Department for General Assembly and Conference Management

REPORT OF THE THIRD CONFERENCE OF MoU UNIVERSITIES

Shanghai, 22-24 April 2013

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I. AIMS AND THEMES OF THE THIRD CONFERENCE

1.   From 22 to 24 April 2013, Shanghai International Studies University (SISU) hosted the Third Conference of the Universities that signed a memorandum of understanding (MoU) with the Department for General Assembly and Conference Management of the United Nations (DGACM) on cooperation in preparing candidates for the United Nations Language Competitive Examinations (MoU universities). The First Conference was hosted by the Universidad de Salamanca in May 2011 and the Second by the Université de Mons in May 2012. The aim of each MoU Conference is to bring together representatives of DGACM and the MoU universities, as well as other stakeholders, to strengthen ties, compare initiatives and methods in the training of language professionals and discuss and agree on ways to further cooperation within the MoU universities network with a view to creating synergies between the academic training of language professionals and the needs of international organizations, particularly the United Nations. Three themes were chosen for the Third Conference: examination procedures, e-learning, and continuous learning opportunities for United Nations language staff.

II. PARTICIPANTS

2.   Representatives of 16 MoU universities (out of a total of 22) and of the four duty stations of the United Nations (United Nations Headquarters in New York and the United Nations Offices at Geneva, Nairobi and Vienna) attended the Third MoU Conference, together with the representatives of other United Nations entities, the International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP), the European Commission and the European Parliament, professional associations and universities that had been invited as observers. The list of participants, who numbered 64 in total, is presented in Annex I.

III. PROGRAMME

3.   In addition to plenary and panel discussions on the themes of the Conference and opening and closing ceremonies, the programme included a panel discussion on success stories of the United Nations outreach programme (Panel VIII in the programme), media events and a special ceremony to mark the tenth anniversary of the Graduate Institute of Interpretation and Translation (GIIT) of SISU. In accordance with the recommendations made at the Second Conference, a plenary meeting on horizontal cooperation among universities was held, and interactive panel discussions were arranged for SISU students and faculty after the Conference. The Executive Committee of the MoU network met on the second day of the Conference, as did the drafting committee established to summarize the outcomes of the Conference for adoption by participants.

4.   The discussion of the three themes of the Conference was organized into a plenary session and parallel breakout sessions as follows:

-   Plenary session on proficiency testing, e-learning and continuous learning for United Nations Language Staff
-   Panel I   Recruitment testing versus assessment in the university context
-   Panel II   E-learning: experience and tools
-   Panel III   Continuous learning opportunities for United Nations language staff
-   Panel IV   Developing e-learning across countries and language combinations

- Panel V   Test design and test monitoring
- Panel VI   Assessment in e-learning
- Panel VII   Continuous learning for language professionals: lessons learned

5.   The interactive discussions with students and staff at SISU focused on four topics: interpreting for the United Nations, translating for the United Nations, interpreting for European institutions and interpreting in non-Chinese markets.

6.   The full programme, including the names of speakers, is presented in Annex II.

IV.   PROCEEDINGS[1]

A. Opening ceremony

7.   The opening ceremony was chaired by Dr. Yang Li, Vice-President of SISU. The Conference was officially opened by Dr. Cao Deming, President of SISU, and opening statements were made by Mr. Jean-Jacques Graisse, Acting Head of DGACM, Ms. Susanne Altenberg on behalf of Olga Cosmidou, Director-General for Interpretation and Conferences of the European Parliament, and Mr. Franz Baumann, Assistant Secretary-General of DGACM. All the speakers welcomed participants to the Conference and expressed their best wishes for a successful and enjoyable meeting. In his remarks, Mr. Graisse thanked the MoU universities for their contribution to the common goal of supporting multilingualism at the United Nations and in the world. He also announced that, since the MoU network had already sufficient impetus to achieve further progress and all parties were facing growing financial constraints, the Executive Committee had decided to switch the Conference to a biennial cycle. The Executive Committee had also accepted the offer made by Herzen State Pedagogical University to host the next conference: therefore, the Fourth Conference will be held in St. Petersburg in 2015.

B. Plenary session

8.   The plenary session was chaired by Mr. Jean-Jacques Graisse, Acting Head of DGACM, and divided into two themes: proficiency testing, moderated by Professor Harry Dai, Vice-Dean of GIIT; and e-learning and continuous learning, moderated by Mr. Vladimir Gratchev, Director of the Division for Conference Management of the United Nations Office at Geneva (UNOG).

9.   Under the first theme, Mr. Li Zhengren, Chief of the Interpretation Service at UNOG, and Mr. Fu Peng Hui, Chief of the Verbatim Reporting Service, at United Nations Headquarters (UNHQ) in New York, described the content and format of the competitive examinations corresponding to their services, as well as the challenges they posed. Mr. Anthony Pitt, speaking as Head of the English Translation Section at the International Telecommunication Union (ITU), explained how the smaller translation services of United Nations agencies provide valuable

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[1] The PowerPoint presentations or written statements used during the proceedings and submitted by the speakers will be posted on the MoU Conference page of the Language Outreach portal once the report has been finalized (http://www.unlanguage.org/Outreach/Mou/default.aspx).

opportunities, in the form of internships and employment, for language professionals wishing to gain experience that can help them prepare for the United Nations competitive examinations and for work in international organizations. Ms. Susanne Altenberg, Head of the Unit for Multilingualism Support of the Directorate-General for Interpretation and Conferences at the European Parliament, presented the format and organization of the accreditation tests and open competitions for interpreters at the European Union (EU). She explained how tests have been combined and streamlined and pre-selection procedures adjusted to optimize the use of resources. Professor Irene Zhang, Vice-Dean of GIIT, presented the entrance, mid-point and professional examinations that interpreting students take at GIIT, as well as the skills tested and the structuring of the juries.

10.   Under the second theme, Dr. Moser-Mercer, Director of the Interpretation Department, Université de Genève, highlighted the wide range of often simple technological tools that can be used in the training of translators and interpreters, stressing their flexibility and their usefulness in both individual and collaborative learning projects, and noted that massive open online courses (MOOCS) provided a wealth of opportunities for language professionals to enhance their knowledge of useful subjects at no cost. Ms. Maria Nóbrega, Chief of the Spanish Translation Service at United Nations Headquarters in New York, spoke about the usefulness of e-learning tools for remote coaching and sharing material in the context of providing pedagogical assistance to MoU universities. Mr. Brian Fox, Director of the Directorate-General for Interpretation (SCIC) of the European Commission, reported that the Commission was using e-learning tools in the training of interpreters, but warned that they were not a silver bullet and were not appropriate in all contexts. Dr. Nikolay Garbovskiy, Dean of the Higher School of Translation and Interpretation, Lomonosov Moscow State University, outlined possible continuous learning opportunities for United Nations language staff and other forms of cooperation, including online consultations with university experts, and announced that the School was developing a blended learning course for translators and interpreters of Russian that might be of interest to United Nations staff. Mr. Igor Shpiniov, Acting Training and Outreach Coordination Officer at United Nations Headquarters in New York, highlighted the fact that cooperation under the MoUs was intended to be a two-way street, and he urged universities to look into ways to meet the continuous learning needs of United Nations language staff.

