

UNITED NATIONS
DEPARTMENT FOR GENERAL ASSEMBLY
AND CONFERENCE MANAGEMENT

REPORT OF THE FIFTH CONFERENCE
OF MOU UNIVERSITIES

**Tenth anniversary of the founding of the network of universities
that signed a memorandum of understanding with the United Nations
on cooperation in preparing candidates
for Language Competitive Examinations**

UNITED NATIONS LANGUAGE PROFESSIONALS TODAY AND TOMORROW

*United Nations Headquarters, New York
20 and 21 April 2017*

REPORT OF THE FIFTH CONFERENCE OF MOU UNIVERSITIES*

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* The present report can be downloaded as a PDF file from the [MoU Conferences page](https://languagecareers.un.org/dgacm/Langs.nsf/page.xsp?key=Outreach-Conf-MoU%20Conference) of the United Nations Language Careers website: <https://languagecareers.un.org/dgacm/Langs.nsf/page.xsp?key=Outreach-Conf-MoU%20Conference>.

I. AIMS AND THEMES OF THE CONFERENCE

1. On 20 and 21 April 2017, the Department for General Assembly and Conference Management of the United Nations (DGACM) hosted the fifth conference of the universities that signed a memorandum of understanding (MoU) with the United Nations on cooperation in preparing candidates for United Nations Language Competitive Examinations at United Nations Headquarters in New York. The first conference was hosted by the Universidad de Salamanca (Spain) in May 2011; the second by the Université de Mons (Belgium) in May 2012; the third by Shanghai International Studies University (China) in April 2013; and the fourth by Herzen State Pedagogical University (Russian Federation) in April 2015.
2. The aim of the conferences is to bring together representatives of DGACM and the MoU universities, as well as other stakeholders, in order:
 - (a) To review collaboration within the MoU community and suggest new approaches so as to continually strengthen and improve the network of MoU universities;
 - (b) To provide an opportunity for partners within the MoU network to compare initiatives and methods in the fields of training of language professionals, training of trainers, outreach and communication for training programmes, joint training activities and other related projects and to synthesize those efforts where possible;
 - (c) To 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 chosen for the fifth conference was “United Nations Language Professionals Today and Tomorrow”. The conference, which marked the tenth anniversary of the founding of the MoU network, focused on the work of United Nations language professionals, the challenges each function was facing and their implications for training. It also aimed at providing a platform for the exchange of views on transmutations observed in United Nations the tools and profiles of language professionals. It provided a unique opportunity for DGACM to showcase the skills of the United Nations language staff in action, as well as its conference services and facilities.

II. PARTICIPANTS

4. Representatives of 19 out of a total of 23 universities (see annex I) and of the four conference-servicing duty stations (New York, Geneva, Vienna and Nairobi) attended the conference, together with representatives of other United Nations entities, the European Parliament, professional associations and universities that had been invited as observers. A total of 170 registered participants attended in person, along with numerous non-registered New York-based staff members (see annexes II and III). Others from all over the world participated remotely, thanks to webcast services provided for the first time on the

[UN Web TV](#), in both live and on-demand formats. Participation in discussions and interactions with the floor were also possible through social media accounts, with the dedicated conference hashtag of #UnivUN17.¹

III. AGENDA

5. In addition to panel discussions on the theme of the conference and opening and closing ceremonies, the agenda included a guided tour of the United Nations conference facilities; a networking event that gave university officials an opportunity to meet with DGACM staff involved in outreach and training; a demonstration of DGACM translation tools; a panel discussion with representatives of Member States and United Nations senior officials, entitled “International organizations and academia – partners in sustaining multilingualism in the service of peace, development and human rights”; the Saint Jerome Contest Awards Ceremony; and a cocktail reception.

6. DGACM reported on the pedagogical assistance provided by staff at United Nations Headquarters, the United Nations Offices at Geneva, Vienna and Nairobi and the regional commissions to the MoU universities. Universities presented a summary of their activities under the MoU since the previous conference, and the Pan-African Masters Consortium in Interpretation and Translation (PAMCIT) reported on its activities.

7. One moderator was appointed to lead each panel discussion. The panels included United Nations representatives in the respective official languages as well as representatives from MoU universities. 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 as follows:

- Opening plenary meeting, with welcome addresses and a presentation of reports on activities of the United Nations and universities under the memorandums of understanding
- Plenary meetings on the theme “United Nations language professionals in action”
 - [Panel 1](#): The challenges of editing and implications for training
 - [Panel 2](#): The challenges of translation and implications for training
 - [Panel 3](#): The challenges of précis-writing and implications for training
 - [Panel 4](#): The challenges of interpretation and implications for training
 - [Panel 5](#): Presentation of production editing and verbatim reporting
- Plenary meeting on the theme “United Nations editors, translators, précis-writers, production editors and verbatim reporters—what’s next?”
- Plenary meeting on the theme “United Nations interpreters—what’s next?”
- Plenary meeting on the theme “The MoU network, the next 10 years”

9. The full agenda can be found in annex IV.

¹ For a compilation of most posts on social media published before, during and after the conference, please see the [5th MoU Conference social media report](#) on Storify.

IV. PROCEEDINGS

1. OPENING PLENARY

10. Welcoming remarks were delivered during the opening plenary meeting by Catherine Pollard, Under-Secretary-General for General Assembly and Conference Management. She recalled that multilingualism was a core value of the United Nations, which was one of the largest employers of language professionals. The universities that had signed memorandums of understanding with DGACM were essential in training future language staff. The Organization was modernizing its language competitive examinations (LCEs) to make them more accessible and fit for purpose. Between 2012 and 2016, 53 per cent of successful LCE candidates were graduates of MoU universities. The number of participants in the internship programme of the Department had increased from 20 in 2007, the programme's first year, to 228 in 2016; students from MoU universities often beat the competition for places. United Nations language staff had given workshops at the universities, often on their own time. Activities under the MoUs now included not only full internships, but also short practicums and work experience opportunities. As an illustration, she noted that the content of the original multilingual United Nations language careers portal had been translated from English into the other official languages by students from six MoU universities.

11. She explained that, to expand the MoU network, DGACM was developing partnerships with schools in sub-Saharan Africa and Latin America and the Caribbean, which were underrepresented in the LCE process.

12. At the fourth conference of MoU universities, it had been decided to hold every other MoU conference at a United Nations duty station to give university trainers and students an insight into the day-to-day work of the language services. The fifth conference was an opportunity for the United Nations and its training partners to assess what had been achieved since the establishment of the network, share best practices, deepen collaboration and identify ways of encouraging students to become United Nations language professionals.

13. A summary of the activities carried out under the memorandum of understanding by universities since the previous conference was given by Angelique Antonova, Deputy Director, School of Conference Interpreting and Translation, Herzen University, St. Petersburg, Russian Federation. She said that since the fourth conference the MoU universities had hosted a number of events, including the 2016 international forum on the theme "Russian in a global context and international organizations". MoU university students had worked on translation projects with the United Nations and its specialized agencies, and university trainers had gained valuable work experience under temporary contracts with the Organization. The United Nations had increasingly used e-learning to train university students and trainers. The universities had concluded a number of cooperation agreements that allowed students to take courses at other universities in the network and had produced joint publications for classroom use. The network brought United Nations institutional culture to universities and improved career opportunities for graduates.

14. Alice Ryckmans, interpreter, French Interpretation Section, and outreach focal point at United Nations Headquarters, presented a report on the activities carried out by the Meetings and Publishing Division between 2015 and 2017 under the outreach programme. She said that since the start of the reporting period, staff of the Division had dedicated 8,574 hours to providing pedagogical support to MoU university students and had hosted 30 interpretation interns, 85 per cent of whom were from MoU universities. Of the 10 participants in the traineeship organized by the Arabic Interpretation Section, 8 had passed the LCE. United Nations staff had used their external study allowance, home leave and missions to offer in-person informational sessions and master classes at MoU universities. Information and communications technologies had increasingly been used to conduct remote classes, select candidates and reach out to universities in underrepresented regions. Cooperation with other organizations through the International Annual Meeting on Language Arrangements, Documentation and Publications was increasing. The results of the LCEs held during the reporting period showed that the joint efforts of the universities and the United Nations had borne fruit, as over 55 per cent of the successful candidates were MoU university graduates.

15. Juan Pedreyra, reviser, Spanish Translation Service, and outreach focal point, presented a report on the activities carried out by the Documentation Division between 2015 and 2017 under the outreach programme. He said that 45 per cent of successful LCE candidates since the previous conference had been MoU university graduates. A new LCE outreach strategy, involving videoconferencing, videos, Twitter and radio, had been piloted for the 2016 Spanish LCE, resulting in a fivefold increase in the number of candidates compared to 2012. The percentage of successful candidates from Latin America and the Caribbean had almost quadrupled. The English Translation Service had held a partly remote LCE in 2015, and the Spanish Translation Service had held the first fully remote examination in 2016. Over the past two years, the Documentation Division had hosted 54 interns, including 41 from MoU universities. Two French translation interns had come from Université Gaston Berger, in Senegal, through PAMCIT, and the Spanish Translation Service had piloted a remote internship programme. The Division's outreach strategy also included such training initiatives as the competency-sharing programme organized by the Russian Translation Service and Herzen University. The Division had conducted a number of videoconferences and remote workshops during the reporting period, many of which had benefited MoU universities. In compliance with General Assembly resolution 70/9, the Division had promoted the LCE among universities in regions that have been underrepresented among the candidates.

16. Ahed Sboul, Chief, Conference Management Service, United Nations Office at Vienna, presented a report on the activities carried out by the United Nations Offices at Geneva, Vienna and Nairobi and the regional commissions between 2015 and 2017 under the outreach programme. She said that those offices had carried out training activities and introduced students to the United Nations language professions through site visits, internships and traineeships. Examples of collaboration included the editing course held by the Economic and Social Commission for Western Asia at the Université Saint-Joseph, in Beirut, interpretation training at the conference-servicing duty stations and regional commissions, a terminology workshop on measuring multidimensional poverty, held by the Economic Commission for Latin America and the Caribbean for students of the Pontificia Universidad Católica de Chile, in Santiago, and internships and traineeships offered by the offices and regional commissions. The outreach programme not only increased the pass rate of MoU university students sitting LCEs, but also

influenced students' perception of their profession, taught them valuable professional skills and inspired them to use their language skills to serve the goals of the United Nations.

