7TH MoU CONFERENCE

UNITED NATIONS

Department for General Assembly and Conference Management

Report of the seventh Conference of MoU Universities

Seventh conference of the network of universities that signed a memorandum of understanding with the United Nations on cooperation in preparing candidates for language competitive examinations

The power of languages in times of crisis

Economic and Social Commission for Western Asia (ESCWA)

Beirut, 17-19 May 2021

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I. Aims and theme of the seventh MoU Conference

1. From 17 to 19 May 2021, the Economic and Social Commission for Western Asia (ESCWA) hosted the seventh conference of the network of universities[1] that had signed a memorandum of understanding (MoU) with the United Nations on cooperation in preparing candidates for language competitive examinations (hereafter referred to as "MoU Conference"). It was the first MoU conference to be held online since the outbreak of the COVID-19 pandemic, using a remote simultaneous interpretation (RSI) platform, and the first hosted by a United Nations regional commission.

2. The Conference brought together representatives of the Department for General Assembly and Conference Management (DGACM) and the MoU universities[2] to undertake the following:

(a) Review collaboration within the MoU community and suggest new approaches so as to continually strengthen and improve the network of MoU universities;

(b) Provide an opportunity for partners within the MoU network to compare initiatives and methods in the fields of language professional training, training of trainers, outreach and communication for training programmes, joint training activities and other related projects, and to synthesize those efforts where possible;

(c) Discuss and agree on methods and practices to create and strengthen the relationship between the academic training of language professionals and the needs of employers, specifically international organizations.

3. The theme of the seventh Conference was "The power of languages in times of crisis". The Conference aimed to facilitate:

(a) The exchange of views among participants on the status of collaboration between the United Nations and MoU universities;

(b) The exchange of information on how the pandemic had impacted language services at the United Nations, and student training at MoU universities;

[1] The first conference was hosted by the University of Salamanca (Spain) in May 2011; the second by the University of Mons (Belgium) in May 2012; the third by Shanghai International Studies University (China) in April 2013; the fourth by Herzen State Pedagogical University (Russian Federation) in April 2015; the fifth by United Nations Headquarters in New York in April 2017; and the sixth by the Middlebury Institute of International Studies at Monterey (California, United States of America) in May 2019.

[2] Universities that have signed an MoU with the United Nations are referred to as "MoU universities".

(c) The updating of MoU universities on the new United Nations competitive examinations for language positions (CELP) and the Global Language Roster;

(d) The presentation of the skills required to successfully pass the competitive examinations or serve as a United Nations language professional;

(e) The introduction of MoU universities to lesser-known disciplines at the United Nations;

(f) The exchange of information between the United Nations and MoU university participants on the following:

(i) New skills and tools required for interpreting remotely at the United Nations;

(ii) Artificial intelligence, machine translation and other technological advances for translators;

(iii) Remote training during the pandemic;

(iv) Current and emerging challenges in training language professionals.

4. The recorded sessions, PowerPoint presentations and meeting documents are available at https://mou7.unescwa.org/.

II. Participants

5. A total of 206 participants registered electronically to attend the Conference online (annex 2 to the present report). It was the first time all MoU universities were represented at an MoU conference.

III. Proceedings

6. Student interpreters from 13 MoU universities[3] were given the opportunity to acquire practical United Nations experience by providing remote interpretation in all six official United Nations languages at the plenary sessions of the Conference. ESCWA organized training for the students to familiarize them with the RSI platform.

[3] Beijing Foreign Studies University; ESIT; Herzen University; ISIT; Middlebury Institute of International Studies at Monterey; Moscow State Linguistic University; National University of Córdoba; Saint Joseph University; Shanghai International Studies University; University of Geneva; University of Mons; University of Salamanca; and University of Westminster.

A. Opening

7. The seventh MoU Conference opened with a video on the power of language in times of crisis. Welcoming remarks for the opening plenary meeting were delivered by Rola Dashti, Under-Secretary-General of the United Nations and Executive Secretary of ESCWA; and Movses Abelian, Under-Secretary-General for General Assembly and Conference Management, and Coordinator for Multilingualism of the United Nations.

8. Ms. Dashti, addressing the Conference in Arabic, said that the MoU Conference was not just a meeting between an international organization and academic institutions, but also a reflection of the belief that multilingualism was a core United Nations value underpinning mutual respect and pluralism. She expressed her gratitude to United Nations language professionals for their invaluable work, and for their unwavering support and flexibility during the pandemic and ensuing lockdowns.

