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AND CONFERENCE MANAGEMENT

REPORT OF THE FOURTH CONFERENCE
OF MOU UNIVERSITIES

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moderators and note takers
for their contributions*



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I. AIMS AND THEMES OF THE FOURTH CONFERENCE

1. On 16 and 17 April 2015, Herzen State Pedagogical University hosted the Fourth Conference of the Universities that signed a memorandum of understanding (MoU) with the Department for General Assembly and Conference Management of the United Nations (DGACM) on cooperation in preparing candidates for the United Nations Language Competitive Examinations (MoU universities). The First Conference was hosted by the Universidad de Salamanca in May 2011; the Second by the Université de Mons in May 2012; and the Third by Shanghai International Studies University in April 2013.
2. The aim of each Conference of MoU universities is to bring together representatives of DGACM and the MoU universities, as well as other stakeholders, in order to: (a) review collaboration within the MoU community and suggest new approaches to continually strengthen and improve the network of universities working within the MoU; (b) provide an opportunity for partners within the MoU network to compare initiatives and methods in the fields of training language professionals, training of trainers (ToT), outreach and communication for training programmes, joint training activities and other related projects and to synthesize these efforts where possible; and (c) discuss and agree on methods and practices to create and strengthen the relationship between academic training of language professionals and the needs of employers, specifically international organizations.
3. The theme chosen for the Fourth Conference was *Training Language Professionals for International Organizations (learn, teach, coach, mentor)*, with a focus on continuous quality assurance, road maps for training interpreters and translators, internships, traineeships and booth practice at the United Nations, and continuous learning for language professionals.

II. PARTICIPANTS

4. Representatives of 18 MoU universities (out of a total of 22¹) and of the four duty stations of the United Nations (United Nations Headquarters in New York and the United Nations Offices at Geneva, Nairobi and Vienna) attended the Fourth Conference of MoU universities, together with the representatives of other United Nations entities, the European Commission and the European Parliament, professional associations and universities that had been invited as observers. The list of participants, who numbered 200 in total, is presented in Annex II.

III. PROGRAMME

5. In addition to plenary and panel discussions on the themes of the Conference and opening and closing ceremonies, the programme included a panel discussion on Russian as an official language of the United Nations, a working luncheon on French language, media and cultural events, as well as a cocktail

¹ See Annex I for the full list of MoU universities and their coordinators.

reception. Herzen set up an exhibition space where universities displayed information about their translation and interpretation programmes; representatives of the UN language services were also available at the UN stand at each coffee break to answer questions about the work and recruitment of language professionals at the United Nations.

6. In accordance with the recommendations made at the Third Conference of MoU universities, DGACM reported on the pedagogical assistance provided by the United Nations to the MoU universities as well as on continuous learning activities at MoU universities in which United Nations language staff have participated²; furthermore, guiding questions were proposed at the outset, to focus the discussions held during the breakout sessions.

7. Two moderators were appointed for each panel discussion, one representative from the UN and one MoU university. The drafting committee established to summarize the outcomes of the Conference for adoption by participants met on the second day of the Conference.

8. The discussion of the theme of the Conference was organized into plenary sessions and parallel breakout sessions as follows:

- Opening plenary, with welcome addresses and a presentation of reports on UN and universities activities under the MoUs
- Session 1: Plenary on continuous quality assurance in the training of language professionals for UN-like work
- Session 2:
 - Panel 2.1: Translating translation skills into UN jobs
 - Panel 2.2: Training interpreters for UN-like work
- Session 3:
 - Panel 3.1: Internships and traineeships in translation, editing, and terminology
 - Panel 3.2: Visits, training sessions, verbatim reporting and booth practice for interpretation students
- Session 4:
 - Panel 4.1: Continuous learning for language professionals – the role of the universities and the role of the United Nations
 - Panel 4.2: Russian as an official language of the United Nations
- Session 5: The future of the MoU network: bridging the gap between academia and employment through the MoUs

9. The full programme, including the names of speakers, is presented in Annex III.

² See Isabelle Bilterys' report entitled "MoU University Report on Activities (2013-2015)".

IV. PROCEEDINGS³

A. OPENING PLENARY

10. Welcoming addresses were made during the opening plenary by Mr. Valery Solomin, Rector of Herzen State Pedagogical University; Mr. Aleksandr Govorunov, Vice-Governor of St. Petersburg; Mr. Veniamin Yakovlev, Advisor to the President of the Russian Federation (read by Mr. Solomin); Mr. Sergey Lavrov, Russian Minister of Foreign Affairs (read by Mr. Teimuraz Ramishvili, Director of the Language Support Department, Russian Ministry of Foreign Affairs); and Mr. Tegegnetwork Gettu, Under-Secretary-General for General Assembly and Conference Management, who presented the guiding questions and objectives of the Conference.

11. Mr. Nikolai Pakhomov, Chief, Russian Translation Service, United Nations Headquarters, presented a report on the activities carried out between 2013 and 2015 under the outreach programme. He explained that language services had devoted over 7200 hours to the provision of pedagogical assistance to MoU universities from 2013 to 2015, with internships and onsite translation and interpretation courses accounting for the bulk of the hours. He presented the External Studies programme (also known as the Upgrading Substantive and Technical Skills programme), which includes the courses that are given at MoU universities and attended by United Nations staff with a view to updating and integrating their substantive knowledge. He explained that training activities undertaken under the programme included specialized training, seminars, refresher courses, participation in professional conferences and workshops, distance learning, e-learning and in-house training.

12. He noted that the language competitive examinations were an important measure of the success of collaboration under the MoUs, as they were signed with the aim of channeling talent towards the United Nations language services. In that regard, MoU universities had trained a large proportion of the successful candidates.

13. He announced that responsibility for the training and outreach programme had been transferred in June 2014 from the Office of the Under-Secretary-General for General Assembly and Conference Management to the Documentation Division and that Ms. Isabelle Bilterys had been appointed Training and Outreach Coordination Officer. One of her priorities had been to update the languagecareers.un.org portal (renamed United Nations Language Careers), which included useful links and other relevant material for language professionals. He thanked five universities for agreeing to translate the portal into the six official languages of the United Nations, and the Middlebury Institute of International Studies at Monterey for coordinating the translation process. Other priorities of the Training and Outreach Coordination Officer included clarifying the organizational structure and channels of communication, creating an online community that served as a platform for cooperation between the United Nations and

³ All presentations and relevant documents related to the Fourth Conference of MoU universities will be made available to DGACM and MoU universities on a password-protected portal accessible from the United Nations Language Careers portal.

the MoU universities, sharing the organizational structure with all universities, updating mailing lists, reviewing the list of focal points and sharing news and job openings.

14. A summary of the activities carried out by the universities under the MoU since the previous MoU conference was given by Ms. Elena Kidd, Course Director, Department of Politics, Languages and International Studies, University of Bath. Activities included organizing United Nations-relevant modules, working with United Nations texts on a regular basis, receiving alumni and former United Nations interns to give talks to students and staff, and translating the Outreach portal into the six official languages of the United Nations. In addition, ten universities indicated that they had cooperated with other MoU universities in the previous two years.

15. She also outlined the continuous learning activities for United Nations staff that had been organized by the University of Geneva (Transius Talk Series, lectures on translation technology and an international conference) and the University of Salamanca (VI Seminar on Legal and Institutional Translation and an assessment of freelance applicants for UNAIDS).

B. SESSION 1: CONTINUOUS QUALITY ASSURANCE IN THE TRAINING OF LANGUAGE PROFESSIONALS FOR UN-LIKE WORK

16. Session 1 was moderated by Mr. Enrique Fernández-Vernet (United Nations Office at Geneva) and Ms. Nathalie Gormezano (Institut de management et de communication interculturels, France). The other panelists made presentations as follows:

- Ms. Angelique Antonova, Deputy Director, St. Petersburg School of Conference Interpreting and Translation—Herzen University, Russian Federation, on *Quality Assurance System in Training Translators and Interpreters for International Organizations developed in the St. Petersburg School of Conference Interpreting and Translation*
- Ms. Renee Jourdenais, Dean, Graduate School of Translation, Interpretation, and Language Education, Middlebury Institute of International Studies at Monterey, United States of America, on *Maintaining and Assessing Program Quality*
- Ms. Rebeca Collier, Editor, United Nations Office at Nairobi (on behalf of Sally Reading, Chief, English, Publishing and Library Section, United Nations Office at Vienna), on *Quality Assurance in the Training of New Recruits by United Nations Language Services*

17. Ms. Angelique Antonova emphasized that training can only be successful if closely related with the profession. Ms. Antonova highlighted six key elements for training: teaching by professionals, use of innovative techniques, continuous learning, up-to-date equipment, cooperation and quality assurance (both for selecting candidates and during actual training). She went on to describe the “cluster principle of training”, i.e. cooperation with a number of different institutions, which in the case of Herzen University includes even the UN Information Centre in Moscow, and providing materials to translation schools and to translators. Another important aspect was integration of training into the institutional environment.

18. Ms. Renee Jourdenais said that instructors should have solid experience and that students’ performance should be closely monitored. She also stressed the importance of redesigning admission

tests and of having curricula designed to meet market needs. Training could present different formats (seminars, delegations, UN-related training), and students should be offered enough internship and practice opportunities. There is also merit in establishing an alumni and professors network.

19. Ms. Sally Reading (read by Ms. Rebeca Collier) emphasized the importance of learning by doing and of training with real work. She explained the procedure for training new staff at UNOV and the skills that needed to be developed for different professional groups (note-taking, translation and later on revision, interpreting). It is vital to give interns and new recruits lots of feedback and to have manuals for them. She referred to the all-important role of universities, in providing real materials and exposing students to the realities of the career.