17. Nina Okagbue, Coordination Officer, PAMCIT, United Nations Office at Nairobi, presented a report on PAMCIT activities. She said that the objective of PAMCIT, established in 2016, was to train interpreters and translators to meet the demand for conference services in Africa and beyond. Schools in the network offered a two-year master of arts programme taught by some of the best practitioner-trainers from Africa and Europe. The participating universities, including schools in Cameroon, Egypt, Ghana, Kenya, Mozambique and Senegal, had concluded cooperation agreements and were harmonizing their programmes in conjunction with PAMCIT. The Consortium provided funding to the universities; held teacher-training events with trainers from the European Commission, United Nations Headquarters and other institutions; participated in the selection and evaluation process; and gave students international professional exposure to help them find employment. In the future, PAMCIT would build brand awareness to attract students, trainers, partners and new opportunities. The translation and interpretation professions must be safeguarded from budget-driven practices that undermined performance. Such areas as African languages, public service interpreting, machine translation for non-European languages and Africa-specific research should be explored further. With the European Commission funding for the first phase of PAMCIT activities slated to end in 2019, the United Nations and other partners would need to support the network, which was a cooperation mechanism for producing qualified translators and interpreters in Africa.

2. UNITED NATIONS LANGUAGE PROFESSIONALS IN ACTION

Panel 1: The challenges of editing and implications for training

18. The panel was moderated by Rebeca Collier, editor, United Nations Office at Nairobi. The other panellists were:

- Michael Rose, Chief, Editorial Service, New York
- Jerah Kirby, editor, Editing Section, New York
- Peter Rees, editor, Editing Section, New York
- Cecilia Elizalde, Director, Documentation Division, New York
- Michelle Keating, Chief, Languages Service, United Nations Office at Geneva
- Xing Jie, Vice-Dean, School of Interpreting and Translation Studies, Guangdong University of Foreign Studies, China

19. In his presentation, Mr. Rose said that while an excellent command of the language in which the original text was drafted – in most cases, English – was the most important skill for a United Nations editor, knowledge of other languages and the ability to understand a wide variety of subjects and creatively solve drafting problems were also valuable. Given the great volume of material that editors must process, drafted in six languages by authors with very different writing styles, learning United Nations style was critical. Editors must be able to work under political and time pressure and must regularly consult authors to ensure that they understood their intent. The United Nations Editorial Manual contained the in-house style guidelines. Other primary resources included UNTERM, the United

Nations terminology portal; the Official Document System; and the Concise Oxford English Dictionary. United Nations editors worked at the four conference-servicing duty stations, at the regional commissions and at other United Nations organizations. Outreach conducted by the Editorial Service ranged from remote workshops and on-site visits to internships at the main duty stations. Summer interns at Headquarters spent time in both the Editorial Service and the English Translation Service. Editors were now recruited through a combined LCE for English translators/précis-writers, editors, verbatim reporters and copy preparers/proofreaders/production editors. Successful candidates were offered a two-year probationary contract, during which they were assigned a mentor and their work was reviewed by experts.

20. In the discussion that followed, Mr. Rees, who earned a master's degree in translation and professional language skills from the University of Bath, United Kingdom of Great Britain and Northern Ireland, said that the course at the University equipped him well to pass the LCE for editors in 2012. The course had included classes taught by an experienced editor who had freelanced for the United Nations and an internship at the United Nations Office at Geneva. After working in the private sector and at the World Health Organization, he had been recruited by the United Nations in 2015.

21. Nabil Abdel-Al, senior interpreter, Arabic Interpretation Section, New York, requested further information regarding the tools used by editors to understand the author's intent.

22. Mr. Rose said that editors communicated constantly with the authors to determine their intent. Patience, persistence and experience were vital, particularly when an editor was required to make a judgment under time pressure and/or without the author's guidance. Editors proceeded with caution when dealing with intergovernmental texts or reports on sensitive subjects, but might take more risks on more urgent or less delicate jobs.

23. Mr. Rees added that, to understand the author's intent, the editor must assess what problems the text would pose to the reader and the translator, with the ultimate aim of facilitating communication between the reader and the author. If the author could not be reached, editors had to use their judgment to decide how best to convey the intent.

24. Mr. Rose also recalled that editors were expected to insist on following United Nations style when collaborating with authors who preferred to draft in a different style. Their task was to produce high-quality texts corresponding to the United Nations standard while honouring the author's intent.

25. Sandra Hamilton, Assistant Lecturer, Department of Modern Languages and Literatures, University of the West Indies, Jamaica, requested further information regarding training materials for editing.

26. Mr. Rose explained that the Editorial Service was planning to post sample edited texts on the United Nations Language Careers website to help universities and other institutions. The annual report of the Secretary-General on the work of the Organization provided an excellent example of United Nations style and an overview of United Nations activities. While the Service did not require LCE candidates to demonstrate a grasp of United Nations style, general familiarity with United Nations documentation was helpful.

27. Ms. Kirby, accompanying her statement with a digital slide presentation, reported that as part of the modernization of the documentation workflow, the Editing Section was developing an editorial interface of the in-house translation tool, eLUNa, that automated many of the editors' tasks. Editors at

the conference-servicing duty stations were testing the application. The current version allowed editors to upload Microsoft Word documents, carry out basic editing functions and access referencing and terminology resources in addition to all published United Nations official documents. Currently editors exported the finished text to Word, but eventually eLUNa would transmit it directly to translators. Specific United Nations editing functions were performed through a dedicated toolbar, and eLUNa identified text that had previously appeared in other United Nations documents. A terminology component highlighted terms from UNTERM.

28. Mads Outzen, Adviser to the Directorate-General for Translation, European Parliament, sought clarification regarding the decision to develop the tool in-house instead of using a commercially available one.

29. Ms. Kirby replied that no commercially available tool could be tailored to the needs of the editors as effectively as eLUNa.

30. Ms. Elizalde indicated that the many commercial computer-assisted translation programs tested by the United Nations language services had been incompatible with the workload and high quality standards of the Organization. It had therefore been decided to design an in-house tool.

31. Igor Shpiniov, Chief, Office of the Under-Secretary-General for General Assembly and Conference Management, New York, enquired whether the Division had considered recruiting local editors on a short-term contractual basis, as was the practice with translators and verbatim reporters.

32. Ms. Elizalde said that the Division was considering establishing partnerships with local universities to build editing capacity for short-term assignments and prepare candidates for the LCE.

33. Mekki Elbadri, senior reviser, Arabic Translation Service, New York, asked whether translators working on an unedited text in eLUNa would easily be able to incorporate editorial changes made in eLUNa by editors.

34. Ms. Elizalde replied that the editorial and translation interfaces would be connected so that editorial changes could be easily reflected in the translation as they were made, thereby expediting document production and improving communication between editors and translators.

35. Mr. Abdel-Al enquired whether editors and translators maintained contact to solve translation problems.

36. Mr. Rose said that editors worked with translators continually, fostering a rich exchange. Edited texts were often improved when translators discovered nuances that editors had missed. Editors relayed problems identified by translators to the authors and shared the authors' responses with the translation services.

37. Irina Alexeeva, Director, School of Interpretation and Translation, Herzen University, St. Petersburg, Russian Federation, requested further information regarding the availability of texts showing editors' corrections, which could be used as training materials by MoU universities.

38. Mr. Rose said that while the Section could provide some information and examples of edited texts, certain restricted documents were available only in their final version.

Panel 2: The challenges of translation and implications for training

39. The panel was moderated by Ahed Sboul, Chief, Conference Management Service, United Nations Office at Vienna. The other panellists were:

- Cecilia Elizalde, Director, Documentation Division, New York
- Michelle Keating, Chief, Languages Service, United Nations Office at Geneva
- Anne Fassotte, Chief, French Translation Section, United Nations Office at Geneva
- Chen Zhongliang, Chief, Chinese Translation Service, New York
- Li Changshuan, Executive Dean, Graduate School of Translation and Interpretation, Beijing Foreign Studies University, China

40. Dmitry Sapsay, Chief, Russian Translation Service, New York Ms. Elizalde said that United Nations translators were required to work from two foreign languages into their main language, which must be one of the official languages of the Organization. The third-language requirement had recently been waived for some translation services so as to diversify the pool of successful candidates. Those wishing to become United Nations translators had to pass a highly competitive examination. To succeed, translators must work accurately and with attention to detail, improve their main language and knowledge of foreign languages, have good research skills and show respect for political sensibilities. They were expected to be committed to continuous learning and to demonstrate resilience, versatility and the ability to work in a team. Successful candidates were offered a two-year probationary contract, during which they learned intensively, including through feedback from revisers, the practice of translation at the United Nations, with the goal of becoming self-revising translators as soon as possible. Most translators used the eLUNa computer-assisted translation tool, which had terminology recognition and machine translation components. The United Nations and the MoU universities were facing similar challenges: understanding the qualities that the new generation of translators, which was creative and technologically aware, should bring to the Organization, and reflecting such requirements in training.

41. Ms. Keating underscored that in order to become self-revising quickly, translators during their probationary period must be curious and eager to learn and must consistently and swiftly conduct effective research to support their decisions.

42. Ms. Fassotte added that, given the high pressure on United Nations translators, they must have excellent knowledge of their mother tongue and strong analytical skills.

43. Mr. Chen said that United Nations translators must be committed to continuous learning to keep up with client requirements and changes in their mother tongue, which had been particularly rapid in Chinese in recent years. They must be technologically aware and be prepared to learn to use such tools as eLUNa, and Chinese translators in particular must constantly improve their skills, especially as demand for documents in the Chinese language was rising.

44. Mr. Li said that although technology could improve efficiency and accuracy, the most important skills for translators were critical thinking, research, attention to detail and professionalism. From the university point of view, training in the use of computer-assisted translation tools was less important, since young people mastered them easily.

45. Mr. Sapsay insisted that machine translation should not obviate the requirement for universities to teach translation skills, which remained critical, regardless of the use of computers.