C. Panel discussions

11.   The main subjects raised and points made during the panel discussions are summarized below.

Panel I - Recruitment testing versus formative and summative assessment in the university context

12.   Panel I was moderated by Ms. Latifa Amine Saint-Roch, Chief of the Arabic Translation Service at United Nations Headquarters in New York. Professor Wang Lidi, of Beijing Foreign Studies University, China, who had been scheduled to make a presentation, was unable to attend. The three other panellists made presentations as follows:

  - Ms. Elsa Yazbek Charabati, Head of the Interpretation Section, Ecole de traducteurs et d'interprètes de Beyrouth, Université Saint-Joseph, Lebanon, on *The connection between United Nations examinations and university training*

- Ms. Anne Lafeber, Translator, English Translation Section, United Nations Office at Geneva, on *Designing recruitment tests for translators*
- Mr. Kent Johansson, Multilingualism and External Relations Unit, Directorate-General for Translation, European Parliament, on *The recruitment tests for translators in the European Union*

13.   Ms. Yazbek Charabati described the admissions and performance tests used in the University of St Joseph's translation and interpreting programmes, which include a new Professional Master's in Conference Translation. The focus is on providing practical training, including internships and specialized modules, as well as specific preparation for language careers in the United Nations.

14.   Ms. Lafeber reported that she has been giving workshops to translations services of the United Nations and other international organizations on how to use a profile-adapted approach to maximize the validity and reliability of their recruitment examinations. She outlined the method used, which is based on drawing up ideal candidate profiles and applying the principles of measurement theory to identify applicants who most closely match the profiles sought.

15.   Mr. Johansson described the two types of recruitment tests for translators used by the European Union, namely the accreditation tests and the competitive examinations organized by its centralized testing agency.

16.   In the ensuing exchange of ideas, it was agreed that international organizations should publish the profile of the translators and interpreters that they are looking for in their tests. The advantages of pre-screening candidates were highlighted, and the stage at which translation tests should form part of the selection process was discussed.

Panel II - E-learning: experience and tools

17.   Panel II was moderated by Mr. Igor Shpiniov, Acting Training and Outreach Coordination Officer, United Nations Headquarters, New York. The three panellists made presentations as follows:

- Ms. Susanne Altenberg, Directorate-General for Interpretation, European Parliament, on *Virtual Classes and e-Learning in DG Interpretation and Conferences, European Parliament*
- Ms. Alice Ryckmans, French Interpretation Service, United Nations Headquarters, New York, on *Remote teaching projects at the Interpreting Service at UNHQ*
- Prof. María Dolores Sestopal, Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina, on *New doors, new ways: an experience with Moodle*

18.   Ms. Altenberg explained how the European Parliament is expanding its virtual learning and testing activities in collaboration with universities to target high-potential students with language combinations that are particularly in demand. The number of bilateral and multilateral virtual classes has increased considerably. The benefits include more contact between European Union institutions and universities, the presence of the EU institutions in universities at reduced costs and greater awareness in universities of the standards sought by the EU.

19.   In her presentation, Ms. Ryckmans said that the remote interpreting classes arranged using Skype and Webex with the Université de Mons in 2012 and with Ain Shams University in 2013 had been considered very worthwhile by those involved. She also reported on the pre-training and intensive coaching given to freelance interpreters to help prepare them for upcoming United Nations competitive examinations. Participants had been pre-selected on the basis of a sight-translation test given using Skype and then coached remotely for eight weeks before being invited to participate in a three-week intensive in-house training course.

20.   Prof. Sestopal described how Moodle classes are incorporated into the programme at Universidad Nacional de Córdoba. The self-learning aspects of virtual learning environments allow students to work at their own pace yet feel part of a community. The classrooms built under social constructivist principles have enriched the programme and generated a number of benefits. She indicated that the potential of these virtual classrooms for universities with limited resources could be further enhanced if they were to be supported by United Nations staff acting as tutors within these classrooms.

21.   In the discussion that followed, it was agreed that trainers needed to be aware of technological developments and be ready to take advantage of them. In many cases, all that is required is relatively unsophisticated technology (Skype, e-mail, etc.) and simple tools (e.g. a laptop with a camera and headphones). Both students and teachers need to be brought onboard and taught to work and study in virtual environments. Blended approaches, combining face-to-face and remote coaching seem to produce the most positive results. The importance of pre-screening applicants for the remote training provided by international organizations was stressed, since the time and energy that goes into providing remote coaching is considerable and should be invested only in candidates with real potential.

Panel III - Continuous learning opportunities for United Nations language staff

22.   Panel III was moderated by Mr. Franz Baumann, Assistant Secretary-General of DGACM, United Nations, New York. The other panellists made presentations as follows:

- Ms. María Nóbrega, Chief, Spanish Translation Service, United Nations Headquarters, New York
- Dr. Belén Santana, Vice-Dean of Translation, Universidad de Salamanca, Spain, on *The Salamanca model – Lessons Learned*
- Dr. Fayza El Qasem, Director, Department of Translation, Ecole Supérieure d'Interprètes et de Traducteurs (ESIT), Université de la Sorbonne Nouvelle-Paris III, France, on *Contributions of translation schools in a UN translation setting -the experience of ESIT*
- Dr. Hannelore Lee-Jahnke, President, Conférence Internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes (CIUTI), on *Communicative Efficiency as a Task of UN Translators and Interpreters*

23.   Ms. Nóbrega said that possibly the best way in which universities could contribute to continuous learning for DGACM staff was to offer language courses that are adapted to the expectations of experienced linguists and translators who may need to brush up on a second or third language. As an example, she cited the proposal made by Universidad de Salamanca to offer Spanish language courses specially geared towards translators and other language professionals at the United Nations. Another area in which the universities could contribute to

continuous learning for United Nations staff is in the use of IT in translation, which is going to play an ever increasing role in the work of the Organization's translation services.

24.   Dr. Santana presented the lessons learned from arranging tailor-made training courses for the language staff of international organizations in exchange for talks and workshops for the university's translation and interpretation students. She noted that organizing such activities, though fruitful, is extremely time-consuming and needed funding of some kind. The possibility of arranging shorter courses in the future, probably involving a virtual component, will be examined.

25.   Dr. El Qasem identified technical writing, style, translation methodology, terminology development and revision as areas in which translation schools could share their expertise with United Nations language professionals. This would ideally be done through short brainstorming seminars.

26.   Dr. Lee-Jahnke explained that the United Nations, as an institution, has its own communicative culture. Its internal and external communication functions each pose their own challenges for its language services. Cooperation between the United Nations language services and universities is problematic since the former are a relatively centralized and homogenous, while the education system of the universities is extremely diverse and decentralized. Collaboration will have to be pursued on a multilateral basis to avoid monopolization, and CIUTI can offer good services as an interface for that collaboration.

27.   In the discussion that followed, it was agreed that the quid pro quo approach underpinning the Salamanca model should be replicated whenever possible. However, information on the specific training needs of United Nations language staff is needed for universities to see how they might adjust or develop their supply to match the demand. It was also noted that assessment criteria and benchmarks need to be established to measure the success of the outreach programme.

Panel IV - Developing e-learning across countries and language combinations

28.   Panel IV was moderated by Dr. Angelique Antonova, Associate Professor and Deputy Director, St. Petersburg School of Conference Interpreting and Translation, Herzen State Pedagogical University, Russian Federation. Dr. Olga Egorova, Director, Institute of Language and Professional Communication, Astrakhan State University, Russian Federation did not attend. The other panellists made presentations as follows:

- Mr. Brian Fox, Director, Directorate-General for Interpretation (SCIC) of the European Commission
- Mr. Imre Karbuczky, Chief, Conference Management Service, United Nations Office at Vienna (UNOV) on *Remote coaching in translation in UNOV*
- Dr. Alexander Krouglov, International Projects Coordinator, London Metropolitan University, United Kingdom, on *Creating a community of practice in interpreting and sharing resources*

29.   Mr. Fox spoke on the importance of pedagogical assistance and outreach and highlighted the role that e-learning could play in both. He pointed out that e-learning was not a panacea, however, and that a blended approach worked best in interpreter training.