20. A question from the audience referred to students in the Russian Federation. The speaker remarked that one academic year was not much to teach interpreting into both languages A (Russian) and B (English); students should be warned that training in B language does not guarantee perfect results when working into it. The private market, however may accept less-than-perfect results in B language.

21. Another question emphasized that learning institutions train for multilingual communication and added that CAT tools are a reality, so institutions must concentrate on that and make sure all students get experience with them.

22. From the different inputs, there was a shared consensus on the importance of training by experienced professionals with real materials, of integration between learning institutions and language professionals (and employing institutions) and of feedback and communication.

C. WORKING LUNCHEON ON FRENCH LANGUAGE

23. Ms. Martine Azubuiké, Chief, French Translation Service (United Nations Headquarters, New York), chaired a working luncheon on the French language, organized to give francophone participants at the Conference an opportunity to learn about developments and opportunities specific to French translation. The participants included: Mr. Henri Awaiss, Ms. Fayza El Qasem, Mr. Frédéric Gulin, Mr. Noel Muylle, Mr. Fernando Prieto Ramos, Ms. Gina Saad and Mr. Hayssam Safar.

24. Ms. Azubuiké congratulated the participants on the excellent results of the outreach programme. The results of the 2014 Language Competitive Examination for French Translators were particularly impressive: 43% of successful candidates had benefitted from UN internships under the outreach programme. The collaboration between DGACM French Translation Services and their MOU partners was now well-established and brought tangible results.

25. Until recently, the French Translation services at different duty stations had worked with different MoU partners. New York had collaborated mainly with Mons, UNOV with ISIT, and UNOG with ETI and ESIT. However, as the network was maturing and as a result of the transfer of various managers within the Organization, an increasing number of ISIT and ESIT students and alumni were now recruited for internships and temporary contracts in New York, in addition to Mons students. It was expected that the network would globalize and that silos between duty stations would be broken, giving more opportunities to students.

26. The French Translation Service in New York had been training an important number of students and young graduates from MoU universities and would continue to do so. In addition, the UN Secretariat wanted to expand its rosters of both contractual and temporary translators with experienced professionals and would turn to the focal points in MoU universities to ask them to disseminate announcements to their faculty and alumni network. The various work options available to experienced professionals (remote contractual translation and on-site temporary contracts) were presented. Participants asked detailed questions and requested a document setting the framework under which such collaboration could take place. Such documents existed and would be sent to participants after the meeting.

D. SESSION 2: PARALLEL PANEL DISCUSSIONS – ROAD MAPS FOR TRAINING INTERPRETERS AND TRANSLATORS

Panel 2.1: Translating translation skills into UN jobs

27. Panel 2.1. was moderated by Ms. Ahed Sboul, Chief, Conference Services Section, United Nations Economic and Social Commission for Western Asia, and Mr. Farid Aitsiselmi, Principal Lecturer in Translation and Interpreting, Faculty of Social Sciences and Humanities, London Metropolitan University, United Kingdom. The other panelists made presentations as follows:

- Ms. Fayza El Qasem, Head of Translation Unit, Ecole Supérieure d’Interprètes et de Traducteurs, Université Sorbonne Nouvelle–Paris III, France, on *Upgrading Editing Skills*
- Mr. Al-Hussein Ali, Director of Languages Department of the School of Continuing Education, The American University in Cairo, Egypt, on *Market-Oriented Competence-Based Approach to Translation Training*
- Mr. Sergei Afonin, Trainer, School of Conference Interpreting and Translation, Herzen University, Russian Federation, on *Can Translation Be Taught Intensively: Three Perspectives*
- Mr. Fernando Prieto Ramos, Dean, Centre for Legal and Institutional Translation Studies, Faculty of Translation and Interpreting, University of Geneva, Switzerland, on *Tailoring Translator Training to Institutional Needs*
- Ms. Irina Alexeeva, Director, School of Conference Interpreting and Translation, Herzen University, Russian Federation, on *Effective Ways of Translator Training Today: The Secret of Success*

28. Ms. Fayza El Qasem explained that the Ecole Supérieure d’Interprètes et de Traducteurs had introduced a writing skills and revision course in 2013 in response to the request made by United Nations officials during the first MoU conference in Salamanca for translation schools and institutes to introduce specific writing and revision training. The focus of the course was on addressing the shortcomings that had been identified in the mother tongues of candidates during language competitive examinations by helping students to improve their writing skills and introducing them to the techniques of revising translated texts.

29. Mr. Al-Hussein Ali described the process followed by the Languages Department of the American University in Cairo to design a new translation curriculum based on a market-oriented competence-

based framework of translation training. He highlighted the need for the required competences to be translated into the following learning outcomes: ensuring quality and productivity, engaging with the translation environment and being aware of the quality control mechanisms in the market and of the ethical obligations of translators.

30. Mr. Sergei Afonin described the problems involved in training well-qualified translators from the perspective of employers, students and training institutions. Employers demand high translation volumes over extended periods of time and expect consistent quality, while working with different text types. Students face severe time constraints and must find a balance between their ideal career path and what they can realistically achieve. Training institutions also face time constraints and teachers must decide whether to focus on skills, domains or text-type. Possible solutions involved dividing large texts into individual passages for each student followed by peer revision, organizing translation projects and offering internships.

31. In his presentation, Mr. Fernando Prieto Ramos outlined the main lessons learned by the University of Geneva at the MA level. He explained that institutions were looking for professionals who were capable of translating a wide range of text types and themes, carrying out sound research, using technology, respecting institutional conventions, working in teams under time pressure and providing a quality product. This required translation competence, flexibility and interdisciplinarity, quality standards and an international dimension. He explained that the key elements of programme implementation were accuracy, including coherence and lexical nuances, correct reformulation and appropriate style, adequacy and consistency of translation decisions, and relevance and reliability of sources. He indicated that there was a need for an integrated development of skills, which required selecting students based on their linguistic, cultural and methodological skills; designing core courses in translation and revision, as well as in legal and economic translation; and organizing internships.

32. In her presentation, Ms. Irina Alexeeva stressed the need for effective training in translation to be interactive and shared the methods that she believed contributed to the success of students in the United Nations competitive examinations. She highlighted the need for students to be aware of the gaps in their knowledge before training begins; to identify the patterns and rules of texts and to generate a text that stands alone from the original; to have a thorough mastery of the language of the given area of translation; and to be capable of rapidly developing a strategy and making technical decisions. Meanwhile, teachers need experience of translation within the United Nations, and United Nations language staff members need to have an active role in supervising training.

33. In the discussion that followed, it was noted that translation students lacked experience in translating a large number of words in a short amount of time, which is a skill that is required for success in the United Nations language competitive examinations. It was also agreed that sessions in which students simulated a day in the life of a United Nations translator could be a good exercise for them to get a feel for the requirements and responsibilities of the job.

Panel 2.2: Training interpreters for UN-like work

34. Panel 2.2 was moderated by Mr. Zhengren Li (Chief, Interpretation Service, United Nations Office at Geneva) and Ms. Najwa Hamaoui (Chief of Arabic Department and Master-Assistant, Center of Multimedia Studies at the Faculty of Translation and Interpretation, Mons University, Belgium). The other panelists made presentations as follows:

- Ms. Tatiana Bodrova, Director, Ecole supérieure d'interprètes et de traducteurs (ESIT), Université Sorbonne Nouvelle–Paris III, France, on *Meeting Preparation*
- Mr. Claude Durand, Head of Unit, Interinstitutional Relations and International Cooperation, DG Interpretation (SCIC), European Commission, on *DG Interpretation: What Experience Teaches Us*
- Ms. Rebecca Edgington, Chief, English Interpretation Section, United Nations Office at Geneva, on *UN Freelance Tests and Staff Competitive Examinations: How We Set and Evaluate them and How to Prepare Candidates*

35. Ms. Tatiana Bodrova reported that ESIT had tailor-made its programme to the United Nations' needs; in addition to strict training of key skills such as simultaneous interpreting without text and sight translation, ESIT also made Meeting Preparation a compulsory course. Students are taught how to use UN draft resolutions and budgetary documents as input materials in their training.

36. Mr. Claude Durand reported that SCIC has 560 staff interpreters on its payroll; the Council of Ministers being the main customer takes up to 60% of SCIC services. Since 1997, SCIC has established structured cooperation with universities through the EMCI network (45+ universities). In addition, it has cooperation with third countries, such as Canada, China, the Russian Federation and the United States of America, as well as in Africa (15 universities). The pedagogical assistance to universities of SCIC staff amounts to 500-600 days per year. For more than 30 years (1964-1997) SCIC had run a living lab or in-house training scheme of six months duration, which trained half of SCIC's permanent staff; the pass rate was 55%. Essential elements for success were the selection at entrance, systematic progression, coordination among trainers and the exposure to professional reality or simulation (mock conferences) among others.

37. Ms. Rebecca Edgington reported that Language Competitive Examinations (LCEs) are held every two to three years depending on the needs of each language booth; freelance tests are ad hoc and vary from booth to booth and duty station to duty station. In LCEs, three speeches of 8-10 minutes in length are used for each language combination; materials are selected from New York and Geneva meeting recordings; only simultaneous mode is tested; a break of a few minutes is allowed between speeches and a 15 minutes long break is allowed between language combinations. A candidate is evaluated according to his or her ability to deal with speed, register, UN vocabulary and accents. In freelance tests, three speeches are made by interpreting colleagues, one of a general nature, one slightly more technical and the third spontaneous; a break of 8 minutes is allowed between speeches and half an hour is allowed between language combinations. A candidate is evaluated in the following areas: register, speed, logic, depth of language, empathy, monitoring of own output and handling pressure; a candidate is also marked on booth readiness.

