

REPORT TO IAMLADP 2009 UNIVERSITIES CONTACT GROUP OF THE WORKING GROUP ON TRAINING

MANDATE

To act as liaison point for the further development of relations and cooperation between international organizations and training providers.

Mandate 2008-2009:

- *To continue to develop the CPD database and to include in it university-run courses commissioned by one IO that might be opened to staff from others;*
- *To replicate the pilot project 'Salamanca seminar', again in Salamanca if feasible and in other host universities, with the proviso that the quid pro quo arrangement would apply wherever possible;*
- *To continue to support actively the so-called 'Herzen model' of exchange of competencies, sending staff to universities where they offer training in the form of master classes in return;*
- *To endeavour to compile a list of institutions offering translation and interpreter training with Arabic, ideally in Arabic-speaking countries;*
- *To continue to attend careers events and contribute to awareness-raising about the language professions;*
- *To support and provide input where possible to projects designed to overcome the shortage of certain languages, particularly English.*

MEMBERS

See list in Annex 1

1. On September 22 a message was circulated to all UCG members asking whether they wished to continue membership. Two new members were proposed: Yasser Chaddad of Ains Shams University Cairo and Zhan Cheng of Guandong. 18 wished to continue as members and several more confirmed their interest subsequently.
2. The call for interest to IAMLADP members (to join UCG or either Task Force) was sent at the end of the year. Four new IO members wished to join: Nicole Galeazzi of UNOV, Diane Chadarevian of WIPO, Marie-Josée de St Robert of UNOG and Ute Kirstein of EPO. Membership is currently: 21 members from 19 international organizations, 16 university members from 14 universities.

METHODOLOGY

3. The UCG worked by e-mail and met once on 5 March in Brussels with 22 members attending (see report in Annex 2). Several members who had attended the Pan-African Conference held in February in Nairobi to launch a project on training translators, conference interpreters and public service interpreters in Africa (following a UNON study) reported on the outcome and proposed follow-up. Members agreed unanimously that support for the initiative should be included in next year's mandate.

MANDATE ACTIVITIES – FINDINGS

I. Courses for continued professional development – CPD database

4. The database has been regularly updated and the latest version is available on the IAMLADP website on the UCG pages. IAMLADP members are encouraged to consult the database and make full use of the training opportunities on offer. Universities have also offered to run tailor-made courses for specific needs. The data base is in Annex 7.

II. Salamanca seminar on legal translation

5. Salamanca I was run as a pilot in February 2008 (see UCG 2008 report). As a result of highly positive feedback from participants, students, the host and lecturers, a follow-up seminar was held on 16-20 February 2009. The same principle of quid pro quo was applied; participating staff translators, revisers and interpreters attended lectures on legal translation in the mornings and gave master classes to the Salamanca students in the afternoons. A programme of cultural events accompanied the lectures and workshops and, thanks to a small grant from the Spanish Ministry, several outside lecturers were invited to speak (travel and accommodation costs covered) and participate in the seminar. The programme is in Annex 4.

6. A total of 23 staff attended from ten organizations: UNHQ, UNOV, UNOG, WTO, ICC, ICRC, World Bank, European Commission DGT, CdT and European Parliament DG TRAD. The seminar was intensive, with lectures and workshops from morning to evening. Feedback was highly positive and suggestions were made for future seminars and subjects. Annex 3 gives a summary of evaluations by all 23 participants and a sample of the comments by the many students. This year all other university lectures were suspended during the week to enable both undergraduate and postgraduate students to attend. Judging by their comments, this was a welcome move. The only criticism was that parallel events were sometimes of equal interest and it was hard to choose.

7. Most participants felt that the programme was as full as it could be; only two felt that the evening sessions could be deleted and two that the seminar was too short, with one alone finding it too long and 'insufficiently multilingual', although it should be noted that the purpose was to offer advanced training in a thematic area and not language training. Some students called for two seminars per year, but given the enormous amount of work entailed for a small number of people, as well as the cost in terms of funding and time, this seems optimistic. With the pilot seminar in February 2008, Salamanca University established a model for training for language professionals. This year Zürich joined the ranks, and it is hoped that others will follow suit in the next twelve months. Krakow and Leeds have both expressed their intention to do so.

8. In February 2009 the proceedings of the Salamanca I 2008 seminar were published by the Spanish publishing house Interlingua, co-edited by Jesus Baigorri and Helen Campbell. It is intended to publish the proceedings from the 2009 seminar.

III. “Herzen” model of exchanges and UN, EU and other outreach activities

9. Mindful of its role as focal point and interface between IOs and universities, the UCG has endeavoured to glean as much information on training ventures as possible through its members, acting in their capacity as nodal points for regional and national networks. Rather than reporting on each venture, this report gives a sample of some of the many different training initiatives undertaken this year by many organizations and universities to demonstrate what options exist and can be replicated by others, in essence as a guide to good practices.

10. The UN has signed Memoranda of Understanding with several universities this year, including Herzen St Petersburg, Westminster, Bath, and Salamanca, and has been very active in its outreach programme on many fronts. Some examples are outlined here. UNHQ sent a senior staff member for a month to Herzen St Petersburg to give a programme of lectures. The EU language services have provided much pedagogical assistance and cooperated with many universities, as can be seen from the report below.

11. UN Geneva reported that two Spanish revisers gave a two-week translation course at the Universidad del Pais Vasco in February 2009 and another ran a two-day course at the University of Toledo in April. In addition, a Spanish terminologist spent a month at Salamanca University, while a Russian reviser is scheduled to attend the Shanghai University of International Studies in July 2009. Three translators received training at Herzen St Petersburg University while several Spanish, French and English revisers and translators will spend July-August at the Russian Diplomatic Academy in Moscow.

12. Individual language or substantive skills training for translators was offered by the following universities: Spanish immersion/refreshers were organized at the Universities of Malaga, Salamanca, Santander International and Barcelona, a Russian immersion/refresher was held at Lomonosov University Moscow, while Arabic immersion/refreshers were run by the University of Fez, Morocco and Alexandria Institute Egypt and a Chinese immersion/refresher was held at BLC University Beijing. Thematic training in criminal law was offered at Leiden, Netherlands, presentations were given to students of ETI Geneva in October 2008 and May 2009 and five Chinese interpreters enhanced their English return in Leeds University (see annex 5).

13. In addition, special projects with universities include a research project: “Emotions in conflict and negotiation: cross-cultural emotion, meaning construction and its impact on international communication”, coordinated by the *Swiss Center for Affective Sciences and the Ecole de Traduction et d’Interprétation* of the University of Geneva.

14. UN Vienna reported a range of outreach activities. A series of master classes in interpretation were given at Herzen University, St Petersburg (see Annex 5) with further training in June. In addition, several lectures at Herzen University on conference services were provided and prospects discussed for further cooperation. Guidance to students at ISIT Paris took the form of lectures, senior Chinese staff gave a lecture and demonstration to students from Shanghai International Studies University and two Spanish revisers went to Salamanca University for training. Several senior staff gave presentations at the Vienna University Centre for Translation Studies and a senior reviser gave presentations at the Lycée Français careers forum and at three French universities: Cergy-Pontoise, Diderot (Paris) and Nantes. Some of these activities might be classified under 'awareness-raising' but in general have led to closer cooperation between the UN and universities.

15. UN Vienna also accepted one translation intern from Bath University for three weeks in 2009 and one from ISIT Paris for a month in 2008, while study visits of a week each were organized for six student interpreters to practice dummy booth, as well as for a group from Shanghai International Studies University.

A total of 152 students benefited from dummy booth practice at Vienna meetings, with senior interpreters providing professional coaching in addition to their normal duties. Traineeships are also being developed now, with trainees working in-house so that they benefit from tutoring by a reviser, on-the-job training and contacts with professionals; they are also paid for work done at regular contractual rates. In addition, talks were given to several groups of visiting students and professionals (Newcastle University, University of Illinois and a group of Danish translators) by staff from Conference Management, the Chinese and English Translation Sections.

16. The European Commission DG Interpretation (DG SCIC) has sent many staff interpreter trainers to universities in all 27 EU member states, candidate and acceding countries and to Russia, including a month-long language enhancement-for-training according to the “Herzen model” at that university. For each language a quota of training days (from 3 to 46) is given for regular training sessions and examinations on the basis of criteria such as high-priority languages in short supply and number of courses in a given country. Some 630 interpreter days were devoted to this pedagogical assistance for 53 universities and schools, mainly in the EU but also in candidate or acceding countries.

17. In addition, DG SCIC hosted (as for the past 12 years) the annual SCIC Universities Conference for over 100 invitees, including course leaders and IAMLADP representatives. DGT organized a similar large universities conference on the European Masters in Translation, also in March 2009. In the context of the training programme to be launched in Africa, both DG SCIC and the European Parliament DG INTE have pledged their support.

18. EP DG INTE has undertaken several training ventures based on the UCG models. It organized a one-week joint training project with Zürcher Hochschule für Angewandte Wissenschaften, as a refresher for interpreters with German B or C, including a cultural programme with workshops and lectures in German. The languages of the programme were English, French, Spanish, Italian and Portuguese. Following the “Salamanca model, as quid pro quo, professional interpreters attending the seminar offered coaching sessions to the interpreting students at the university. This model of cooperation allows everyone to benefit at minimal cost. The initial evaluation from the participating staff was very positive. Though the offer was open to all IAMLADP members, none was able to send participants.

19. In August 2008 EP DG INTE commissioned a course at the University of Leeds for 28 freelance interpreters working with an English 'retour'. The programme included simultaneous and consecutive work into English, language enhancement classes and lectures on British culture and institutions. Participants particularly appreciated the high standard of teaching and benefited greatly from the feedback on their work. This is a clear demonstration of the added value of courses of this type where the expertise of the universities can be tailored to organizations' needs. EP DG INTE organized a similar course with ESIT for freelance interpreters working into French and a course in Germersheim for German retour interpreters. There was also a summer university organized by Westminster University for staff interpreters working from English.

20. In a new initiative, EP DG INTE invited a series of speakers from organizations to give presentations to staff in May and June. As part of the ongoing training programme for staff, IAMLADP partners were invited to send representatives to present the role and activities of their organization. Two eminent speakers took up this offer. Mr. Fermin Alcoba, former Director of Translation in WTO spoke about the history of international organizations and the role of language and Mr Anthony Pitt from the ITU gave a talk about his organization. Feedback from these talks has been highly complimentary. EP hopes that the initiative will lead to more exchange of experience and would be happy to send speakers to other organizations in the future.

21. EP DG INTE is spearheading the development of multipoint virtual classes with several universities across Europe. Using videoconferencing and web-streaming, students from ETI Geneva, Prague, Lisbon and ESIT are assessed by staff interpreters from the EP, DG SCIC and the ECJ. Virtual classes are also organized by EC DG SCIC, for example to provide training for a Bulgarian student in Lisbon. Though managing the technology remains a challenge, these classes are a promising new area for cooperation and training.

22. Several of the above-mentioned training ventures were genuine exchanges of competencies e.g. the DG SCIC staff interpreter trainer who spent a month at Herzen St Petersburg to enhance his Russian and offer master classes to students. In addition, UNOV and DG SCIC sent interpreter trainers to Herzen each for a week, while five UN staff members of Russian mother tongue spent one to two weeks there giving master classes but at the same time enhancing their mother tongue. This kind of “refresher” for those who have lived and worked for long periods away from their country (and language) of origin is an additional benefit of such exchange schemes.