30.   Mr. Karbuczky reported that the University of Bath had been very pleased with the Skype-based remote coaching project piloted by UNOV with its translation students and wished to hold more sessions in 2013. Remote coaching is cost-effective for universities because practically no costs are involved for them, but, like all outreach activities, it represents a considerable expense for the United Nations in terms of staff time. The Organization possibly needs to look into ways to spread the burden among staff in and across the duty stations and with universities.

31.   In his presentation, Dr. Krouglov explained how London Metropolitan University is using webstreaming, videoconferencing, social media and virtual classes in its interpreting programme to develop skills and build communities of practice. He encouraged universities to use technology to share best practices, pool resources, explore ways to cooperate and establish communities of practice for trainers, as well as students, across institutional and national borders. Virtual learning technologies provide ways for universities to cooperate with one another to expand the language combinations they offer in their translation and interpreting programmes.

Panel V - Test design and test monitoring

32.   Panel V was moderated by Dr. Alain Piette, Dean, Faculty of Translation and Interpretation, Université de Mons, Belgium. The other panellists made presentations as follows:

   - Ms. María Nóbrega, Chief, Spanish Translation Service, United Nations Headquarters, New York, on *The experience of the Spanish Translation Service with the profile-adapted approach to test design*
   - Ms. Anne Lafeber, Translator, English Translation Section, United Nations Office at Geneva, on *How to (and not to) score translation tests*
   - Dr. El-Hussein Ali, Director, Arabic and Translation Studies Division, American University in Cairo, Egypt, on *The importance of the concept of 'brief' in test designing and test scoring*
   - Dr. Jean Turner, Professor, Monterey Institute of International Studies (MIIS), United States of America, on *A collaborative and empirically-based approach to the design of tests and scoring rubrics*

33.   Ms. Nóbrega described the experience of the Spanish Translation Service with applying the profile-adapted approach to test design devised by Anne Lafeber. She highlighted the methodical approach used to prepare the test texts and the high reliability of the grading scheme devised for the recent competitive examination for Spanish translators.

34.   Ms. Lafeber demonstrated the pros and cons of the intuitive, band and points-deduction schemes commonly used to grade translation tests, stressing that for recruitment testing and summative assessment, multi-trait grading (which uses analytic scales) is the most reliable and useful method for rating performance.

35.   Dr. Ali explained the importance of the brief that translators are given when they are asked to translate a document. Clear instructions indicating the level of communication required (according to target audience), the text type and the purpose of the translation should thus be provided both in classes and in tests.

36.   Dr. Turner described the approach being used at MIIS to design tests. Cross-disciplinary teams use their combined experience and expertise to draw up a test design plan that provides a framework for test construction sets out and justifies test specifications and serves as a record for decision-making. Scoring rubrics are empirically based and drawn up through a collaborative, iterative process. Under the new scheme, which is currently being trialed, applicants for the programmes at MIIS will go through four stages of testing: language comprehension, monolingual language production, cross-language written production and cross-language oral production.

Panel VI - Assessment in e-learning

37.   Panel VI was moderated by Dr. Renee Jourdenais, Dean of Monterey Institute of International Studies (MIIS), United States of America. The other panellists made presentations as follows:

- Ms. Deva Alexander, English Translator, Translation and Editorial Section, United Nations Office at Nairobi (UNON)
- Dr. Barbara Moser-Mercer, Director, Unité d'interprétation, Université de Genève, Switzerland

38.   Ms. Alexander briefly outlined the advantages and disadvantages of e-learning. Although e-learning may be more convenient, more flexible and cheaper, students benefit from interactions in traditional face-to-face settings with other students and teachers that virtual arrangements cannot simulate.

39.   Dr. Moser-Mercer presented two case studies, one on the use of technology to monitor student performance in interpreter training (e.g. cameras in booths, video signal integration in PIP, multi-point videoconferences); and another on the design of evaluation criteria for training in complex contexts, such as interpreter training in the field for interpreters working in humanitarian crises. She noted that the use of e-learning is becoming more widespread and university teachers are becoming increasingly willing to incorporate it into their programmes. Teachers and students need to be trained to work in a virtual environment, however, and e-learning has to be well planned.

40.   In the ensuing discussion, it was agreed that technology can expand learning opportunities. E-learning should be seen as a way to complement traditional teaching methods not to replace them, however, and it should be pedagogical needs that determine the use of technology, not the availability of technology that determines the content of a course. As far as assessment in e-learning is concerned, it is not only the students, but also the trainers and the tools that should be assessed.

Panel VII - Continuous learning for language professionals: lessons learned

41.   Panel VII was moderated by Mr. Anthony Pitt, Member of the Executive Committee of IAMLADP. The other panellists made presentations as follows:

   - Mr. Fu Peng Hui, Chief, Verbatim Reporting Service, United Nations, New York
   - Ms. Anne Lafeber, Translator, English Translation Service, United Nations Office at Geneva, on *A proposal for a web-based outreach toolkit for United Nations language staff*

42.   Mr. Fu commented on the need for United Nations language professionals to remain abreast of developments in their mother tongue especially when they are posted to a duty station where it is rarely spoken. Continuous learning opportunities at MoU universities could help address that need.

43.   Ms. Lafeber presented a proposal for a web-based toolkit for the United Nations language staff involved in the outreach programme, which would provide them with materials, as well as guidance and tips, for arranging effective pedagogical assistance activities. Universities were asked to provide information on train-the-trainer courses that might be of interest to language staff.

44.   In the discussion that followed, it was noted that, in terms of the provision of pedagogical assistance under the MoUs, the formula used with Herzen State Pedagogical University (courses of several weeks, followed up by remote coaching and then intensive in-house training) has proved to be highly effective at preparing students and graduates for United Nations recruitment examinations. The United Nations staff members take courses at the university during the period in which they provide face-to-face pedagogical assistance. The extent to which the Herzen model can be applied at other universities depends on the availability and suitability of the continuous learning opportunities offered to United Nations staff at a given MoU university. Providing pedagogical assistance should possibly also be considered a form of professional development for United Nations staff, however, since it helps them develop the mentoring skills required by revisers.

45.   It was agreed that the United Nations should carry out a needs analysis and identify specific areas in which universities can provide continuous professional development for the Organization's language staff. The areas suggested include: training for trainers, specialized knowledge, management skills, high-level language courses, refresher mother tongue courses and machine translation and other CAT tools. Ideally universities would customize existing courses to meet the United Nations specific needs.

46.   It was also noted that the DGACM language outreach portal is a key tool that contains a wealth of material. Its usefulness could be enhanced by incorporating the outreach toolkit for language staff and by creating less formal pages intended for (and possibly managed by) students in the MoU network. These could include forums for exchanging ideas and experiences and reporting success stories. The site should be genuinely multilingual, and it was suggested that the MoU universities could be entrusted with the translation of the portal into the other five official languages.

47.   It was agreed that communicating the wealth of information that needs to be transmitted

within the network is a major challenge. How to leverage the interactions and information flows between the many actors within the MoU network and other stakeholders (CIUTI, IAMLADP and even non-MoU universities) needs to be carefully examined. The focal points on both sides are key players within the network, who, by prodding and arm-twisting, ensure activity does not lapse between MoU Conferences. Mechanisms must be established to monitor their performance and ensure that they can and do fulfill their role. It was suggested that focal points should possibly be appointed for defined periods or on a rotating basis.