46. In response to a proposal from María Dolores Sestopal, professor, Universidad Nacional de Córdoba, Argentina, Ms. Sboul and Ms. Elizalde indicated that the Secretariat would provide the MoU universities with information regarding common mistakes made by translators post-editing machine translations for the first time, to help in the development of courses in that area.
47. Ms. Antonova sought clarification regarding the editing of United Nations documents before translation.
48. Ms. Elizalde said that United Nations documents were normally edited before being translated, except when time pressure made doing so impossible, in which case the translator was responsible for reflecting the changes made to the original by the editor. The Secretariat would draft guidelines for authors whose work was to be machine translated and for translators responsible for post-editing machine output. Given the current state of machine translation, the role of translators was to convert such output into an intelligible and accurate product.
49. Patricia Verónica Meehan, Secretary of International Relations, Universidad Nacional de Córdoba, Argentina, said that translation students learned critical thinking through courses in contrastive grammar in which they must justify their translation decisions and analyse different translations of the same source text.
50. Mr. Li said that translation students at Beijing Foreign Studies University were required to annotate their work to explain their research and decisions and correct errors in the source text. Some students submitted 30 pages of notes on a 500-word source text.
51. Ekaterina Pugacheva, terminologist, Russian Translation Service, New York, indicated that translators must exercise critical judgment in relation to research sources, some of which were more reliable than others.
52. Abdelgabar Mohieldin, verbatim reporter, Arabic Verbatim Section, New York, suggested that the United Nations and the MoU universities investigate the questions raised by the use of computer-assisted translation tools, which did not take into account subtexts, idiomatic phrases, culturally specific references and issues of semantic, lexical and stylistic equivalence between the source and target texts.
53. Mr. Elbadri requested further information regarding tools for teaching translation remotely, and proposed the establishment of a forum for trainers to exchange best practices in the area.
54. Mr. Pedreyra said on a related topic that WebEx videoconferencing was being increasingly used to provide feedback to remote trainees.
55. Carmelo Velásquez, instructor, Translation and Interpreting Department, School of Modern Languages, Universidad Central de Venezuela, Caracas, said that the videoconferencing service Zoom had also been used to organize webinars. Contacts with the developers were planned to adapt the tool to the needs of student interpreters.
56. Miguel Jiménez-Crespo, associate professor, Translation and Interpreting Programme, Rutgers University, United States of America, shared information about online translation courses offered at Rutgers in which students watched a video to prepare them for each translation assignment, submitted their translation and then discussed the assignment on a forum directed by the professor, who provided feedback.

57. Alejandra Jorge, Head of the English Translation Department, Instituto de Enseñanza Superior en Lenguas Vivas “J. R. Fernández”, Buenos Aires, shared the approach practiced by the International Federation of Translators Regional Centre for Latin America during regional seminars using a “flipped” classroom model. According to this model, students received theoretical training, then discussed the assignment online with each other and the teacher, and finally completed the translation alone. The results were discussed at a second online session.

Panel 3: The challenges of précis-writing and implications for training

58. The panel was moderated by Nicole Maguire, Chief, English Translation Section, United Nations Office at Geneva. The other panellists were:

- Katherine Durnin, Chief, English Translation Service, New York
- Anne Fassotte, Chief, French Translation Section, United Nations Office at Geneva
- Daniel Linder, focal point for the MoU Network, Universidad de Salamanca, Spain

59. Ms. Durnin explained that précis-writing at the United Nations was the process of producing summary records of meetings of various bodies of the Organization. It constituted a major part of the job of English translators in New York and Geneva, and to a lesser extent in Vienna. Report writers at the United Nations Office at Nairobi used the same skills to produce analytical reports. Summary records were drafted in English or French and translated into the other official languages. In the meeting room, précis-writers checked written statements against delivery and/or took notes on the proceedings, which they followed in their working languages or through the interpretation. As summary records constituted a permanent record of a committee’s proceedings, précis-writers must be able to discern the essential points of a statement. General knowledge of world affairs was crucial. It was also important that ideas be condensed without distortion and that a formal register be used, while avoiding stilted language. The speaker’s words should be reflected to the extent possible. Précis-writers reordered material as needed to ensure a logical presentation and maintained the substantive argumentation without altering speakers’ emphasis or logic. They used reported speech, changing verb tenses from present to past throughout. Students should therefore be aware of the conventions of reported speech, which they must use in the summary paper as part of the LCE. When training students for précis-writing, universities should focus on analytical and writing skills. Students were expected to analyse the main points of a text, recognize peripheral rhetoric and eliminate verbosity. Excellent drafting in their main language was essential. Specific characteristics of committees and United Nations style were learned on the job. Training in précis-writing also benefited translators, as it honed textual analysis skills and improved the rendering of different registers. It was recalled that the online United Nations Editorial Manual had a page on indirect or reported speech, and statements similar to those used in the LCE were available from the Dag Hammarskjöld Library for use as training material. The United Nations Language Careers portal provided information on précis-writing, with examples of good and incorrect summaries prepared in advance of the previous LCE.

60. Ms. Fassotte said that staff in the French Translation Section in Geneva did only a limited amount of précis-writing and therefore had few opportunities to practice the skill. There was no longer a summary exercise in the French LCE. However, Ms. Fassotte had found her university training in précis-writing

helpful in her career as a translator and encouraged partner universities to include such training in their programmes.

61. Mr. Linder suggested that the United Nations and the MoU universities provide précis-writing training through distance learning sessions, in which students would produce summary records from verbatim statements of United Nations meetings. The Organization should take advantage of the language potential offered by each partner university. The University of Salamanca not only provided training in Spanish, but also offered undergraduate courses with English, French and German as “B languages”, and Japanese as a “C language”.

62. Alex Krouglov, International Projects Coordinator, Interpreting and Translation, Guildhall School of Business and Law, London Metropolitan University, said that given the high cost of living in New York and Geneva, internships should start with a short visit by interns to the translation services followed by a longer online segment. That would make internships accessible to students who otherwise would not be able to afford them.

63. Ms. Fassotte said that the Organization had begun to pilot remote traineeships, starting with the Spanish Translation Service in New York. The French Translation Service had initiated a remote mentoring project with the Université de Mons, Belgium. Selected students were assigned a mentor, who sent them texts to translate; revision and feedback were carried out in writing or by videoconference. While not an internship as defined in administrative instruction ST/AI/2014/1, the project was a mutually beneficial solution, considering budgetary and time constraints.

64. Mr. Linder emphasized the usefulness of précis-writing, a transferable skill; students were indeed commonly called on to produce summaries, including for academic and scientific articles, conference proposals and dissertations outside the United Nations context.

Panel 4: The challenges of interpretation and implications for training

65. The panel was moderated by Sergey Kochetkov, Chief, Russian Interpretation Section, New York. The other panellists were:

- Monica Varela-Garcia, Chief, Spanish Interpretation Section, United Nations Office at Geneva
- Marie Diur, Chief, Interpretation Section, United Nations Office at Vienna
- Soumiya Lahlou, Chief, Arabic Interpretation Section, United Nations Office at Geneva
- Zhu Xiaohua, Chief, Chinese Interpretation Section, United Nations Office at Geneva
- Elina Pekler, interpreter, English Interpretation Section, New York
- Alain Piette, Dean, Université de Mons, Belgium

66. Ms. Varela-Garcia said that speed of delivery was a major challenge in simultaneous interpretation. The optimal delivery rate of between 100 and 130 words per minute was often exceeded by speakers reading carefully drafted texts. Staff interpreters from the United Nations Office at Geneva and members of the Faculty of Translation and Interpreting of the University of Geneva had conducted a study to determine how professional interpreters coped with high delivery rates. Independent assessors had noted the number of synonyms and redundant conjunctions omitted by the interpreters at varying rates per minute. As a result, it was noted that as the delivery rate increased, more synonyms and

conjunctions were omitted. At the highest rates, entire segments that carried meaning were omitted, with a negative impact on the interpreter's output. At 200 words per minute, even expert interpreters had difficulty distinguishing redundancies and resorted to repeating elements instead of processing information. The study's practical outcome for the United Nations was that awareness should be raised among delegates of the impact of delivering statements at high speed, not merely on the interpreter, but also on the quality of the message received by the listeners. She suggested that speed-coping skills be tested in the LCEs, internships and training. To ensure that graduates were prepared for high-speed delivery rates, universities were invited to introduce training in discriminating between redundant and non-redundant information and such coping strategies as omission, condensation and summarizing. They were also called upon to consider exposing students to high delivery rates and adapt curricula accordingly with input, where needed, from experienced United Nations interpreters.

67. A short [video](#) in English, containing a proposal for MoU universities to establish an optional course module to prepare students for the LCE, was shown. The proposed module would focus on rapid delivery, terminology and range of accents that characterized United Nations meetings, and would comprise mock tests from previous LCEs based on speeches.

68. Ms. Diur recalled that the United Nations had organized traineeships to help Arabic-, French- and English-speaking candidates prepare for the LCE and would soon organize another for Russian-speaking trainees. Under the proposal, the MoU universities would organize the module with coaching and support from United Nations interpreters, with a view to increasing the number of students who passed the examination.

69. Sarah Bordes, Director of International Development, Institut de management et de communication interculturels, Paris, requested further information regarding the length of the proposed module.

70. Ms. Diur said that the traineeships organized in Vienna had lasted one or two weeks, while those organized in New York had lasted six months for Arabic and two months for French.

71. Ms. Alexeeva proposed that MoU universities that offered courses in interpretation into Russian establish a single manual of speeches and exercises.

Panel 5: Production editing and verbatim reporting

72. The panel was moderated by Narendra Nandoe, Chief, Meetings Support Section, New York. The other panellists were:

- Olga Kazanli, Chief, Verbatim Reporting Service, New York
- Huang Wenxin, Chief, Chinese Copy-Preparation and Proofreading Unit, New York
- Adnan Jarrar, Chief, Arabic Verbatim Section, New York
- Magaly Fernández Almeida, reviser, Verbatim Reporting Service, New York
- Irina Alexeeva, Director, School of Interpretation and Translation, Herzen University, St. Petersburg, Russian Federation

73. Ms. Kazanli said that all of the posts of verbatim reporters were located in New York. She pointed out that the Service produced official records of plenary meetings of the Security Council, the General

Assembly, the First Committee of the General Assembly and the Disarmament Commission. Verbatim records contained the names of those who had spoken at a meeting, what exactly had been said and what the final decision had been. When the Service was established in 1946, its work had consisted of transcribing the speeches delivered at meetings, but its staff's main activity was now the translation of speeches, which required special care to preserve such expressive features as irony, sarcasm and veiled rhetorical or political intent. To be able to do so, reporters attended certain meetings, not only to check the paper statements against delivery but also to assess the climate in the room. Revision and editing, which involved maintaining high stylistic standards, correcting grammatical errors and checking quotations, facts and names, were essential to the work of the Service, as was research to ensure that terminology and references were correct. Verbatim reporters and revisers must have an impeccable writing style in their mother tongue, a sound grasp of at least two other United Nations languages, good computer skills, knowledge of United Nations editorial style, the ability to work in a team, an understanding of the matters addressed by the bodies they cover and an ability to work fast under pressure. The translation workload of verbatim staff was almost double that of their colleagues in the translation services.

74. Mr. Huang explained that production editing involved overseeing every stage in the publication of a book, starting with the manuscript. The absence of such editing could lead to errors in the publications. To ensure concordance among languages, original manuscripts were first copy-edited, a process similar to the editing done in the Documentation Division. The changes made to the original were then reflected in the other language versions, which had to meet the tests of comprehensibility, sense and readability. The edited manuscript and revised translations were sent to copy preparation assistants who laid out the text, tables and figures clearly and attractively, in line with United Nations style. The production editors then reread the text to eliminate any remaining errors. Mr. Huang highlighted some of the outreach activities conducted over the past two years, including with Xi'an Jiaotong University and Xiamen University, China. In the winter of 2015/16, the head of the Chinese Copy-Preparation and Proofreading Unit had, for instance, supervised the work of five interns, including two from MoU universities, as part of a proofreading workload-sharing project between the Editing Section at the United Nations Office at Geneva and the Meetings Support Section in New York. Production editors stood ready to give lectures to students at MoU universities. The inclusion of production editing in university curricula was highly encouraged.