38. In the ensuing discussion, it was noted that Ms. Anne Lafeber (UNHQ, New York) developed a survey for identifying recruitment priorities, which charts interesting relationship between impact and scarcity.

39. Ms. Alison Graves (DG Interpretation and Conferences, European Parliament, Brussels) asked if the United Nations had the same three test texts for all the candidates and observed that the European Union used different texts for each candidate.

40. Mr. Harry Dai (Shanghai International Studies University) appealed to the UN colleagues to make the meeting videos on UN Webcast downloadable to allow easy use of these materials in training; he also commented that the current UN LCE seemed to test more a candidate's familiarity with the UN subject matter rather than her interpreting competence and wondered if there is a way of improvement. Rebecca Edgington replied that a UN working group was looking into the matter.

41. Mr. Noel Muylle (Honorary Vice-President of SCIT, Honorary Director General, European Commission) and Mr. Claude Durand emphasized the importance of consecutive training and testing as a means to help identify good interpreters for simultaneous interpreting.

E. SESSION 3: PARALLEL PANEL DISCUSSIONS: INTERNSHIPS, TRAINEESHIPS, AND BOOTH PRACTICE AT THE UNITED NATIONS—LESSONS LEARNED

Panel 3.1: Internships and traineeships in translation, editing, and terminology

42. Panel 3.1 was moderated by Ms. Martine Azubuike, Chief, French Translation Service, United Nations Headquarters, New York, and Mr. Sergei Afonin, Trainer, School of Conference Interpreting and Translation, Herzen University, Russian Federation. The other panelists made presentations as follows:

- Ms. Anne Lafeber, Reviser, English Translation Service, United Nations Headquarters, New York, on *Findings of the 2013-2014 Internship Survey*
- Mr. Enrique Fernandez-Vernet, Chief, Spanish Translation Section, United Nations Office at Geneva, on *What DGACM has been doing to improve internships for translation students*
- Mr. Grigory Khaustov, Graduate, School of Conference Interpreting and Translation, Herzen University, Russian Federation, on *Presentation by a former intern on the internship experience*
- Mr. Enrique Fernandez-Vernet, Chief, Spanish Translation Section, United Nations Office at Geneva, on behalf of Sally Reading, Chief, English, Publishing and Library Section, United Nations Office at Vienna, on *Translation Traineeships: the Experience of the English Translation Team at the United Nations Office at Vienna.*

43. Ms. Anne Lafeber presented the main findings of a survey aimed at obtaining feedback on the strengths, weaknesses and impact of the United Nations language internships, with a view to maximizing the benefits of the programme for all the parties involved. Three questionnaires were prepared: one for former interns, one for the coordinators of the universities whose students regularly obtain United Nations internships and one for the sections that host interns. The survey revealed that a large majority

of former interns would recommend the internships but they also felt that they could be improved, for example by simplifying the application procedure and making the internships more relevant for the competitive examinations. Several host services were concerned about the time spent on interns with little or no potential, and therefore called on MoU partners to ensure students were as well-prepared as possible.

44. Mr. Enrique Fernandez-Vernet reported on recent developments in language internships. He noted that the interpreting services occasionally organized two- or three-week training sessions. Based on the 2013-2014 internship survey, language services at Headquarters were making improvements on attracting the right candidates, preparing interns better for what to expect, improving the application process, preparing arrival, improving the experience for interns, channeling talent through internships, maximizing the benefits of the programme and looking ahead.

45. Mr. Grigory Khaustov shared his experience of being an intern at the Russian Translation Service at the United Nations Headquarters in New York. He noted that, during the internship, special attention had been given to mother tongue proficiency, which was considered an essential skill. He explained that his overall impressions had been positive but that there was also room for improvement, particularly as regards the disconnection he felt existed between the texts he worked on during the internship and the texts he was asked to translate during the language competitive examinations.

46. Mr. Fernandez-Vernet explained that the traineeships offered by the United Nations Office at Vienna were designed to provide a practical and valuable transition between the world of academia and the world of work. He pointed out that the traineeships had given staff valuable practice in providing constructive feedback and had helped them think more analytically about the revisions made. At the same time, trainees gained experience in team interaction and producing a product that was fit for purpose. Plans for the future included making the induction process more systematic and providing a proper guide to help trainees and interns get started.

47. In the ensuing discussion, it was noted that a working group had been formed to redesign the language competitive examinations and that the first computer-based examinations would take place in July 2015.

48. One participant also noted that applicants for internships from MoU universities should be given priority. It was often the case that the MoU universities devoted significant efforts to the screening of applicants for internships but these applicants were not subsequently selected by the United Nations. It was agreed that shorter and more flexible arrangements may be required with a view to providing work experience to students outside the official internship programme.

Panel 3.2: Visits, training sessions, verbatim reporting and booth practice for interpretation students

49. Panel 3.2 was moderated by Ms. Rebecca Edgington, Chief, English Interpretation Section, United Nations Headquarters, New York, and Mr. Alexandr Ponimatko, Dean, Faculty of Translation and Interpreting, Minsk State Linguistic University, Belarus. The other panelists made presentations as follows:

- Ms. Sonia Gharabawi, Senior Interpreter, Arabic Interpretation Section, United Nations Headquarters, New York, on *The Online Experience: Networking and Working in a Net*
- Ms. Elena Palacio Alonso, Deputy Dean for Mobility (Institutional Erasmus Coordinator University of Salamanca), Spain, on *Training Activities with the UN: the Salamanca Experience with Undergraduate Students (What it means to Be Young!)*
- Mr. Zhengren Li, Chief, Interpretation Service, United Nations Office at Geneva, on *Students Today, Interpreters Tomorrow: UN Efforts to Help Train Future Interpreters*
- Ms. Alison Graves, DG Interpretation and Conferences, European Parliament, Brussels, on *Good Practice, Better Practice, Best Practice—Bridging the Skills Gap*
- Ms. Elizaveta Myshenkova, SCIT–Herzen University, Russian Federation, on *Presentation by a former intern on the internship experience*

50. Ms. Sonia Gharabawi touched on the question of using Internet resources (UN webpage, webcast, terminology portal, etc.) in building up students' cognitive and professional skills.

51. Ms. Elena Palacio Alonso discussed the possibilities and limitations of integrating translator training for work in the United Nations within a traditional four-year bachelor's degree, sharing her experience of dividing this task across multiple university departments and disciplines and across the curriculum. She also highlighted the specifics of training at every stage and mentioned comparatively good employment rates among their graduate students.

52. Mr. Zhengren Li focused his attention on the UN efforts to help students 'mutate' into professional interpreters, pointing out the key objectives of the process: perfect knowledge of source and target languages, high-level interpreting skills and general knowledge. The main features of this process include the direct transfer of experience from professionals, a serious approach to selecting training priorities and a set of basic principles that are shaping practical teaching methods.

53. Ms. Alison Graves highlighted the opinion gap in readiness of graduates for the labour market and the role of accreditation as a gateway to bridge this gap. She also stressed the importance of modern teaching technics such as virtual classes, mock conferences and tests, etc., for developing listening skills, ability to achieve the appropriate tone and register in the target language and to convey the intended effect of the source speech.

54. Ms. Elizaveta Myshenkova shared her experience of her internship at the United Nations and its impact on her skills, which she saw as invaluable as preparation for a future career as a professional interpreter.

Panel 4.1: Continuous learning for language professionals – the role of the universities and the role of the United Nations

55. Panel 4.1. was moderated by Ms. Alexa Alfer, Senior Lecturer in Translation Studies, Department of Modern Languages and Cultures, University of Westminster, United Kingdom, and Sonia Gharabawi, Senior Interpreter, Arabic Interpretation Section, United Nations Headquarters, New York. The other panelists made presentations as follows:

- Ms. Ahed Sboul, Chief, Conference Services Section, United Nations Economic and Social Commission for Western Asia, on *Findings of the Training Needs Survey*
- Ms. Martine Azubuike, Chief, French Translation Service, United Nations Headquarters, United Nations, on *Continuous Learning Opportunities for Language Staff at the United Nations*
- Ms. Gina Abou Fadel Saad, Director, École de Traducteurs et d'Interprètes de Beyrouth, Université Saint-Joseph, on *Universities and the UN: a Two-way Collaboration*
- Mr. Lidi Wang, Dean, Beijing Foreign Studies University, China, on the *UN Outreach Program for the Future – Reaching Beyond the Language Profession*

56. Ms. Ahed Sboul presented the findings of the training needs survey, which was conducted in response to the General Assembly's call for strengthening initiatives related to training and to replenishing the language capacity of the United Nations, including through outreach programmes. The objective of the survey was to identify possible areas for joint training ventures across the language services with the MoU universities.

57. Ms. Martine Azubuike presented the continuous learning opportunities that were offered to language staff at the United Nations. She noted that the aim of training was to promote a United Nations work culture whose core values included integrity, professionalism, respect for diversity, multilingualism, performance management and technological awareness. She explained that some training courses were mandatory for all staff, while others, including soft skills training, were voluntary. Other training opportunities included management courses, language proficiency classes, communication courses and courses given under the external studies programme.

58. Ms. Gina Abou Fadel Saad outlined the new courses that had been introduced to the Master's in Conference Translation programme following the signing of the MoU. She explained that most of these courses were given by language staff from the United Nations Economic and Social Commission for Western Asia and included verbatim reporting, précis writing, editing, United Nations terms, United Nations examinations, conference simulation and consecutive and simultaneous interpretation. On the training that MoU universities can deliver to United Nations language staff, she highlighted the lifelong and continuous learning sessions that had been organized by her university and tailored to the specific needs of UN staff. These had included courses on computer-assisted translation and localization, legal translation and simultaneous interpretation. She also noted the importance of organizing conferences

on the latest theoretical developments in translation and interpretation, as well as bilateral meetings, seminars and workshops between United Nations representatives and universities.