Panel VIII - Success stories of the United Nations outreach programme

48.   Panel VIII was moderated by Mr. Rudy van Dijck, Chief of the Division of Conference Services, United Nations Office at Nairobi (UNON). The other panellists made presentations as follows:

- Mr. Li Zhengren, Chief, Interpretation Service, United Nations Office at Geneva
- Mr. Imre Karbuczky, Chief, Conference Management Service, United Nations Office at Vienna
- Mr. Tang Weihua, Senior Chinese Interpreter, Interpretation Service, United Nations Office at Nairobi
- Dr. Angelique Antonova, Deputy Director, St. Petersburg School of Conference Interpreting and Translation, Herzen State Pedagogical University, Russian Federation, on *Quality Assurance in Training Translators and Interpreters for the United Nations*

49.   Mr. Li Zhengren reported on the number of internships hosted by the interpreting service at UNOG, which have resulted in a higher success rate in exams. He noted that United Nations staff also benefit from their interactions with universities, which enable them to remain abreast of academic developments and changes in the training of language professionals and to develop their own training skills.

50.   Mr. Karbuczky said that the 20 Skype training sessions organized by UNOV for translation students at Bath University had benefited the students and provided useful experience in aspects of revision work to junior staff. UNOV also offers traineeships in which promising translators at the outset of their careers receive coaching while being paid on a per-page basis up to a certain maximum. Mr. Karbuczky pointed out that the challenges in the outreach programme are related to the costs and effort involved. The programme needs to be made sustainable, and the costs need to be shared more evenly with universities and across duty stations. Releasing staff from their core duties is expensive for the United Nations, and the universities should consider covering the replacement costs, as well as the travel and accommodation expenses, just as other organizations do when they borrow United Nations staff. Otherwise, to make the quid pro quo aspect of the MoUs work, credit should be earned for the pedagogical assistance the Organization provides, which other, possibly more junior, language staff can use for their continuous professional development.

51.   Mr. Tang Weihua reported on the positive outcome of the 100 traineeships and internships that have been offered to students from MoU universities by UNON since 2005 and on the follow-up training and mentoring provided. He noted in particular the successful experience at UNON with the so-called "green birds", namely a few well selected recent graduates excelled both in their studies and dummy booth practice having been hired as junior freelance interpreters on experimental basis to work for various meetings of UNEP and UN-Habitat along with and

under close supervision of senior staff interpreters, and these "green birds" have lived up to the expectations with their sterling performance. UNON language professionals also provide pedagogical assistance in the form of master classes, collective training and individual coaching to students at the University of Nairobi as part of the African Project on the training of translators, conference interpreters and public service interpreters.

52.   Dr. Antonova outlined the steps taken by Herzen State Pedagogical University to ensure the quality of its programme. Participants are carefully selected and closely monitored throughout their course. Teachers and students work in a "cluster environment". One of the strengths of the programme is the links Herzen has with international organizations, such as the United Nations and the European Union, and with other universities. Herzen would like to have a more clearly defined relationship with the United Nations and more exchanges for its staff and students. Dr. Antonova proposed expanding cooperation with universities within the MoU network in different ways, such as by organizing bilingual conferences, e.g. between Chinese and Russian universities, and publishing joint publications to share research and methodology.

53.   In the discussion that followed, it was suggested that universities should cooperate to ensure students graduate with the language combinations required at the United Nations. This could be achieved through student exchanges and increased use of online training modalities. It was noted that although the outreach programme's criteria for success is the pass rate of the competitive examinations, the programme is valuable in other ways too since it contributes to the promotion of multilingualism and skills-building in different parts of the world.

54.   Participants agreed that the United Nations Language Outreach portal (www.unlanguage.org) needs to be used more effectively as a forum for keeping members of the network informed about effective practices, with a view to maximizing the impact of the successes recorded within the outreach programme. The maintenance of the website could possibly be handled on a rotating basis by the MoU universities.

D. Plenary on university horizontal cooperation issues

55.   The plenary session on horizontal cooperation issues for MoU universities was chaired by Professor Harry Dai, Vice-Dean of GIIT, SISU. The plenary began with a presentation by Dr. Maryse Bray, of the Department of Modern and Applied Languages of the University of Westminster, on the special module it has developed to provide post-graduate students of translation and interpreting with thorough knowledge of the structure and functioning of the United Nations.

56.   In the ensuing discussion, it was agreed that successful training initiatives that have resulted in more graduates passing United Nations recruitment tests need to be identified and analysed so that they can be replicated and systemized as the basis for a long-term working relationship between the universities and the Organization. The analysis should include a cost-benefit study that also examines hidden costs. The differences in the examination pass rates for different language combinations should also be analysed.

57.   The idea of a system whereby the United Nations accrues credits with the universities to which it provides pedagogical assistance, as suggested by Mr. Karbuczky in the discussions in Panel VIII, was considered worth exploring as another mode of cooperation. It was also

suggested that mother-tongue enhancement classes could be offered by universities in exchange for providing training in a special module on institutional translation and interpreting geared towards international organizations.

58.   With regard to horizontal cooperation between MoU universities, it was noted that greater cooperation, possibly in the form of student exchanges or joint programmes, would be particularly useful for developing the language skills of interpreting students working with Arabic and Chinese since the United Nations sought interpreters who could work both into and out of those languages. From the training, assessment and recruitment point of view, each language poses slightly different problems which should possibly be addressed separately in breakout sessions at the next Conference. Universities were also urged to set aside commonly held fears about working with what were generally considered rival institutions to cooperate on finding win-win arrangements that would help all parties sustain their programmes, such as pooling juries for interpreting examinations and sharing the teaching of students working with less popular language combinations.

59.   It was noted that certain rarer (from a United Nations viewpoint) language pairs, such as combinations with German, Greek, Croatian and Korean, were sometimes required by the United Nations Office at Geneva to fulfil the mandate of the human rights bodies.

60.   It was agreed that all the issues mentioned should be put forward as possible themes for the next Conference.

E. Parallel events

61.   Three events that were not panel discussions were held in parallel: a meeting of the Executive Committee to discuss arrangements for the Fourth MoU Conference; a meeting of the drafting committee established during the first plenary session to draft outcomes for adoption by the Conference in the final plenary session; and a media event in which representatives of the management of DGACM, the Directorate-General for Interpretation of the European Commission and United Nations language staff were interviewed by the SISU media department.

F. Meeting of the Executive Committee

62.   During the meeting of the Executive Committee chaired by the Acting Head of DGACM Mr. Jean-Jacques Graisse, it was agreed to implement the rotation of its membership on the basis of the terms of reference of the Committee adopted in 2012, namely that each language group and the hosts of the previous, present and next MoU Conference should be represented. Therefore, the Université Saint-Joseph (Lebanon) was replaced by the American University in Cairo (Egypt), the Monterey Institute for International Studies (United States) – by the University of Bath (United Kingdom), and the University of Salamanca (Spain) – by the Universidad Nacional de Córdoba (Argentina). The terms of office of the current Committee will expire in 2015, and at that time Shanghai International Studies University (SISU) and the Université de Mons (UMons) will be replaced, while the Herzen State Pedagogical University of Russia will continue its membership in its capacity as the most recent host (see para. 63 below). The Committee also agreed to meet by video teleconference once every six months through June 2014 and then once every three months up to the Fourth Conference.

63.   The Committee confirmed Herzen State Pedagogical University as the host of the Fourth MoU Conference, in 2015, and took note of the offer made by Université Saint-Joseph to host the Fifth Conference, in 2017.