75. Mr. Mohieldin stressed that the production of a verbatim record differed from other types of translation in that it involved continuous tension between form and content. Verbatim reporters must preserve the meaning of the original statement while maintaining an appropriate register.

76. Ms. Pugacheva requested further information regarding the skills, education and experience, other than linguistic capabilities, needed by production editors.

77. Mr. Huang said that an artistic sense was useful for production editors, but no training in art, design or technology was required. Linguistic skills were paramount.

78. Mr. Abdel-Al sought clarification regarding the overlap between the work of verbatim reporters, précis-writers and translators.

79. Mr. Jarrar explained that the workflow of the Verbatim Reporting Service began with the English Verbatim Section, which prepared the English version of the record on the basis of the audio recording

of the meeting, including the interpretation. Staff in the other language sections translated the English version, with the exception of speeches delivered in their mother language, which they transcribed. The bodies covered by verbatim reporters were different from those covered by précis-writers, so there was virtually no overlap.

80. Mr. Abdel-Al requested further information regarding the extent to which verbatim reporters depended on audio recordings to produce records, since they attended fewer meetings than in the past.

81. Ms. Fernández Almeida replied that verbatim reporters gave the highest priority to the Security Council, which met much more frequently than previously, thereby reducing verbatim reporters' ability to attend meetings of other bodies.

82. Ms. Kazanli underlined that the number of Security Council meetings had risen from 53 in 1991 to 250 in 2016, while the staffing of the Verbatim Reporting Service remained unchanged. Consequently, the Service did not have the capacity to send reporters to all meetings.

3. UNITED NATIONS EDITORS, TRANSLATORS, PRÉCIS-WRITERS, PRODUCTION EDITORS AND VERBATIM REPORTERS – WHAT'S NEXT?

83. The panel was moderated by Essaid El Moutassim, Chief, Arabic Translation Service, New York. The other panellists were:

- Anne Lafeber, reviser, English Translation Service, coordinator of Language Competitive Examinations, Documentation Division, New York
- Carmen Peris, Chief, Spanish Translation Service, New York
- Martine Azubuiké, Chief, French Translation Service, New York
- Du Yan, Chief, Chinese Verbatim Reporting Section, New York
- Dmitry Sapsay, Chief, Russian Translation Service, New York
- Nikolay Garbovskiy, Director, Higher School of Translation and Interpreting, Lomonosov Moscow State University

What's next in the competitive examinations?

84. Ms. Lafeber noted that the introduction of the combined LCE for language professionals working with written source materials meant that the Organization would not have to hold as many examinations as previously and that candidates would not have to sit separate examinations to qualify for a larger number of language posts. Combined examinations also afforded opportunities for mobility and created a more versatile workforce. In addition to language skills, the examination tested candidates' ability to work under time pressure. The change from a handwritten to a computer-based test better reflected the working conditions of United Nations language professionals. Because the examination was conducted remotely, more candidates could participate, from all regions; in addition, paper would be saved and carbon emissions reduced. MoU partners and professional organizations were notified directly of announcements of examinations, which were also advertised on social media. Applicants meeting the eligibility requirements were invited to sit the first part of the exam, consisting of an unsupervised timed test. The first part of the English examination consisted of two translations, a

summary record and an editing exercise, but the tasks would vary for other languages. Screening and grading of the first part of the examination now took longer, however, as a result of the surge in the number of applicants with the introduction of remote testing. The second part of the examination was a monitored remote translation test. Successful candidates were subsequently invited to a competency-based interview, also conducted remotely. A trial version of the examination platform was sent to candidates prior to the first part of the examination to allow them to familiarize themselves with it. Candidates were required to sign an honesty statement agreeing to refrain from seeking outside assistance. Time management was tested by the new format, as access to online resources encouraged candidates to conduct research; many reported feeling rushed as a result. Stamina and the ability to maintain good performance in all exercises were required. Successful candidates were placed on a recruitment roster for the conference-servicing duty stations and the regional commissions.

Part 2 of the 2016 Spanish Language Competitive Examination pilot and remote internships pilot

85. Ms. Peris recalled that the 2016 LCE for Spanish translators had been the first remote test administered by the Spanish Translation Service at Headquarters and was conducted on an experimental basis. In the future, combined examinations would also be administered remotely. The second part of the examination had consisted of a monitored translation and a revision exercise, conducted via videoconference with the participation of colleagues from other duty stations, followed by a competency-based interview to assess the United Nations core values of integrity, professionalism and respect for diversity and the core competencies selected by the Service. Candidates said in their feedback that the exercises had been relevant and clearly explained, the time allotted sufficient and the platform easy to use. In addition to conducting remote examinations, the Service had recently launched a remote practicum pilot project. A trainee would translate a total of 20,000 words over a semester, subject to revision, and would receive feedback and attend training sessions via videoconference. The university coordinator was responsible for ensuring that the assignments – which were part of the Service’s workflow – were submitted in a timely manner and for ensuring that the programme met the needs of the university and the United Nations. Students who could not afford on-site internships would have the opportunity to benefit from remote mentoring.

86. Ms. Antonova stressed that remote mentoring should not replace on-site internships. She requested further information regarding the ways in which the language services intended to ensure that candidates interviewed remotely received fair consideration in the event of technological failures that hindered communication.

87. Ms. Peris confirmed that remote practicums were not meant to replace on-site internships but to provide an internship-like experience to students who could not afford to travel to a United Nations duty stations.

88. Ms. Lafeber indicated that further details would be provided about the procedures established by the Examinations and Tests Section of the Office of Human Resources Management to address technological problems during interviews.

89. Mr. Li said that future examinations should assess research and critical thinking skills, which were essential for any language professional. Interviewers should seek to identify candidates who had a passion for translation.

90. Ms. Lafeber said that, while research and critical thinking were essential, they were difficult to measure in tests that were designed to assess many other skills at the same time and avoid giving certain candidates advantages over others. The second part of the examination indirectly assessed candidates' approach to research, as they had the opportunity to explain in conversation with the panel how they would have used resources had they been permitted to do so. Successful candidates received in-house research training in the language services after recruitment. Ms. Peris said that the conversation following the skills test provided panellists with a general idea of candidates' judgment and resourcefulness

91. Jayne Mutiga, Director, Centre for Translation and Interpretation, University of Nairobi, welcomed the fact that the new LCE allowed more candidates from underprivileged regions to participate. The training programme of the University of Nairobi had been established relatively recently, but she hoped that more of its graduates would take the examination and increase the visibility of East and Southern Africa in the profession. She requested further information regarding the remote mentoring selection process.

92. Ms. Peris explained that the selection of candidates was a joint effort with universities, which knew their students best.

93. Ms. Azubuike added that the French Translation Service screened candidates for its remote mentoring programme by testing them, reviewing their curricula vitae and taking into account input from their universities.

94. Mr. Chen said that the Chinese Translation Service selected candidates on the basis of recommendations from MoU universities, information contained in the candidate's personal history profile and their cover letter. Consequently, he said that applicants from MoU universities should be able to draft a strong cover letter.

95. Luis Alberto García Nevares, assistant professor, University of Puerto Rico, Río Piedras, enquired whether the language services were assessing the extent to which successful candidates met the criteria set out when designing the LCE.

96. Ms. Lafeber said that the impact of the LCE on the language services was being assessed. Supervisors' evaluations of new recruits' performance during the two-year probationary period helped assess the recruits' suitability for the job. With universities doing more to train language professionals, the average age of new recruits was dropping, and their profile was changing in response to the growing demand for versatile workers in the language professions and throughout the United Nations system. LCEs in each language were generally held every three years, allowing language services to adapt new examinations to the skill sets needed.

97. Mr. Linder wondered whether the language services intended to share the scoring rubrics developed in cooperation with the Middlebury Institute of International Studies at Monterey with the MoU universities.

98. Ms. Lafeber said that, while the procedures established by the Office of Human Resources Management prevented the language services from sharing the scoring rubrics, the examination instructions were worded very similarly to the rubrics. Candidates should therefore comply with the

instructions, which would be circulated among faculty and posted on the United Nations Language Careers [portal](#).

98. Elena Kidd, Course Director, Master of Arts in Translation and Professional Language Skills, University of Bath, United Kingdom, said that the support provided to the University of Bath by United Nations professionals in the run-up to the LCEs had been invaluable.

99. Mr. Krougllov said that he would welcome more communication between MoU conferences regarding such initiatives as the remote traineeship pilot. A blended learning model could be beneficial to participants in such traineeships. He wondered whether remote trainees could be given shorter texts to translate, since 20,000-word assignments would not allow them to receive feedback on a sufficiently regular basis. He asked whether the United Nations signed an agreement directly with the remote trainee or whether the university was also a party.

100. Ms. Bordes enquired whether MoU and partner universities might be granted access to the examination trial platform. A combination of remote and on-site engagement would be ideal for remote traineeships, allowing the largest possible number of participants to benefit from the guidance of United Nations professionals.

101. Mr. Pedreyra specified that the remote traineeship agreement would be signed by the United Nations and the university, not the trainee. The agreement specified the number of words the trainee must translate to complete the requirement, not the word count of a single assignment. Trainees were given reasonably short assignments, after each of which they received feedback.

102. Ms. Lafeber said that the Examinations and Tests Section of the Office of Human Resources Management, which owned the examination trial platform, would have to approve the granting of access to universities.

103. Alejandro Parini, Director, School of Languages and International Studies, Universidad de Belgrano, Buenos Aires, suggested that the remote traineeship initiative be expanded to additional language combinations.

