



Europass Curriculum Vitae

Personal information

First name(s) / Surname(s) **Albert Einstein**

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Nationality

Date of birth 14/03/1879

Gender Male

Desired employment / Occupational field

Work experience

Dates 1933 - 1945

Occupation or position held Professor of Theoretical Physics

Main activities and responsibilities I emigrated to America to take the position of Professor of Theoretical Physics at Princeton (I was formally associated with the Institute for Advanced Study located in Princeton, New Jersey).

I retired from this post in 1945.

After World War II, I collaborated with Dr. Chaim Weizmann in establishing the Hebrew University of Jerusalem.

Name and address of employer

Type of business or sector Teaching

Dates 1912 - 1933

Occupation or position held Professor of Theoretical Physics

Main activities and responsibilities I returned to Zurich to fill a similar post.

Name and address of employer

Type of business or sector Teaching

Dates 1911 - 1911

Occupation or position held Professor of Theoretical Physics

Main activities and responsibilities I became Professor of Theoretical Physics at Prague.

Name and address of employer

Type of business or sector Teaching

Dates 1909 - 1911

Occupation or position held Professor Extraordinary

Main activities and responsibilities I became Professor Extraordinary at Zurich.

Name and address of employer

Type of business or sector Teaching

Dates 1901 - 1909

Occupation or position held Technical Assistant

Main activities and responsibilities As I was unable to find a teaching post, I accepted a position as technical assistant in the Swiss Patent Office.

Name and address of employer

Type of business or sector Swiss Patent Office

Education and training

Dates 1914 - 1914

Title of qualification awarded Director

Principal subjects / occupational skills covered In 1914 I was appointed Director of the Kaiser Wilhelm Physical Institute and Professor in the University of Berlin.

Name and type of organisation providing education and training Kaiser Wilhelm Physical Institute (Kaiser Wilhelm Physical Institute)

Level in national or international classification

Dates 1896 - 1905

Title of qualification awarded Doctor's degree.

Principal subjects / occupational skills covered I was trained as a teacher in physics and mathematics.

Name and type of organisation providing education and training Swiss Federal Polytechnic School– Aarau (Switzerland) (Swiss Federal Polytechnic School– Aarau (Switzerland))

Level in national or international classification

Personal skills and competences

Mother tongue(s) German

Other language(s)

Self-assessment
European level (*)

English

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user

(*) [Common European Framework of Reference \(CEF\) level](#)

Organisational skills and competences During the 1920's I lectured in Europe, America and the Far East and I was awarded Fellowships or Memberships of all the leading scientific academies throughout the world.

Technical skills and competences At the start of my scientific work, I realized the inadequacies of Newtonian mechanics and my special theory of relativity stemmed from an attempt to reconcile the laws of mechanics with the laws of the electromagnetic field. I dealt with classical problems of statistical mechanics and problems in which they were merged with quantum theory: this led to an explanation of the Brownian movement of molecules. I investigated the thermal properties of light with a low radiation density and my observations laid the foundation of the photon theory of light.

In my early days in Berlin, I postulated that the correct interpretation of the special theory of relativity must also furnish a theory of gravitation and in 1916 I published my paper on the general theory of relativity. During this time I also contributed to the problems of the theory of radiation and statistical mechanics.

In the 1920's, I embarked on the construction of unified field theories, although I continued to work on

the probabilistic interpretation of quantum theory, and I persevered with this work in America. I contributed to statistical mechanics by my development of the quantum theory of a monatomic gas and I have also accomplished valuable work in connection with atomic transition probabilities and relativistic cosmology.

After my retirement I continued to work towards the unification of the basic concepts of physics, taking the opposite approach, geometrization, to the majority of physicists.

(From Nobel Lectures, Physics 1901-1921, Elsevier Publishing Company, Amsterdam, 1967)

Computer skills and competences

Artistic skills and competences

Music played an important part in my life. I married Mileva Maric in 1903 and we had a daughter and two sons; the marriage was dissolved in 1919 and in the same year I married my cousin, Elsa Löwenthal, who died in 1936.

Other skills and competences

In 1916 I published my paper on the general theory of relativity.

My more important works include Special Theory of Relativity (1905), Relativity (English translations, 1920 and 1950), General Theory of Relativity (1916), Investigations on Theory of Brownian Movement (1926), and The Evolution of Physics (1938). Among my non-scientific works, About Zionism (1930), Why War? (1933), My Philosophy (1934), and Out of My Later Years (1950) are perhaps the most important.

Driving licence(s)

Additional information

Annexes

EUROPEAN LANGUAGE LEVELS - SELF ASSESSMENT GRID

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	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.	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.	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.	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.	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	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	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.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	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.	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.	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.
S P E A K I N G	Spoken interaction	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.	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.	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).	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.	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.	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	I can use simple phrases and sentences to describe where I live and people I know.	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.	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.	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.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	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.
W R I T I N G	Writing	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.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text 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.	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.	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.