64.   The Committee decided that the outreach portal (www.unlanguage.org) should be translated into all six official languages as soon as possible. Monterey Institute for International Studies offered to spearhead the project and to enlist the support of other universities within the network. Université Saint-Joseph offered to help with the Arabic translation.

65.   It was agreed that DGACM would review the network of focal points with a view to clarifying lines of communication between the Organization and the MoU universities.

G. Final plenary session

66.   The final plenary session was chaired by Mr. Franz Baumann, Assistant Secretary-General, DGACM, United Nations, New York.

Presentation and adoption of the outcomes of the Third Conference

67.   The outcomes of the Third Conference were briefly outlined by Mr. Igor Shpiniov, Acting Training and Outreach Coordination Officer of DGACM, and unanimously adopted. They are presented in full, together with the recommendations for the next Conference, in Section V below.

Selection of the host of the Fourth Conference

68.   Herzen State Pedagogical University, based in St. Petersburg, Russian Federation, was confirmed as the host of the forthcoming Fourth Conference of MoU universities, which will be held in 2015.

H. Closing ceremony

69.   The closing ceremony was chaired by Mr. Jean-Jacques Graisse, Acting Head, DGACM, United Nations, New York. Statements were made by the following:

- Mr. Franz Baumann, Assistant Secretary-General, DGACM, United Nations, New York
- Mr. Valter Mavrič, Director, Directorate for Translation and Terminology, European Parliament
- Dr. Yang Li, Vice-President of SISU
- Dr. Sergey Goncharov, Acting Rector of Herzen State Pedagogical University, host of the Fourth MoU Conference,

70.   Mr. Baumann said that the Conference had been successful in identifying good practices worth emulating by other universities or duty stations. New technologies need to be embraced in the network's learning activities, but only if and as they are fit for purpose. The Conference had also highlighted a number of gaps and loose ends in the outreach programme. Universities are apparently not aware of the already existing tools or solutions, or, more regretfully, of the needs

(skills gaps) that the United Nations language services clearly have. Communication between the universities and the Organization has to therefore become more active and two-way, and the Executive Committee has to take a more proactive approach, looking for cracks and monitoring implementation of the decisions already taken. Better use should be made of the outreach portal (www.unlanguage.org) and the network of focal points, so that information is properly disseminated, and DGACM will take measures in that direction.

71.   Mr. Mavrič said that the Conference showed how a collaborative approach can lead to a win-win situation which surely will result in achieving two objectives: the United Nations getting better equipped candidates for their language competitive examinations and the universities being able to better focus their educational programmes and give their students a more precise perspective for their working lives. For employers, the challenge is to communicate clearly about their needs and expectations. The skill-set required by translators at the European Parliament, for example, is changing: revising, editing, summarizing and proofreading skills will increasingly be needed in addition to the translation skills.

72.   In his statement, Dr. Yang Li congratulated the organizers of the Third Conference and the participants on its success. The face-to-face dialogue and exchange of thoughts had further enhanced understanding and friendship within the network and would play a significant role in promoting cooperation between international organizations and MoU universities in training high-calibre language professionals. He thanked the staff of SISU and all the student volunteers for their hard work and selfless contribution to the event's success.

73.   Dr. Goncharov congratulated SISU on its excellent organization of the Third Conference and invited all the members of the MoU network to the next Conference, which will be hosted by Herzen State Pedagogical University, in St. Petersburg, in 2015. He announced that at the Fourth Conference, Herzen plans to present a framework for horizontal cooperation among universities within the network.

V. OUTCOMES OF THE THIRD CONFERENCE OF MOU UNIVERSITIES

74.   The outcomes adopted during the Conference and the recommendations made by participants are synthesized below.

A. Organizational matters

Composition and meetings of the Executive Committee

75.   It was agreed that the Executive Committee would meet by video teleconference on a six-monthly basis until May 2014 and then every three months up to the Fourth Conference.

76.   It was agreed that members of the Executive Committee should include the hosts of the previous, the present and next MoU conferences and continue to have one university representing each official language of the United Nations. The composition of the Executive Committee for 2013-2015 will therefore be as follows:

President	Department for General Assembly and Conference Management (DGACM) United Nations	Mr. Tegegnework Gettu Under-Secretary-General Department for General Assembly and Conference Management
Arabic	American University in Cairo (AUC)	Dr. El-Hussein Ali Director Arabic and Translations Studies Division School of Continuing Education
Chinese	Shanghai International Studies University (SISU)	Dr. Chai Mingjiong Dean Graduate Institute of Interpretation and Translation
English	University of Bath	Ms. Elena Kidd Director of Studies for MA in Interpreting & Translating, and Translation & Professional Language Skills
French	Université de Mons (UMons)	Dr. Alain Piette Dean Faculty of Translation and Interpretation
Russian	Herzen State Pedagogical University of Russia	Dr. Sergey A. Goncharov Acting Rector
Spanish	Universidad Nacional de Córdoba	Dr. Guillermo Badenes Head of the Chair of Literary Translation
Secretary	Department for General Assembly and Conference Management (DGACM) United Nations	DGACM Communications Officer (vacant) Temporary replacement: Mr. Igor Shpiniov Special Assistant to the Under-Secretary-General for General Assembly and Conference Management Secretary of IAMLADP

The DGACM language outreach portal

77.   The DGACM outreach portal (www.unlanguage.org) contains a wealth of information for students and their teachers about working as a language professional at the United Nations and preparing for the language competitive examinations. The website is currently only in English. Monterey Institute of International studies (MIIS) kindly offered to coordinate the translation of the website's content into the other five official languages of the United Nations with the support of other MoU universities. Université Saint-Joseph has volunteered to help translate the portal into Arabic.

78.   In addition, DGACM will look into the possibility of creating content that is more appealing to university students and possibly setting up a social networking site for MoU university students and/or DGACM interns. DGACM will also explore ways in which to involve students from the MoU universities in the annual St. Jerome translation contest and will publish the results on the website.

79.   DGACM will also make an "outreach toolkit" available on the website for DGACM staff involved in outreach work. The toolkit will contain tips, templates, models, guidelines and possibly a forum for those involved in the UNiVisitor (pedagogical assistance) programme and mentoring interns in the language services.

Focal points

80.   DGACM will review the network of focal points. Communication between the universities and DGACM needs to be fluid and there should be regular contact between the DGACM focal points for each university and their counterparts in the universities. Lines of communication, including for matters related to the internship programme and the Language Competitive Examinations, will be clarified to ensure all stakeholders are kept duly informed of matters of interest.

Scheduling of the MoU conferences

81.   It was agreed that given the time and effort required to prepare MoU conferences, they will henceforth be held every two years instead of annually. The Fourth MoU Conference will therefore take place in 2015.

Nomination of the host of the Fourth MoU Conference

82.   The Fourth Conference will be hosted by Herzen State Pedagogical University, Saint Petersburg, Russian Federation.

B. Outcomes of the thematic discussions

Tapping the potential of e-learning

83.   It was agreed that the members of the MoU network should explore ways to take advantage of the opportunities afforded by virtual learning environments for expanding training and cooperation, bearing in mind that pedagogical needs should drive the use of technological tools and that blended approaches may be more effective than wholly virtual ones in translator and interpreter training.

Performance testing

84.   It was agreed in the corresponding panel discussions that a collaborative and methodical approach to test development and the use of clear translation briefs and analytic (multi-trait) grading schemes are good practices in testing. DGACM should endeavour to keep members of the MoU network informed of any changes in its examination procedures and the profile of the candidates sought. Since pre-screening has been shown to be a key way to reduce the costs of recruitment testing at organizations, as well as of admissions testing at universities, further exchanges of information on the effectiveness of different pre-screening methods would be beneficial. The involvement of United Nations language staff in the assessment procedures of the MoU universities is key for raising awareness of the skill-sets and standards sought by the Organization, and the universities are encouraged to pursue collaboration in this area. The factors underpinning the different pass rates of the Competitive Examinations should be analysed.