4. UNITED NATIONS INTERPRETERS – WHAT’S NEXT?

104. The panel was moderated by Ashraf Kamal, Chief, Arabic Interpretation Section, New York. The other panellists were:

- Anna Uspenskaya, Interpreter, Russian Interpretation Section, New York
- Rebecca Edgington, Chief, English Interpretation Section, United Nations Office at Geneva
- Lin Hua, Chief, Chinese Interpretation Section, New York
- Olga Markides, Interpreter, French Interpretation Section, United Nations Office at Geneva
- Nahum Hahn, Chief, Spanish Interpretation Section, New York
- Ailing Zhang, Dean, Graduate Institute of Interpretation and Translation, Shanghai International Studies University, China

Remote training and selection process

105. Ms. Uspenskaya said that the Interpretation Service at Headquarters used videoconference services to provide remote training to students at partner universities, select candidates at the first stage of the LCE and conduct paid traineeships. Such videoconference sessions allowed interpreters to tell students about their experiences of working at the United Nations, explain the technical tools they used for simultaneous interpretation and share personal stories. Ms. Uspenskaya indicated that she had conducted 90-minute remote training sessions twice a week for groups of four to six students, on behalf of the Russian Interpretation Section. Students practised with statements from recent meetings of the General Assembly and the Security Council. They commented on each other's work, received feedback from the trainer and built their own glossaries of terms. Peer-to-peer learning and multilingualism were important aspects of the training. Emphasis was placed on the quality of presentation, knowledge of the language, use of an economical style and conduct in the booth. The Russian Interpretation Section had recently used videoconference services to select 6 candidates from 80 applicants for a summer traineeship.

How remote is remote?

106. In her presentation, Ms. Edgington expressed her belief that United Nations interpreters would not interpret remotely in the near future. However she stressed that, in response to the increase in remote participation in meetings, the Working Group on the Working Environment in the United Nations Office at Geneva had established a list of conditions under which remote interpretation was viable, one of which was availability of the necessary conferencing equipment. The underlying rule was that interpreters could not interpret what they could not hear. Such minimal conditions as established by the Working Group were of particular importance, as the General Assembly had adopted a resolution encouraging delegates to participate remotely in treaty body meetings. However, Ms. Edgington expressed the view that the increase in remote participation should not affect interpreter training because the principle underpinning interpreters' work remained the replication, as closely as possible, of live communication from a person in the room. Consequently, there were no plans to change the substance of the interpretation LCE. Based on the experience of her colleagues in Nairobi and Geneva, Ms. Edgington expressed the opinion that web-based training should be considered only as a complement to face-to-face communication, as poor connectivity precluded useful dialogue with students. Remote communication was, however, very useful for delivering webinars to students on how United Nations interpreters worked and conducting coordination sessions for university trainers on how they could best prepare students for placement. While remote screening of candidates as part of the LCE was also possible, the technology was not reliable enough to be used for the final accreditation test for interpreters or for freelance interpretation tests, which would remain live. University trainers should therefore focus on live interpretation and on sight translation in preparation for remote screening processes.

107. Ms. Antonova said that, when preparing remote training sessions, it was important to consider students' levels. A gradual introduction was needed, with beginner, intermediate and advanced work; speed should be built up over time.

108. Harry Dai, Vice-Dean, Graduate Institute of Interpretation and Translation, Shanghai International Studies University, China, said that the need for the United Nations and the MoU universities to have cutting-edge teaching and learning tools had been forgotten in the drive for efficiency. Given the technical complexity of remote training sessions taught by interpreters, the sessions should be supported by staff technicians. The time difference between China and New York must also be taken into consideration.

109. Ms. Varela-Garcia said that when the Spanish Interpretation Section in Geneva ran virtual information sessions for MoU universities, it used equipment provided by a team of videoconferencing professionals instead of openly available technologies, which were not of sufficient quality and did not guarantee a private connection.

110. Dmitry Kryachkov, Head of the English Language Department, School of International Relations, Moscow State Institute of International Relations, said that technical mishaps had been so minor that they had not detracted from the remote interpretation training provided by the Russian Interpretation Section.

111. Mr. Krouglov suggested that the MoU universities, the United Nations and other international organizations explore ways of teaching students together to create a community that would enable students to receive feedback from different people. London Metropolitan University had collaborated with other universities via videoconference to train students and stood ready to expand the network of universities and international organizations with which it worked.

112. Laurence Viguié, Chief, French Interpretation Section, New York, said that university trainers could support the training provided by the United Nations interpretation sections by helping students to prepare for the sessions and assimilate corrections.

113. Ms. Diur said that, with regard to her proposal of the previous day, United Nations staff stood ready to assist in the development of LCE preparation modules. The modules would not replace internships; they would simply allow universities to prepare their students for the examinations.

114. Ms. Sestopal said that the remote interpretation training provided by the United Nations gave universities such as the Universidad Nacional de Córdoba, which operated on tight budgets, access to feedback from professionals and opened possibilities of cooperation with other MoU universities.

115. Ms. Kidd said that the proposed LCE preparation modules were a win-win solution. The British MoU universities would be interested in developing two-week courses, with the first week consisting of remote interpretation training and the second consisting of face-to-face training with United Nations interpreters on campus.

116. Mr. Li said that he hoped that the Chinese Interpretation Section would offer training similar to that offered by the Russian Interpretation Section.

117. Hayssam Safar, professor, Université de Mons, Belgium, said that the MoU universities should carry out studies on the effectiveness of their work in increasing the quantity of professional linguists, and on the tools used in remote interpretation training.

118. Mr. Abdel-Al emphasized that remote interpretation was practicable for meetings in which body language was not important, but insisted that face-to-face communication was essential in screening, interviewing and teaching.

119. Ms. Edgington indicated that United Nations interpreters helped universities by assisting students in preparing for placement at the United Nations and by bridging the gap between academic training and success in the LCEs. The module suggested by Ms. Diur would help to bridge that gap.

120. Ms. Uspenskaya said that using texts that had been delivered at meetings gave students an insight into the work of United Nations interpreters. It showed them the standard that would be expected of them from the beginning and built their confidence quickly. She had honed her methodology and knew how to make the training effective. Giving students the chance to speak to a United Nations interpreter showed them that working at the Organization was an attainable goal.

121. Ms. Lin indicated that she would explore ways of working more closely with the Chinese MoU universities in the future.

122. Mr. Kamal explained that technology would soon allow remote interpretation. The most sensible attitude was to remain open to the possibility.

123. Sheila Shermet, interpreter, English Interpretation Section, New York, said that students should ideally be trained first on site and then remotely, once they had seen what was expected of them and the trainers had understood their needs. As an example of the effective use of technology, she described an approach whereby students sent to the trainer sound files of their interpretation practice, and the trainers sent to the students their feedback using free mobile chat applications.

5. THE MOU NETWORK, THE NEXT 10 YEARS

124. The panel was moderated by Igor Shpiniov, Chief, Office of the Under-Secretary-General for General Assembly and Conference Management, New York. The other panel members were:

- Sarah Bordes, Director of International Development, Institut de management et de communication interculturels, Paris
- Michelle Keating, Chief, Languages Service, United Nations Office at Geneva
- Hossam Fahr, Chief, Interpretation Service, New York
- Li Zhengren, Chief, Interpretation Service, United Nations Office at Geneva
- Nina Okagbue, Coordination Officer, Pan-African Masters Consortium in Interpretation and Translation, United Nations Office at Nairobi
- Carmen Peris, Chief, Spanish Translation Service, New York

125. Mr. Shpiniov said that MoU university graduates accounted for 52.6 per cent of successful LCE candidates. Graduates of the Middlebury Institute of International Studies at Monterey, the Institut de management et de communication interculturels, Shanghai International Studies University, Herzen University and École supérieure d'Interprètes et de Traducteurs were particularly well represented in United Nations translation and interpretation services. The success of graduates from the École Supérieure Roi Fahd de Traduction in Morocco, a recent addition to the network, was remarkable. Some

universities, however, had room for improvement. Knowledge-sharing and reporting also needed improvement: only 14 of 23 universities and 40 per cent of MoU coordinators had responded to the MoU survey, feedback from which was essential in guiding the future of the network. The survey showed that member universities were satisfied with the MoU framework and did not wish for it to be expanded. Although many respondents had expressed a desire for paid internships and the provision of accommodation in New York and Geneva, the General Assembly mandates and budget restrictions made those proposals unrealistic. However, Member States could be asked to contribute to a fund to provide financial assistance to interns in need. Universities had also requested one United Nations coordinator for translation and one for interpreting. Coordinators had identified a need for greater communication and teamwork; the widely requested online forum could be hosted on the Language Careers website.

126. Cooperation was a vital responsibility of the United Nations, but universities were also expected to comply with their obligations under the MoU. If proposals for free month-long courses for United Nations staff were not always feasible, universities could consider reducing tuition fees for such staff. Survey respondents had indicated that universities that were not active in the network could be replaced.

127. The success of candidates in the LCEs attracted more students to the universities, increasing the pool of talent from which the United Nations could draw. Consequently, emphasis should be placed on LCE preparation, using the lessons learned from the conference to adjust curricula where possible and to address deficiencies in students' skill sets. Since the MoU framework could not be expanded to include all interested universities, greater regional cooperation, following the example of PAMCIT, and regional centres of excellence could be envisaged.

128. Ms. Bordes said that universities welcomed the commitment of the United Nations to the MoU network and the mobilization of the staff resources of the Organization despite budgetary constraints. Universities must continue to meet the needs of international organizations for highly skilled translators, interpreters, *précis*-writers and editors by providing specialized training. Cooperation could be extended within the MoU network or a similar framework to include other language professionals, communication specialists or economists from multicultural or geographically diverse backgrounds with expertise that could serve the needs of the United Nations.

129. Carole Maisonneuve, Public Information and Multilingualism Officer, Office of the Under-Secretary-General for General Assembly and Conference Management, New York, shared a question received from a remote participant, Dragos Ciobanu, a member of the board of the European Masters in Translation, via Twitter. Mr. Ciobanu inquired whether the United Nations intended to give universities access to eLUNa so that students could familiarize themselves with the tool and interns could be fully operational when they arrived in the translation services.

130. Ms. Keating replied that interns were given access to eLUNa upon their arrival at the United Nations. Video training modules designed by United Nations staff were available on [YouTube](#). Presentations on eLUNa were regularly given by United Nations staff when conducting outreach activities. Many universities offered courses on other computer-assisted translation tools, which worked on principles similar to those of eLUNa.

Outcome document

131. Mr. Shpiniov read out the outcomes of the fifth conference of MoU universities, which are presented in section VI below.

132. Mr. Li said that the road to becoming a functional interpreter was a long one. Advances in information and communications technology and artificial intelligence had transformed the ways in which interpreters worked in the previous 10 years. MoU universities must anticipate the impact of future technologies and adapt their courses as necessary.

133. Mr. Abdel-Al requested further information regarding the ways in which the success of cooperation between the United Nations and MoU universities was measured.

134. Mr. Shpiniov said that the statistics on the success of candidates from such universities were an objective measurement, but comparison across languages was difficult. He would welcome proposals for measuring such success more accurately. He supported a proposal by Mr. Kamal that cooperation be increased through a cost-sharing arrangement under which United Nations interpreters would teach at MoU universities for four or five hours per week for six-week periods to help prepare students for LCEs.