9. Mr. Abelian, addressing the Conference in English and Russian, said that the Conference was critically important to the United Nations in terms of succession planning in the language services, and to upholding the value of multilingualism. He noted that language professionals and universities had reinvented themselves to tackle the challenges posed by the pandemic. He observed that all MoU universities were represented at the conference for the first time since the inception of the United Nations outreach programme in 2007, which was a testimony to how remote meetings could bring the world closer together.

B. Update on MoU network activities

10. Carole Maisonneuve, Public Information and Multilingualism Officer in the Office of the Under-Secretary-General in DGACM at United Nations Headquarters in New York (UNHQ) made a presentation in which she provided quantitative data from the United Nations perspective on MoU network activities.

11. Ms. Maisonneuve, addressing the conference in French, said that the United Nations had welcomed far fewer interns in 2020, compared with previous years, for various reasons related to the pandemic. She noted, however, that MoU graduates had consistently comprised around 80 per cent of all interns between 2017 and 2020. There had also been half as many partner universities providing interns to United Nations language services in 2020 as in 2019. All United Nations language disciplines[4] had hosted interns during the biennium, in all six United Nations official languages. Some universities had supplied

[4] These include copy-editing, editing, précis-writing, translation, verbatim reporting and interpretation.

interns for several disciplines, others for several languages. She also provided information about the geographical distribution of the interns.

12. With regard to outreach activities, she said that United Nations language professionals had invested 54 per cent more hours in 2019 than in 2018, and 43 per cent more hours in 2020 than the previous year, with 54 per cent of that time dedicated to MoU universities in 2019 compared with 41 per cent in 2020. She also observed that in 2021, 91 per cent of all outreach activities had been delivered remotely, a noticeable change from previous years.

13. Concerning the language competitive examinations, she said that 76 per cent of successful candidates in the period 2018-2020 were from MoU universities, compared with 55.5 per cent since 2012. To enable comparisons within the MoU network, she presented success rates by university and results by regional groups. With regard to the Global Language Roster exams, she said that 63 per cent of successful candidates had been from MoU universities since the end of 2019. To enable comparisons within the MoU network, she presented success rates by university in the Global Language Roster.

14. She concluded that, paradoxically, the pandemic had provided opportunities to bring MoU students and United Nations language professionals closer together, with coordination and collaboration increasing in 2020 compared with previous years.

C. Impact of recent developments on implementing MoUs

15. Deva Alexander, Reviser at ESCWA, introduced the breakout sessions. She gave an overview of input provided by MoU universities in a consolidated paper entitled "Challenges and success stories in interpretation and translation since the outbreak of the pandemic".

16. At the breakout sessions, partner university representatives and United Nations officials exchanged views on the future of the ever-evolving language disciplines. Three sessions focused on translation, and another three sessions on interpretation. The sessions were moderated by United Nations language professionals. Representatives of MoU universities were invited to make short presentations on their perceptions of the future of the translation and interpretation disciplines, in view of rapid technological developments and various emerging challenges since the outbreak of the pandemic. The outcomes of the breakout sessions are set out in annex 4 to the present report.

D. Language professions: the voice of a universal mandate

17. Nidale Noun, Chief of the ESCWA Conference Management Services, made a presentation on the importance of the language profession in times of crisis. Addressing the Conference in English, she said that discipline, resilience and rigour underpinned the language profession, and that universities instilled those values in their students to prepare them for professional life. She explained that interns at ESCWA experienced first-hand how language professionals voiced a universal mandate through multilingualism, by bridging between the universal, regional, national and personal dimensions. Whether through interpretation or translation, the aim was to reach and relate to a diverse audience with various concerns, expectations, priorities and aspirations. She observed that the language profession required a strong, proactive and dynamic workforce across all disciplines, which was flexible, versatile, reliable and open to change.

18. She noted that technology was a great help to language professionals, facilitating and expediting their work, but the human element remained vital to capture nuances and ensure precision and creativity. Consequently, students should be trained to deal with content at the contextual rather than textual level, using tools to facilitate their work while recognizing their limitations and the need for human intervention.

E. United Nations competitive examinations for language positions (CELP) and the Global Language Roster

19. Anne Lafeber, Senior Reviser with the English Translation and Editorial Service and Examination Coordinator for the Documentation Division in DGACM at UNHQ, made a presentation on United Nations competitive examinations for language posts in the documentation chain, and on the new Global Language Roster. Claire Gasnault-Vuiart, Senior Interpreter in the French Interpretation Unit at the United Nations Office in Nairobi (UNON), delivered a presentation on competitive examinations for interpreters.

