</p>
<b>Education/training<sup>5</sup></b>	
Dates	1977
Title of qualification awarded	Doctor of Philosophy
Principal subjects/occupational skills covered	
Name and type of organisation	University of Cambridge
<b>Education/training</b>	
Dates	1974
Title of qualification awarded	Master of Mathematics
Principal subjects/occupational skills covered	
Name and type of organisation	University of Cambridge
<b>Education/training</b>	
Dates	1973
Title of qualification awarded	Bachelor of Arts
Principal subjects/occupational skills covered	

<sup>4</sup> Add separate entries for the most relevant responsibilities outside your principal professional activity, starting from the most recent.

<sup>5</sup> Add separate entries for the **most relevant courses** you have completed, starting from the most recent.

Name and type of organisation		University of Cambridge			
<b>Publications<sup>6</sup></b>					
Multiple Systems Estimation for Sparse Capture Data: Inferential Challenges when there are Non-Overlapping Lists. <i>Journal of the American Statistical Association</i> . (2021, to appear)					
Multiple Systems Analysis for the quantification of Modern Slavery: Classical and Bayesian approaches (with Discussion). <i>J. Roy. Stat. Soc. Ser. A</i> . 183, 691–736. (2020).					
The impact of COVID-19 on child criminal exploitation. Research brief, also submitted for publication. (2020/21).					
Globalization and Modern Slavery. <i>Politics and Governance</i> 7, 275–290. (2020).					
How many trafficked people are there in Greater New Orleans? Lessons in Measurement. <i>Journal of Human Trafficking</i> 6, 375–387. (2020).					
Modern Slavery Research: the UK Picture. Independent Anti-Slavery Commissioner and University of Nottingham. 76pp and interactive database. (2018).					
Demonstrating risks is not the same as estimating prevalence. Contribution to a Symposium on the Global Slavery Index, Delta 8.7 (United Nations University, Centre for Policy Research). (2018).					
Modern slavery in the UK: How many victims? <i>Significance</i> 12.3, 16–21. (2015).					
Modern Slavery: an application of multiple systems estimation. Home Office. (2014).					
About 150 other publications (books, papers, reports and computer packages) some very highly cited; for full details including coauthors of publications cited above, see <a href="http://www.bernardsilverman.co.uk">www.bernardsilverman.co.uk</a>					
<b>Computer skills</b>					
Software packages <sup>7</sup>		R language and many packages.			
Other IT skills and competences <sup>8</sup>		Familiarity with the development of IT over many decades and its current application as part of big data.			
<b>Language skills<sup>9</sup></b>					
Mother tongue	English				
	Understanding		Speaking		Writing
Language	Listening	Reading	Spoken interaction	Spoken production	Writing skills
French	B1	B1	A2	A2	A2
Greek	B1	A2	A1	A1	A1

### **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.

<sup>6</sup> Please list **recent relevant publications**, starting from the most recent, but **not more than 10**.

<sup>7</sup> Please indicate the software packages you are familiar with.

<sup>8</sup> Please specify any other IT skills and competences.

<sup>9</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.

**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.