135. Mr. Dai requested further information regarding the ways in which recordings of meetings on the [UN Web TV](#) website could be made more accessible as training material. Since 2015, such recordings had become difficult to download, even though they were in the public domain.

136. Mr. Shpiniov indicated that meetings could not always be downloaded through the website, but the Organization would ensure that it remained a useful source.

6. CLOSING CEREMONY

137. During the closing ceremony, a statement was made by Ms. Pollard, and a [video message](#) from the Secretary-General, António Guterres, on multilingualism as a core value of the United Nations was shown.

138. The Middlebury Institute of International Studies at Monterey was confirmed as the host of the sixth conference of MoU universities, which would be held in 2019.

V. SIDE EVENTS

139. On 21 April, in the margins of the conference, Ms. Pollard hosted a panel discussion on the theme “International organizations and academia: partners in sustaining multilingualism in the service of peace, development and human rights”. The panel consisted of one permanent representative per official language of the United Nations (Jordan for Arabic, China for Chinese, St. Vincent and the Grenadines for English, France for French, Belarus for Russian and Colombia for Spanish), and the Secretary-General’s Chef de Cabinet, Maria Luiza Ribeiro Viotti, who delivered multilingual [remarks](#). It offered a unique opportunity for MoU universities and DGACM clients to meet. Full coverage of the event is available on

the [UN Webcast](#) (starts at 1:38:25). A multilingual [video message](#) of the Secretary-General and an awareness-raising [video on multilingualism](#) (available in each of the six official languages, in addition to Swahili and Portuguese), produced in collaboration with the Department of Public Information, were screened.

140. The award ceremony of the [twelfth St. Jerome Translation Contest](#) was held on 21 April 2017. Organized annually by DGACM, the contest attracted more contestants than ever before, including staff of permanent missions. A total of 20 prizes were awarded to current and retired United Nations system staff, as well as MoU university students. Across the various categories, 242 pieces were submitted. For the first time, the contest offered a separate track for students attending or recently graduated from MoU universities. For each of the six official languages of the United Nations and German, judges shared their insights on the experience of evaluating the submitted translations, highlighting the extraordinary challenges of translation, in particular of texts containing neologisms and social media jargon.

VI. OUTCOMES

The MoU network members:

Reaffirmed their commitment to support the fulfilment of the multilingualism mandate of the United Nations through the preparation of language professionals of the calibre required

On the competitive examinations for language professionals

- *Welcomed* the proactive outreach, including through social media and remote activities, to ensure candidates were informed of upcoming examinations
- *Welcomed* the modernization of the competitive examinations and the shift to remote combined examinations for translators/précis-writers, editors, copy preparers/proofreaders/production editors and verbatim reporters as a means of improving the validity of the examinations and making them more accessible to candidates around the globe
- *Asked* for a trial version of the online testing platform and the criteria for success in the individual exercises of the examinations to be made available to network members

On skills training

- *Stressed* the importance of developing speed-coping skills in interpretation students
- *Stressed* the importance of fostering critical thinking and strong research skills in all language professionals
- *Recommended* the incorporation of précis-writing modules in the training of language professionals
- *Suggested* exploring the addition of a special module on United Nations interpreting in interpretation programmes, with the support of United Nations staff
- *Requested* that recordings of United Nations proceedings be made readily available as training materials

On remote activities

- *Recommended* using remote training activities to complement, but not replace, face-to-face ones
- *Recommended* exploring opportunities for increasing remote training, including by researching and sharing information on the most effective tools and platforms
- *Recommended* expanding remote translation internships to all language services

On future cooperation

- *Proposed* the establishment of an online community for the MoU network for sharing ideas, best practices and discussing issues of common interest
- *Proposed* the exploration of cost-sharing modalities for sending United Nations staff to provide training in universities

On MoU conferences

- *Welcomed* the unique opportunity afforded by holding the fifth MoU conference at a United Nations duty station to observe United Nations language professionals in action and engage with more members of the United Nations language services
- *Suggested* that the sixth conference be held the Middlebury Institute of International Studies at Monterey

ANNEX I. NETWORK OF UNIVERSITIES

UNIVERSITY	COUNTRY
Ain Shams University	<i>Egypt</i>
American University in Cairo	<i>Egypt</i>
Beijing Foreign Studies University	<i>China</i>
École supérieure d'Interprètes et de Traducteurs	<i>France</i>
Guangdong University of Foreign Studies	<i>China</i>
Herzen State Pedagogical University of Russia	<i>Russian Federation</i>
Institut de management et de communication interculturels	<i>France</i>
King Fahd School of Translation	<i>Morocco</i>
Lomonosov Moscow State University	<i>Russian Federation</i>
London Metropolitan University	<i>United Kingdom</i>
Middlebury Institute of International Studies at Monterey	<i>United States</i>
Minsk State Linguistic University	<i>Belarus</i>
Moscow State Institute of International Relations	<i>Russian Federation</i>
Shanghai International Studies University	<i>China</i>
Universidad Nacional de Córdoba	<i>Argentina</i>
Université de Mons	<i>Belgium</i>
Université Saint-Joseph	<i>Lebanon</i>
University of Bath	<i>United Kingdom</i>
University of Damascus	<i>Syrian Arab Republic</i>
University of Geneva	<i>Switzerland</i>
University of Nairobi	<i>Kenya</i>
University of Salamanca	<i>Spain</i>
University of Westminster	<i>United Kingdom</i>

ANNEX II. LIST OF PARTICIPANTS

Title	First Name	Last Name	Function	Organization
Ms.	Irina	Alexeeva	<i>Director, School of Interpretation and Translation</i>	Herzen University
Ms.	Alexa	Alfer	<i>Senior Lecturer in Translation Studies</i>	University of Westminster
Ms.	Aziza	Alkadash	<i>Supervisor, Arabic Text-Processing Unit</i>	DGACM/Documentation Division, New York
Ms.	Rim	Al-Khawam	<i>Chief, Arabic Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Viktoriya	Andreevskaya	<i>Russian Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Anzhelika	Antonova	<i>Deputy Director, School of Interpretation and Translation</i>	Herzen University
Ms.	Audrey	Aubou	<i>Reviser, French Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Sabela	Avión	<i>Reviser, Spanish Translation Service</i>	DGACM/Documentation Division, New York
Mrs.	Martine	Azubuike	<i>Chief, French Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Christian	Balliu	<i>Professor, Département de traduction et interprétation, Faculté Lettres, Traduction, Communication</i>	Université Libre de Bruxelles
Mr.	Armin	Banis	<i>Chief, German Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Yuria	Bartolomé	<i>Chief, Spanish Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Jean-Luc	Benayoun	<i>Reviser, Verbatim Reporting Service</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Isabelle	Biltery	<i>Training and Outreach Coordination Officer</i>	DGACM/Office of the Under-Secretary-General, New York
Ms.	Liliana	Boladz-Nekipelov	<i>Student</i>	City University of New York Graduate Center
Ms.	Natalia	Bondonno	<i>Spanish Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Sarah	Bordes	<i>Director of International Development</i>	Institut de management et de communication interculturels
Ms.	Irma Del Valle	Brito Noriega	<i>Head of Translation Department</i>	Universidad Central de Venezuela
Mr.	Jessie	Browner	<i>Chief, English Verbatim Reporting Section</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Kieran	Burns	<i>Senior reviser, English Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Thomas	Caldin	<i>Reviser, English Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Marie-Paule	Chamayou	<i>Lecturer</i>	École supérieure d'Interprètes et de Traducteurs

Title	First Name	Last Name	Function	Organization
Ms.	Lizhi	Chen	<i>Chinese Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Zhongliang	Chen	<i>Chief, Chinese Translation Service</i>	DGACM/Documentation Division, New York
Dr.	Andrew K. F.	Cheung	<i>Associate professor, Department of Chinese and Bilingual Studies</i>	Hong Kong Polytechnic University
Dr.	Andrew	Clifford	<i>Director, Master of Conference Interpreting, Glendon Campus</i>	York University
Ms.	Rebeca	Collier	<i>English editor/focal point for University of Nairobi</i>	DGACM/Division of Conference Services, United Nations Office at Nairobi
Ms.	Paula Olinda	Costa Azevedo Perez	<i>Programme Administrator</i>	New York University School of Professional Studies Center for Applied Liberal Arts
Ms.	Marie-Philippe	Curran	<i>Senior reviser, French Translation Service, St. Jerome Translation Contest coordinator</i>	DGACM/Documentation Division, New York
Mr.	Harry Ping	Dai	<i>Vice-Dean, Graduate Institute of Interpretation and Translation</i>	Shanghai International Studies University
Ms.	Salwa	Dallalah	<i>Director, Division of Conference and Document Services</i>	International Atomic Energy Agency
Ms.	Anne Sylvie	Dauvergne	<i>Chief, Translation and Editorial Support Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Isabelle	Delatour	<i>Senior reviser, French Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Marie	Delbecque	<i>Translator, French Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Floriane	Denis	<i>Translator, French Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Samuel	Dikoume	<i>Chief, French Verbatim Reporting Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Marie	Diur	<i>Chief, Interpretation Section</i>	DGACM/Conference Management Service, United Nations Office at Vienna
Ms.	Yan	Du	<i>Chief, Chinese Verbatim Reporting Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Katherine	Durnin	<i>Chief, English Translation Service</i>	DGACM/Documentation Division, New York
Mrs.	Rebecca	Edgington	<i>Chief, English Interpretation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Abdelaaziz	El Ghayate	<i>Arabic Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Essaid	El Moutassim	<i>Chief, Arabic Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Mekki	Elbadri	<i>Senior reviser, Arabic Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Ayman	Elgalal	<i>Reviser, Arabic Translation Service</i>	DGACM/Documentation Division, New York