20. Addressing the Conference in English, Ms. Lafeber said that multilingualism was a core value of the United Nations, and that high-quality language services were key to facilitating intergovernmental communication and the multilateral deliberations of member States. The United Nations had several hundred language posts under DGACM at duty stations in New York, Geneva, Vienna and Nairobi, as well as at the regional commissions in Addis Ababa, Bangkok, Beirut and Santiago. The United Nations organized competitive examinations to create rosters, from which it then filled language positions as they become vacant. She explained that the United Nations offered six types of

competitive examinations for the following language positions: interpreters (in the six United Nations official languages); production editors (in the six official languages); computational linguists (not language specific); translators (German); translators, editors and verbatim reporters (Arabic, Chinese, Russian and Spanish); and translator/précis-writers, editors and verbatim reporters (English and French).

21. She said that the combined examinations served as doorways to multiple language career opportunities at the United Nations. Candidates who passed a combined examination could be offered positions in any of the functions listed in the examination notice, and could transfer from one functional area to another within and between duty stations. She added that the competitive examinations were now fully remote and computer-based, meaning that more qualified candidates could take part, from anywhere in the world. The Office of Human Resources had developed a special online testing platform for delivering the new remote competitive examinations, enabling each exercise to be individually timed and allowing candidates to take a short break in between the exercises. The platform was user friendly and could be adapted for blind candidates.

22. She said that the former Language Competitive Examinations (LCEs) had been redesignated as the competitive examinations for language positions (CELPs). The combined examinations had three parts. Part 1 consisted of a series of exercises designed to test key skills. It was not proctored, and candidates could use online translation tools and resources, but not consult other people. Part 2 was invigilated using a special proctoring software and webcams. Candidates were requested to produce a translation without using any electronic tools other than word-processing software. Part 3 consisted of a competency-based interview, preceded by a live translation or editing exercise. Successful candidates must pass all three parts. The whole examination process could take between 9 and 12 months, depending on the number of candidates. All examination papers were scored anonymously, by two graders who worked independently. Candidates for the English examination must have solid knowledge of two other official languages. Candidates for the Russian examination must have solid knowledge of English and one other official language. Candidates for the other examinations must have solid knowledge of English and either one other official language or a relevant specialization.

23. Addressing the Conference in French, Ms. Gasnault-Vuiart said that competitive examinations for interpreters had previously always been conducted in person, in test centres, but it had been decided in 2020 to launch the first pilot remote CELP for French interpreters to avoid imposing travel costs on candidates. She noted that a special online platform for interpretation exams had been developed to test candidates remotely, allowing the United Nations to test qualified candidates from all regions, including regions from which fewer candidates had traditionally originated, such as Africa, Asia, Latin

America and the Caribbean, in an effort to increase diversity among interpreters. The platform was user friendly, and enabled each performance to be individually timed and recorded.

24. She said that interpretation CELPs were divided into two parts, with some booths organizing pre-selection written exams. Part 1 consisted of a series of three 8-10-minute speeches designed to test candidates' various coping strategies in each of their passive (or retour) languages. The aim was to test the endurance of candidates over around 30 minutes to mimic the working conditions in the booth. Part 2 consisted of a competency-based interview. Only candidates who succeed in the first part were invited to participate in the second. She added that all recorded performances were scored anonymously by a minimum of four evaluators (at least one from each duty station), who first worked independently before deliberating as a group under the guidance of a grading coordinator.

25. Ms. Lafeber also noted that the four duty stations of the United Nations secretariat and ESCWA (plus the Economic Commission for Africa for interpretation) had developed the new Global Language Roster (GLR), which was a shared list of language professionals assessed as suitable for employment on a temporary or per-assignment basis. GLR included individuals who had passed a CELP and were waiting for a position to become vacant; those who did not meet all requirements for a post but whose performance at a CELP was rated as strong enough to make them eligible for temporary assignments; and freelancers who had successfully sat a special GLR examination. She observed that from now on, all examinations to recruit temporary/freelance language professionals for GLR would be advertised in Inspira, the United Nations careers portal. GLR examinations would be similar in structure to CELPs, and conducted entirely remotely as needed to replenish the roster.