23. Exchanges between Herzen and Westminster and ESIT Paris Universities, each of a week or two, were organized this year, and Herzen organized a seminar for UN and European Commission staff translators on the Legislative Process in the Russian Federation in February 2009 (see Annex 5).

24. Other forms of training assistance were 'top-up' sessions which DG SCIC organized for four Swedish participants in January 2009 (three subsequently passed the accreditation test) and for five participants (two English, one Greek, two Slovene) during May-June 2009. The purpose is to give borderline test cases (narrow-miss failures mainly) an intensive three-week training course in-house followed immediately by a second accreditation test.

25. A DVD of a mock test was produced by DG SCIC and circulated to all partner universities to help students prepare for accreditation tests. The SCIC-produced, inter-institutionally managed speech repository is now much in demand, developed to enable students in all corners of the world to listen, learn, practise, record themselves, monitor performances and allow teachers to give assessments at a distance. It is now available on request and free of charge to all accredited training courses (with which DG SCIC cooperates), providing a wide range of speeches from 'real' conferences, meetings and parliamentary sessions, plus those

recorded by staff from EU institutions for training purposes and graded according to difficulty for the guidance of teachers and students.

26. Another training initiative by DG SCIC is the Training for Trainers seminar, offered by senior interpreter trainers in Brussels primarily for new teachers in the universities where student interpreters are being trained and where this kind of expertise is often lacking and much needed. Thus, two have been run since last July, one in September 2008 for 14 participants from “new” Member States, and from Greece and Russia, and one in January 2009 for 11 participants from pre-candidate and candidate countries.

IV. University courses with Arabic

27. Following a call at IAMLADP 2008 for input to establish a list of universities offering courses in translation and interpreting with Arabic, UNESCO provided the UCG with a first compilation of such courses. Abdel Mustafa of ECA took up the challenge and has been joined recently by Yasser Chaddad of Ains Shams University Cairo to expand the list and further research the courses, listing their content, level and cooperation with international organizations. The list is attached in annex 7.

V. Awareness raising

28. In February a major campaign was launched by the European Commission Language Services to publicize the shortage of English-language recruits. With a concerted effort by the DGs Interpretation and Translation plus support from the EU Recruitment Office EPSO, speakers attended virtually every known “Careers with Languages” event. These included: Universities of Liverpool, Salford (SCIC), Leeds (WMO, SCIC, DGT), Durham (DGT and SCIC), London: SOAS, SSEES, and Imperial College, Universities of Southampton, Portsmouth, Bristol, Dublin City and the European Commission Office in Dublin (all SCIC and/or DGT). The careers events in the UK and Ireland are usually very well targeted, advertised and organized. Audiences were generally above 100 and sometimes 200 plus. Such talks, given by staff who can communicate a message in a lively, convincing manner, share their experiences and answer questions on the spot, clearly provide one of the most efficient ways of spreading information on EU and UN career opportunities.

29. The UK project Routes into Languages was involved in several of the above, including the careers event at Bath University in October 2008, at which UNOV, WTO, ICJ, DGT and DG SCIC representatives made presentations and gave interviews. Leeds University ran two careers events, in December 2008 (DG SCIC attended) and in February 2009, also part of Routes into Languages, with speakers from WMO, DG SCIC and DGT. Many of these events can be seen in web-streamed versions on the websites of the universities concerned.

RECOMMENDATIONS TO IAMLADP 2009

In the light of the above report and findings, the Working Group on Training recommends that:

1. IAMLADP take note of the achievements of the UCG during the year and encourage members to support and participate actively in UCG training events such as the Salamanca seminar and Herzen model of exchange of competencies;
2. IAMLADP encourage members to make use of the updated CPD database and let the UCG know of their specific training needs;
3. IAMLADP support and assist the UCG initiative to further develop the list of HEIs offering Arabic as part of a translation or interpreting course.

PROPOSED FOLLOW-UP TO MANDATE 2009-2010

The Universities Contact Group, under the guidance of the Working Group on Training, seeks the endorsement of IAMLADP to pursue the following mandate for 2009-2010:

- *To provide UCG support and inputs to the African training project in response to needs and opportunities identified by the project authorities;*
- *To continue, replicate and report on specific ventures implemented under the existing UCG models (Herzen, Salamanca, EP/Zurich) and any similar effective models derived therefrom;*
- *To actively explore opportunities for the effective use of technology to sustain and leverage UCG training activities;*
- *To develop the list of universities offering Arabic translation and interpreting courses and obtain key data relating to the individual courses;*
- *To continue to support awareness-raising to offset language shortages and to maintain and regularly update the CPD database.*

ANNEXES

- Annex 1** **Members of UCG**
- Annex 2** **Meeting report of March 5 2009**
- Annex 3** **Table of evaluations by participants and students of Salamanca Seminar**
- Annex 4** **Programme of Salamanca Seminar**
- Annex 5a** **Programme of workshop at Herzen University**
- Annex 5b** **Report from UNOV on training at Herzen University**
- Annex 5c** **Report from UNOG on training at Leeds University**
- Annex 6** **List of training courses with Arabic**
- Annex 7** **CPD database – latest update**

Annex 1

UCG Members

Universities Contact Group		Co-chairs: SCIC – Helen Campbell University of Leeds – Svetlana Carsten
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**Annual Meeting of the Universities Contact Group
held on 5 March, 11.30 to 18.00
Centre de Conférence Albert Borschette
European Commission**

Chairs: Helen Campbell DG Interpretation and Svetlana Carsten University of Leeds

Members present: Hildegard Vermeiren, Ghent; Yasser Chaddad, Ains Shams, Cairo; Jesus Baigorri, Salamanca; Clare Donovan, ESIT; Claudia General, Zurich; Elena Kidd, Bath; Galina Elizarova, St Petersburg; Anca Greere, Cluj; Jo Drugan, Leeds; Marie-Anne Fernandez Suarez, CDT; Alison Graves, EP Interpretation; Robin Halle, WTO; Li Zhengren, UNOG; Anthony Pitt, ITU; René Prioux, OECD; Angeliki Petrits, DGT; Ruth Griffiths, ICRC; Rebecca West, EP Translation; Kent Johansson, EP Translation; Sally Reading, UNOV; Ute Kirstein, EPO

Agenda

1. Minutes of the last meeting of April 24 2008
2. Matters arising from last meeting
3. Apologies and alternates
4. Approval of draft agenda
5. Report on IAMLADP-2008 and UCG mandate 2008-9: H. Campbell
6. Report on Salamanca seminar II on legal translation and follow-up by Jesus Baigorri and HC
7. Progress report on CPD database and follow-up by S Carsten
8. Discussion on other training events, e.g. “Herzen” model: report by Alison Graves and Claudia General on EP/Zurich joint venture and EP project
9. Report on awareness-raising activities (HC) and project Routes into Languages (SC)
10. Discussion on universities offering training in Arabic: update by Y. Chaddad
11. Discussion of next mandate (2009-2010) to be proposed to IAMLADP at ADB, June 2009
12. Short report on Pan-African Conference, Nairobi, 23-25 February from Y Chaddad

Agenda items 1-4

1. The meeting was opened by the co-chairs. The draft agenda and report of the meeting of May 2008 were approved and apologies noted. Members were welcomed and warmly thanked for their involvement, interest and support. Particular thanks went to those who had come from afar, at considerable cost and despite visa and other problems. It was gratifying to see that UCG members were keen to attend, to participate actively and in many cases, to offer practical input.

2. The role of the UCG as a focal point was underlined. Helen Campbell explained why IAMLADP had decided (the ExeCom and Meeting) no longer to include observers. It was the only forum and opportunity for IO managers to meet among themselves and to discuss openly and freely, without outsiders present, their own issues. Formerly, two or three universities (usually in the city where the Meeting was held) had attended, but the establishment of the UCG meant that there was now closer involvement for far more universities in the workings of IAMLADP. However, the role of members as focal points for their networks, regions and countries was also much more crucial now; it was a responsibility to be taken seriously by members.

Agenda item 5

3. Ms Campbell gave a brief summary of the 2008 IAMLADP Annual Meeting hosted by the EP DG TRAD, paying tribute to Rebecca West and staff of EP for the excellent organization and warm welcome given to all. Results had been positive and the UCG report, presented to IAMLADP as part of the report of the Working Group on Training, had been particularly well received, with much interest shown and praise expressed for the productive results achieved over the year. The mandate for 2007-2008 had been fulfilled and the items proposed for the following mandate 2008-2009 were accepted by the Meeting. Congratulations had been given by the Under-Secretary-General, notably for the CPD data base and the Salamanca pilot seminar of February 2008.

Agenda item 6

4. Ms Campbell introduced the follow-up to the Salamanca pilot seminar of 2008, held on 16-20 February 2009. This seminar had, if anything, been more successful than the first, attracting 23 participants from 10 IOs, including five from UNHQ, one from World Bank as well as ICC and ICRC staff. Ms Campbell had attended only the first day, inaugurating the seminar with the Dean and Deputy Rector and chairing a round table. The reception was again held on the first evening, as this broke the ice and enabled participants to meet and mingle informally early on.

5. The quality of lectures had been very high, several coming from outside Spain, e.g. Mona Baker, Kaisa Koskinen, Susan Sarcevic and Fermin Alcoba, made possible by the allocation of a small budget from the Ministry of Science and Innovation. Jesus Baigorri elaborated on the seminar, its contents and practical organizational matters. Lessons had been learned from the 2008 pilot, e.g. the usual courses were cancelled so that all students could benefit from the workshops, lectures, etc. offered by both senior lecturers in the mornings, and the IO participants in the afternoons.

6. This year, parallel sessions had been held to fit in more talks and in many cases, teaching material sent by IO participants in advance so students could already prepare and work on texts, ensuring a much greater degree of interaction than the previous year. Workshops had therefore been more active and productive. Naturally there were clashes between some parallel talks, but in general, most people had been able to attend everything they wished, with some star turns attracting very large numbers, e.g. 150 squeezing in to hear Mona Baker.

7. In reply to many questions on the organization, Mr Baigorri explained that the Ministry grant was small, 6.000€, but sufficient to pay for travel and accommodation costs for several external speakers. His Department had also paid for several extra events, e.g. the reception (approx. 350€), and the Yuste Foundation had chipped in for other items, such as stationery for the programme and posters. In line with the universal university maxim 'publish or perish', the proceedings of the 2008 seminar had also been published by a specialised Spanish publisher, Interlingua, the week before the seminar, so participants could see the input from 2008 and look forward to a similar volume being produced from this 2009 seminar. Finally, the

seminar had received an additional fillip with the presence of the UN Under-Secretary-General Shaaban M. Shabaan in Salamanca to sign the Memorandum of Understanding and invited to close the seminar.

8. Feedback from this seminar had been very positive indeed. Another lesson learned from the 2008 pilot was that interpreting students should benefit by interpreting the lectures, which they had done, mainly into Spanish but in some cases, for example for the benefit of Susan Sarcevic and Helen Campbell, into English, providing a genuinely needed service. Three IO participants were former translators turned interpreters whose feedback and criticism to the interpreter students had been much appreciated and highly beneficial. Students had seen all IO participants as role models and learned extensively from this unique experience. Ms Campbell and Mr Baigorri agreed that the exchange between participants had been particularly highlighted as a valuable asset, especially as translators tended not to travel much, therefore spending a week together had enabled them to exchange their own professional realities and thus to benefit from best practices.