59. Mr. Lidi Wang touched on past cooperation between Beijing Foreign Studies University and the United Nations and outlined the university's proposal for future activities in the framework of the MoU network. These activities included content-based training of future United Nations language professionals with a focus on in-depth knowledge; training in language enhancement and other areas of Chinese studies for United Nations staff; training in project management, law and technology; and training in translation, interpretation and Chinese studies for students from other MoU network universities.

60. In the ensuing discussion, it was suggested that the MoU network could create a database or another forum for universities to publish information and promote training courses for United Nations language staff. One of the participants pointed out that the new United Nations Language Careers portal would include a specific section for MoU universities to advertise courses of interest to United Nations staff.

61. Concerning the issue of whether there was room for possible expansion of the MoU university network, it was agreed that further discussion was required, bearing in mind that not all of the United Nations language services had the same recruitment needs.

Panel 4.2: Russian as an official language of the United Nations

62. Panel 4.2. was moderated by Ms. Rebecca Edgington, Chief, English Interpretation Section, United Nations Office at Geneva, and Mr. Sergey Goncharov, First Vice-Rector of Herzen University. The other panelists made presentations as follows:

- Ms. Irina Alexeeva, Director, School of Conference Interpreting and Translation, Herzen University, Russian Federation, on *Systemic Priorities in Maintaining Mother-Tongue Skills for Translators and Interpreters of International Organizations*
- Mr. Nikolai Pakhomov, Chief, Russian Translation Service, United Nations Headquarters, New York, on *Multilingualism at the United Nations*
- Mr. Teimuraz Ramishvili, Director of the Language Support Department, Russian Ministry of Foreign Affairs, on *The Current Policy of the Russian Foreign Ministry Towards Training of Qualified Translators and Interpreters for the United Nations and Other International Organizations*
- Mr. Nikolai Garbovsky, Director, Higher School of Translation and Interpretation, Lomonosov Moscow State University, Russian Federation, on *The Russian Language of UN Translators/Interpreters: Natives of the Language, Bilinguals, Proficient Foreigners*

63. Ms. Irina Alexeeva presented the challenges that a dynamic, more oral and higher-speed communication culture in the digital age pose for the Russian language. The language is suffering lexically, grammatically and in cohesion from increased use of text messages, emails and the like and requires new rules for effective communication. This is a new challenge for Russian and requires a concerted effort by all native speakers to preserve and cultivate the quality of their language, an effort

spearheaded by language professionals, diplomats and teachers. For interpreters and translators, regular seminars in Russian, webinars, training programmes and glossaries need to be developed.

64. Mr. Nikolai Pakhomov outlined what multilingualism means in the United Nations context, which is the fair and equal use of all official languages in the Organization. He presented the history of it from the founding of the United Nations through to resolution 50/11 clearly stating the multilingualism policy. After introducing the different UN structures of the Russian language, he talked of succession planning for the Russian sections and the ongoing need for highly qualified and erudite professionals able to cope with UN-style work which covered so many different topics. He mentioned the Russian book club and that multilingualism is more important today than ever before in the Organization.

65. Mr. Teimuraz Ramishvili stated clearly the policy of the Russian Ministry of Foreign Affairs (MFA), which is that all Russian institutes training interpreters and translators should be training graduates capable of success in the UN exams. The UN standard of quality is the target. The Ministry had conducted a survey of the domestic translation and interpretation market to understand the training and work of language professionals and analyzed the results, then set up an informal network. Unlike 25 years ago, there is no longer one single training course for interpreters and translators in the Russian Federation and for a while there was a shortage of professionals trained, but the new courses are now producing good graduates capable of working for the ministry and the UN. The MFA's strategy is two-fold: firstly to train language professionals to meet the needs of the MFA and the rest of the government and rate agencies to ensure good services are provided. Secondly to train language professionals for the international organizations. The MFA has regular internships and is in constant contact with the organizations and the universities. He suggested regular LCEs to keep the rosters replenished, a UN roadmap for national authorities providing them with information on succession planning and only genuine entry-level vacancies being advertised. He emphasized that the quality standards were the same for the MFA and the UN, though the active/passive language needs differ, and that UN standard training was thus the only path to success.

66. Mr. Nikolai Garbovsky said it was vital to study and tackle the problems facing the Russian language today. He drew distinctions between Russian as a passive and an active language and stressed the need for different approaches to training for each. The Lomonosov institute have increasing numbers of Chinese A students and national specificities should also be taken account of in training programmes, with dedicated training materials developed after research. Admission standards are very high as the courses are short and Russian language quality should be assessed rigorously as this is a core requirement for UN and MFA employment, though the MFA need for two or more active languages and consecutive interpretation requires particular kinds of training methods. The standard of the Russian language and also the standard of logical reasoning of young people have deteriorated and this should be studied. Training and on-going training is required for language professionals to develop the Russian language and terminology. He mentioned a Russian Government initiative started four years ago to promote translation of Russian literature into other languages, the "Institute of Translation"⁴ and a website of the Moscow State University with on-line lectures delivered by experts on various subjects,

⁴ <http://readrussia.org/about/the-translation-institute>.

which was an excellent source of Russian terminology and information. He highlighted the challenges of machine translation, advocating studies into how this technology can best be used.

G. SESSION 5: THE FUTURE OF THE MOU NETWORK: BRIDGING THE GAP BETWEEN ACADEMIA AND EMPLOYMENT THROUGH THE MOUS

67. The plenary session on the future of the MoU network was moderated by Ms. Martine Azubuike, Chief, French Translation Service, United Nations Headquarters, and Mr. Guillermo Badenes, Head, International Office, Universidad Nacional de Córdoba, Argentina. The other panelists made presentations as follows:

- Ms. Anne Lafeber, Reviser, English Translation Service, United Nations Headquarters, New York, on *Findings of the MoU Universities Needs Survey and Implications for Taking the Network Forward*
- Ms. Tatiana Bodrova, Director, Ecole Supérieure d'Interprètes et de Traducteurs, Université Sorbonne Nouvelle – Paris III, on *How to Bridge the Gap Between Academia and Employment in the Context of the MoUs.*

68. Ms. Anne Lafeber explained that the aim of the survey was to gauge the general level of satisfaction among MoU universities with regard to the structures and mechanisms that had been put in place and developed over the previous seven years. She noted that the universities had rated the MoU activities highly for their effectiveness and had requested more activities and more regular ones. She also looked at 15 possible criteria for assessing the implementation of the MoUs by both the United Nations and the MoU universities, and proposed that the Executive Committee examine and develop them so that a definitive set could be circulated for approval and application starting in September 2015⁵. She concluded her presentation by proposing that the Fourth Conference of MoU universities adopt a new logo for the MoU universities network.

69. Ms. Tatiana Bodrova gave some suggestions on ways to bridge the gap between academia and the United Nations. Some examples included encouraging young graduates working as United Nations language professionals to get involved in their alma mater's final examinations or to teach a course on how to prepare for United Nations competitive examinations, organizing student exchanges between universities offering the same language combinations and asking United Nations language professionals to give courses by video-conference.

70. In the ensuing discussion, one participant asked whether the United Nations could help MoU universities to expand their collaboration with other organizations in the United Nations system. Mr. Tegegnetwork Gettu, Under-Secretary-General for General Assembly and Conference Management, United Nations Headquarters, encouraged universities to contact such organizations and examine the possibility of signing MoUs with them according to their own needs. However, the focus of the UN-MoU network was and should remain to prepare students to pass the language competitive examinations of the Secretariat.

⁵ See Annex IV.

71. It was noted that efforts should be made to establish a common standard for sign language interpreting, a specialization that is in high demand. It was also noted that very positive results had been achieved through eLearning and that students and professionals should be encouraged to take these courses. It was further noted that professional associations could take on a role in the MoU network given that many professional translators and interpreters were members of these associations.

H. SESSION 6: THE FUTURE OF THE MOU NETWORK: OUTCOME OF THE DISCUSSIONS

72. The plenary session entitled “The future of the MoU network: outcome of the discussions” was moderated by Mr. Enrique Fernandez-Vernet, Chief, Spanish Translation Section, United Nations Office at Geneva. The other panelists were one moderator from each previous panel or plenary.

73. The session featured a broad discussion of ways to take the MoU network forward and specific recommendations were provided for the outcome document. One moderator from each panel or plenary gave a brief summary of the topics that had been discussed.

74. Ms. Nathalie Gormezano, General Manager, Institut de management et de communication interculturels (ISIT), provided a summary of the plenary session on continuous quality assurance in the training of language professionals for UN-like work. She underlined the importance of focusing on new technologies and project management in student training, and on using real United Nations texts for training interns. She also noted the need for integration between academia and the United Nations.

75. Ms. Ahed Sboul, Chief, Conference Services Section, United Nations Economic and Social Commission for Western Asia, explained the outcomes of the panel discussion on translating translation skills into UN jobs. She noted that a common thread during the session had been the challenging task of striking a balance between developing academic programmes and meeting the needs of the job market and the attempts made to reconcile these two objectives. Various proposals had been given, including developing creative writing skills, taking on a competence-based approach to training and introducing a multicomponential and multidisciplinary model in language training.

76. Ms. Martine Azubuike, Chief, French Translation Service, United Nations Headquarters, New York, explained the outcomes of the panel session on internships and traineeships in translation, editing and terminology. The results of the United Nations internship survey revealed that most interns had never worked with UN-specific texts before beginning their internships, so the representatives of the universities were encouraged to work with real UN material and describe to students what it is like to work as a linguist for the United Nations.