Title	First Name	Last Name	Function	Organization
Ms.	Cecilia	Elizalde	<i>Director</i>	DGACM/Documentation Division, New York
Mr.	Hossam	Fahr	<i>Chief, Interpretation Service</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Anne	Fassotte	<i>Chief, French Translation Section, Languages Service</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Shudong	Fei	<i>Translator, Chinese Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Magaly	Fernández Almeida	<i>Reviser, Verbatim Reporting Service</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Félix	Figueroa	<i>Instructor, Translation and Interpreting Department, School of Modern Languages</i>	Universidad Central de Venezuela
Mr.	Penghui	Fu	<i>Former chief (retired), Verbatim Reporting Service</i>	DGACM/Meetings and Publishing Division, New York
Dr.	Maria Teresa	Fuentes Moran	<i>Dean, Faculty of Translation and Documentation</i>	Universidad de Salamanca
Dr.	Nikolay	Garbovskiy	<i>Director, Higher School of Translation and Interpreting</i>	Lomonosov Moscow State University
Dr.	Luis Alberto	García Nevares	<i>Assistant professor</i>	University of Puerto Rico
Mr.	Moustapha	Gebai	<i>Chief, Text-Processing Section</i>	DGACM/Documentation Division, New York
Ms.	Elisabeth	Giglio	<i>Director of Career Development</i>	Bard College
Ms.	Leslie-Anne	Gillen-Malanga	<i>Chief, English Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Nathalie	Gormezano	<i>Chief Executive</i>	Institut de management et de communication interculturels
Ms.	Alison	Graves	<i>Head of Unit, Interpreter Training</i>	European Parliament, Directorate-General for Interpretation and Conferences
Ms.	Jingxian	Gu	<i>Training Officer, Chinese Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Jordina	Guitart	<i>gText Project Manager</i>	DGACM/Documentation Division, New York
Mr.	Nahum	Hahn	<i>Chief, Spanish Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Sandra	Hamilton	<i>Assistant Lecturer, Department of Modern Languages and Literatures</i>	University of West Indies (Mona Campus)
Mr.	Omar Sherif	Hammad	<i>Interpreter</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Hassan	Harrafa	<i>Translator, Arabic Translation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Prof.	François	Heinderyckx	<i>Dean, Faculté de Lettres, Traduction et Communication</i>	Université libre de Bruxelles
Ms.	Patricia	Herd	<i>Chargée d'affaires a.i.</i>	Office of the Permanent Observer of the International Organization of la Francophonie to the United Nations in New York

Title	First Name	Last Name	Function	Organization
Ms.	Jie	Hu	<i>Assistant Director</i>	Nanjing University
Mr.	Wenxin	Huang	<i>Chief, Chinese Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Mariana	Irisarri	<i>Reviser, Unidad de Español, División de Publicaciones y Servicios Web</i>	United Nations Economic Commission for Latin America and the Caribbean
Mr.	Adnan	Jarrar	<i>Chief, Arabic Verbatim Section</i>	DGACM/Meetings and Publishing Division, New York
Prof.	Miguel A.	Jiménez-Crespo	<i>Associate professor, Translation and Interpreting</i>	Rutgers University
Ms.	Alejandra	Jorge	<i>Head of the English Translation Department</i>	Instituto de Enseñanza Superior en Lenguas Vivas "J.R.Fernández"
Dr.	Renee	Jourdenais	<i>Dean, Graduate School of Translation, Interpretation and Language Education</i>	Middlebury Institute of International Studies at Monterey
Mr.	Kirill	Kalabine	<i>Chief, Russian Interpretation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Ashraf	Kamal	<i>Chief, Arabic Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Olga	Kazanli	<i>Chief, Verbatim Reporting Service</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Michelle	Keating	<i>Chief, Languages Service</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Elena	Kidd	<i>Course Director, Master of Arts in Interpreting and Translation and Professional Language Skills</i>	University of Bath
Ms.	Zeina	Kinj	<i>Arabic Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Jerah	Kirby	<i>Editor</i>	DGACM/Documentation Division, New York
Mr.	Sergey	Kochetkov	<i>Chief, Russian Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Julia	Komarova	<i>Acting Vice-Rector for International Cooperation</i>	Herzen University
Dr.	Olga	Kostikova	<i>Deputy Director, Higher School of Translation and Interpreting</i>	Lomonosov Moscow State University
Dr.	Alexander	Krouglov	<i>Associate professor, International Projects Coordinator</i>	London Metropolitan University
Mr.	Dmitry	Kryachkov	<i>Head of English Language Department, School of International Relations; Head of Master's Programme in Training Interpreters and Translators for International Organizations</i>	Moscow State Institute of International Relations
Ms.	Anne	Lafeber	<i>Reviser, English Translation Service</i>	DGACM/Documentation Division, New York

Title	First Name	Last Name	Function	Organization
Ms.	Soumiya	Lahlou	<i>Chief, Arabic Interpretation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Ana	Larrea	<i>Senior reviser, Spanish Translation Service</i>	DGACM/Documentation Division, New York
Prof.	Changshuan	Li	<i>Executive Dean, Graduate School of Translation and Interpretation</i>	Beijing Foreign Studies University
Mr.	Zhengren	Li	<i>Chief, Interpretation Service</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Hua	Lin	<i>Chief, Chinese Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Daniel Peter	Linder	<i>Focal point for the United Nations MoU Network</i>	Universidad de Salamanca
Ms.	Janine	Lissandre	<i>Reviser/terminologist, English Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Nadia	Lotfi	<i>Senior reviser, Arabic Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Elizabeth	Lowe McCoy	<i>Curriculum developer</i>	New York University School of Professional Studies Center for Applied Liberal Arts
Ms.	Cristina	Lozano Argüelles	<i>Ph.D. candidate, linguistics and translation</i>	Rutgers University
Ms.	Maya	Mady	<i>Interpreter, Arabic Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Dr.	Sara	Magro Ramos Pinto	<i>Director of Translation Studies</i>	University of Leeds
Ms.	Nicole	Maguire	<i>Chief, English Translation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Carole	Maisonneuve	<i>Public Information and Multilingualism Officer</i>	DGACM/Office of the Under-Secretary-General, New York
Ms.	Angela Pamela	Mariño Zegarra	<i>Professor, School of Translation, Interpreting Studies and Communication Sciences</i>	Universidad Femenina Del Sagrado Corazón
Ms.	Olga	Markides	<i>Interpreter</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Jenny	McPhee	<i>Director</i>	New York University School of Professional Studies Center for Applied Liberal Arts
Ms.	Patricia Verónica	Meehan	<i>Secretary of International Relations</i>	Universidad Nacional de Córdoba, Argentina
Ms.	Rachel	Meyer	<i>Deputy Director</i>	Bard College Globalization and International Affairs Program
Mr.	Abdelgabar	Mohieldin	<i>Verbatim reporter, Arabic Verbatim Reporting Section</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Miguel	Mourato Gordo	<i>Executive Officer</i>	DGACM/Executive Office, New York
Prof.	Jayne	Mutiga	<i>Director, Centre for Translation and Interpretation</i>	University of Nairobi

Title	First Name	Last Name	Function	Organization
Mr.	Narendra	Nandoe	<i>Chief, Meetings Support Section</i>	DGACM/Meetings and Publishing Division, New York
Mr.	El-Mustapha	Nassil	<i>Reviser, Arabic Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Nina	Okagbue	<i>Coordination officer, Pan-African Masters Consortium in Interpretation and Translation</i>	DGACM/Division of Conference Services, United Nations Office at Nairobi
Mr.	Mads Nyegaard	Outzen	<i>Adviser</i>	European Parliament, Directorate-General for Translation
Prof.	Alejandro	Parini	<i>Director, School of Languages and International Studies</i>	Universidad de Belgrano, Buenos Aires
Mr.	Vladimir	Parshikov	<i>Chief, Russian Translation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Juan	Pedreyra	<i>Reviser, Spanish Translation Service, outreach focal point</i>	DGACM/Documentation Division, New York
Ms.	Elina	Pekler	<i>Interpreter</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Carmen	Peris	<i>Chief, Spanish Translation Service</i>	DGACM/Documentation Division, New York
Prof.	Alain	Piette	<i>Dean</i>	University of Mons
Ms.	Esperanza	Pombo López-Barrón	<i>Director, Graduate Studies in Interpreting and Translation program</i>	University of Maryland
Mr.	Alexandr	Ponimatko	<i>Dean, School of Translation and Interpreting</i>	Minsk State Linguistic University
Prof.	Fernando	Prieto Ramos	<i>Dean, Faculty of Translation and Interpreting and Director, Centre for Legal and Institutional Translation Studies</i>	University of Geneva
Mr.	Lijie	Pu	<i>Associate Vice-President</i>	Nanjing University
Ms.	Ekaterina	Pugacheva	<i>Reviser/terminologist, Russian Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Helene	Rabinovici	<i>Senior reviser/training officer, French Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Alejandra	Ramirez	<i>Chief, Spanish Verbatim Reporting Section</i>	DGACM/Meetings and Publishing Division, New York
Mr.	Michael	Rose	<i>Chief, Editorial Service</i>	DGACM/Documentation Division, New York
Ms.	María del Carmen	Rubio Armendáriz	<i>Vice-Chancellor for Internationalization</i>	Universidad de La Laguna
Ms.	Alice	Ryckmans	<i>Interpreter, French Interpretation Section, outreach focal point</i>	DGACM/Meetings and Publishing Division, New York
Prof.	Gina	Saad	<i>Dean of the Faculty of Languages, Director of the School of Translators and Interpreters of Beirut</i>	Université Saint-Joseph
Prof.	Hayssam	Safar	<i>Professor</i>	University of Mons
Ms.	Catherine	Salz	<i>Chief, French Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York

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Ms.	Ahed	Sboul	<i>Chief</i>	DGACM/Conference Management Service, United Nations Office at Vienna
Mr.	Brian	Seales	<i>Coordinator, Desktop Publishing Unit</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Stanislava	Serkova	<i>Assistant to the Director, Higher School of Translation and Interpreting</i>	Lomonosov Moscow State University
Ms.	María Dolores	Sestopal	<i>Professor</i>	Universidad Nacional de Córdoba
Ms.	Irina M.	Shokina	<i>Head, Department of English as a Second Language, Faculty of Translation and Interpreting</i>	Moscow State Linguistic University
Mr.	Igor	Shpiniov	<i>Chief of Office</i>	DGACM/Office of the Under-Secretary-General, New York
Ms.	Oksana	Sobkovich	<i>Reviser, Russian Translation Service</i>	DGACM/Documentation Division, New York
Prof.	Ndioro	Sow	<i>Teacher-Scholar, Head of Cooperation, Faculty of Arts</i>	University of Gaston Berger
Ms.	Maité	Suengas	<i>Reviser, French Translation Service focal point for outreach and training,</i>	DGACM/Division of Conference Services, United Nations Office at Nairobi
Ms.	Hala	Talaat	<i>Senior reviser, Arabic Translation Service</i>	DGACM/Documentation Division, New York
Ms.	Silvia Viviana	Terol Ibarra	<i>Translation professor</i>	Instituto Superior de Lenguas - Universidad Nacional de Asunción
Mr.	Mikhail	Tkachenko	<i>Translator, Conference and Documentation Services Section</i>	United Nations Economic and Social Commission for Asia and the Pacific
Mr.	Ali	Todaro	<i>Chief, Conference Management Section</i>	United Nations Economic Commission for Africa
Ms.	María del Carmen	Toledano-Buendía	<i>Academic Director, Master, Interpretación de Conferencias</i>	Universidad de La Laguna
Ms.	Olga	Tyurina	<i>Chief, Russian Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Anna	Uspenskaya	<i>Interpreter, Russian Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Muriel	Vabre Torres	<i>Chief, French Translation Section</i>	DGACM/Conference Management Service, United Nations Office at Vienna
Ms.	Monica	Varela-Garcia	<i>Chief, Spanish Interpretation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Carmelo	Velasquez	<i>Instructor, Translation and Interpreting Department</i>	School of Modern Languages, Universidad Central de Venezuela
Ms.	Laurence	Viguié	<i>Chief, French Interpretation Section</i>	DGACM/Meetings and Publishing Division, New York
Ms.	Mei yin	Wang	<i>Chief, English Copy-Preparation and Proofreading Unit</i>	DGACM/Meetings and Publishing Division, New York