9. A network or blog between participants (from both seminars) had been suggested and might be set up to take further these exchanges. This had been done in the form of a forum between members of the EMT, Angeliki Petrīts said, and was much appreciated. A further result of the seminar was the suggestion to send translator EMT trainers (under the VTS scheme) to universities as interpreter trainers already did. Alison Graves wondered what kind of preparation the IO participants had had. Ms Campbell explained that once the list of participants had been established, all had received a message asking for their expectations and spelling out exactly what was expected of them, even in the announcement, where the quid pro quo was made clear. This scared some volunteers off, but plenty were ready to offer training and workshops though some had been reluctant and nervous about their abilities. All had managed to rise to the occasion, as it turned out.

10. Some participants (ICRC, CDT and UNHQ), had also joined the Salamanca University Radio weekly programme, *The gift of tongues*, for a recorded interview, yet another way of bringing the students and professionals together. Li Zhengren said that the feedback from the UN Geneva participants had been extremely positive: they had been “so excited to meet so many counterparts from other IOs”. It was important to have a full evaluation, as last year, and the forms had already been circulated to participants, but reminders would be sent relentlessly until all had replied.

11. Some of the interpreter students had been given the task of accompanying the foreign speakers on the cultural visits (to the Archives and the Library) for which they had prepared themselves thoroughly. Despite a full – and tiring – programme, the atmosphere had been friendly and relaxed, everyone ready to play a part, even to the extent of organizing visits for the teenage daughters of one of the participants! Anca Greere asked if other students might attend in future, to which Mr Baigorri replied that in the event of a “Salamanca III” this would indeed be possible, subject to space and of course stipulating that the expenses of outside students would be borne by their universities. By way of a quid pro quo, Clare Donovan offered to send ESIT students to Salamanca next time, so that they could interpret the talks and also benefit from the programme.

12. One possible research subject for students might be 'the career paths of professional language staff in IOs', in which case, this might be channelled to the Task Force on the Status of the Language Professions chaired by UCG member Ruth Griffiths, who expressed her interest and that of her Task Force members. Interestingly, one of the seminar speakers, Kaisa Koskinen of Tampere, had been a translator in the Finnish section in DGT and done some interesting research here. Marie-Anne Fernandez added that students were anxious to hear from their role models, IO staff, to learn about work possibilities, and that the hands-on lessons in Salamanca had been particularly popular.

13. Other topics as well as legal translation could be envisaged as seminar material. Galina Elizarova recounted the case of a seminar by Yves Gambier on PhD work, intended to demonstrate just what was involved in a PhD. Agreement on a translation PhD was not to be reached; no one could agree on anything other than that it was diverse and difficult. Ms Griffiths agreed that the sociological aspects were important and said that the DGT member of her Task Force had quoted a research thesis on 'how translators deal with ambiguous terms'. Ms Baigorri mentioned two writers who were also interpreters, Ms Campbell suggested that a DVD produced by Brian Fitzgibbon on “interpreters in films” would also be useful here. Many members expressed an interest. Hildegard Vermeiren mentioned a macro-social study being produced in Ghent which would be forwarded to Ms Griffiths.

Agenda item 7

14. Co-chair Svetlana Carsten introduced the next item on the CPD data base which had received much interest and evidently been used by stakeholders. It was now available on the IAMLADP website, thanks to the contributions of all concerned and had visibly inspired action by prospective users, e.g. for courses on language enhancement offered by some universities, for English, notably Leeds, Bath and Westminster. Now, the courses on offer were clearly presented, although it should be noted that both IO and university budgets were limited. Some IOs were keen to commission courses but a viable budget was, at least in the UK, vital. An example was the Leeds course for Lithuanian interpreters to enhance their English. To enable a university to run such a course, a critical mass was needed, four or five participants were not enough and tutors of quality had to be paid up to 120€ per hour. Opening the course to freelancers had made it a viable proposition. Undoubtedly the “Herzen” type scheme of exchange of competencies was the ideal model but was not always feasible. Ms Donovan agreed, quoting ESIT courses which were of top quality but expensive, so any kind of quid pro quo format was good. In the end, the books had to be balanced, a fact of life that all universities understood and had to live with.

15. In Romania some of the courses listed in the CPD data base (e.g. 'Legal Translation' and 'Training for Trainers') were offered in conjunction with the Romanian Translators Association. University authorities had expressed concern that such initiatives could undermine the MA courses. However, Ms Greere noted that such concerns were unjustified as the audience targeted had different training needs, for example, in terms of subject matter, duration and certification procedures. In June, Salamanca would organize a special course with the EP for both staff and freelancers, on Spanish return, to prepare for the 2010 Spanish Presidency. The course would include using the speech repository as a source and talks by Spanish MEPs on the forthcoming Presidency.

16. WGT Chair Brian Fox welcomed the UCG and told them about the video clip produced by SCIC and EP to attract young people to the profession. A Commission press conference given on 19 February and available on the internet could also be of interest, since the Commissioner had talked about language shortages and there had been a Q&A session. Leeds also had funds for “knowledge transfer”.

Agenda item 8

17. The afternoon session began with a report from Alison Graves of EP and Claudia General of Zürich on their forthcoming joint training venture on 11-16 May 2009. This was a hybrid 'Salamanca' and 'Herzen' format, offering staff interpreters the opportunity to follow a lecture and cultural programme in Zürich and students the opportunity to learn from them. The event had been intended originally as a two-week seminar but had been cut to one week because of examination requirements. German was the lingua franca as B or C language. Lectures would be given on law and economics and a visit organized to the Parliament of the Canton of Zürich to learn about the cantonal structure and system, hosted by the City Council and Lord Mayor of Winterthur.

18. Court hearings would be attended to provide a view of the judicial system also with an eye to the community interpreting involved. Students would benefit greatly from the presence of the professionals and those of the first and second year (with exams in July) would be given speeches, either in consec or SIM, depending on their level, and in language combinations with Portuguese, Italian, French, Spanish, English and German. German was necessary to participate and voice coaching would also be offered. The whole week, including talks by guest lecturers, was offered free of charge in the UCG spirit, on an exchange basis, and it was hoped that 20 max might attend (12 min).

19. Tony Pitt recapped on the procedure originally set up for JTVs and emulated for UCG ventures whereby the participation was on a “first come, first served” basis with an “unmet demand” list, where appropriate, to gauge interest in a follow-up. Mr Baigorri asked if other teachers could attend, which could be contemplated, depending on interest from outside. “Helvetisms” would feature in Zürich and, while German was not a UN language, many UN staff had German in their combination and would benefit from the course, as pointed out by Li Zhengren. Monterey also organized courses of this kind; circulation of announcements and details among UCG members was to be encouraged.

20. The other EP offer was for IOs to come to the EP from May to June to talk to staff on the role of their organizations at EP costs. Mr Pitt was already booked to appear. Erasmus Hogschool would be hosting an event soon and Ms Vermeiren would supply details. Thematic training was an increasingly important need for language staff and the space left in the EP because of elections was being wisely and substantially filled by this kind of staff training. Mr Pitt endorsed this approach and underlined the fact that such training modules were effectively a “product” which, even if the trainers and creators were no longer available in future, would continue with a life of their own to be dispensed by others at a later stage and amended and updated as needed.

32. Ms Elizarova thanked UCG members for their actions that had provoked others to act, e.g. holding a seminar in Herzen – among the first to sign the UN MoU – on 26-28 February and attended by UN staff from all duty stations and DGT staff. The theme had been the legislation evolution in the Russian Federation. Results were very positive, though training for trainers was still a long way off, since first they needed the trainers. Many had participated and evaluations were now coming in and would be shared. It was also hoped that interpreter and translator professionals would continue to come to Herzen to enhance their Russian. The format worked well despite the fact that implementation was often quite complicated. Expectations on both sides would soon be pooled and the results disseminated to UCG for IAMLADP.

33. It should be recalled that one of the conclusions of Salamanca I of 2008 was that this, but also other subjects, might be usefully dealt with in future seminars, e.g. courts and tribunals and their workings. Economics was also mentioned, as were transcultural issues, international visibility and more. Any and all of these areas might be the subject for future training. In addition, SCIC and UN staff and others had benefited from their stays in Herzen and more would follow.

34. More and closer exchange between the academic world and the world of employment should be further pursued, as had been said before. Languages developed and professionals need to keep continuously up to date. Mr Pitt cited as a case in point the Russian language, which had evolved enormously with the culture changes since the breakup of the former Soviet Union, posing problems for translators and interpreters who had learned Russian in the old days. Discussion ensued on the non-existence of certain English words in other languages e.g. Russian. Even the recent economic crisis had created a whole new set of terminology. Narrowing the gap between theory and practice needed constant attention.

35. Retirees could participate in training ventures and offer their expertise, and cultural representatives the same. The Zürich-EP venture would be an illustration of this kind of synergy.

Agenda item 9

36. Ms Campbell reported on the awareness-raising activities of many IOs, including SCIC, EP, DGT, UN, WTO and WMO at recent careers events. She mentioned the major campaign of the European institutions to offset the serious shortage of English-language recruits and the drive to raise awareness of careers with languages in the EU and the UN, which she always included in talks in the UK. Careers events in several UK universities had been attended in autumn 2008 and February 2009 with more to come.

37. Ms Carsten gave an update on the Routes into Languages project, part of the campaign to enhance interest in language learning and careers, which, since its launch the previous year, had proved very successful with press conferences, a major campaign and a large outreach project involving nine universities. Events so far had been well attended by EU and UN, and feedback was very positive, though it was too soon to know whether a Routes II would follow, since the success of the three-year venture would have to be evaluated. At any rate, take-up in Bath, Westminster and Leeds had improved to varying degrees, with an increase in English mother tongue students, from 39 to 56. Publicity had been successful with much written and said about the English shortage in the press.

38. One negative effect was the misunderstanding in universities of what was needed to run a viable course. In some countries, such as Romania, Ms Greere observed, masses of students read languages and moved seamlessly into applied modern languages training with a view to entering the translation and interpreting professions. BA-level translation and interpreter training was a reality even after the Bologna implementation, and real training requirements for such a qualification were overlooked in many higher education institutions. Mr Pitt raised the much discussed and vexed issue of quality: who were the custodians

of language and how best to achieve the results we wanted? Numbers were hotly argued and class sizes often mistakenly enlarged for financial reasons with the obvious result that most failed IO tests and exams.

39 With the right training quality and numbers, it was possible to achieve success, as had been seen in Bath, Ms Kidd pointed out, where eight out of fifteen jobs for young translators had gone to her graduates. Bath Careers Day had done well, attracting many top students from top universities. Students learned not only the techniques of the professions but also, for example, how to write a summary or essay in English, so with emphasis on mother-tongue skills. Bath had just been awarded a record grant worth about £8.500 in scholarships for each of the top ten students of translation and interpreting from each year, to run from 2009 to 2013. This award demonstrated recognition of the importance of interpreter and translator training.