77. Ms. Alexa Alfa, of the University of Westminster described the outcomes of the panel discussion entitled “Continuous learning by language professionals: the role of the universities and the role of the United Nations”. Discussions had focused on the training courses that the universities could provide to United Nations language staff. The training needs survey had revealed that staff were eager to learn more languages and that the universities were also in a position to provide training outside the field of translation and interpretation, for instance in management and law. The objective was for the universities and the United Nations to reach an alignment of expectations and deliverables.

I. SESSION 7: THE OUTCOME DOCUMENT

78. The outcomes of the Fourth Conference of MoU universities were outlined by the drafting committee and unanimously adopted after discussion. They are presented in full in Section V below.

J. CLOSING CEREMONY

79. During the closing ceremony, statements were made by Mr. Valery Solomin, Rector of Herzen State Pedagogical University, and Mr. Tegegnework Gettu, Under-Secretary-General for General Assembly and Conference Management.

80. As requested by the MoU universities, the venue of the MoU Conferences would alternate between universities and UN duty stations. The Department for General Assembly and Conference Management at the United Nations Headquarters in New York was confirmed as the host of the forthcoming Fifth Conference of MoU universities, which will be held in 2017.

V. OUTCOMES OF THE FOURTH MOU CONFERENCE

81. The MoU network members:

Welcomed the launch of the new multilingual United Nations language careers portal and thanked the six MoU universities that participated in the translation project

Stressed

- The need to strengthen cooperation between MoU universities
- The value of UN internships and similar work experiences
- In training, the need to expose students to real-life and test situations; focus on simultaneous interpretation and meeting preparation for interpreters; select candidates for internships and training opportunities carefully; continue to focus on language-A training; incorporate UN materials into training courses; have practitioners as trainers; develop students' ability to receive and act on feedback and criticism

Recommended

- Using the new portal as communications tool
- Developing alumni networks as a resource
- Organizing simulated UN work experiences, for interpreters and translators
- Using of blended learning, virtual classrooms and e-tools for expanding pedagogical assistance and the UN making web materials available in downloadable format
- Notifying all MoU universities of all internship vacancies, all LCEs and freelance tests
- Notifying the Training and Outreach team of any training opportunities that might be of interest to UN language staff (for posting on the portal)

Agreed to

- Adopt the logo designed by Mr. Vladimir Egorov of Herzen University, with a slight amendment, as the logo of the MoU network
- Ask the new Executive Committee (Salamanca, Nairobi, Ain Shams, Geneva, Lomonosov, Beijing FSU) to examine or appoint a small working group to examine the 15 criteria proposed in the Report on the MoU Universities' Needs survey, for assessing the implementation of the MoUs, with a view to circulating a proposed set of criteria for approval and adoption by network members

Reaffirmed the focus of the MoU network on training language professionals for the United Nations Secretariat, as set forth in the MoUs signed with the Department General Assembly and Conference Management.

ANNEX I. THE NETWORK OF MOU UNIVERSITIES

#	University/Country	UN Coordinator	University Focal Point
1	University of Bath (UK)	Ms. Nicole Maguire nmaguire@unog.ch Tel: (+41 22) 917-5438	Ms. Elena Kidd e.kidd@bath.ac.uk
2	The Herzen State Pedagogical University of Russia (Russian Federation)	Mr. Kirill Kasyanov kasyanov@un.org Tel: (+1 212) 963-8235	Ms. Angelika Antonova angelique.antonova@peterlink.ru Valery Pavlovich Solomin rector@herzen.spb.ru
3	University of Geneva (Switzerland)	Mr. Zhengren Li zli@unog.ch Tel: (+41 22) 917-3074	Dr Fernando Prieto Ramos Fernando.Prieto@unige.ch
4	Beijing Foreign Studies University (China)	Mr. Xuesong Ma max@un.org Tel: (+1 212) 963-6080	Dr Wang Lidi wanglidi@bfsu.edu.cn
5	Shanghai International Studies University (China)	Mr. Zhengren Li zli@unog.ch Tel: (+41 22) 917-3074	Dr Harry Ping Dai daihappy@yahoo.com
6	University of Salamanca (Spain)	Ms. Ana Larrea larrea@un.org Tel: (+1 212) 963-0974	Ms. Teresa Fuentes tfuentes@usal.es Ms. Elena Palacio Alonso elenapalacio@usal.es
7	University of Westminster (UK)	Ms. Nicole Maguire nmaguire@unog.ch Tel: (+41 22) 917-5438	Ms. Maryse Bray braym@westminster.ac.uk
8	Middlebury Institute of International Studies at Monterey (USA)	Mr. Hossam Fahr fahr@un.org Tel: (+1 212) 963-8233	Dr Renee Jourdenais rjourden@miis.edu
9	University of Mons (Belgium)	Ms. Anne Fassotte fassotte@un.org Tel: (+1 212) 963-6749	Dr Alain Piette alain.piette@umh.ac.be Tel: +32(0)65/373601 Ms. Odile Cuvelier odile.cuvelier@umons.ac.be
10	Lomonosov Moscow State University (Russian Federation)	Mr. Alexandre Skourikhine askourikhine@unog.ch Tel: (+41 22) 917-5229	Dr Nikolai Garbovsky garok1946@mail.ru
11	Minsk State Linguistic University (Belarus)	Ms. Olga Kazanli kazanlio@un.org Tel. (+1 917) 367 4172	Mr. Alexandr Ponimatko ponimatko.a@mail.ru

12	Saint Joseph University (Lebanon)	Ms. Ahed Sboul sboul@un.org Tel: (+961 1) 978113	Dr Antoine Hokayem vrri@usj.edu.lb
13	The American University in Cairo - AUC (Egypt)	Ms. Sonia Gharabawi gharabawi@un.org Tel. +1(917) 439 9356	Dr Ali Al-Hussein husinaly@aucegypt.edu Dr Samia Mehrez samehrez@aucegypt.edu
14	Damascus University (Syria)	TBD	Dr Hala Dalbani hdalbani@scs-net.org
15	Ecole supérieure d'interprètes et de traducteurs - ESIT (France)	Mr. Amadou Sow asow@unog.ch Tel. (+41 22) 9175259	Mme Tatiana Bodrova Tatiana.Bodrova@univ-paris3.fr + 33.1.44.05.45.93 Mme Isabelle Le-Hericy isabelle.le-hericy@univ-paris3.fr + 33.1.44.05.41.42
16	Moscow State Institute of International Relations - MGIMO (Russian Federation)	Mr. Dmitry Toporkov dtoporkov@unog.ch Tel: (+41 22) 917-4164	Dr Valeri Vorobiev timakh@rambler.ru Mr. Gennady Ivanovich Gladkov gigladkov@mgimo.ru
17	Institut de management et de communication interculturels - ISIT (France)	Ms. Marie Diur marie.diur@unvienna.org Tel: (+43 1) 26060-3116	Mme Marie Mériaud-Brischoux secretariat.direction@isit-paris.fr Dr Nathalie Gormezano n.gormezano@isit-paris.fr
18	University of Nairobi (Kenya)	Rebeca Collier rebeca.collier@unon.org Ext. 23068	Dr Jayne Mutiga jaynemutiga@yahoo.co.uk jmutiga@uonbi.ac.ke
19	Guangdong University of Foreign Studies – GDUFS (China)	Mr. Penghui Fu fu@un.org Tel: (+1 212) 963-7512	Prof Hong Ping hping@mail.gdufs.edu.cn simonhongping@yahoo.com
20	Universidad Nacional de Córdoba – UNC (Argentina)	Ms. Ana Larrea larrea@un.org Tel: (+1 212) 963-0974	Prof Guillermo Badenes guillermobadenes@yahoo.com.ar guillermobadenes@fl.unc.edu.ar
21	Faculty of Al-Asun, Ain Shams University – ASU (Egypt)	Ms. Hala Talaat talaat@un.org Tel: (+1 212) 963-1247	Dr Amal Abdel Maqsood a_mal1280@yahoo.com Tel: 001-02-01001280606
22	London Metropolitan University – LMU (UK)	Ms. Nicole Maguire nmaguire@unog.ch Tel: (+41 22) 917-5438	Dr Alex Krouglov A.Krouglov@londonmet.ac.uk

ANNEX II. LIST OF PARTICIPANTS

1. **Valery Solomin**, Rector of Herzen University
2. **Sergey Goncharov**, First Vice-Rector of Herzen University
3. **Dmitry Boikov**, Vice-Rector for international cooperation of Herzen University
- 4-19. **Administration** of Herzen University.