F. Interpreting in today's world: new skills, different tools and daunting challenges

26. Lana Ayyad, Chief of the Arabic Interpretation Section at UNHQ; Nathalie Chiem, Interpreter in the French Interpretation Section of the United Nations Office at Geneva (UNOG); Jose Manuel Sanz Follana, Interpreter in the Spanish Interpretation Unit at the United Nations Office at Vienna (UNOV); and Ana Maria Correa, Interpreter in the Spanish Interpretation Unit at UNON, jointly delivered a presentation on developments and emerging challenges in interpretation at the United Nations. They said that RSI had become a necessity at the United Nations as lockdowns caused by the pandemic had resulted in limited access to conference facilities. Each United Nations duty station had

had to tailor RSI solutions to its specific needs and constraints so as to resume servicing intergovernmental meetings.

27. The presenters provided details about the various RSI modes of working. "Colocation mode" was when interpreters worked in interpretation booths in the same location using hardwired consoles. Participants could be attending the meeting in person, virtually, or a mix of both. "Dispersed mode" was when interpreters provided interpretation through a "soft console" using their computers. Participants attended the meeting through a live remote connection, while interpreters were fed the proceedings through an RSI platform. In dispersed meetings, interpreters are usually working in separate locations, and sometimes different countries. They explained the challenges associated with each working mode, including how equipment, audio and Internet quality, accessibility, and different time zones affected their work.

28. They concurred that the new working modes required new forms of multitasking, including learning to juggle multiple devices and means of communications; ensuring quick and effective communication with different interlocutors, including IT/platform technicians; strengthening tech-savviness, IT and computer skills, and familiarity with RSI-platforms; enhancing organization skills and the ability to work in paperless mode; conducting outreach to meeting participants on technical requirements for quality interpretation; and running sound checks before meetings.

29. They concluded that navigating the RSI platforms was a work in progress, but they had managed to provide a solution to a sudden situation imposed by the outbreak of the pandemic and travel restrictions. By supporting multilingual meetings, in all official languages, RSI had contributed to upholding multilingualism at the United Nations through challenging circumstances.

G. Leveraging language technologies and machine translation: the new profile of professional translators

30. Cecilia Elizalde Bulanti, Director of the Documentation Division at UNHQ; and Natalia Bondonno, Senior Reviser in the Spanish Translation Section at UNHQ and gText Project Manager, made a presentation on the future profile of United Nations translators in the light of emerging technologies. They said that translation working methods at the United Nations had been constantly evolving since 1945 following technological advances, including a shift from paper-based to electronic workflows, changes in tasks completed by translation support staff, the introduction of self-revision, and the development of new competitive examinations for language posts. Translators' working methods had been altered by the introduction of personal computers and digital dictionaries, Internet

and indexation technologies, computer-assisted translation, statistical machine translation, and now by advances in neural machine translation. They added that those technological developments had radically impacted the translation industry, with translation being increasingly perceived as a product.

31. At the United Nations, new technologies such as eLuna had contributed to greater quality and productivity. Integrated tools had been developed inhouse, aimed at facilitating and expediting the translation of parliamentary documentation. Consequently, the profile of United Nations translators was also changing, with more focus being placed on their substantive knowledge, research techniques, technological awareness, post-editing skills, teamwork and communication skills. In the foreseeable future, they anticipated that United Nations translators would be digitally fluent and specialized in United Nations subject matters, and would work as expert reviewers in an augmented translation environment supported by integrated systems and artificial intelligence.

H. Closing

32. Cherith Norman Chalet, Assistant Secretary-General for General Assembly and Conference Management, delivered the closing remarks. She said that the current MoU Conference was unique in many respects, since it was the first held remotely and the first hosted by a regional commission, noting that it was a testament to the long-standing contribution of ESCWA to the DGACM outreach programme. She observed that the current conference had addressed previously unexplored topics, given that the universities and the United Nations had gone through dramatic changes owing to the pandemic. The universities had successfully migrated their teaching to online platforms, and the United Nations had reconfigured to limit disruptions to its operations, services and outreach programmes. Observing that many female student interpreters had provided pro bono interpretation support to the conference, she also expressed her hope that they would consider joining the ranks of the United Nations in the near future.

IV. Outcomes

33. The members of the MoU network agreed to the following.

On training:

- Note that remote or hybrid learning is expected to remain available in the coming biennium.
- Recommend that members of the MoU network take advantage of remote working/teaching to develop cooperation across universities and deepen their cooperation with the United Nations.
- Recommend that training continues to be provided remotely, as a complement to in-person training, where available.
- Note with appreciation initiatives taken by MoU universities to support the training of United Nations staff members.