40. Translation and interpreting courses, such as the Cluj one, had adapted to the Bologna 3+2 system, moving all specialized training to MA level and providing a provisional certificate after the first year of the MA to ensure greater flexibility. As BA training could not be expected to result in sufficient professional expertise; students of BA Applied Modern Languages were strongly encouraged to pursue an MA to achieve the appropriate qualification for both professions. Still, as was agreed round the table, quality courses would always prove their worth, René Prioux adding that the majority of OECD recruits came from the same few top-quality courses.

41. It was a shame when translation and interpreting course were tacked on to language courses; any 'introduction' course should remain precisely that and the higher-level professional courses provide the quality training. Some had realised that it was fine to offer languages and even professional modules but that it was better to confine their role to that of “feeders” to the MA courses. It was hard to sort out the good courses: in the EMT alone, 285 programmes were listed. A network should be inclusive, Ms Petrits suggested, and raise quality. The next EMT conference on 16-17 March would focus on this issue. Competencies rather than curricula were now referred to in the EMT model, which should be seen as a standard, not as a degree. 30 April was the deadline to apply for EMT memberships. Again, it was the end competences achieved by any course that defined its quality and, hence, the employability of its graduates.

42. In Romania, Ms Greere explained, the authorities would do well to take note of this; EMCI and EMT would be vital benchmarks to avoid the kind of situation her country faced in accrediting language professionals. The Ministry of Justice was the official body with this responsibility and had little notion of what the two professions required. A BA in languages was considered sufficient and in the last few years thousands had been granted the status of translator/interpreter without having to prove that they had acquired the necessary competences. In short, a language degree was on a par with a professional qualification.

43. Mr. Pitt added that IOs had a similarly tenuous grasp of the qualities and qualifications required to work as a professional. IO managements often did not see the professions as specialties, nor the need for an appropriate qualification. The saving grace was the test or competition required by the larger IOs recruiting language staff, and the role of the head of section in smaller IOs, which provided the necessary filter at the recruitment stage. The WGT questionnaires on testing of translators and interpreters were mentioned in this context, results of which were pending. Professional and academic training and qualifications needed to be given their rightful value. Programmes in translation also abounded in some countries, such as Spain; far too many existed and most failed to train for IOs.

44. Ms Griffiths wondered how many professional linguists had read languages and whether this was necessary. In the UK it probably was the norm, though elsewhere, graduates of economics, law, etc., had joined the language professions, for example, at the time of past EU accessions (when language specialists were in short supply in Greece, Spain, Portugal etc.) when many graduates were recruited to the European institutions as linguists. A large number also moved away from these professions to other administrative jobs later. The subject of the value of a “degree” was raised, with doubts expressed as to the level of some, of particularly obscure origins. In the UN no postgraduate degree was required, all applications were confidential and in effect the UN test was for many aspiring linguists a badge of honour to show to employers.

Agenda items 10, 11 and 12

45. The list of training institutes offering Arabic had been compiled by UNESCO and further elaborated on by Abdel Mustafa. They were warmly thanked for their efforts. The UCG was reminded of Laura Lopez and

Diane Frishman of ECLAC who had undertaken a similar task for Latin American training centres. Yasser Chaddad would join forces with Mr Mustafa to pursue this project. He noted the short supply of Arabic speaking recruits to IOs, in particular the UN, and the need to further develop and refine the list of schools by undertaking further research on the quality and standards of those listed, an item for the UCG's next mandate. Mr Chaddad gave an outline of the Ain Shams, Al Alsun Cairo postgraduate degree courses in interpreting and translation. Both were offered in the first year and a selection offered the interpreting option in the second.

46. The UN had recruited many from Ain Shams in previous years, though fewer latterly. Professional experience and training were crucial but not sufficiently understood in Egypt and succession planning was proving a major issue. The level of Arabic taught was now an additional cause for concern, e.g. one school in Morocco had previously trained for the UN market, now no longer. Looking at the list of training institutes, one could see that this needed to be refined and whittled down, possibly using EMT/EMCI criteria, though with due care and attention to sensitivities.

47. This item moved naturally into the last one, the Pan-African Conference on training of translators, conference interpreters and public service interpreters in Africa, held in Nairobi on 23-25 February 2009. Ms Campbell summed up the background. UN Nairobi had commissioned Noel Muylle to produce a report on the training of African nationals in Africa. He had spent several months visiting universities, some already offering professional training, others ready to do so, plus the relevant authorities, embassies and IOs all over the continent. A first set of conclusions and recommendations were given in his report. In a nutshell, a limited number of universities, selected according to suitability, potential teaching resources, geographical location and languages, should form a consortium and work out blueprint for a training programme, along the lines of and supported by the EMCI. E-learning would be included. The African Development Bank would now take over as lead institution to draw up a feasibility study to be presented at the ADB after the IAMLADP-2009, on 2 July. The aims of the venture were incorporated in the Gigiri Declaration. UCG was mentioned in the report and the finalised version would be circulated to members.

48. Ms Donovan had attended the Conference and run a subsequent three-day training-for-trainers workshop with Barbara Moser-Mercer in English, French, Portuguese and Arabic. These would be the core languages for the future programme, to be added to by Kiswahili and other local languages as the programme progressed and trainers were trained and recruited. Court interpreting was included in the consultant's report, though the outcome of this branch was yet to be decided.

49. In conclusion, the next mandate for 2009-2010 to be submitted to IAMLADP was agreed and a form of words proposed by Mr Pitt, approved by members.

- Provide strong UCG support and inputs to the African training project in response to needs and opportunities identified by the project authorities
- Continue, replicate and report on specific ventures implemented under the existing UCG models (Herzen, Salamanca, EP/Zurich) and any similar effective models derived therefrom
- Actively explore opportunities for the effective use of technology to sustain and leverage UCG training activities
- Develop the list of universities offering Arabic translation and interpreting courses and obtain key data relating to the individual courses
- Continue to support awareness-raising to offset language shortages and to maintain and update regularly the CPD database

50. The co-chairs thanked participants for an excellent, productive and enjoyable meeting, agreeing to meet again in 2010 back to back with the SCIC Universities Conference. As she had done in presenting the UCG to the SCIC conference last year, Ms Campbell concluded by recalling the motto of her grandfather, which she felt suited perfectly the UCG: "Deeds not words". The meeting ended at 18.00.

Helen Campbell and Svetlana Carsten
Co-chairs, Universities Contact Group

SEMINARIO DE TRADUCCIÓN JURÍDICA

Salamanca 16-20 de febrero de 2009



VNiVERSiDAD
D SALAMANCA

ORGANIZAN:

Departamento de Traducción e Interpretación, Facultad de Traducción y Documentación, Universidad de Salamanca

International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP), Working Group on Training, Universities Contact Group

COLABORAN:

Ministerio de Ciencia e Innovación

Fundación Academia Europea de Yuste

Alfaqueque, Grupo de Investigación en Interpretación de la Universidad de Salamanca.

Salvo indicación expresa, las sesiones tendrán lugar en el Salón de Actos de la Facultad de Traducción y Documentación y estarán abiertas a los alumnos de los diferentes programas de la Facultad de Traducción y Documentación.

Contacto:

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LUNES 16 DE FEBRERO

MAÑANA

9 h. Inauguración: **Manuel Alcántara** (Vicerrector de Relaciones Internacionales y Cooperación); **Carlos Fortea** (Decano de la Facultad de Traducción y Documentación); **Helen Campbell** (Jefe de Sección, DG Interpretación de la Comisión Europea)

9,30 **Fermín Alcoba** (ex Director de Servicios Lingüísticos, OMC, Ginebra)

Las Organizaciones Internacionales y la traducción jurídica institucional

11-11,30 Pausa

11,30-13 **Mesa redonda** (moderadora **Helen Campbell**; **Frank Wohlgemuth**, Parlamento Europeo; **Laila Chalhoub**, ONU, Nueva York)

English as language of translation: reflections on the future of our professions.

13,15-14 **Emilio Ortega** (Director colección *Interlingua* de la Editorial Comares): Presentación del libro *Reflexiones sobre la traducción jurídica/Reflections on Legal Translation* (J. Baigorri-Helen Campbell, eds.) y del resto de la colección

TARDE: SESIONES PARALELAS

16,30 -18 Taller OMC (Salón de Actos)

Susana Álvarez Oquina, Julieta López Medina, Juan Renard Sanz (Traductores, OMC, Ginebra):

La traducción en la OMC

16,30 -18 Taller ONU (Aula 6)

Alejandra Ramírez (Revisora Actas Literales y Editora, ONU, Nueva York)

Documentación y traducción: las actas literales y las resoluciones de la ONU

18,30-20 Taller Banco Mundial (Aula 7)

Ana María Valle (Traductora/Revisora, Banco Mundial, Washington)

Carrera y experiencia profesional

18,30-20 Taller ONU (Aula 6)

Elvira Asensi-Monzó (Terminóloga, ONU, Ginebra)

El papel del terminólogo en la Oficina de las Naciones Unidas de Ginebra

20 **Recepción en Caballerizas** (Cafetería de la Facultad de Filología, Hospedería de San Bartolomé) para los ponentes y participantes de organizaciones internacionales. Ofrecida por el Departamento de Traducción e Interpretación)

MARTES 17 DE FEBRERO

MAÑANA

9,15-10,45 **Pilar Elena** (Universidad de Salamanca)

La lectura del texto jurídico basada en modelos textuales organizados.

10,45-11,15 Pausa

11,15-12,45 **Iris Holl** (Universidad de Salamanca)

La sentencia de divorcio en Alemania y en España: propuesta de un método para el análisis contrastivo de una subclase textual del ámbito jurídico.

13-14 **Visita a la Biblioteca Antigua de la Universidad**, guiada por **Margarita Becedas** (Directora de la Biblioteca Antigua de la Universidad)

TARDE: SESIONES PARALELAS

16,30 -18 Taller ONU (Salón de Actos)

Hélène Rabinovici y Bernardo Valdés (Traductores de la ONU, Nueva York)

Taller práctico sobre traducción para el Consejo de Seguridad (FR/ES)

16,30- 18 Taller UE (Aula 6)

María Luisa Delgado Delgado (Traductora, DGT, Comisión Europea, Bruselas)

Textos comunitarios jurídicos (FR/DE/EN): soluciones de traducción al español.

[18,00-18,30 **Radio Universidad**: Programa *Don de Lenguas*. Participantes de las OI por determinar]

18,30-20: Taller ONU (Salón de Actos)

Cristina Sánchez de Ocaña y Nero Capote (Traductores/Revisores ONU, Viena)

Experiencia profesional en la ONU en Viena: ejemplos prácticos.

18,30-20 Taller UE (Aula 6)

Agustín Jiménez (Traductor, DGT, Comisión Europea, Bruselas)

Textos comunitarios jurídicos (EN/ES): debate sobre su terminología y sus funciones.

MIÉRCOLES 18 DE FEBRERO

MAÑANA

9,15-10,45 Susan **Šarčević** (Rijeka University)

Legal Translation in Multilingual Settings.