Administration of St. Petersburg

20. **Aleksandr Govorunov**, Vice-Governor of St. Petersburg
21. **Irina Ganus**, Acting chairman of the Committee on Science and Higher Education

SCIT Board of Guardians

22. **Veniamin Yakovlev**, Advisor to President of the Russian Federation, Chairman of the Board (*confirmed on the 17th April*)
23. **Vladimir Zapevalov**, Representative of Russian MFA in St. Petersburg
24. **Noel Muylle**, Honorary Vice-President of SCIT, Honorary Director General, European Commission
25. **Alexandr Prokhorenko**, Deputy Director General, Inpredservice
26. **Vladimir Khodyrev**, Advisor to the Governor of St. Petersburg, President of the North West Transport Union

UN Participants

27. **Tegegnetwork Gettu**, Under-Secretary-General for General Assembly and Conference Management
28. **Nikolai Pakhomov**, Chief, Russian Translation Service,
29. **Martine Azubuiké**, Chief, French Translation Service
30. **Sonia Gharabawi**, Senior Interpreter, Arabic Section, Interpretation Service
31. **Anne Lafeber**, Reviser, English Translation Service
32. **Zhengren Li**, Chief, Interpretation Service
33. **Rebeca Collier**, English Editor, Division of Conference Services
34. **Enrique Fernández-Vernet**, Chief, Spanish Translation Section
35. **Rebecca Edgington**, Chief, English Interpretation Section
36. **Ahed Sboul**, Chief, Conference Services Section

Russian Ministry of Foreign Affairs:

37. **Teimuraz Ramishvili**, Director, Department of Linguistic Support
38. **Dmitry Chumakov**, Head of Administrative and Budgetary Section, Department of International Organizations, Ministry of Foreign Affairs of the Russian Federation

European Commission representatives:

39. **Claude Durand**, Head of Unit, Interinstitutional Relations and International Cooperation
40. **Nikola Kunte**, Director, Professional and Organisational Development Department

European Parliament representatives:

41. **Alison Graves**, Head of Unit for Interpreter Training and Contacts with Universities
42. **Kent Johansson**, Public Relations Officer

FAO representatives

43. **Sergio Ferraro**, Director, Meetings Programming and Documentation Division

EMCI administration and representatives

44. **Ivana Chenkova**, Coordinator

MoU network participants

45. **Nathalie Gormezano**, General Manager, Institut de management et de communication interculturels (ISIT), France
46. **Frédéric Gulin**, Director of Education, Institut de management et de communication interculturels (ISIT), France
47. **Elena Palacio Alonso**, Deputy Dean for Mobility (Institutional Erasmus Coordinator University of Salamanca), Spain
48. **Fayza El Qasem**, Head of Translation Unit, Ecole supérieure d'interprètes et de traducteurs (ESIT) Université de Paris 3, Sorbonne Nouvelle, France
49. **Tatiana Bodrova**, Director, Ecole supérieure d'interprètes et de traducteurs (ESIT) Université de Paris 3, Sorbonne Nouvelle, France
50. **Fernando Prieto Ramos**, Dean, Centre for Legal and Institutional Translation Studies, Faculty of Translation and Interpreting, University of Geneva, Switzerland
51. **Renee Jourdenais**, Dean, Graduate School of Translation, Interpretation, and Language Education, Monterey Institute of International Studies, a graduate school of Middlebury College Monterey Institute of International Studies, USA
52. **Elena Kidd**, Course Director, Department of Politics, Languages and International Studies University of Bath, UK
53. **Ping Hong**, Dean, School of Interpreting and Translation Studies, Guangdong University of Foreign Studies, Guangzhou, China
54. **Zhao Junfeng**, School of Interpreting and Translation Studies, Guangdong University of Foreign Studies, Guangzhou, China
55. **Alexa Alfer**, Senior Lecturer in Translation Studies, Department of Modern Languages and Cultures, University of Westminster, UK
56. **Harry Dai**, Vice Dean, Graduate Institute of Interpretation & Translation, Shanghai University, China
57. **Shaojun Chen**, Junior Faculty Member, Russian Interpretation Section, Shanghai University, China
58. **Najwa Hamaoui**, Chief of Arabic Department and Master-Assistant, Center of Multimedia Studies at the Faculty of Translation and Interpretation, Mons University, Belgium
59. **Farid Aitsiselmi**, Principal Lecturer in Translation and Interpreting, Faculty of Social Sciences and Humanities, London Metropolitan University, UK
60. **Al-Hussein Ali**, Director of Languages Department, School of Continuing Education, The American University in Cairo, Egypt
61. **Guillermo Badenes**, Head of the International Office, Universidad Nacional de Córdoba, Argentina
62. **Silvia Barei**, Vice-Rector, Universidad Nacional de Córdoba, Argentina
63. **Hayssam Safar**, Director, Center of Multimedia Studies at the Faculty of Translation and Interpretation, Mons University, Belgium
64. **Lidi Wang**, Dean, Beijing Foreign Studies University, China
65. **Xiaohong Hu**, Professor, Beijing Foreign Studies University, China
66. **Wei Lin**, Lecturer, Graduate School of Translation and Interpretation, Beijing Foreign Studies University, China

67. **Henri Awaiss**, Dean of the Faculty of Languages, School of Translators and Interpreters of Beirut (ETIB), Saint Joseph University, Lebanon
68. **Gina Saad**, Director, the School of Translators and Interpreters of Beirut (ETIB), Saint Joseph University (Lebanon)
69. **Alexandr Ponimatko**, Dean, Faculty of Translation and Interpreting, Minsk State Linguistic University, Belarus
70. **Nikolai Garbovskiy**, Director, Higher School of Translation and Interpretation, Lomonosov Moscow State University, Russian Federation
71. **Olga Kostikova**, Associate Professor, Deputy Director, Higher School of Translation and Interpretation, Lomonosov Moscow State University, Russian Federation

Russian universities with interpreting and translation programmes (observers)

72. **Olga Yegorova**, Director, School of Interpreting and Translation, Astrakhan State University
73. **Nadezhda Khuziyatova**, Head of the Department of China Studies, Far Eastern Federal University, Vladivostok
74. **Vasilisa Petrova**, Assistant Professor, Department of China Studies, Far Eastern Federal University, Vladivostok
75. **Irina Zinovieva**, Dean, Faculty of Interpreting and Translation, University of Nizhny Novgorod
76. **Maxim Chikov**, Associate Professor, Faculty of Interpreting and Translation, University of Nizhny Novgorod
77. **Veronica Razumovskaya**, Head of Regional Branch of UTR, Professor, Siberian Federal University, Krasnoyarsk
78. **Yaroslav Sokolovsky**, Associate Professor, Department of Foreign Languages for Business, Institute of Economy and Management of Natural Resources, Siberian Federal University, Krasnoyarsk
79. **Elena Dvinskikh**, Director, Centre of Continuing Education, Institute of Economy and Management of Natural Resources, Siberian Federal University, Krasnoyarsk
80. **Lyudmila Devel**, Associate Professor, Department of Foreign Languages and Linguistics, St. Petersburg State University of Culture and Arts
81. **Elizaveta Burmistrova**, Associate Professor, Department of Foreign Languages and Linguistics, St. Petersburg State University of Culture and Arts
82. **Olga Komissarova**, Acting Head, Department of Linguistics and Translation, Tomsk Polytechnic University
83. **Svetlana Shilova**, Head, Department of English and Intercultural Communication, Faculty of Foreign Languages and Language Education, Saratov State University
84. **Mikhail Alexeev**, President, St. Petersburg Institute of Foreign Languages
85. **Andrew Chuzhakin**, Moscow State Linguistic University
86. **Natalia Gicheva**, Dean, Faculty of foreign languages, Omsk State University

Other universities with interpreting and translation programmes

87. **Aibarsha Islam**, Head of Translation and Interpreting Department, University of International Relations and World Languages, Kazakhstan

Russian professional interpreter/ translator associations' representatives

88. **Nikolai Duplensky**, Vice-President, National League of Translators and Interpreters
89. **Ilya Mischenko**, Chairman of St. Petersburg Branch, Union of Translators of Russia (UTR)

Russian translation agencies

90. **Vladimir Shebanov**, ROID Translation Agency;
91. **Maxim Gribov**, ROID Translation Agency
92. **Yulia Merkusenko**, ROID Translation Agency
93. **Ilya Mischenko**, EGO Translating Company,
94. **Anna Anashkina**, EGO Translating Company
95. **Ksenia Shtareva**, EGO Translating Company
96. **Pavel Goncharov**, Eclectic Translations,
97. **Jamie Brown**, Eclectic Translations
98. **Valentina Kozyreva**, Eclectic Translations
99. **Maria Konovalova**, Eclectic Translations
100. **Anton Malyshev**, “Vosstaniya, 6” Translation Agency,
101. **Anton Sosnov**, “Vosstaniya, 6” Translation Agency
102. **Sofya Chantseva** - “Vosstaniya, 6” Translation Agency
103. **Alexey Gerin**, Translink Translation Services;
104. **Yulia Kurako**, Translink Translation Services
105. **Olga Kazartseva**, Translink Translation Services
106. **Ruslan Shaklein**, Translink Translation Services
107. **Tatiana Malashkevich**, Translink Translation Services
108. **Dirk Verbeke**, Director of Sales, Televic Education

SCIT trainers

109. **Irina Alexeeva**
110. **Angelique Antonova**
111. **Sergei Afonin**
112. **Andrey Gorbov**
113. **Vladimir Kornev**
114. **Tatiana Maruschenko**
115. **Alexei Pago**
116. **Boris Pogodin**
117. **Maria Tolstaya**
118. **Andrey Shitin**
119. **Yuriy Shashkov**
120. **Yulia Shestovskikh**
121. **Mikhail Scherbina**
122. **Oxana Yakimenko**

Conference Interpreters (SCIT trainers)

123. Ekaterina Shutova
124. Alexei Pago

Conference volunteers (SCIT students)

125. Anastasia Gavrulina
126. Marina Gurtsiyeva
127. Olga Kameneva
128. Alina Kulikova

129. Anastasia Matsuk
130. Anna Olneva
131. Anna Panafidina
132. Maria Ponomaryova
133. Olga Silakova
134. Marina Tkachyova
135. Tamara Fomkina
136. Dauren Murzabekov
137. Chinara Mirzabaeva
138. Nurgazin Mirat
139. Aima Seitova
140. Svetlana Filimonova

Institute of Foreign Languages, Herzen University:

141. **Tatiana Vorontsova** – Director
142. **Tatiana Yudina** – Head of Translation and Interpreting Department
- 143-150. **Faculty members** of the Translation and Interpretation Department
- 151-200. **Students** of Translation and Interpretation Department of Herzen University