On practical experience:

- Recommend exploring ways to expand internships and other practical training opportunities, including by holding remote internships, implementing remote practicums, and/or offering virtual dummy booth practice or other practical experiences, to complement on-site internships and training.

On recruitment exams:

- Appreciate the establishment of publicly advertised online exams for placement on the Global Language Roster.
- Note with appreciation that all competitive exams for language positions (CELPs) are now conducted entirely online.
- Welcome, in full compliance with official policies, the sharing of general information with MoU universities about the overall criteria applicable to CELP and GLR exams.
- Encourage collaboration between the United Nations and MoU partners on the development of common training materials such as online modules for preparing the CELP examinations.

On memorandums of understanding:

- Recommend considering extending the MoUs from the current period of two years to longer time intervals.

On MoU conferences:

- Recommend considering the establishment of interactive channels of communication for members of the MoU network to facilitate coordination between MoU conferences.
- Recall a previous recommendation to hold the conference alternatively at a United Nations duty station and an MoU university, and invite interested MoU universities to inform the Head of DGACM of their interest by 31 December 2021.

Annex 1. Network of MoU universities

University	Country
Ain Shams University	*Egypt*
American University in Cairo	*Egypt*
Beijing Foreign Studies University	*China*
École supérieure d'interprètes et de traducteurs	*France*
Guangdong University of Foreign Studies	*China*
Herzen State Pedagogical University of Russia	*Russian Federation*
Institut de management et de communication interculturels	*France*
King Fahd School of Translation	*Morocco*
Lomonosov Moscow State University	*Russian Federation*
Middlebury Institute of International Studies at Monterey	*United States of America*
Minsk State Linguistic University	*Belarus*
Moscow State Institute of International Relations	*Russian Federation*
Moscow State Linguistic University	*Russian Federation*
National University of Córdoba	*Argentina*
Saint Joseph University	*Lebanon*
Shanghai International Studies University	*China*

University	Country
University of Bath	*United Kingdom of Great Britain and Northern Ireland*
University of Damascus	*Syrian Arab Republic*
University of Geneva	*Switzerland*
University of Mons	*Belgium*
University of Nairobi	*Kenya*
University of Salamanca	*Spain*
University of Westminster	*United Kingdom of Great Britain and Northern Ireland*

Annex 2. List of participants

Last name	First name	Affiliation
Abdou	Mokhtaria	*UNHQ*
Abelian	Movses	*UNHQ*
Aboh-Dauvergne	Anne	*UNOG*
Abou Khaled	Grace	*Saint Joseph University*
Afonin	Sergey	*Herzen State Pedagogical University of Russia*
Aguirre Sotelo	Evangelina	*National University of Córdoba*
Ahuja Lacasa	Rocío	*UNOG*
Alessio Vides	Esbela Melisa	*National University of Córdoba*
Alexander	Deva	*ESCWA*
Alexeeva	Irina	*Herzen State Pedagogical University of Russia*
Alfer	Alexa	*University of Westminster*
Alonso-Araguás	Icíar	*University of Salamanca*
Antonova	Anzhelika	*Herzen State Pedagogical University of Russia*
Argüello Pitt	Matías	*National University of Córdoba*
Aspitia	Daniela Luciana	*National University of Córdoba*
Atiaoui	Salima	*UNON*
Avila	Carina	*National University of Córdoba*

Last name	First name	Affiliation
Avión Martinez	Sabela	*UNHQ*
Ayyad	Lana	*UNHQ*
Baduy	Marta	*National University of Córdoba*
Barghout	Alma	*UNOG*
Bartissol	Maëva	*ISIT*
Basualdo	Gianella	*National University of Córdoba*
Baudo	Lorena	*National University of Córdoba*
Bavarova	Elena	*Moscow State Linguistic University*
Beard	Arthur	*Herzen State Pedagogical University of Russia*
Bondonno	Natalia	*UNHQ*
Bordes	Sarah	*ISIT*
Boughaba	Hicham	*King Fahd School of Translation*
Buendia	Melida	*UNHQ*
Burian	Laura	*Middlebury Institute of International Studies at Monterey*
Bustos	Gabriel	*National University of Córdoba*
Bykova	Maria	*Herzen State Pedagogical University of Russia*
Bywood	Lindsay	*University of Westminster*
Carbonell Aguero	Leire	*Middlebury Institute of International Studies at Monterey*