10,45-11,15 Pausa

11,15-12,45 **Mona Baker** (Manchester University)

A Narrative Perspective on Translation and Interpreting in Situations of Conflict

13-14,15 **Visita al Archivo de la Guerra Civil**, guiada por **Pilar Larumbe** (Jefa de Sección, Centro Documental de la Memoria Histórica)

TARDE

16,30 -17,30 **Mona Baker** (Manchester University) (Salón de Actos)

The Politics of Translating Political Texts: Preliminary Observations

18- 19,30 Taller CPI (Salón de Actos)

Alexandra Darriet y Pascal Brice (Traductores, Oficina del Fiscal, Corte Penal Internacional, La Haya)

The use of languages at the International Criminal Court: rules and practice.

18 -19,30 Taller Comité Internacional de la Cruz Roja (CICR) (Aula 6)

Renée Cabrera Chi (Revisora, CICR, Ginebra)

El Derecho internacional humanitario: breve introducción y traducción de textos con los alumnos.

JUEVES 19 DE FEBRERO

MAÑANA

9,15-10,45 **Kaisa Koskinen** (Tampere University)

EU Communication 2.0: Towards affective citizenship

10,45-11,15 Pausa

11,15-12,45 **Pablo Dengler** (Universidad de Salamanca)

La interpretación de textos legislativos multilingües.

13-14,15 **Iwona Komór, Frank Wohlgemuth** (Traductores, Parlamento Europeo)

Desafíos prácticos de la traducción en el Parlamento Europeo: legislación sobre el cambio climático y “gender neutral language”.

TARDE: SESIONES PARALELAS

16,30-18 Taller UE (Aula 6)

Ian Waite (Translator CdT, Luxemburgo)

The Translation Centre for the Bodies of the EU and examples of legal texts.

16,30-18 Taller ONU-Interpretación (Salón de Actos)

Nikolai Telnov (Intérprete, ONU, Viena) **Alma Barghout** y **Marta Herrero Escobedo** (Intérpretes, ONU, Ginebra)

The work of the UN interpreter: working in the field vs. interpreting in the booth. Experience from the Human Rights bodies. Differences between Geneva and Vienna.

18,30-20 Taller ONU

Laurie Treuhaff (Revisora, ONU, Nueva York) (Aula 6)

United Nations efforts to address piracy in the larger context of the Law of the Sea. Legal framework and practical examples (EN/ES)

VIERNES 20 DE FEBRERO

MAÑANA

9,15-10,45 **Anabel Borja** (Universidad Jaime I, Castellón)

Nuevas líneas de investigación en traducción jurídica.

10,45-11,15 Pausa

11,15-13 **Mesa redonda con un representante de cada organización:** Balance y perspectivas del Seminario. (Abierto a la participación de todos los ponentes y asistentes)

13,30-14 **Clausura**

José Ramón Alonso Peña, Rector, Universidad de Salamanca

Shaaban M. Shaaban, Secretario General Adjunto para la Asamblea General y Gestión de Conferencias, Naciones Unidas, Nueva York



Annex 4 to UCG Report

IAMLADP Working Group on Training Universities contact Group Seminar on legal translation at University of Salamanca February 16-20 2009 <u>Evaluation by 23 out of 23 participants</u>			
		<u>Evaluation</u> <u>Participants</u> <u>Boxes ticked</u>	<u>Suggestions for future topics</u>
Objectives achieved	Completely Sufficiently Barely Not at all	14 9	The seminar under review demonstrates that the seminar should not only cover legal translation, but other fields of translation. It could be called just “seminar on translation” and encompass various areas of interest in that field
Relevance to work	Very relevant Relevant Slightly Not at all	12 10 1	Economic translation (3 times) Law of the sea, international trade law Any subject related to translation and interpretation or to terminology would be useful
Content of seminar	Very good Good Average Mediocre	16 6 1	To quote Under-Secretary-General Shaaban Shaaban, “economic/financial translation is extremely relevant these days. Legal translation is an excellent subject, though, because it is harder to find examples of legal terminology in everyday reading than it is to find financial terminology and style”
Length of seminar	Just right Acceptable Too long Too short	16 3 1 3	Health and intellectual property World financial crisis, world energy crisis, climate change effects, international humanitarian law, international human rights law, constitutional law, international affairs terminology
Quality and variety of lectures on legal translation	Very good Good Average Mediocre	11 10 1 1	The current financial and economic crisis, in addition to the food crisis Environment and Climate Change
Documentation	Very good Good Average Insufficient	11 9 2 1	A course focused on International Law combined with practical workshops (i.e. analysis of texts and legal terminology used in that field)
Invitation and administration	Excellent Very good Good Average	1 21 1	The Spanish language used at the UN and the Terminology used in the different International Organizations Discussing and reaching consensus concerning the language we all use in the different organizations would be of great value

	Mediocre		
Cultural events	Excellent	17	As far as interpreters are concerned, it would be interesting to maybe organize courses for those who are in the process of adding Spanish to their language combination or even seminars for interpreters in general to improve their knowledge about Law, Economics and other matters
	Very good		
	Good	5	
	Average	1	
	Mediocre		
Overall assessment	Very good	20	From UNOV's perspective, a Seminar on Mercantile Law would be most useful. It might be useful to open it up for other, even minor languages, apart from English, Spanish and German
	Good	3	
	Average		
	Mediocre		
Would you recommend the seminar to others	Yes	22	Climate change, carbon finance, international trade (with participation of representatives from relevant IOs) Traduction scientifique, technique et économique Traduction en langue étrangère
	No	1	

Other comments and suggestions:

- Excellent organization of the Seminar
- The lectures were very interesting and thought-provoking and opened new avenues worth exploring
- The seminar was excellentI thoroughly enjoyed being part of it and thank the organizers for their enthusiasm, energy, resourcefulness and friendliness
- Too intensive; the number of sessions per day should be reduced (I suggest to eliminate the 6.30-8.00 session)
- Participants need a clearer idea of what is expected of them in terms of their contribution and need to be asked to adhere to precise guidelines regarding time (half an hour or less if they are part of a three-member panel), content, use of technology (PowerPoint is a must), handouts (preferably sent beforehand),
- To facilitate contact between students and IO, participants organize an informal get-together at the beginning of the week
- Participants should be given a certificate of attendance
- Lectures could be given on substantive legal aspects rather than on translation strategies and techniques by professors of the Facultad de derecho
- The seminar allowed me to take an external look at my work and successfully managed to bridge theory and practice offering hints on ways of further self-improvement
- Appreciate very highly the presence of such high-level and diverse lecturers and IO participants...the only inconvenience I can think of is the (perhaps unavoidable) parallel activities equally interesting and important
- All of the lectures in the Legal Translation Seminar should focus on legal translation
- The seminar was organized in an excellent manner...to start with, the incredible accommodation in the University residence located in an historical palace...I much appreciated the very dense programme of the week with conferences following one another back to back giving you a real feeling of immersion in the life of an academic institution....the topics were extremely well chosen, presentations were highly professional
- Very grateful to my colleagues from other organizations participating in this seminar for the insights into the work they are doing in different settings and contexts
- Very happy to have been included in the list of participants and if I have to express a critical remark, I would say that one week is probably too short. We did not really have time for a profound exchange of ideas and experiences with the interpretation students in the framework of practical exercises like round tables, master

classes, but after all it was a seminar about legal translation

- I came away from the Conference feeling enriched on many levels....the variety of the programme and the balance between translation theory and practical workshops....while not all the presentations were on legal translation, which was supposed to be the theme of the Conference, almost all of them were very interesting and either expanded my horizons or opened my eyes in some way
- I appreciated the unusual opportunity to meet a combination of university professors and colleagues from other international organizations, and to benefit from the knowledge they shared....hearing University professors methodically set out what I do every day has added a “dimension of consciousness” to my work
- I was also fascinated to learn that translation priorities and client needs at other international organizations can be quite different from those emphasized at the United Nations in New York
- Much enjoyed meeting the students - the translators of the future - and hearing about their needs and interests at a time when the United Nations would like to strengthen its ties with translation institutions in the hope of attracting candidates for translation/interpretation posts that will be opening up
- It was wonderful to have an opportunity to contribute to the Conference by preparing my own presentation, not only did it make me feel completely involved, engaged and committed, the setting of the Conference was an inspiration and a dream..... I will always remember walking down the Rua Mayor toward the Cathedral and the Facultad....marvellous visits to the Biblioteca Antigua and the Archivo de la Guerra Civil
- It proved, once again, the old saying that the way to learn something well is to teach it
- Thanks to the Conference organizers, university faculty members and students for being so warm and welcoming...the camaraderie that developed among the Conference participants lives on....we will probably be consulting each other across institutions much more frequently now
- *Suggestions:-* More involvement of students, more focus on actual legal translation, useful to put a bit more emphasis on practical aspects of legal translation
- Perhaps length of sessions could be shortened so that they finish at 6 p.m. instead of 8 p.m....although lectures were extremely interesting, fatigue started to show in some participants
- Organizers did a great job but I think that more help is needed so that they do not end up overburdened and in charge of substantive issues as well as practical matters
-a way of linking the academic world with IO staff members who can offer their experience in every day IO’s work...this combined training seminar can be very fruitful and should continue in the future
- The organization of the Seminar was outstanding, the only weak point I can refer to is that the morning lectures were too theoretical it would have been interesting to have more references to concrete examples and factual situations the Translator is faced with
- It combined the theoretical approach offered by academic lecturers with the hands-on experience from professionals ...an opportunity to get back in touch with the academic world and to meet professionals from other international organizations.... I would have preferred the number of workshops or sessions of a practical nature to be higher
- Rewarding and enriching experience and I am looking forward to next year's seminar
- One thing that I think we all regretted was the lack of participation and initiative coming from the students, out of shyness..... partly due to the layout of the classrooms where the workshops were taking place....the speaker was on a platform in front of the students, which always feels imposing, as opposed to being at the same level, mingling with the students, which seems a bit more informal
- My only regret is maybe that we did not receive the presentations (I believe the students did), which would have been a good support back home to remember what has been said and explain it to others
- I would have liked to see more in depth discussion of the translation issues in general posed by legal translations
- A useful opportunity to reflect on my own work and to exchange ideas and experiences with colleagues from other IOs...networking is of course one of the most

important spin-offs

- I particularly appreciated the opportunity to meet colleagues from other international organizations and the undergraduates at the Faculdade and my family was also made to feel most welcome It would interesting to manage also the follow-up of the Seminar
- Why not set up a website on legal translation and trying to keep former participants involved in discussing news and issues?
- Pour les 'workshops' pratiques, il serait bien si les étudiants pouvaient vraiment préparer le texte en avance
- Due to large number of participants some lectures overlapped and it was impossible to participate in all of them
- The topic of the seminar “Legal Translation” was hardly addressed....t was more a seminar on “Translation and interpretation in International Organizations” and I was surprised about the fact, that - in a translation faculty in Spain - most lectures were given in Spanish...shouldn't we be a little more “multilingual?”
- This Seminar MUST be repeated.

Undergraduates:

- The presence of IO's translators and interpreters are seen as role models for students.
- lectures were in English allowed some of our interpreting students to practice
- Workshops were especially interesting... [listening to Mona Baker] “listen live to the theories from the horse's mouth”
- Very positive (most of the students)
- This type of seminars should continue in future editions (many students)
- Eye-opening for our professional careers (several students)
- Parallel sessions at times overlapped and we could not attend both at the same time (several students)
- Improve our knowledge about the EU and the other international organizations
- Extremely enriching for a student of translation.....very beneficial for our training
- I liked especially the workshop by ICC translators and the three UN interpreters
- Workshops have helped us work with real texts, with the support of professionals, and face the different translation choices
- Students from our School should be proud and extremely happy for having had the opportunity to attend this seminar
- Excellent choice of participants.... a unique opportunity available only to very few.