Continuous learning

85.   In order to match supply and demand, a clear picture of the continuous learning needs of United Nations language staff is required. DGACM will therefore conduct a thorough analysis to identify specific needs and present these to the MoU universities. The universities will keep DGACM informed of courses, seminars and training activities that may be of interest to its staff. Once the list of specific needs has been published, they will analyse whether their supply, possibly with minor adjustments, could meet DGACM demand with a view to, whenever possible, entering into cooperation arrangements. Under those arrangements, United Nations language staff will receive training from a university in return for providing pedagogical assistance to that university's translation and/or interpreting programme. The possibility of establishing a credit system whereby DGACM accumulates credits for the pedagogical assistance provided by some of its language staff for use by other language staff should be explored.

Horizontal cooperation

86.   It was agreed that horizontal cooperation that enables universities to take advantage of complementarities to create synergies within the network needs to be pursued. Suggestions include cooperation to expand the combination of languages offered and to address language-specific training issues. The MoU universities should strive to identify practical ways in which they can cooperate with one another specifically within the context of the MoU, i.e. on preparing students for possible future employment by the United Nations, and aim to set up bilateral and multilateral projects within the network for that purpose.

C. Recommendations for the next conference

87.   What follows is a synthesis of the observations made by participants on the Third Conference and recommendations received for next one. These are presented as input for the organizers of the next Conference and should be viewed merely as suggestions.

Contents of the first plenary

88.   The first plenary should begin with a review of the follow-up to the outcomes and recommendations of the previous Conference. A brief summary should also be provided of the pedagogical assistance provided by the United Nations to the MoU universities and of any new initiatives the universities have taken to prepare their students for work at the United Nations since the previous Conference. Any continuous learning activities at MoU universities in which United Nations language staff have participated should also be reported. It might be helpful to articulate the objectives of the Conference at the outset, possibly as a series of questions that it should try to answer, to focus the discussions held during the other plenary and the breakout sessions.

Organization of the panel discussions

89.   The organization of the discussion of the themes into an opening plenary to raise the key issues, panels to examine different aspects of those issues, and another plenary on a major cross-cutting issue (horizontal cooperation among MoU universities) worked very well at the Third Conference.

90.   With regard to the internal organization of the panel discussions, the lessons learned from the Second Conference had been taken on board, with positive results: the presentations were mostly on topic and panellists respected the time limits. This meant there was sufficient time for discussion, which was much appreciated. It might be helpful to give moderators written instructions on the type of report they will be expected to submit (level of detail, format, etc.).

91.   Since the Conference only brings together about 75 people, the number of parallel sessions should be kept to a minimum. The division into three parallel sessions at the Third Conference meant that participants were spread rather thinly, which limited the exchange of ideas in some cases and was frustrating for some participants who felt that they had missed out or that key stakeholders did not hear their presentations. It is recommended that no more than two sessions be held in parallel at any one time and that the number of parallel sessions be limited.

Addressing language-specific issues

92.   It was suggested at the plenary on horizontal cooperation that breakout sessions per language or language pair to address the specific issues associated with each one might be organized at the next conference. Some participants have noted that this might spread the conference participants too thin, however, and the discussion of language-specific issues might best be organized between the MoU Conferences, by setting up working groups among the universities offering training in certain languages. Any outcomes could then be shared with all members of the network through the outreach portal or at the next Conference.

Interactive panel discussions with students

93.   The interactive panel discussions with students and staff of the host university were excellent and should become a programme fixture, possibly as an integral part of the programme rather than as an add-on. The outreach programme relies heavily on staff and students understanding what the United Nations offers and is looking for, and the interactive panels are a unique opportunity to get the message across directly. Care should be taken to ensure that sufficient time is set aside for answering students' questions and that those who participate in the panels can inspire and motivate students. Panellists should be language staff who can talk about the typical working day from the perspective of those who are using today's tools and facing today's challenges at ground level. Students or a student representative could also be invited to make a brief presentation. Students could also submit their questions anonymously beforehand to make sure they are addressed during the panel discussion.

Aims and themes of the Fourth Conference

94.   The themes of the Third Conference were considered well chosen since they were of interest to all. The next conference should aim to serve as a forum for exchanging ideas on how to maximize the benefits to be derived from the MoUs for all stakeholders. The conferences held so far have played a key role in identifying good practices and individual success stories. These now need to be replicated and consolidated within the network. Training initiatives that have been identified as successful need to be analysed and systematized.

95.   In another two years, members should have more initiatives and experiences to report. Presentations on what the United Nations is doing in each university and what universities are

doing both to prepare students for work as language professionals in the United Nations and to provide continuous learning opportunities for its language staff are important components of the Conference programme. They must be followed, however, by serious discussions at the conference itself of how these activities can be expanded and improved, whether it be through enhanced pedagogical assistance or horizontal cooperation projects between the MoU universities, with a view to concluding the Conference with specific and proposals and commitments for taking the outreach programme and the MoU network forward. The themes for the next Conference should be chosen with that aim in mind.

ANNEX I.   LIST OF PARTICIPANTS

Host university
Shanghai International Studies University
>   Harry Dai
>   Celine Garbutt
>   Chai Mingjiong
>   Irene Zhang
>   Jeffrey Yao

MoU universities

American University in Cairo
>   El-Hussein Ali

Beijing Foreign Studies University
>   Liang Ying

Ecole Supérieure d'Interprètes et de Traducteurs (ESIT), Université de la Sorbonne Nouvelle-Paris III
>   Fayza El Qasem
>   Tasmine Fernando

Guangdong University of Foreign Studies
>   Ping Hong
>   Zhan Cheng

Herzen State Pedagogical University
>   Angelique Antonova
>   Liang Cuizhen
>   Sergey Goncharov

Institut Supérieur de Traducteurs et Interprètes
>   Christian Balliu

Lomonosov Moscow State University
>   Nikolay Garbovskiy
>   Olga Kostikova
>   Olga Zharkova

London Metropolitan University
>   John Gabriel
>   Alexander Krouglov

Minsk State Linguistic University
>   Alexandr Ponimatko

Monterey Institute of International Studies
    Renee Jourdenais
    Jean Turner

Université de Genève
    Barbara Moser-Mercer

Université de Mons
    Alain Piette
    Hayssam Safar

Universidad de Salamanca
    Belén Santana

Université Saint-Joseph
    Elsa Yazbek Charabati

Universidad Nacional de Córdoba
    Mirian Carballo
    María Dolores Sestopal

University of Nairobi
    Jayne Mutiga

University of Westminster
    Maryse Bray

Observer universities

King Saud University
    Khalid Hadi Al-Amri

University of Maryland
    Shawn J. Parry-Giles
    David Sawyer

University of Nottingham, Ningbo
    Annie Xia
    Fintan Cullen

United Nations delegation

United Nations Headquarters, New York
    Latifa Amine Saint-Roch
    Franz Baumann
    Fu Peng Hui
    Jean-Jacques Graisse
    María Nóbrega

Alice Ryckmans
Igor Shpiniov

United Nations Office at Geneva (UNOG)
Vladimir Gratchev
Anne Lafeber
Li Zhengren
Zhao Liping

United Nations Office at Nairobi (UNON)
Deva Alexander
Rudy van Dijck
Tang Weihua

United Nations Office at Vienna (UNOV)
Imre Karbuczky

United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)
Steve Odera

United Nations Economic and Social Commission for Western Asia (ESCWA)
Ahed Sboul

Other institutions

Conférence Internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes (CIUTI)
Hannelore Lee-Jahnke

IAMLADP Executive Committee
Anthony Pitt

International Association of Conference Interpreters (AIIC)
Linda Fitchett

International Federation of Translators (FIT)
Huang Changqi

European Commission
Paul Brennan (Directorate-General for Interpretation)
Brian Fox (Directorate-General for Interpretation)

European Parliament
Susanne Altenberg (Directorate-General for Interpretation and Conferences)
Valter Mavrič (Directorate-General for Translation)
Kent Johansson (Directorate-General for Translation)
Jyrki Tuononen (Directorate-General for Interpretation and Conferences)

ANNEX II. PROGRAMME OF THE THIRD CONFERENCE OF MOU UNIVERSITIES

Monday, 22 April 2013

Opening ceremony (9.30-10.30 a.m.)