Last name	First name	Affiliation
Casero	Osvaldo José	*National University of Córdoba*
Chamayou	Marie-Paule	*ESIT*
Chaoui	Prisca	*UNOG*
Chatterjee	Sara	*ESIT*
Chaya	Nassab	*ESCWA*
Chen	Feng	*UNHQ*
Chen	Zhongliang	*UNHQ*
Chevrieux Chernyshova	Anna	*UNON*
Chiem	Nathalie	*UNOG*
Chow	Francis	*Shanghai International Studies University*
Chuykov	Oleg	*UNHQ*
Coisson	Maria Josefina	*National University of Córdoba*
Correa Paris	Ana María	*UNON*
Croll	Luke	*UNHQ*
Cuvelier	Odile	*University of Mons*
Dai	Harry	*Shanghai International Studies University*
Dalati	Chirine	*UNOG*
Darder Méndez	Lilibeth	*University of Westminster*
DE Faria Pires	Loïc	*University of Mons*

Last name	First name	Affiliation
Del Castillo Thiellay	Adrian	*UNHQ*
Delatour	Isabelle	*UNHQ*
Desmons	Axelle	*University of Mons*
Diaz	Maria Josefina	*National University of Córdoba*
Diderich	Zoe	*University of Westminster*
Ding	Ning	*UNHQ*
Diur	Marie	*UNOG*
Donovan	Clare	*ESIT*
Dunbar	Adrian	*Shanghai International Studies University*
Edgington	Rebecca	*UNOG*
Edin	Hélène	*ISIT*
Ekosso	Rosemary	*UNON*
EL Daher	Christian Antoine	*Saint Joseph University*
EL Khawand	Mira	*Saint Joseph University*
EL Khoury	Nada	*Saint Joseph University*
EL Matni	Rima	*ESCWA*
Elhajj Srour	Nina	*Saint Joseph University*
Elizalde Bulanti	Cecilia	*UNHQ*
Enriquez	Frances	*UNHQ*
Errando	María	*UNON*

Last name	First name	Affiliation
Escurriola Tettamanti	Christine	*University of Westminster*
Fernandez-Vernet	Enrique	*UNOG*
Fuentes Moran	Maria Teresa	*University of Salamanca*
Ganga	Luis	*University of Belgrano*
Gao	Rony	*Middlebury Institute of International Studies at Monterey*
Garbovskiy	Nikolay	*Lomonosov Moscow State University*
Garcia	Orlando	*ISIT*
Garcia Hurtado	Francisco	*UNHQ*
Gargiulo	Hebe	*National University of Córdoba*
Gasnault-Vuiart	Claire	*UNON*
Ghanem	Eliane	*Saint Joseph University*
Giltinan	Linda	*UNHQ*
Gitonga	Josephat	*University of Nairobi*
Goethals	Andrea	*Middlebury Institute for International Studies at Monterey*
Grigorieva-Maes	Ioulia	*UNHQ*
Guerpillon	Alix	*ISIT*
Gutierrez	Anaïs	*ISIT*
Habashy	Maged	*American University in Cairo*
Haddad	May	*Saint Joseph University*

Last name	First name	Affiliation
Halle	Laurence	*UNHQ*
Hanna	Tasony Catherine	*The American University in Cairo*
Harrafa	Hassan	*UNOG*
Henson	George	*Middlebury Institute of International Studies at Monterey*
Hernandez	Maria	*UNHQ*
HU	Zhengmao	*Guangdong University of Foreign Studies*
Iermolenko	Vadym	*UNON*
Itani	Ghina	*ESCWA*
Jihad	Mohamed	*ISIT*
Johnson	Julie	*Middlebury Institute of International Studies at Monterey*
Jones	Tom Daniel	*UNOG*
Kamal	Iman	*UNHQ*
Karani	Rufus	*UNON*
Karbuczky	Imre	*UNHQ*
Kasyanov	Kirill	*UNON*
Keating	Michelle	*UNOG*
Kidd	Elena	*University of Bath*
Kobleva	Natalia	*UNHQ*

Last name	First name	Affiliation
Kochetkov	Sergey	*UNHQ*
Kostikova	Olga	*Lomonosov Moscow State University*
Kryachkov	Dmitry	*Moscow State Institute of International Relations*
Kuzmenko	Mikhail	*UNOG*
Lafeber	Anne	*UNHQ*
Lawandos	Abla	*Saint Joseph university of Beirut*
Ledesma	Denise	*National University of Córdoba*
LI	Zhengren	*Shanghai International Studies University*
LI	Changshuan	*Beijing Foreign Studies University*
Linder	Daniel	*University of Salamanca*
Liu	Yuqi	*Beijing Foreign Studies University*
Lopes	Sybella	*ISIT*
Loregnard	Abigail	*UNHQ*
Lucca	Maria Del Pilar	*National University of Córdoba*
Lugovina	Kristina	*UNHQ*
Luque	Ileana	*National University of Córdoba*
Lyon	Clarisse	*ISIT*
Maggi	Ludovica	*ISIT*

