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Item 7 of the Provisional Agenda

**REPORT TO IAMLADP 2010
WORKING GROUP ON TRAINING**

According to the decision of IAMLADP 2009, the following is agreed:

The Working Group on Training, established in 2001, is mandated by the IAMLADP 2009 to take forward its work in the agreed areas and to report to IAMLADP 2010 on results.

MANDATE

To coordinate and oversee the work of its Task Forces and the Universities Contact Group

Permanent members of Working Group on Training:

Chair: Mr Brian Fox, DG Interpretation, European Commission

Ms Helen Campbell, DG Interpretation, European Commission

Ms Ruth Griffiths, ICRC

Mr Robin Halle, WTO

Mr Li Zhengren, UNOG

Mr Peter McCarey, WHO

Mr Anthony Pitt, ITU

Mr René Prioux, OECD

Ms Sally Reading, UNOV

Mr Igor Shpiniov, UNHQ

METHODOLOGY

The WGT met twice: in Geneva in December 2009 at ITU and in Brussels in March 2010 at DG Interpretation, European Commission. Other exchanges were by e-mail.

BACKGROUND

1. The Working Group on Training (WGT) was set up by Noël Muylle, then Director of the DG Interpretation of the European Commission, in July 2001 at the request of IAMLADP. At the same time, DG Interpretation — together with all language services of the European institutions — was invited to become a full IAMLADP member (having previously had observer status). Since 2006, the WGT has been chaired by Brian Fox, Director of DG Interpretation.

2. The reason for setting up the WGT was the universally shared concern over the shortage of potential qualified recruits to the language and conference services of international organizations (IOs). A concerted effort has been undertaken, particularly since 2008, to redress the balance, and has paid off, though the effort needs to be continued if long-term improvement is to be achieved. Succession planning has become a major concern of all IOs and sharing plans and policies among IAMLADP members is now more crucial than ever.

3. Since 2001, the WGT has reported to IAMLADP each year on its activities. It began by taking stock of the situation of language and conference staff of the five professions; translation, editing, précis-writing, proofreading and interpreting. Its findings showed a wide gap between training and professional skills and needs.

4. The WGT was subsequently mandated by IAMLADP to turn its attention to other issues of general concern, with the emphasis on low-cost, practical projects and shared in-house expertise. These included staff exchanges, internships and placements, life-long learning, pooling resources, the status of the language professions, joint training ventures and cooperation with universities. For each activity a Task Force was set up with a Chair and members from different IOs, reporting to the WGT on the year's work. Task Forces whose mandate had been achieved were disbanded.

5. The WGT aims to produce good practice guides to be shared with IAMLADP members and to run joint training seminars on subjects of known interest, drawing on in-house resources where possible and always at the lowest possible cost. From 2002, the WGT has cooperated with universities and since 2006 included them in its work directly through the Universities Contact Group.

6. WGT Reports can be found on the IAMLADP website. Eight reports from 2002-2009 are posted there for reference at www.iamladp.org.

FINDINGS/ RESULTS

7. During the year 2009-2010, the WGT has monitored and guided the work of the Universities Contact Group and the Task Forces on Joint Training Ventures and the Status of the Language Professions. Each has filed a report on activities.

8. In addition to the mandates of its three bodies, the WGT was invited to establish a speakers' kit for careers events, i.e. a compendium of IO details on recruitment and working life, which it has initiated as a pilot project. Several examples of promotional and informational materials providing an overview of language careers in international organizations have been posted on the IAMLADP website, offering a useful resource for speakers from language services at careers events. The WGT also followed up its 2008-2009 survey on testing and recruitment practices and the questionnaire on translation testing methods circulated to members in March 2010.

9. In this context Sally Reading reported in writing regarding a promising initiative by a UN reviser, Anne Lafeber, based at ECLAC in Santiago de Chile, which would be of great interest and value to both universities and organizations. As part of her PhD research aimed at providing recommendations and practical guidance on recruitment testing for international organizations, Ms. Lafeber was undertaking a survey of international organizations to find out how their recruitment and testing policies and procedures were aligned with the types of knowledge and skills that they sought in translation recruits.