Masters students (sample)

- The seminar met my expectations....panellists were highly professional and they have motivated my wish to develop in the future a career like theirs.....my view has changed as to the possibility of joining international organizations in the future....a chance to talk directly to professionals and improve my social relations and networking
- The combination of theory in the mornings with practical workshops in the afternoons is very appropriate to see the links between the two approaches
- I have been particularly interested in the UN's workshops. Regrettably the UN examinations system does not promote Chinese-Spanish combination
- It is difficult for students to work with some of the texts proposed in a format such as the one some workshops had (with a large attendance)
- It gave us the opportunity to meet professional translators and interpreters from IOs, who were happy to share with us their experiences, spoke about their professional itineraries and about the way translation services work in their organizations, including the recruitment process
- Thanks to our participation in the seminar we could get acquainted with potential jobs for the future...several tools were shown to us which can be very useful for

the work of a translator

- The mixture of lectures and workshops was an excellent opportunity for interaction between the academic world and that of the institutions
- The seminar enriched my knowledge, both theoretical and practical, and it expanded my familiarity with databases which are indispensable for translators
- An excellent informative and formative complement to our training...the whole week was characterised both by the quality of the topics and panellists and by their full availability to interact with us
- We received new materials and tools and new insights into the job opportunities offered by IOs in the fields of translation and interpreting
- Better organized than last year in the sense that (inevitable) overlapping was reduced to a minimumI appreciate the fact that participants were ready and willing to approach us, even if we felt a bit shy to talk to them sometimes
- Although aware of the difficulty of organizing a mock test or examination of some organizations, I think it would be very interesting for particularly motivated students
- Two particularly outstanding features were Mona Baker's talks and the announcement of the Memorandum of Understanding between the United Nations and the University of Salamanca, which shows a favourable approach towards the establishment of closer links between the two institutions, with mutually beneficial consequences
- What is most prominent in my reflections on the experience was the useful information I was able to gather through interactions with translators and interpreters working for prestigious organizations like the UN.....I attended the Round Table conducted by Helen Campbell, Frank Wohlgemuth and Laila Chaloub..... interesting to listen not only to their observations concerning their work specifically but also the dynamics of their institutions...the history that Helen recounted concerning the evolution of the dominance of the English language was particularly fascinating
- The talk by translators of the WTO, was also quite enlightening. I was very grateful that they spoke at length about how they came to work in their positions. After all, what every student of translation and interpretation wants to know (especially in these lean economic times) is how to get a decent paying job
- The talk given by Dr. Susan Sarcevic, for example, was a compelling examination of the modern complexities of legal translations in Europe....translators and experts alike seek out a great number of equivalent terminologies which often becomes impossible in cases of differences between legal systems Dr. Sarcevic opened the door to a greater possible understanding of the issue for legal translators
- A brilliant speech delivered by Mona Baker at the conference....these talks gave me ideas and motivation for my PhD thesis, which I plan to undertake soon at the University of Salamanca in translation, focusing on the meta-narratives suggested by Ms. Baker.....a stirring and moving presentation that I am glad few translation students missed, from the looks of the auditorium
- Very glad that Ms. Iris Holl was able to present her innovative PhD project.... that a graduate student was presenting at the conference as well is inspiring to the undergraduate and graduate students who are looking to continue their studies in the doctoral programme...it gave the conference a well-rounded and inclusive feeling It is very difficult to summarise in a few lines the enormous personal satisfaction that is brought about by initiatives such as this one, because each participant contributes with new perspectives and expertise, new particularly for us beginners
- My evaluation is very positive.....the wide range of organizations represented has given us a great variety of the diverse approaches that each organization has regarding translation and interpreting
- This has been a worthwhile effort and I think I share this opinion with all the classmates with whom I have talked about the seminar.

Suggestions from students for future seminars:

- To provide all students with the background and contact addresses of all participants. Identify a space (and time) in which students could tell about their learning experiences and their training processes in the classrooms. This would allow IO participants to have a closer contact with the training process

- To manage the workshops time in a manner that allows maximum use of the resources available
- Encourage French-speaking participants to speak their language, thus allowing interpreting students to practice their skills in that language
- First, it is extremely important that the talks, round tables and workshops begin and finish on time.... there a lot of information to absorb and attendees do have other appointments to make in many cases so, punctuality by all parties is greatly appreciated; this applies as much to participants in the conference going over the time limit as students and other attendees who arrive late
- Secondly, I would love to see more graduate students, possibly from other universities or institutions, attending to give talks concerning their research...it is encouraging to see students such as us participating in the same forum as renowned experts.....offering their opinions, infusing fresh blood, as it were, to an otherwise perhaps overly mature and sophisticated environment
- Finally, I would urge the organizers to hold more than one seminar a year and to extend it to other areas of translation and interpretation.

Teachers and Dean

An effort that is worthwhile repeating in the future. Ready to continue!

Organizers

We are grateful to the Department and its Director, Prof. Toda, as well as to the Dean, Prof. Fortea for their support.

We are also grateful to the Ministry of Science and Innovation for the grant given to organize the seminar, which allowed us to pay travel and accommodation expenses of scholars from other countries. We have continued to operate, though, according to the spirit of knowledge and expertise “barter” between academics and IO’s professionals, which, in our view, should continue to be the basis of the “Salamanca model”.

We take good note of the suggestions and critiques made by different participants during and after the seminar.

We are in the process of creating an electronic forum, animated by a Ph. D. student which would allow for a more permanent resource for cooperation among all interested parties. This could be a sort of network of “Salamanca model Alumni”, which would include scholars, professionals and students.

We are ready to organize a similar seminar in the future, with the same or with a different topic to be agreed among institutions and our university.



Annex 5a to UCG Report

**Workshop for Language Professionals of International Organizations:
Legislative Process in the Russian Federation, 26-27 February 2009, St. Petersburg**

Participants:

United Nations: UNHQ five, UN Geneva five, UN Vienna one, UN Nairobi two

European Commission: two from Luxemburg, one from Brussels

Topics:

Evolution of Legislative Terminology in Russia

Aleksandra A. Dorskaya, Associate Professor, Ph.D (Kandidat Nauk) in history and law, Head of the International Law Department, Herzen State Pedagogical University of Russia;

Legislative Bodies in the Russian Federation and their Powers

Galina I. Griбанова, Professor, Ph.D (Doctor Nauk) in political science, Head of the Political Science Department, Herzen State Pedagogical University of Russia;

Counterterrorist Protection Measures and Human Rights

Yakov I. Gilinsky, Professor, Ph.D (Doctor Nauk) of Law, Head of the Criminal Law Department, Herzen State Pedagogical University of Russia;

Common Issues of the Administrative Reform in Russia

Rebecca M. Vulfovich, Ph.D (Doctor Nauk) in political science, Professor of the State and Municipal Management of the North-West Academy of Public Administration;

Judicial System of the Russian Federation

Anna L. Smorgunova, Associate Professor, Ph.D (Kandidat Nauk) in law, Chief Adviser of the Department for Constitutional Basis of Criminal Justice, RF Constitutional Court;

The Constitutional Court of the Russian Federation

Aleksander V. Smirnov, Professor, Ph.D (Doctor Nauk) in law, Councillor, RF Constitutional Court;

Russia and International Courts

Konstantin N. Kondrashov, Deputy Director, Department of the Secretariat of Minister, Language Service, RF MFA;

Political and Legislative Process in Russia

Ilya L. Chestnov, Professor, Ph.D (Doctor Nauk) in law, Head of the State Law Department, Herzen State Pedagogical University of Russia;

Refugees' Rights

Natalya Yu. Ivanova, Associate Professor, International Law Department, Ph.D (Kandidat Nauk) in law science.

Annex 5b to UCG Report

United Nations Outreach Programme at St. Petersburg Herzen University

Sergei Mikheyev, Chief, Russian Booth UNOV

As Coordinator for interpreter training for the United Nations Outreach Programme, in December 2008 I taught a series of master classes in simultaneous interpretation to the students and teachers at the recently opened School of Interpretation and Translation at the Herzen State Pedagogical University. Preparation for the training programme took one week. The tasks performed prior to and during the training session included:

1. Learning to use the audio editing programme SoundForge to prepare 65 training audio files in English and French, which I left at the School for future training. Audio recordings were downloaded from UN websites, speeches were selected by level of difficulty, audio tracks were cut and stitched together and electronic versions of the statements to be printed for classroom work were prepared. The files provide a comprehensive sample of issues currently debated at the UN and should prepare the students for the upcoming UN competitive exams;
2. Teaching four one-hour classes each day on interpretation from English and French into Russian (apart from the regular students at the School, classes were also attended by a large number of teachers and students from the Interpretation and Translation Department);
3. Meeting with the faculty of the Department of the Interpretation and Translation Department for professional discussion.
4. Making a presentation to graduate students of the Department about the current state of the profession and its future, providing them recommendations for their professional development.
5. Taking part in the methodological meeting of the faculty of the School of Interpretation and Translation to discuss the future of the School and UN involvement in the training process.
6. Participation in the concluding video conference that linked participants in the Outreach Programme in New York, Geneva and Vienna and ranking officials of Herzen University to share ideas and make suggestions for the future of the programme;
7. Sharing knowledge with the students on modern IT technologies and programs, including dtSearch, and advising them on UN and other on-line terminology and language resources.
8. Designing and developing a dedicated interactive website for students and faculty so that they could communicate and post training-related materials in the course of their subsequent studies (<http://sites.google.com/site/spbsherzen>).

The training programme was quite intense, requiring considerable preparation for classroom work and it would have been difficult, given this intensity, to engage in any external study activity at Herzen, as envisaged under the competency-sharing arrangements of the UN Outreach Programme.

The students made impressive progress during the training sessions. They are very eager to learn and to receive guidance from a practising professional interpreter. They have a lot of upside potential and over time can develop into good professionals. Given their rapid progress, some, probably most, can realistically be expected to pass the graduation exams in late June 2009. We should therefore look into moving the UN competitive exams from late June 2009 to a later date after the Herzen School exams. Herzen graduates could then take part in the UN exam and, hopefully, some of those with the right language combination could pass them to join the UN as new recruits or be listed in the UN roster. Ideally, the UN competitive exams should take place in late August - early September 2009.

On 19 December 2008, a concluding video conference was held to discuss future UN involvement in the training programme. A tentative schedule of UN staff participation had been circulated previously. For interpretation training, it is envisaged that an interpreter from Geneva (Mr. Oleg Skulkov, Chief, Russian Booth) will offer a training session at the School in the spring of 2009 and that I will give additional master classes to prepare students for the final exams and will participate in the final exams at the end of June 2009.

UN staff involvement in the outreach programme at Herzen is unquestionably making a major contribution to the success of student training there as regards both interpretation and translation. It is important to plan

this involvement carefully so as not to interfere with the School's curriculum prepared by the School faculty who are conducting the bulk of day-to-day training activities. They provide core training and the UN participation should complement it. It does make sense to continue to arrange participation of two interpreters and two translators in the course of the ten-month School training course, perhaps two staff members (one interpreter, one translator) in the fall semester and two staff (one interpreter, one translator) in the spring semester. It is also important for the UN to be represented at the entrance/graduation examinations. In selecting staff to participate in the outreach programme we should bear in mind its primary objective: to help students in their professional development. Therefore, it is advisable for participating UN staff to have prior teaching experience.