ANNEX III. PROGRAMME OF THE FOURTH CONFERENCE

DAY ONE THURSDAY, APRIL 16, 2015

9.30 am–11 am	OPENING PLENARY	<i>Hall of Columns</i>
WELCOME ADDRESSES		
<ul style="list-style-type: none">• Valery Solomin, <i>Rector of Herzen State Pedagogical University</i>• Aleksandr Govorunov, <i>Vice-Governor of St.Petersburg</i>• Veniamin Yakovlev, <i>Advisor to the President of the Russian Federation, Chair of SCIT Board of Guardians</i> (read by Rector Valery Solomin)• Sergey Lavrov, <i>Russian Minister of Foreign Affairs</i> (read by Teimuraz Ramishvili, <i>Director of the Language Support Department, Russian MFA</i>)• Tegegnework Gettu, <i>Under-Secretary-General for General Assembly and Conference Management</i>, presenting the guiding questions and objectives of the Conference		
PRESENTATION OF REPORTS ON ACTIVITIES		
Nikolai Pakhomov (<i>UNHQ</i>)	United Nations report on activities carried out under the outreach programme, including follow-up to the outcomes of the previous Conference and announcement of the drafting committee for the outcome document. <i>Drafting Committee: Anne Lafeber (UNHQ), Rebecca Edgington (UNOG), Harry Dai (Shanghai International Studies University, China)</i>	
Elena Kidd (<i>University of Bath</i>)	Summary of universities' activities under the MoUs since the previous Conference, presented by university representative of the Executive Committee	
11 am–11.30 am	COFFEE BREAK	<i>Blue Hall</i>
EXHIBITION / Q&A <i>Hall of Columns</i>		
Sonia Gharabawi (<i>UNHQ</i>) Martine Azubuike (<i>UNHQ</i>)	Participants are encouraged to visit the exhibition space, where universities have displayed information about their T&I programmes. Representatives of the UN language services will also be available at the UN stand to answer questions about the work and recruitment of language professionals at the United Nations.	
11.30 am–1 pm	SESSION 1 – PLENARY	<i>Hall of Columns</i>
CONTINUOUS QUALITY ASSURANCE IN THE TRAINING OF LANGUAGE PROFESSIONALS FOR UN-LIKE WORK Moderators: Enrique Fernández-Vernet (<i>UNOG</i>) and Nathalie Gormezano (<i>Institut de management et de communication interculturels</i>)		
Angelique Antonova (<i>SCIT–Herzen University</i>)	Quality Assurance System in Training Translators and Interpreters for International Organizations developed in the St. Petersburg School of Conference Interpreting and Translation	

Renee Jourdenais Maintaining and Assessing Program Quality
(Middlebury Institute of International Studies at Monterey)

Rebeca Collier (UNON) on behalf of **Sally Reading (UNOV)** Quality Assurance in the Training of New Recruits by United Nations Language Services

1 pm–2 pm	LUNCH <i>Working luncheon on French language, chaired by Martine Azubuiké</i>
2 pm–3.30 pm	SESSION 2: PARALLEL PANEL DISCUSSIONS: ROAD MAPS FOR TRAINING INTERPRETERS AND TRANSLATORS
<p>PANEL 2.1. TRANSLATING TRANSLATION SKILLS INTO UN JOBS <i>Mariinsky Hall</i> Moderators: Ahed Sboul (<i>Economic and Social Commission for Western Asia</i>) and Farid Aitsiselmi (<i>London Metropolitan University</i>)</p>	
Fayza el Qasem (<i>ESIT–Université Sorbonne Nouvelle–Paris</i>)	Upgrading Editing Skills
El-Hussein Ali (<i>The American University in Cairo</i>)	Market-Oriented Competence-Based Approach to Translation Training
Sergey Afonin (<i>SCIT–Herzen University</i>)	Can Translation Be Taught Intensively: Three Perspectives
Fernando Prieto Ramos (<i>University of Geneva</i>)	Tailoring Translator Training to Institutional Needs
Irina Alexeeva (<i>SCIT–Herzen University</i>)	Effective Ways of Translator Training Today: The Secret of Success
<p>PANEL 2.2. TRAINING INTERPRETERS FOR UN-LIKE WORK <i>Coat of Arms Hall</i> Moderators: Zhengren Li (<i>UNOG</i>) and Najwa Hamaoui (<i>University of Mons</i>)</p>	
Tatiana Bodrova (<i>ESIT–Université Sorbonne Nouvelle–Paris 3</i>)	Meeting Preparation
Claude Durand (<i>DG Interpretation, European Commission</i>)	DG Interpretation: What Experience Teaches Us
Rebecca Edgington (<i>UNOG</i>)	UN Freelance Tests and Staff Competitive Examinations: How We Set and Evaluate them and How to Prepare Candidates
3.30 pm–4 pm	COFFEE BREAK <i>Rector’s Hall</i>
EXHIBITION / Q&A <i>Hall of Columns</i>	

Nikolai Pakhomov (UNHQ)
Ahed Sboul (*Economic and Social Commission for Western Asia*)

Participants are encouraged to visit the exhibition space, where universities have displayed information about their T&I programmes. Representatives of the UN language services will also be available at the UN stand to answer questions about the work and recruitment of language professionals at the United Nations.

4 pm–5.30 pm

SESSION 3: PARALLEL PANEL DISCUSSIONS: INTERNSHIPS, TRAINEESHIPS, AND BOOTH PRACTICE AT THE UNITED NATIONS – LESSONS LEARNED

PANEL 3.1. INTERNSHIPS AND TRAINEESHIPS IN TRANSLATION, EDITING, AND TERMINOLOGY

Mariinsky Hall

Moderators: **Martine Azubuiké** (*UN Office at Geneva*) and **Gennady Gladkov** (*MGIMO University, Russia*)

Enrique Fernandez- Vernet (*UNOG*), on behalf of **Sally Reading** (*UNOV*) Translation Traineeships: the Experience of the English Translation Team at UNOV

Enrique Fernandez- Vernet (*UNOG*) Presentation on what DGACM has been doing to improve internships for translation students

Anne Lafeber (*UNHQ*) Findings of the 2013-2014 Internship Survey

Grigory Khaustov (*SCIT–Herzen University*) Presentation by a former intern on the internship experience

PANEL 3.2. VISITS, TRAINING SESSIONS, VERBATIM REPORTING AND BOOTH PRACTICE FOR INTERPRETATION STUDENTS

Coat of Arms Hall

Moderators: **Rebecca Edgington** (*UNOG*) and **Alexandr Ponimatko** (*Minsk State Linguistic University*)

Sonia Gharabawi (*UNHQ*) The Online Experience: Networking and Working in a Net

Zhengren Li (*UNOG*) Students Today, Interpreters Tomorrow: UN Efforts to Help Train Future Interpreters

Elena Palacio Alonso (*University of Salamanca*) Training Activities with the UN: the Salamanca Experience with Undergraduate Students (What it means to Be Young!)

Alison Graves (*DG Interpretation and Conferences, European Parliament*) Good Practice, Better Practice, Best Practice—Bridging the Skills Gap

Elizaveta Myshenkova (*SCIT–Herzen University*) Presentation by a former intern on the internship experience

DAY TWO - FRIDAY, APRIL 17, 2015

9.30 am–11 am	SESSION 4: PARALLEL PANEL DISCUSSIONS	
	PANEL 4.1. CONTINUOUS LEARNING FOR LANGUAGE PROFESSIONALS: THE ROLE OF THE UNIVERSITIES AND THE ROLE OF THE UNITED NATIONS	<i>Mariinsky Hall</i>
	Moderators: Sonia Gharabawi (UNHQ) and Alexa Alfer (University of Westminster)	
	Martine Azubuike (UNHQ) Continuous Learning Opportunities for Language Staff at the United Nations	
	Ahed Sboul (Economic and Social Commission for Western Asia) Findings of the Training Needs Survey	
	Gina Abou Fadel Saad (Université Saint-Joseph) Universities and the UN: a Two-way Collaboration	
	Lidi Wang (Beijing Foreign Studies University) The UN Outreach Program for the Future - Reaching Beyond the Language Profession	
	PANEL 4.2. RUSSIAN AS AN OFFICIAL LANGUAGE OF THE UNITED NATIONS	<i>Coat of Arms Hall</i>
	Moderators: Rebecca Edgington (UNOG) and Sergey Goncharov (Herzen University)	
	Irina Alexeeva (SCIT-Herzen University) Systemic Priorities in Maintaining Mother-Tongue Skills for Translators and Interpreters of International Organizations	
	Nikolai Pakhomov (UNHQ) Multilingualism at the United Nations	
	Teimuraz Ramishvili (MFA of Russia) The Current Policy of the Russian Foreign Ministry Towards Training of Qualified Translators and Interpreters for the United Nations and Other International Organizations	
	Nikolai Garbovsky (Lomonosov Moscow State University) The Russian Language of UN Translators/Interpreters: Natives of the Language, Bilinguals, Proficient Foreigners	
11 am–11.30 am	COFFEE BREAK	<i>Rector's Hall</i>
	EXHIBITION / Q&A	<i>Rector's Hall</i>
	Ahed Sboul (ESCWA) Participants are encouraged to visit the exhibition space, where universities have displayed information about their T&I programmes. Representatives of the UN language services will also be available at the UN stand to answer questions about the work and recruitment of language professionals at the United Nations.	
	Rebecca Edgington (UNOG)	
11.30 am–1 pm	SESSION 5 – PLENARY	
	THE FUTURE OF THE MOU NETWORK: BRIDGING THE GAP BETWEEN ACADEMIA AND EMPLOYMENT THROUGH THE MOUS	<i>Coat of Arms Hall</i>
	Moderators: Martine Azubuike (UNHQ) , Guillermo Badenes (Universidad Nacional de Córdoba)	