Title	First Name	Last Name	Function	Organization
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Ms.	Nora	Weiss	<i>Interpreter</i>	International Association of Conference Interpreters
Ms.	Gillian	Wolfe	<i>Senior reviser, English Translation Service</i>	DGACM/Documentation Division, New York
Mr.	Bert	Wylin	<i>Researcher</i>	Katholieke Universiteit Leuven
Mr.	Jie	Xing	<i>Vice-Dean, School of Interpreting and Translation Studies</i>	Guangdong University of Foreign Studies
Ms.	Ailing	Zhang	<i>Dean, Graduate Institute of Interpretation and Translation</i>	Shanghai International Studies University
Mr.	Xingmin	Zhao	<i>Chinese Translation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Mr.	Xiaohua	Zhu	<i>Chief, Chinese Interpretation Section</i>	DGACM/Division of Conference Management, United Nations Office at Geneva
Ms.	Irina V.	Zubanova	<i>Associate professor, Department of Translation and Interpreting Studies, Faculty of Translation and Interpreting</i>	Moscow State Linguistic University

ANNEX III. LIST OF PARTICIPATING ORGANIZATIONS AND UNIVERSITIES

MoU universities

- Beijing Foreign Studies University, China
- École supérieure d'Interprètes et de Traducteurs, France
- Guangdong University of Foreign Studies, China
- Herzen University, Russian Federation
- Institut de management et de communication interculturels, France
- Lomonosov Moscow State University, Russian Federation
- London Metropolitan University, United Kingdom of Great Britain and Northern Ireland
- Middlebury Institute of International Studies at Monterey, United States of America
- Minsk State Linguistic University
- Moscow State Institute of International Relations, Russian Federation
- Shanghai International Studies University, China
- Universidad de Salamanca, Spain
- Universidad Nacional de Córdoba, Argentina
- Université Saint-Joseph, Lebanon
- University of Bath, United Kingdom of Great Britain and Northern Ireland
- University of Geneva, Switzerland
- University of Mons, Belgium
- University of Nairobi, Kenya
- University of Westminster, United Kingdom of Great Britain and Northern Ireland

Observer universities

- Bard College, United States of America
- City University of New York Graduate Center, United States of America
- Hong Kong Polytechnic University, China
- Instituto de Enseñanza Superior en Lenguas Vivas "J.R.Fernández"
- Universidad Nacional de Asunción (Instituto Superior de Lenguas), Paraguay
- Katholieke Universiteit Leuven, Belgium
- Moscow State Linguistic University, Russian Federation
- Nanjing University, China
- New York University School of Professional Studies, Center for Applied Liberal Arts, United States of America
- Pennsylvania State University (the Behrend College), United States of America
- Rutgers University, United States of America
- Universidad Central de Venezuela, Bolivarian Republic of Venezuela
- Universidad de Belgrano, Argentina
- Universidad de La Laguna, Spain

- Universidad Femenina del Sagrado Corazón, Peru
- Université Libre de Bruxelles, Belgium
- University of Gaston Berger, Senegal
- University of Leeds, United Kingdom of Great Britain and Northern Ireland
- University of Maryland, United States of America
- University of Puerto Rico
- University of West Indies (Mona Campus), Jamaica
- York University, United States of America

United Nations entities

- Department for General Assembly and Conference Management (New York)
 - Documentation Division
 - Executive Office
 - Meetings and Publishing Division
 - Office of the Under-Secretary-General
- United Nations Office at Geneva
 - Division of Conference Management

United Nations Office at Vienna

- Conference Management Service
- United Nations Office at Nairobi
 - Division of Conference Services
- Economic and Social Commission for Asia and the Pacific
- Economic Commission for Africa
- Economic Commission for Latin America and the Caribbean

Other organizations

- European Parliament:
 - Directorate-General for Interpretation and Conferences
 - Directorate-General for Translation
- International Association of Conference Interpreters
- International Atomic Energy Agency
- International Organization of la Francophonie
 - Office of the Permanent Observer to the United Nations in New York

THURSDAY, 20 APRIL

8.15 a.m.-9 a.m.
Registration of participants

9.15 a.m.-9.30 a.m.
WELCOMING REMARKS
Conference Room 2

9.30 a.m.-10.30 a.m.
PRESENTATION OF REPORTS ON ACTIVITIES

- Summary of universities' activities under the MoUs since the previous Conference [9.30 a.m.-9.45 a.m.]
- United Nations reports on activities carried out under the outreach programme [9.45 a.m.-10.15 a.m.]
- Report of the Pan-African Masters Consortium in Interpretation and Translation [10.15 a.m.-10.30 a.m.]

Conference Room 2

10.30 a.m.
Coffee break

11 a.m.-12 p.m.
UN LANGUAGE PROFESSIONALS IN ACTION
The challenges of editing and implications for training (Q&A)
Conference Room 2

12 p.m.-1 p.m.
PRESENTATION OF DGACM TRANSLATION TOOLS
S-30MM3 (AR), S-30MM2 (ZH)
S-2725BR (EN), S-2728BR (FR)
S-14MM2 (RU), S-1520BR (ES)

1 p.m.
Lunch break

2.15 p.m.-4 p.m.
UN LANGUAGE PROFESSIONALS IN ACTION (continued)

- The challenges of translation and implications for training [2.15 p.m.-3 p.m.]
- The challenges of précis-writing and implications for training [3 p.m.-3.20 p.m.]
- The challenges of interpretation and implications for training [3.20 p.m.-4 p.m.]

Conference Room 2

4 p.m.
Coffee break

4.30 p.m.-4.55 p.m.
PRESENTATION OF PRODUCTION EDITING AND VERBATIM REPORTING
Conference Room 2

5 p.m.-6 p.m.
GUIDED TOUR OF CONFERENCE SERVICES AND FACILITIES
Tour to start outside Conference Room 2

6.15 p.m.-8 p.m.
Networking event
(drinks and light snacks served)
An opportunity for universities to meet with DGACM staff involved in outreach and training
Interpreters' lounge, Secretariat Building, 12th floor

FRIDAY, 21 APRIL

9 a.m.-10.30 a.m.

**UN EDITORS, TRANSLATORS,
PRÉCIS-WRITERS, PRODUCTION EDITORS
AND VERBATIM REPORTERS—WHAT'S NEXT?**

Conference Room 2

10.30 a.m.

Coffee break

11 a.m.-12.30 p.m.

UN INTERPRETERS—WHAT'S NEXT?

Conference Room 2

12.30 p.m.

Lunch break

1.45 p.m.-3 p.m.

THE MoU NETWORK, THE NEXT 10 YEARS

Discussion and finalisation
of the outcome document

Conference Room 2

3 p.m.

Coffee break

3.30 p.m.-4.30 p.m.

**INTERNATIONAL ORGANIZATIONS
AND ACADEMIA—PARTNERS IN
SUSTAINING MULTILINGUALISM
IN THE SERVICE OF PEACE,
DEVELOPMENT AND HUMAN RIGHTS**

Panel discussion with Representatives of
Members States and UN Senior Officials

Conference Room 2

4.30 p.m.-6 p.m.

ST. JEROME CONTEST AWARD CEREMONY

Conference Room 2

6.30 p.m.-8 p.m.

Cocktail reception

Ex-Press Bar, GA building, 3rd floor northwest

ANNEX V. LIST OF PRESENTATIONS AND STATEMENTS

All presentations and statements are available on the MOU [Conference page](#) of the United Nations Language Careers website (<https://languagecareers.un.org/dgacm/Langs.nsf/page.xsp?key=Outreach-Conf-MoU%20Conference>).

Welcoming remarks

- [Opening statement](#) by the Under-Secretary-General for General Assembly and Conference Management, Catherine Pollard

Presentation of reports on activities

- Overview of the universities' activities under MoU 2015-2017, by [Angelique Antonova](#), Deputy Director, St. Petersburg School of Conference Interpreting and Translation, Herzen University
- United Nations reports on activities carried out under the outreach programme:
 - Meetings and Publishing Division, New York, by [Alice Ryckmans](#), interpreter and outreach focal point
 - Documentation Division, New York, by [Juan Pedreyra](#), reviser and outreach focal point
 - United Nations Offices at Geneva, Vienna and Nairobi and regional commissions, by [Ahed Sboul](#), Chief, Conference Management Service, United Nations Office at Vienna
- Report of the Pan-African Masters Consortium in Interpretation and Translation, by [Nina Okagbue](#), coordinator

United Nations language professionals in action

- The challenges of editing and implications for training
 - *Presentations by [Michael Rose](#), Chief, Editorial Service, and [Jerah Kirby](#), editor, New York*
- The challenges of translation and implications for training
 - *Presentation by [Cecilia Elizalde](#), Director, Documentation Division, New York*
- The challenges of précis-writing and implications for training
 - *Presentation by [Katherine Durnin](#), Chief, English Translation Service, New York*
- The challenges of interpretation and implications for training
 - *Presentation by [Mónica Varela García](#), Chief, Spanish Interpretation Section, United Nations Office at Geneva*

- [Video](#) on *Language Competitive Examinations for interpreters, by the Interpretation Section, United Nations Office at Vienna*
- Presentation of production editing and verbatim reporting by [Wenxin Huang](#) and [Olga Kazanli](#), New York

United Nations editors, translators, précis-writers, production editors and verbatim reporters—what’s next?

- *Presentation by [Anne Lafeber](#), reviser, English Translation Service, Documentation Division, New York*
- *Presentation by [Carmen Peris](#), Chief, Spanish Translation Service, Documentation Division, New York*

United Nations interpreters—what’s next?

- *Presentation by [Anna Uspenskaya](#), interpreter, Russian Interpretation Section, New York*
- *Presentation by [Rebecca Edgington](#), Chief, English Interpretation Section, United Nations Office at Geneva*

The MoU network, the next 10 years

- *Presentation by [Igor Shpiniov](#), Chief, Office of the Under-Secretary-General, New York*

Closing ceremony

- [Closing remarks](#) by Catherine Pollard, Under-Secretary-General for General Assembly and Conference Management
- Video message from António Guterres, Secretary-General, for the tenth anniversary of the MOU universities network ([video](#); English [transcript](#))