Internships should ideally be arranged for the students and teachers of the School during their training period. Vienna has offered to host interpreter trainees to give them a chance to experience real work at UNOV by practising in silent booths and getting hands-on coaching from staff. Similar offers have been made by Geneva. Such internships should be planned carefully not to interfere with the core training received at the School.

A word on the competency-sharing approach. As part of the understanding reached between the UN and Herzen, the UN will provide staff as trainers for the programme, regarding such training missions as official business and releasing staff at their respective duty stations. The UN will use the External Studies Programme funds to provide some financing for this programme (about \$2,000). For its part, Herzen undertakes to provide student accommodation and will offer training. In future, Herzen will offer some custom-made courses to UN staff and may offer refresher courses to those with active Russian in their language combinations.

While this is one possible way to combine the synergies of the two institutions and keep the costs down, it would be highly advisable to provide some dedicated budget financing for this important aspect of the UN activity since at issue here is preparation of staff members for the Organization. The specific modalities of future arrangements are subject to further discussion. It is encouraging that this idea has already received some support at the UN.

Special mention should be made of the proactive interest and input of all involved in this cooperative effort by the UN duty stations (UNOV, UNHQ, UNOG), the Russian Foreign Ministry, St. Petersburg Administration and the Herzen staff.. Mr. Vadim Kondrashov, Deputy Head of the Russian Foreign Ministry Linguistic Support Department, deserves special thanks for his major contribution. Continued close cooperation among all UN duty stations and other stakeholders, with overall coordination provided by Mr. Igor Shpiniov at UNHQ, should ensure the success of this promising undertaking and eventually the infusion of new colleagues to carry on the torch of our profession.

**Report from UN Geneva
Leeds University training for UN Chinese interpreters, March 2009**

At the request of the Interpretation Service of UNOG, the School of Modern Languages, University of Leeds organized in March 2009 a short special training course for five UN Chinese interpreters from 19 to 26 March 2009. The aim was to improve return into English through B language immersion.

The course was in three parts: classroom instruction, field visits and language and cultural immersion with host families.

Classroom training was given by several professors from Leeds University, most of them experienced interpreter trainers themselves. Classroom work was devoted to public speaking, debate, discussion and interpretation exercises, with the emphasis on delivery, quality of expression, coherence, fluency and accuracy in interpreting into English. Special skills such as sentence completion, deduction and anticipation were also dealt with. Guidance was also given on pronunciation and intonation as well as idiomatic usage of the English language.

This part of the training was directly related to the trainees' work in the United Nations.

Leeds University also organized two field visits to York and Whitby. Both visits helped the trainees to understand better the history and culture of Great Britain.

In order to achieve maximum benefit from the stay, all five trainees stayed with English-speaking families during the two weeks. Dinner-table talk and leisurely discussion over a cup of tea with the hosts became an important means to achieve the objective – language immersion.

In addition to the scheduled programme, a question and answer session was held for the UN trainees and Leeds students following the interpreting course, this at the request of the School of Modern Languages.

All five trainees took part in the training and all found it useful and beneficial. They wish to express their appreciation for being given the opportunity to participate in the programme.

Universities Contact Group (IAMLADP-WGT) Universities offering training in Arabic Translation/Interpretation¹

This document is made up of two parts:

Part 1 is a list of institutions that are believed to confer a degree (BA, Postgraduate Diploma, MA, or PhD) in Translation and/or Interpretation (T/I) marking the successful completion of a training or study programme.

Part 2 comprises a list of all other institutions that offer one or more T/I courses as part of their language programmes, but with no proper degree awarded in either of these two fields.

- In each part, the institutions have been placed under their respective countries, and the countries have been listed in alphabetical order.
- Wherever possible, I have included the website and email address of the institution as well as the name and title of a contact person (mostly the Dean or Director of the unit or department) who is directly responsible for the programme.
- The inventory is devoted solely to universities/colleges located in the Arabic-speaking countries, and thus excludes renowned Western schools and universities with Arabic T/I training programs, such as ESIT, the University of Geneva or the University of Bath, to mention but a few.

As a note of caution I must say that this document is essentially the result of a web-based research and therefore the lists are for the most part limited to institutions that have a web site or page. However, in a number of cases the information available in the website is quite meagre and does not include a detailed description of the courses and programmes offered or the degrees conferred. In view of this, it is often unclear whether the institutions concerned offer proper T/I degree programmes or simply T/I courses dispensed within their respective language units. This is one reason why the information given here may need to be refined for some universities.

Finally, the present inventory will unquestionably require further updating in the future to include not only the universities that have been left out (for lack of presence on the web or insufficient information regarding their programmes) but also the increasing number of private colleges/universities that have not been adequately covered in this document. Requests for supplementary information are currently being sent out in preparation for the next stage of the project.

¹ I am grateful to Veronica Battikha, of UNESCO for forwarding me the document entitled “Annex 1, Liste des Institutions?”. This document was quite useful as a starting point for the present research as it included a big number of universities (mostly but not wholly situated in Arabic-speaking countries). However, the relevance of the document was reduced due to the fact that many of the universities listed did not have a translation/ interpretation department/unit as such and that no electronic contact info (website or email address) was given for any of them. Moreover, the institutions were all jumbled up together and did not follow any particular classification (be it by alphabetical order, by country, or by type of institution). Finally, the “contact person” mentioned was in most cases “the President of University” and not the person directly in charge of the department or unit. In spite of this, credit has to be given to Veronica/UNESCO for this important pioneering contribution.

Part 1
Universities with Degree Programmes in Translation or Interpretation
December 2008

ALGERIA

University of Algiers
Department of Translation and Interpretation
Address: 2 Rue Didouche Mourad, Algiers
Telephone/Fax: 21321 637834
Tele: 021-32163-77-29
Fax: 021-32163-77-60
Website: <http://www.univ-alger.dz/index.php/lettreslangues/traduction.html>
Email: Contact@univ-alger.dz

Université d'Oran
Address: PO Box 1524 El m'naouer
Oran (31000) - Algeria
Tel: (+213) 041 58 19 40 / 58 19 47
Faculté des Lettres , des Langues et des Arts
Département des Langues Etrangères (I.L.E)
Unité de la traduction
Website: <http://www.univ-oran.dz/dep-i.l.e.htm>
Email: contact@univ-oran.dz.

University of Batna
Faculté de Lettres et des Sciences Humaines
Département de Traduction
Mme Ajnaden Fathia, Chef du Département
5, Avenue Chahid Boukhrouf
05000 Batna, Algérie
<http://www.univ-batna.dz/lettre-sce-arabe/interpretariat.html>

Higher Arab Institute for Translation
148, boulevard Krim Belkacem
Tel : 021 23 00 78 - Fax : 021 23 07 64
Director: Ms. Inam Biyoude
<http://www.isatdz.com/>
info@isatdz.com
inam.bioud@isatdz.com

EGYPT

Ain Shams University
Postal Adress: Ain Shams University, Abbassia 11566, Cairo.
Faculty of Languages (alsun)
Phone: (202)2626259
Fax: (202)2627214
Dean: Professor Makarem Ahmad El- Ghamry
Website: <http://als.shams.edu.eg/>
E-mail: deanal@asunet.shams.edu.eg

University of October 6
Faculty of Languages & Translation
Tel: (+2)38354280
Fax: (+2)83 53 161
Dean: Dr. Baher Mohamed El-Gohary
Website: www.o6u.edu.eg
E-mail: lang@o6u.edu.eg

Pharos University in Alexandria
Faculty of Languages and Translation
Canal AL Mahmoudia Avenue
Near Green Plaza
Alexandria Egypt
Dean: Prof. Nahwat Abdallah
Website: www.pua.edu.eg

IRAQ

University of Basrah
Translation Department
P.O. Box 49
Garmat Ali, Basrah, Iraq
Phone +964(1) 886-8520
Fax +964(1) 886-8520
Dean: Dr Ali Wannas Lafi
Website: www.basrahuniv.com

JORDAN

Al-Zaytoonah Private University
P.O. Box 130 Amman Jordan 11733
Tel: +96264291511
Fax +96264291432
Faculty of Arts, English Translation Department
Dean: Professor Abdul Baqi Al-Safi
Website: <http://www.alzaytoonah.edu.jo>
E-mail: Arts@alzaytoonah.edu.jo

Zarqa Private University
Amman, Jordan
Department of Translation
Telephone: 05/3821100
Fax: 05/3821120 05
Dean: Dr. Nawaf Mohsen Al-Monawir Obiedat
Website: <http://www.zpu.edu.jo/>
Email: nobiedat@go.com.jo

Al-Isra Private University
Faculty of Arts
Translation Department
Post Office 11622, Jordan
Website: www.isra.edu.jo
Email: info@isra.edu.jo

LEBANON

Saint-Joseph University
Campus des sciences humaines- (CSH)
Institute of Languages and Translation - Beirut School for Translation
B.P. 17-5208, Mar Mikhaël, Damascus Road
Beyrouth, 1104 2020, Lebanon
Phone: +961 (1) 421 000
Fax: +961 (1) 421 005
Professor Rene Chamnussy
Website: <http://www.etib.usj.edu.lb/>
Email: web@usj.edu.lb

Jinan University
Faculty of Literature and Humanities
Department of Translation
P.O. Box: 818
Tripoli- LEBANON
Tel: 961.6.447906-7
Fax: 961.6.433430
Fax: 961.6.447906 ext 4
Dean: Dr. Huda Haddad-Yakan
Website: <http://www.jinan.edu.lb/>
E-mail: jinan@jinan.edu.lb, info@jinan.edu.lb

MAURITANIA

Nouakchott University
Translation and Languages Department
BP.5026
Nouakchott, Mauritania
Tel.+222 525 13 82, Fax. +222 525 39 97,
<http://www.univ-nkc.mr>

MOROCCO

King Fahd School of Translation
Route du Charf, B.P 410
Tanger, Morocco
Tél: (212) 39942813
Fax: (212) 39940835
Website: <http://www.ecoleroifahd.uae.ma>
Email: admin@ecoleroifahd.uae.ma
Département de Traduction Arabe
Bureau 2 , 2 ème Étage.
Téléphone : 039 94 28 13 Poste : 237
Le Chef du département:
Mme. Fadwa charra:
Email : charra@gmx.net

PALESTINE

Birzeit University
Department of Languages and Translation
PO Box 14, Birzeit
West Bank, Palestine
Telephone: +97022982099
Dean: Dr. Maher Hawash
Chairperson: Samir Rammal
Website: <http://www.birzeit.edu/academics/arts/translation/progs>
Email: ENGC@birzeit.edu

SAUDI ARABIA

King Saud University Riyadh
English Programme
Translation Studies
PO Box 87907
Riyadh 11652
Office: + (9661) 467-5195
Dean: Dr. Mohammed Al-Abdullatif
<http://faculty.ksu.edu.sa/Al-Abdullatif>
Email: mleteef@ksu.edu.sa

King Khalid University, Abha
College of Languages and Translation
Telephone: +966 224 7104
Fax: +966 225 1912
Website: <http://www.kku.edu.sa/Default/Default.asp>
Email: mail.kku.edu.sa/

Prince Sultan University
Prince Salman Research & Translation Center (PSRTC)²
P.O.Box No. 66833
Riyadh 11586 Saudi Arabia
Tel: +966-1-4948000, +966-1-4948606
<http://www.psu.edu.sa/psrtc/>
Email: research@psu.edu.sa

King Faisal University
Translation, Authorship and Publications Center³
P.O. Box 380 Ahsaa' 31982
Telephone: 966 35812464
Fax: +966 35800000
Website: <http://www.kfu.edu.sa/Centers/translate.asp>
Email: translate@kfu.edu.sa

Imam Muhammad Bin Saud Islamic University
Faculty of Languages and Translation
P.O. Box 5701 Riadh
Telephone: 2585403
Fax: 2595403
Dean: Dr. Mohammed Bin Saïd Al-Alam
Riyadh 11432 Saudi Arabia
http://www.imamu.edu.sa/colleg_instt/colleg/lang/Pages/default.aspx:
Email: haq2007@yahoo.com

² It is not clear whether this Centre offers T/I training in addition to its primary function of conducting research and translation activities.