Last name	First name	Affiliation
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Maloney-Mccrystle	Fiona	*Middlebury Institute of International Studies at Monterey*
Mariansky	Mireille	*Middlebury Institute of International Studies at Monterey*
Markides	Olga	*UNOG*
Martikainen	Hanna	*ESIT*
Martín Ruano	M. Rosario	*University of Salamanca*
Matakova	Marianna	*UNOV*
Mediouni	Mohamed	*King Fahd School of Translation*
Meehan	Patricia	*National University of Córdoba*
Meissonnier	Lola	*University of Geneva*
Menhem	Lena	*Saint Joseph University*
Michaux	Christine	*UMONS FTI-EII*
Morchio	María José	*National University of Córdoba*
Moreno	Bruno	*UNHQ*
Mosconi	Carolina	*National University of Córdoba*
Nassil	El-Mustapha	*UNHQ*
Nicholson	Heidi	*UNOG*
Norman Chalet	Cherith	*UNHQ*

Last name	First name	Affiliation
Noun	Nidale	*ESCWA*
Nuse	Brendan	*Middlebury Institute of International Studies at Monterey*
Oganian	Edmond	*ESCAP*
Ortega Garrido	Mar	*UNHQ*
Parini	Alejandro	*University of Belgrano*
Parsons	Tracey	*UNHQ*
Ponimatko	Alexandr	*Minsk State Linguistic University*
Prieto Ramos	Fernando	*University of Geneva*
Ren	Wen	*Beijing Foreign Studies University*
Riachi Haddad	Nadine	*Saint Joseph University*
Ryckmans	Alice	*UNOV*
Saad	Gina	*Saint Joseph University*
Sader Feghali	Lina	*Saint Joseph University*
Said	Mariano	*UNOV*
Sajoza Juric	Victor Hugo	*National University of Córdoba*
Sanz Follana	Jose Manuel	*UNOV*
Scott	Sarah	*UNOV*
Seeber	Kilian	*University of Geneva*
Senis Fernandez	Pablo	*UNOG*
Serra	Marcela	*National University of Córdoba*

Last name	First name	Affiliation
Sestopal	María Dolores	*National University of Córdoba*
Sheng	Hao	*Shanghai International Studies University*
Shokina	Irina	*Moscow State Linguistic University*
Shpiniov	Igor	*UNHQ*
Skourikhine	Alexandre	*UNOG*
Sola Asensio	Javier	*ESCWA*
Tagaymurodova	Mariam	*Moscow State Linguistic University*
Tkachenko	Mikhail	*UNHQ*
Tolley	Elizabeth	*Middlebury Institute of International Studies at Monterey*
Tommasin	Justine	*University of Mons*
Touma	Maryam	*Saint-Joseph University*
Tozzi	Liliana	*National University of Córdoba*
Troude	Valerie	*UNHQ*
Tsaplina	Yuliya	*ISIT*
Tumanova	Eugenia	*UNHQ*
Uspenskaya	Anna	*UNHQ*
Valenta	Muriel	*UNOV*
Van Ceulebroeck	Peggy	*University of Mons*
Vandegans	Veronique	*UNHQ*

Last name	First name	Affiliation
Vaux-Lirenman	Katia	*UNHQ*
Velar	Elena	*University of Salamanca*
Wang	Caiwen	*University of Westminster*
Wang	Ruoyan	*Beijing Foreign Studies University*
Wang	Yinying	*Shanghai International Studies University*
Wang	Weiwei	*Guangdong University of Foreign Studies*
Wolfe	Gillian	*UNHQ*
Wonnacott	Steven	*University of Bath*
WU	Yiting	*Guangdong University of Foreign Studies*
XU	Bing	*UNOG*
Xue	Guanda	*Beijing Foreign Studies University*
Yazbeck	Mary	*Saint Joseph University*
Zaherddine	Line	*UNH*
Zaitseva	Maria	*Lomonosov Moscow State University*
Zhang	Shaoning	*UNOV*
Zhang	Ailing	*Shanghai International Studies University*
Zigmantovich	Daria	*Lomonosov Moscow State University*
Znamenshchikova	Olga	*UNOG*
Zou	Di	*UNHQ*