10. The first round of the survey, already circulated, focused on the skills and knowledge of translators, while the second round dealt with recruitment and testing procedures. Ms. Lafeber had used the good offices of the IAMLADP focal point to distribute the questionnaires and had been in touch with the WGT, through Brian Fox, to receive feedback on the drafting of the questions. Ms. Reading had asked for additional questions to be asked about remote testing, as that was potentially an area of interest for the UN, which was reviewing its recruitment and testing procedures.

11. The WGT had expressed its support for the survey, which contained an excellent analysis of translation skills and showed a profound understanding of the subject, and it hoped that, in combination with the earlier survey of recruitment and testing of translators and interpreters carried out by the WGT in 2008-2009, the present survey would contribute to improved recruitment and testing procedures in organizations, while providing university course providers with useful information about the desirable skills profile of recruits to international organizations.

The Universities Contact Group, co-chaired by Helen Campbell, DG Interpretation and Svetlana Carsten, University of Leeds

12. The UCG has 37 members: 22 language professionals from 20 organizations and 15 course leaders from 13 universities worldwide, who met once for their annual meeting in Brussels in March 2010. It has fulfilled its mandate from IAMLADP 2009. It undertook to maintain the continuing professional development (CPD) database established in 2004, a compendium of training offers by universities for IO staff. The database has been updated twice yearly with several new courses of interest to IOs and was recently circulated to IAMLADP members and posted on the website.

13. Support had been pledged to the Africa training project on an informal basis and several forms of assistance were provided by individual members, e.g. a manual on setting up and running an interpretation course and a protocol on aptitude training.

14. Salamanca University organized a third week-long seminar on legal translation in February with 25 staff from 10 organizations attending, plus three student interpreters from Bath and Leeds Universities who helped non-Spanish-speakers to follow many lectures during the week. Evaluations and proposals for future seminars were received from 20 of the participants. Funding from the Spanish Ministry and Yuste Foundation helped to make this the most highly rated seminar to date. As in previous years, the quid pro quo format applied: staff listened to lectures and gave master classes to students, according to the now well-established "Salamanca" model of professional and academic cooperation. Annexes 3 and 4 of the UCG Report give details.

15. Alexander Herzen State Pedagogical University, St. Petersburg, ran a seminar in November 2009 on the economy of the Russian Federation in the period of globalization, which was open to all IAMLADP members and attended by several translators, mainly from the UN.

16. The University of Leeds organized a week-long dual programme in April, offering workshops on English enhancement for interpreters and machine translation for translators. Of the 15 professionals signed up, only one staff translator from UNHQ managed to attend as the Icelandic volcano eruption and closure of European airspace during the week forced Leeds to cancel plans. However, Mr Kieran Burns of UNHQ was able to attend lectures on MT as planned and offered master classes to both translation and interpreting students. Leeds has offered to run the workshops next year. The feedback is set out in annex 5 to the UCG Report.

17. The inventory of HEIs offering Arabic in their translation and interpreting courses has been taken up by two UCG members, one at ECA and the other at the American University of Cairo, who have prepared a questionnaire to elicit more detailed information on the courses available. Owing to unavoidable setbacks, they were not able to circulate the questionnaire but intend to do so and to provide some conclusions by the next UCG annual meeting.

18. Technologies used in training have come on by leaps and bounds in the recent past, with YouTube, Facebook and Twitter all being used by organizations to circulate language careers information to a wider audience. The European Institutions Interpretation DGs have developed a speech repository with 1300 speeches in all EU languages as well as Turkish and soon Russian. Students record their performance and send the recording to their teacher. The same applies to virtual classes – multilateral or bilateral – which allow staff interpreters to assess the performance of students in different universities via videoconference.

19. Awareness-raising, attending careers events and major language fairs as well as internships and outreach assistance to universities are recognized by all IOs as a vital part of the drive to ensure effective succession planning. The UN has signed many memorandums of understanding with universities worldwide and has stepped up efforts to offer students work experience and to send its staff to sit on exam juries and offer master classes. EU and UN have attended many events to talk to students about careers in language services, with the result that there has been a marked increase in applications for vacancies.

20. The UCG has thus completed its mandated work. The report is issued separately with six annexes.

Task Force on Joint Training Ventures, chaired by Tony Pitt ITU

21. For 2009-2010 the Task Force was mandated “*to continue to implement existing and new joint training ventures in accordance with the JTV schedule*”.