³ This footnote 2, above.

SUDAN

University of Khartoum
Faculty of Arts
Unit of Translation and Arabicization
P.O. Box 321, Khartoum Sudan
Postal Code 11115
Phone: +249-1-833780773
Head of Unit: Dr Hassan Ali Eissa,
Website: <http://www.uofk.edu/>
Email: arts@uofk.edu

University of Juba
Centre for Languages and Translation
Fax: +249 83 483566
Website: <http://www.juba.edu.sd/>
Email: info@juba.ed.sud

SULTANATE OF OMAN

Sultan Qaboos University
College of Arts and Social Sciences
P.O Box: 42 P.C: 123 Al-Khod,
Tel: +968-24415668
Fax: +968-24415851 or +968-24413212
Prof. Mohamed Najeb Al Sarayrah
Website: <http://www.squ.edu>
Email: sarayrah@squ.edu.om

Polyglot Institute
Language and Translation Studies
Hillat A'sad, Ruwi
Telephone: (+968) 99 320 567
Director: Ms. Karima Scroxtton
Email: karima@polyglot.org
Website: <http://www.polyglot.org/>

Sohar Private University
Department of English Language and Translation
PO Box: 44, P. Code 311, Sohar
Sultanate of Oman
Tel: +968 2672 1010, Fax: +968 26720102
E-mail: soharuni@omantel.net.om

This e-mail address is being protected from spam bots, you need JavaScript enabled to view it
www.soharuni.edu.om

SYRIA

Damascus University
Faculty of Arts and Humanities
Higher Institute for Interpreting and Translation
Mazah, Damascus Syria
Language Learning Center
www.damascusuniversity.edu
E-mail: humanart@damasuniv.shern.net

TUNISIA

Gabes University
Institut Supérieur des Langues de Gabès
Higher Institute of Languages Gabes (I.S.L.)
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Part 2

Universities with no Degree Programmes in Arabic Translation/Interpretation December 2008

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Annex 7 to UCG Report

International Organizations CPD joint projects	Institutions/organizations offering CPD	Availability	On offer in 2009/10
Managing quality in translation services	Joint Training Ventures under WGT/IAMLADP	On request or staff availability	
Selection of interpreters	Joint Training Ventures under WGT/IAMLADP	On request or staff availability	
Specialist Subject Courses	Institutions offering CPD	Availability	On offer in 2009/10
Corporate accounts	ESIT (France)	On request	
European Standards in Translation	Babes-Bolyai University, Cluj-Napoca (Romania)	On request	
Economics, Finance and banking	Bath (UK)	All on request	
	Chilean Association of translators and interpreters, Cotich		
	Puerto Rico University		
	Westminster (UK)		January-April 2010
Internet Research Skills	Erasmus (Belgium)	On request	
Law/Legislation			
SPECIAL ANNOUNCEMENT	Salamanca (Spain)	Open to IOs staff with Spanish C. No tuition fees are charged.	16-20 February (several IOs)
Knowledge Transfer event			
Law: Latin American and Spanish, for UN and IOs staff			
Law			
SPECIAL ANNOUNCEMENT	Herzen (Russia)		26-27 February
Legislative Process in the Russian Federation			
Workshop for Language Professionals of International Organizations			
	Puerto Rico University	On request	
Management and Communication	Ghent (Belgium)	One –year or by negotiation	
Management/marketing	Babes-Bolyai University, Cluj-Napoca (Romania)	On request	
Multilingual Negotiations	Mons (Belgium)	One –year or by negotiation	
Science and Technology	Westminster (UK)		September-December
Technical writing	Erasmus (Belgium)	On request	

Specialist Subject Courses	Institutions offering CPD	Availability	On offer in 2009/10
Translation for International Organizations	Monterey (US)	On request	
	ISTI (Belgium)	One –year or by negotiation	
Translation and Language Industries	Leeds (UK)	From 2010	
	ISTI (Belgium)	One –year or by negotiation	
US federal government language specialisation for most languages (e.g. Chinese, Korean, Russian, Arabic, Farsi, Pashto, etc.)	Monterey (US)	On request	
Website design	Erasmus (Belgium)	On request	

CPD courses: Translation/ Editing/documentation/revision	Institutions offering CPD	Availability	On offer in 2009/10
Case studies	<i>Tbc</i>		
Editing	Monterey (US)	On request	
	Westminster (UK)	On request	
Legal Translation			
• Legal Translation	Babes-Bolyai University, Cluj-Napoca (Romania)	All on request	
	Chilean Association of translators and interpreters Cotich		
	ESIT (France)		
	Monterey (US)		
	Salamanca (Spain)		
• Patent translation	Monterey (US)	On request	
Project Management	Erasmus (Belgium)	Both on request	
	Leeds (UK)		
Translation Technology			
• CAT & MT, XML	Babes-Bolyai University, Cluj-Napoca (Romania)	All on request	
	Chilean Association of translators and interpreters, Cotich		
	Erasmus (Belgium)		
	ESIT (France)		
	Jagiellonian University of Kraków (Poland)		
	Leeds (UK)		
	Monterey (US)	On request	
	Puerto Rico University		
	Westminster (UK)		January-April 2010
• Digital and Internet Resources for	Chilean Association of translators and interpreters Cotich	On request	

CPD courses: Translation/ Editing/documentation/revision	Institutions offering CPD	Availability	On offer in 2009/10
translators			
• Web Localisation	Babes-Bolyai University, Cluj-Napoca (Romania)	Both on request	
	Erasmus (Belgium)		
	Leeds (UK)		
	Monterey (US)	On request	
• QA	Leeds (UK)	On request	
Translation in Specific Languages			
• Dutch	Ghent (Belgium)	On request	
• Translation into B languages	ESIT (France)	On request	
Terminology and Databases	ESIT (France)	On request	
	Jagiellonian University of Kraków (Poland)	On request	
	Marie Haps (Belgium)	Negotiate	
	Puerto Rico University	On request	
Précis Writing	Bath (UK)	On request	
	ESIT (France)	On request	
Revision	Babes-Bolyai University, Cluj-Napoca (Romania)	On request	
CPD courses: Interpreting	Institutions offering CPD	Availability	On offer in 2009/10
Court Interpreting	Monterey (US)	On request	
CPD on interpreting skills	ESIT (France)	All on request	
	Monterey (US)		
	Zürcher Hochschule Winterthur (Switzerland)		
	Marie Haps (Belgium)		
With Russian A	Bath (UK)		
With Chinese A			
Language Enhancement/Culture and Institutions/ Retour (combinations with languages listed below)		All on request	
SPECIAL ANNOUNCEMENT	Monterey (US)		March (IMF)
Interpreting for International Organizations: Into English from Arabic, Chinese, French, Russian and Spanish			

CPD courses: Interpreting	Institutions offering CPD	Availability	On offer in 2009/10
Arabic Bulgarian Chinese Dutch English	Monterey (US) Sofia University (Bulgaria) Bath (UK) Monterey (US) Ghent (Belgium) Bath (UK) Leeds (UK)		26 Jan-6 Feb (Lithuanian Parliament) 16-26 March (UNOG) 11-22 May (with Latvian A) 10-21 August (European Parliament)
Spanish	Monterey (US) Salamanca (Spain)		15-26 June (European Parliament)
French	Westminster (UK) Westminster (UK) ESIT (France) Monterey (US)		
German SPECIAL ANNOUNCEMENT Knowledge Transfer: Lectures and events (in German) on economic and legal topics are organized for EP DGI in exchange for master classes/speeches given to students in English, French, Italian, Spanish and Portuguese.	Zürcher Hochschule für Angewandte Wissenschaften (Switzerland)	Open to IOs interpreters with German C. No tuition fees are charged but contribution to student training is expected.	11-15 May
Romanian Russian	Babes-Bolyai University, Cluj-Napoca (Romania) Bath (UK) Herzen (Russia) Monterey (US)		Ongoing

CPD courses: Interpreting	Institutions offering CPD	Availability	On offer in 2009/10
Spanish	Monterey (US) Salamanca (Spain)		
Sign Language	ESIT (France) Leeds (UK)	Both on request	
Training Trainers	Babes-Bolyai University, Cluj-Napoca (Romania) ESIT (France) Monterey (US)	On request	
Voice Coaching	Westminster (UK) Zürcher Hochschule für Angewandte Wissenschaften (Switzerland)	Both on request	

Contacts	Institutions offering CPD	Link
Belgium/NL Dr. Hildegard Vermeiren hildegard.vermeiren@hogent.be	Ghent Erasmus ISTI Marie Haps Mons	http://www.ugent.be http://www.eur.nl/english/ http://www.heb.be/isti/ http://www.ilmh.be/ http://w3.umh.ac.be/~eii/
Bulgaria Tanya Kostadinova tanya.kostadinova@gmail.com	University of Sofia	http://www.uni-sofia.bg/
France Clare Donovan Clare.Donovan@univ-paris3.fr	ESIT	http://www.univ-paris3.fr/esit/
Latin America Diane Frishman		http://www.puc.cl/ http://www.upr.edu
Poland Professor Elżbieta Tabakowska etab@lingua.filg.uj.edu.pl	Jagiellonian University of Kraków	http://www.uj.edu.pl/index.en
Romania Dr. Anca Greere anca.greere@softwaredesign.ro	Babes-Bolyai University, Cluj-Napoca	http://www.ubbcluj.ro/
Russia		

Contacts	Institutions offering CPD	Link
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Spain Dr. Jesus Baigorri baigorri@usal.es	Salamanca	http://www.usal.es/webusal/
Switzerland Prof. Claudia General gnr@zhwin.ch	Zürcher Hochschule für Angewandte Wissenschaften	http://www.zhaw.ch/
UK Dr Svetlana Carsten s.carsten@leeds.ac.uk	Leeds	http://www.leeds.ac.uk/cts
Elena Kidd e.kidd@bath.ac.uk	Bath	http://www.bath.ac.uk/esml/
Christine Adams C.Adams@westminster.ac.uk	Westminster	http://www.wmin.ac.uk/sshl
US Prof. Chuanyun Bao cbao@miis.edu	Monterey	http://www.miis.edu/