Annex 3. Annotated agenda

Seventh United Nations MoU Universities Conference

The power of languages in times of crisis

Organization of work

* Eastern European Summer Time
** The floor will be opened for comments after each agenda item, depending on time availability

Monday, 17 May 2021	
3 – 3.05 p.m.	Opening video
3.05 – 3.15 p.m.	Opening remarks
	Rola Dashti, *Under-Secretary-General of the United Nations and Executive Secretary of ESCWA*
	Movses Abelian, *Under-Secretary-General for General Assembly and Conference Management, and Coordinator for Multilingualism of the United Nations*
3.15 – 3.35 p.m.	Update on MoU network activities
	Carole Maisonneuve, *United Nations Headquarters, New York*
3.35 – 5 p.m.	Impact of recent developments on implementing MoUs:
	(a) Short introduction to the breakout sessions based on input provided by universities in a consolidated paper
	Deva Alexander, *ESCWA, Beirut*
	(b) Interactive breakout sessions on the future of the interpretation and translation professions

Tuesday, 18 May 2021	
3 – 3.20 p.m.	Language professions: the voice of a universal mandate ***Nidale Noun,*** *ESCWA, Beirut*
3.20 – 4 p.m.	United Nations competitive examinations for language positions (CELP) and the Global Language Roster ***Anne Lafeber,*** *United Nations Headquarters, New York* ***Claire Gasnault-Vuiart,*** *United Nations Office at Nairobi*
4 – 5 p.m.	Interpreting in today's world: new skills, different tools and daunting challenges ***Lana Ayyad,*** *United Nations Headquarters, New York* ***Nathalie Chiem,*** *United Nations Office at Geneva* ***Jose Manuel Sanz Follana,*** *United Nations Office at Vienna* ***Ana Maria Correia,*** *United Nations Office at Nairobi*
Wednesday, 19 May 2021	
3 – 4 p.m.	Leveraging language technologies and machine translation: the new profile of professional translators ***Cecilia Elizalde,*** *United Nations Headquarters, New York* ***Natalia Bondonno,*** *United Nations Headquarters, New York*
4 – 4.50 p.m.	Outcomes and way forward (a) Presentation of the outcomes of the breakout sessions (b) Presentation, discussion and adoption of the proposed conclusions of the MoU Conference ***Carole Maisonneuve,*** *United Nations Headquarters, New York* ***Mary Yazbeck,*** *St. Joseph University, Beirut*
4.50 – 5 p.m.	Closing remarks ***Cherith Norman Chalet,*** *Assistant Secretary-General for General Assembly and Conference Management*

Annex 4. Outcomes of the breakout sessions

A total of 30 representatives from 17 MoU universities participated in the breakout sessions, which were moderated by United Nations language professionals from five duty stations.

I. Recommendations made at the interpretation breakout sessions

University representatives participating in the interpretation breakout sessions made the following recommendations:

(a) Take advantage of online opportunities, among universities and between universities and organizations;

(b) Continue the provision of online sessions beyond the pandemic;

(c) Involve multiple universities (or students from multiple universities) in United Nations outreach activities;

(d) Maintain in-person internships and placements for dummy booths when possible, and consider holding virtual dummy booth training;

(e) Organize mock conferences and/or volunteer assignments to teach stress management and to build experience;

(f) Share best practices of hybrid approaches to interpretation training among universities;

(g) Provide pedagogical assistance to train students using new working methods/tools.

II. Recommendations made at the translation breakout sessions

University representatives participating in the translation breakout sessions made the following recommendations:

(a) Conduct online training to larger audiences, followed by breakout sessions with smaller groups;

(b) Discuss the integration of technologies into the classroom;

(c) Implement a toolkit and/or a repository of teaching materials and develop an online module preparing students specifically for the CELP;

(d) Organize remote conferences to discuss collaboration within the MoU framework, or develop opportunities for students within the MoU network to interact with each other;

(e) Maintain or expand online activities as a complement to in-person learning;

(f) Consider holding remote internships and/or online tutoring, when in-person internships are not an option;

(g) Develop an MoU-wide programme of events;

(h) Provide lectures on United Nations matters to help students acquire United Nations terminology and learn substantive subjects;

(i) Continue to provide universities with statistics;

(j) Expand online training to include United Nations staff members.