Podium for the opening ceremony:

Chair: Dr. **Yang** Li, Vice-President, Shanghai International Studies University (SISU)

Keynote speakers:
- Dr. **Cao** Deming, President, SISU
- Mr. Jean-Jacques **Graisse**, Acting Head, Department for General Assembly and Conference Management (DGACM), United Nations, New York
- Mr. Franz **Baumann**, Assistant Secretary-General (ASG), DGACM, United Nations, New York
- Ms. Susanne **Altenberg** on behalf of Olga Cosmidou, DG Interpretation and Conferences (DG-INTE), European Parliament

Group Photo in front of SISU Conference Center (10.30-11 a.m.)

Tea Break and Networking - Conference Center Lobby

Plenary session - SISU Conference Center (11 a.m.-12.45 p.m.)

Podium for the plenary session:

Chair: Mr. Jean-Jacques **Graisse**, United Nations, New York

Moderators:
- Prof. Harry **Dai**, Vice-Dean, Graduate Institute of Interpretation and Translation (GIIT), SISU
- Mr. Vladimir **Gratchev**, Director, Division of Conference Management, United Nations Office at Geneva (UNOG)

1. **Adoption of the Conference agenda**

2. **Establishment of a drafting committee for outcome document**

   Suggested composition:

Chair: Mr. Igor **Shpiniov**, Secretary, International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP), United Nations, New York

Members:
- Ms. Anne **Lafeber**, Translator, English Translation Service, UNOG
- Dr. Belén **Santana**, Vice-Dean, Faculty of Translation and Documentation, Universidad de Salamanca, Spain
- Prof. Jeffrey **Yao**, Professor of Translation, GIIT, SISU

3. Plenary Speeches (10 minutes per speaker)

Theme: Proficiency testing

Moderator: Prof. Harry **Dai**, GIIT, SISU

Speakers:
- Mr. **Li** Zhengren, Chief, Interpretation Service, UNOG, on *National Language Competitive Examination: Interpreter Recruitment*
- Ms. Susanne **Altenberg**, Head, Unit for Multilingualism Support and e-learning, DG-INTE, European Parliament, on *EU Staff and Freelance Interpreter Recruiting Test*
- Mr. **Fu** Peng Hui, Chief, Verbatim Reporting Service, United Nations, New York, on *National Language Competitive Examination: Verbatim Reporters Recruitment*
- Mr. Anthony **Pitt**, Head, English Translation Section, Conferences and Publications Department, International Telecommunication Union (ITU) on *Small but relevant: The United Nations agency view of testing and recruitment of translators*
- Prof. Irene **Zhang**, Vice-Dean, GIIT, SISU, on *Issues of performance testing in the university context*

Theme: Learning

Moderator: Mr. Vladimir **Gratchev**, UNOG

Speakers on the subtheme of e-learning:
- Dr. Barbara **Moser-Mercer**, Director, Interpretation Department, Faculté de traduction et d'interprétation, Université de Genève, Switzerland, on *The role of e-learning in the training of language professionals* and *How e-learning tools can enhance the training of language professionals*
- Mr. Brian **Fox**, Director, Directorate General for Interpretation (SCIC), European Commission, on *Remote Interpreting: pros and cons;*
- Ms. María **Nóbrega**, Chief, Spanish Translation Service, United Nations, New York, on *E-learning in translation*

Speakers on the subtheme of continuous learning of United Nations language staff
- Prof. Nikolay K. **Garbovskiy**, Dean, Higher School of Translation and Interpretation (ESTI), Lomonosov Moscow State University (LMSU), Russian Federation
- Mr. Igor **Shpiniov**, United Nations, New York

Hosted Lunch (12.45 p.m.-2.15 p.m.)

Breakout Session I (2.15-3.45 p.m.)

(Panellists have no more than 15 minutes for their individual intervention, so that at least half an hour in the end could be devoted to interactive discussions among participants.)

Panel One (Theme I)   **Recruitment testing versus formative and summative assessment in the university context**

Moderator: Ms. Latifa **Amine Saint-Roch**, Chief, Arabic Translation Service, United Nations, New York

Panellists:
- Ms. Elsa **Yazbek Charabati**, Université Saint Joseph, Lebanon, on *The connection between United Nations examinations and university training*
- Ms. Anne **Lafeber**, UNOG, on Designing recruitment tests for translators
- Prof. **Wang** Lidi, Beijing Foreign Studies University, China
- Mr. Kent **Johansson**, Administrator, Multilingualism and External Relations Unit, and Co-Chair, IAMLADP Universities Contact Group, Directorate-General for Translation (DG-TRAD), European Parliament, on *The recruitment tests for translators in the European Union*

Panel Two (Theme II)   **E-learning experience and tools**

Moderator: Mr. Igor **Shpiniov**, United Nations, New Yor**k**

Panellists:
- Ms. Susanne **Altenberg**, DG-INTE, European Parliament
- Ms. Alice **Ryckmans**, French Interpreter, United Nations, New York
- Prof. María Dolores **Sestopal**, Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina

Panel Three (Theme III)   **Continuous learning opportunities for United Nations language staff**

Moderator: Mr. Franz **Baumann**, ASG, DGACM, United Nations, New York

Panellists:
- Dr. Belén **Santana**, Universidad de Salamanca
- Ms. María **Nóbrega**, United Nations, New York
- Prof. Hannelore **Lee-Jahnke**, Président, Conférence Internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes (CIUTI)
- Ms. Fayza **El Qasem**, Director, Department of Translation, Ecole Supérieure d'Interprètes et de Traducteurs (ESIT) of Paris 3 University, France
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Tea Break and Networking - Second Floor, GIIT, Building 2 (3.45-4.15 p.m.)

Breakout Session II (4:15-5:45)

Panel Four (Theme II)   Developing e-learning across countries and language combinations

Moderator: Dr. Angelique **Antonov**a, Associate Professor and Deputy Director, St. Petersburg School of Conference Interpreting and Translation, Herzen State Pedagogical University, Russian Federation

Panellists:
- Mr. Brian **Fox**, SCIC, European Commission
- Mr. Imre **Karbuczky**, Chief, Conference Management Service, United Nations Office at Vienna (UNOV) on *Remote coaching*
- Dr. Alexander **Krouglov**, International Projects Coordinator, London Metropolitan University
- Prof. Olga **Egorova**, Director, Institute of Language and Professional Communication, Astrakhan State University, Russian Federation

Panel Five (Theme I)   **Test design and test monitoring**

Moderator: Prof. Alain **Piette**, Dean, Faculty of Translation and Interpretation-EII, Université de Mons (UMons), Belgium

Panellists:
- Ms. María **Nóbrega**, United Nations, New York
- Ms. Anne **Lafeber**, UNOG, on *How to (and not to) score translation tests*
- Dr. El-Hussein **Ali**, Director, Arabic and Translations Studies Division, School of Continuing Education, American University in Cairo (AUC), Egypt
- Dr. Jean **Turner**, Monterey Institute of International Studies (MIIS), US**A**

Hosted Dinner (6.15 p.m.)