Anne Lafeber (UNHQ) Presentation by DGACM of the Findings of the MoU Universities Needs Survey and Implications for Taking the Network Forward

**Tatiana Bodrova (ESIT–
Université Sorbonne Nouvelle–
Paris 3)** How to Bridge the Gap Between Academia and Employment in the Context of the MoUs

1 pm–2 pm	LUNCH	
2 pm–2.30 pm	GENERAL PHOTO	
2.30 pm–3.45 pm	SESSION 6 – PLENARY	
	THE FUTURE OF THE MOU NETWORK: OUTCOME OF THE DISCUSSIONS Moderators: Enrique Fernandez-Vernet (UNOG) and Hong Ping (Guangdong University of Foreign Studies)	<i>Coat of Arms Hall</i>
	8 moderators (1 from each panel or plenary)	Broad discussion of ways to take the MoU network forward and specific recommendations for the outcome document
3.45 pm–4.15 pm	COFFEE BREAK	<i>Coat of Arms Hall</i>
	EXHIBITION / Q&A	<i>Coat of Arms Hall</i>
	Nikolai Pakhomov (UNHQ) Sonia Gharabawi (UNHQ)	Participants are encouraged to visit the exhibition space, where universities have displayed information about their T&I programmes. Representatives of the UN language services will also be available at the UN stand to answer questions about the work and recruitment of language professionals at the United Nations.
4.15 pm–5.15 pm	SESSION 7 – PLENARY	
	THE OUTCOME DOCUMENT Moderators: Zhengren Li (UNOG) and Nikolay Garbovskiy (Lomonosov Moscow State University)	<i>Coat of Arms Hall</i>
	The drafting committee	<ul style="list-style-type: none">▪ Presentation of the proposed outcome document▪ Discussion (and modification if necessary) and approval of the document
5.15 pm–5.45 pm	CLOSING CEREMONY AND ANNOUNCEMENT OF FIFTH MOU CONFERENCE	<i>Coat of Arms Hall</i>
		<ul style="list-style-type: none">▪ Valery Solomin, Rector of Herzen State Pedagogical University▪ Closing words by Tegegnework Gettu, Under-Secretary General for General Assembly and Conference Management, and announcement of the Fifth Conference of MoU universities
5.45 pm–6.30 pm	COCKTAILS	<i>Rector's Hall</i>

ANNEX IV. CRITERIA PROPOSED BY DGACM FOR ASSESSING THE MOU PROGRAMME

The criteria proposed by DGACM for assessing the MoU programme are presented below. They are based entirely on those suggested by the MoU universities in the survey and reflect both the benefits and the commitment that membership of the MoU network is supposed to entail.

Criteria	Possible qualitative and quantitative measures
1. Participation and success in language competitive examinations (LCEs)	Number of LCEs held in which university could field candidates Number of candidates fielded Number of candidates rostered
2. Participation and success in UN freelance tests	Number of tests held in which university could field candidates Number of candidates fielded by university Number of candidates successful
3. Participation in UN internships or similar in-house experiences (e.g. dummy booth practice)	Number of internships/training activities offered by the UN Number of applicants fielded by the university Number of applicants fielded by the university who are accepted
4. Collection and reporting of, and action on feedback about internships or similar in-house experiences (e.g. dummy booth practice)	Feedback from interns collected by university and reported to UN Feedback from interns collected by university and shared with students and faculty Feedback from interns and mentors collected by UN and reported to university Feedback from university to UN acted upon Feedback from UN to university acted upon
5. Opportunities arranged for students to meet UN staff (in person or remotely) for awareness-raising or training	Number of opportunities arranged Willingness displayed by UN to visit or provide training Effort made by university to host visits or arrange meetings
6. Collection and reporting of, and action on, feedback from students about UNiVisitor awareness-raising activities (talks on the work of UN language professionals and the LCEs)	Impact on students (interest in UN, awareness of UN requirements, appreciation of MoU status) Impact on faculty (awareness of UN requirements, appreciation of MoU status) Feedback from students on quality of activity collected by university and reported to UN Feedback from UN on level of interest shown by faculty and students reported to university Feedback from university to UN acted upon Feedback from UN to university acted upon
7. Collection and reporting of and action on feedback from students about UN training activities (lectures, master classes, workshops, remote coaching, etc.)	Impact on students (in terms of skills and knowledge) Impact on faculty (in terms of skills and knowledge) Feedback from students on quality of activity collected by university and reported to UN Feedback from UN on level of interest shown by faculty and students reported to university

		Feedback from university to UN acted upon Feedback from UN to university acted upon
8.	Relevance of curricula, use of UN materials in classroom	Number of UN texts used in university programme Proportion of UN-relevant courses or modules UN-relevant language combinations offered Requests for help finding material met
9.	UN participation in examination panels	Number of panels in which UN staff are invited to participate Number of panels in which UN staff participated
10.	University teaching staff with UN knowledge or experience	Number of university teaching staff with UN experience Number of teachers hosted by UN for in-house experience Number of teachers trained/oriented by UN during UN visits to university
11.	Participation in MoU Conferences	Attendance
12.	Cooperation with other MoU universities in training for LCEs	Number of activities arranged Feedback from participants collected and reported
13.	Advertising of LCEs	Notification of university by UN on first day Dissemination of notice by university
14.	Responsiveness to communications	Responsiveness of UN focal point and outreach coordination team to communications from university Responsiveness of university to communications with UN focal point and outreach coordination team
15.	Timeliness of notifications	Timely notification by UN focal point and outreach coordination team of relevant information Timely notification by university of relevant information to UN focal point and outreach coordination team

ANNEX V. LIST OF THE PRESENTATIONS MADE AT THE FOURTH CONFERENCE⁶

ABOU FADEL SAAD	Gina	<i>Universities and the UN: a Two-way Collaboration</i>
AFONIN	Sergei	<i>Can Translation Be Taught Intensively: Three Perspectives</i>
ALEXEEVA	Irina	<i>Effective Ways of Translator Training Today: The Secret of Success</i>
ALEXEEVA	Irina	<i>Systemic Priorities in Maintaining Mother-Tongue Skills for Translators and Interpreters of International Organizations</i>
ALI	Al-Hussein	<i>Market-Oriented Competence-Based Approach to Translation Training</i>
ANTONOVA	Angelique	<i>Quality Assurance System in Training Translators and Interpreters for International Organizations developed in the St. Petersburg School of Conference Interpreting and Translation</i>
AZUBUIKE	Martine	<i>Continuous Learning Opportunities for Language Staff at the United Nations</i>
BODROVA	Tatiana	<i>Meeting Preparation</i>
BODROVA	Tatiana	<i>How to Bridge the Gap Between Academia and Employment in the Context of the MoUs</i>
COLLIER	Rebeca (on behalf of Sally Reading)	<i>Quality Assurance in the Training of New Recruits by United Nations Language Services</i>
DURAND	Claude	<i>DG Interpretation: What Experience Teaches Us</i>
EDGINGTON	Rebecca	<i>UN Freelance Tests and Staff Competitive Examinations: How We Set and Evaluate them and How to Prepare Candidates</i>
EL QASEM	Fayza	<i>Upgrading Editing Skills</i>
FERNANDEZ-VERNET	Enrique	<i>What DGACM has been doing to improve internships for translation students</i>
FERNANDEZ-VERNET	Enrique (on behalf of Sally Reading)	<i>Translation Traineeships: the Experience of the English Translation Team at the United Nations Office at Vienna</i>
GARBOVSKY	Nikolai	<i>The Russian Language of UN Translators/Interpreters: Natives of the Language, Bilinguals, Proficient Foreigners</i>
GHARABAWI	Sonia	<i>The Online Experience: Networking and Working in a Net</i>
GRAVES	Alison	<i>Good Practice, Better Practice, Best Practice—Bridging the Skills Gap</i>
JOURDENAIS	Renee	<i>Maintaining and Assessing Program Quality</i>

⁶ By speaker's name.

KHAUSTOV	Grigory	<i>Presentation by a former intern on the internship experience</i>
KIDD	Elena	<i>Summary of universities' activities under the MoUs since the previous Conference</i>
LAFEBER	Anne	<i>Findings of the 2013-2014 Internship Survey</i>
LAFEBER	Anne	<i>Findings of the MoU Universities Needs Survey and Implications for Taking the Network Forward</i>
LI	Zhengren	<i>Students Today, Interpreters Tomorrow: UN Efforts to Help Train Future Interpreters</i>
MYSHENKOVA	Elizaveta	<i>Presentation by a former intern on the internship experience</i>
PAKHOMOV	Nikolai	<i>United Nations report on activities carried out under the outreach programme, including follow-up to the outcomes of the previous Conference and announcement of the drafting committee for the outcome document</i>
PAKHOMOV	Nikolai	<i>Multilingualism at the United Nations</i>
PALACIO ALONSO	Elena	<i>Training Activities with the UN: the Salamanca Experience with Undergraduate Students (What it means to Be Young!)</i>
PRIETO RAMOS	Fernando	<i>Tailoring Translator Training to Institutional Needs</i>
RAMISHVILI	Teimuraz	<i>The Current Policy of the Russian Foreign Ministry Towards Training of Qualified Translators and Interpreters for the United Nations and Other International Organizations</i>
SBOUL	Ahed	<i>Findings of the Training Needs Survey</i>
WANG	Lidi	<i>UN Outreach Program for the Future—Reaching Beyond the Language Profession</i>