Tuesday, 23 April 2013

Breakout Session III (9-10.30 a.m.)

Panel Six   **Assessment in e-learning**

Moderator: Dr. Renee **Jourdenais**, MIIS, USA

Panellists:
- Ms. Deva **Alexander**, English Translator, United Nations Office at Nairobi (UNON)
- Dr. Barbara **Moser-Mercer**, Université de Genève

Panel Seven   **Continuous learning for language professionals – lessons learned**

Moderator: Mr. Anthony **Pitt**, Head, English Translation Section, Conferences and Publications Department, International Telecommunication Union (ITU)

Panellists:
- Mr. **Fu** Peng Hui, United Nations, New York
- Ms. Anne **Lafeber**, UNOG, on *Proposal for a web-based outreach toolkit for United Nations language staff*

Panel Eight   **Success stories of the United Nations Outreach Programme**

Moderator: Mr. Rudy **van Dijck**, Chief, Division of Conference Services, UNON

Panellists:
- Mr. **Li** Zhengren, UNOG
- Mr. Imre **Karbuczky**, UNOV
- Mr. **Tang** Weihua, Senior Chinese Interpreter, UNON
- Dr. Nathalie **Gormezano**, Executive Director, ISIT
- Dr. Angelique **Antonova**, Herzen State Pedagogical University, on *Quality Assurance in Training Translators and Interpreter for the United Nations*

Tea Break and Networking – Second Floor, GIIT, Building 2 (10:30-11:00)

Drafting Committee on Outcome Document
(11 a.m. -12 p.m.)

Moderator: Mr. Igor **Shpiniov**, United Nations, New York

Plenary on University Horizontal Cooperation Issues
(11 a.m. -12 p.m.)

Chair: Prof. Harry **Dai**, GIIT, SISU

Presenters:
- Ms. Maryse **Bray**, School of Social Sciences, Humanities and Languages, Department of Modern and Applied Languages, University of Westminster on *The University of Westminster's approaches to the United Nations: Procedures and Perspectives*
- Ms. Latifa **Amine Saint-Roch**, United Nations, New York

Executive Committee meeting on Fourth MoU Conference
(11 a.m. -12 p.m.)

Chair: Mr. Jean-Jacques **Graisse**, United Nations, New York

Hosted Lunch (12-2 p.m.)

Plenary on Outcome Document
(2-3.30 p.m.)

Podium for the Plenary:

Chair: Mr. Franz **Baumann**, United Nations, New York

- Adoption of Outcome Document
- Selection of Host to Fourth Conference and tentative themes thereof

Tea Break and Networking (3.30-4 p.m.)

Media Events: Interviews

- Mr. Jean-Jacques **Graisse**, Acting Head, DGACM, United Nations, New York
- Ms. Anne **Lafeber**, English Translator, UNOG
- Mr. Brian **Fox**, Director, SCIC)
- Mr. Franz **Baumann**, ASG, DGACM, United Nations, New York

Closing ceremony and Announcement of Fourth MoU Conference
(4-5 p.m.)

Podium for the ceremony:

Chair: Mr. Jean-Jacques **Graisse**, Acting Head, DGACM, United Nations, New York

Keynote speakers:
- Mr. Franz **Baumann**, ASG, DGACM, United Nations, New York
- Mr. Valter **Mavrič**, Director, Directorate for Translation and Terminology, DG-TRAD, European Parliament
- Dr. **Yang** Li, Vice-President, SISU
- Host of Fourth MoU Conference

Hosted Cruise Dinner on the Huangpu River

Wednesday, 24 April 2013

GIIT Tenth anniversary ceremony
(9.30-10.30 p.m.)

Chair: Mr. **Chai** Mingjiong, Dean, Graduate Institute of Interpretation and Translation (GIIT), Shanghai International Studies University (SISU)

Guests of Honour:
- Mr. Jean-Jacques **Graisse**, Acting Head, Department for General Assembly and Conference Management (DGACM), United Nations, New York
- Dr. Shaaban M. **Shaaban**, Former Under Secretary-General, DGACM, United Nations, New York
- Mr. Franz **Baumann**, Assistant Secretary-General, DGACM, United Nations, New York
- Mr. Vladimir **Gratchev**, Director, Division of Conference Management, United Nations Office at Geneva (UNOG)
- Mr. Brian **Fox**, Director, Directorate General for Interpretation (SCIC), European Commission
- Mr. Valter **Mavrič**, Director, Directorate for Translation and Terminology, Directorate-General for Translation, European Parliament
- Mr. **Huang** Youyi, Secretary General, Translators Association of China
- Dr. **Zhong** Weihe, President, Guangdong University of Foreign Studies
- Dr. **Yang** Li, Vice-President, SISU
- Mr. Imre **Karbuczky**, Chief, Conference Management Service, United Nations Office at Vienna
- Mr. Rudy **van Dijck**, Chief, Division of Conference Services, United Nations Office at Nairobi
- Mr. **Li** Zhengren, Chief, Interpretation Service, UNOG
- Prof. Hannelore **Lee-Jahnke**, President, Conférence Internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes
- Dr. **Xu** Jun, Professor, Nanjing University
- Mr. Paul **Brennan**, China Correspondent, SCIC, European Commission

Group Photo in front of SISU Conference Center (10.30-11 a.m.)

Tea Break and Networking

Note: All conference participants except those who offer lectures are free for the rest of the day. They are encouraged to sign up for a free ride to the Yu Garden.

Panel lectures series offered to SISU students and faculties (11 a.m.-12.30 p.m.)*:

(1) Interactive panel on interpreting for the United Nations

Moderator: Prof. Irene **Zhang**, GIIT, SISU

Panellists:
- Ms. Alice **Ryckmans**, United Nations, New York
- Mr. **Li** Zhengren, UNOG
- Mr. **Tang** Weihua, UNON

(2) Interactive panel on translating for the United Nations

Moderator: Prof. Jeffrey **Yao**, GIIT, SISU

Panellists:
- Ms. Latifa **Amine Saint-Roch**, United Nations, New York
- Ms. Deva **Alexander**, UNON
- Mr. **Fu** Peng Hui, United Nations, New York

* Note: The two panels take place at the same time.

Lunch (12.30-2 p.m.)

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(3) Interactive panel on interpreting for European institutions (2-3.30 p.m.)

Moderator: Prof. Harry **Dai**, GIIT, SISU

Panellists:
- Ms. Susanne **Altenber**g, DG-INTE, European Parliament
- Mr. Brian **Fox**, SCIC, European Commission
- Mr. Paul **Brennan**. SCIC, European Commission
- Dr. Alain **Piette**, UMons, Belgium

(4) Interactive panel on interpreting in non-Chinese markets (3.30-5 p.m.)

Moderator: Ms. Celine **Garbutt**, GIIT, SISU

Panellists:
-Ms. Linda **Fitchett**, International Association of Conference Interpreters (AIIC)
-Mr. Jirki **Tuononen**, Head, Unit for ACI Recruitment and non-EU languages, DG-INTE,
 European Parliament
-Dr. Martin **Forstner**, CIUTI
-Dr. Marianne **Coessens**, Director, Institut Supérieur de Traducteurs et Interprètes, Belgium