22. The Task Force has completed its mandate by running six JTVs since IAMLADP 2009 with two more announced for June 2010. Two of these were new offerings: ‘*Outils pour la gestion de traducteurs externes*’ and ‘Web editing, translation and localization’. Both have proved successful. A further new seminar entitled ‘Quality Action Programme’ is planned for June by DG Translation of the European Commission.

23. Among the JTVs already tried, tested and requested were ‘Best practices in translation revision’, run by the Centre de Traduction (CdT) and hosted once by the European Economic and Social Committee and the Committee of the Regions in Brussels in November 2009, attended by 22 staff. A second session was hosted by UNOV in Vienna in January 2010 with 24 participants. Feedback was positive and practical suggestions offered for future seminars. A third session was held in Geneva in February, co-hosted by ILO, which provided the facilities, and WTO, which defrayed the trainers’ mission costs, with the same positive feedback from 25 participants.

24. The third CdT Revision seminar was held back to back — to reduce costs for those attending both — with the seminar on ‘Managing quality in translation services’ hosted by ILO, which also defrayed the costs for the trainer René Prioux, the author of the module. 40 staff attended. Feedback was very positive.

25. Several new JTVs are announced for 2010, 2011 and beyond, including one on ‘Editing in the European Commission and elsewhere’ to be run by DG Translation (EC) and hosted by the ECB in Frankfurt on 25 June 2010 and ‘Interpreting in the legal field’, scheduled for 15 and 16 October at the Council of Europe in Strasbourg and run by tutors from the European Court of Human Rights.

26. JIAMCATT has also proposed sponsoring two JTVs entitled ‘Towards a collaborative management of terminology resources’, offered by FAO, and ‘CAT: myths and realities’, offered by UNOG, a description of which is given on the IAMLADP web page.

27. More JTVs are in the pipeline, e.g. on conference management, performance management, conference organization, translation in the field of criminal law, techniques de revision and training for linguists in financial institutions.

28. The JTV Report gives details of past, ongoing and planned ventures, summed up in a table in annex 1 and a list of all past IAMLADP ventures in annex 2. Experience has again shown that these training ventures are feasible and easy to implement, offering advantages over other forms of training, particularly in terms of the quality and credibility of the trainers, high cost-effectiveness and the much praised element of sharing practices among different organisations.

29. After five years of JTV activity the cumulative indicators show that at the end of May 2010 a total of 30 JTVs have been run for 856 participants from over 30 organizations at an average cost of 25€ per capita. The Chair of the Task Force has set all the machinery in motion and trusts that a successor will be found to take over this task.

Task Force on the Status of the Language Professions, chaired by Ruth Griffiths, ICRC

30. In accordance with the mandate from IAMLADP 2009, the Task Force conducted a survey among the language services of IAMLADP member organizations to test a number of hypotheses as to possible links between management structure and status.

31. Over 30 organisations took part in the survey, which elicited both quantitative and qualitative data. While not conclusive, the results suggest a number of areas for further research. Of particular interest are:

- Possible links between lateral mobility and status
- Possible links between budget and charging structures and status (including the ‘sole provider’ issue)
- Possible links between recruitment requirements (e.g. specific professional training and specialist knowledge) and status
- Possible links between outsourcing and status

32. The Task Force proposes that these questions be integrated into the mandates of other IAMLADP Task Forces to the extent that IAMLADP 2010 deems appropriate. They could be put to the UCG as suggestions for postgraduate research.

33. The Task Force also continued to collect satisfaction surveys and outreach materials to be made available on its section of the IAMLADP website.

34. The Task Force has completed its mandate.

RECOMMENDATIONS TO IAMLADP 2010

35. On behalf of the Universities Contact Group and the two Task Forces under its guidance, the Working Group on Training recommends that IAMLADP 2010:

- Maintain the UCG, taking note of its achievements, and encourage members to make use of the training offers in the CPD database posted in the website, place on record its gratitude to Salamanca University for hosting the seminar on legal translation and to Leeds University for holding the workshop on machine translation under difficult circumstances, and urge members to send staff members to future seminars and workshops
- Take note of the awareness-raising efforts of all the international organizations and encourage them to continue to be represented at careers events and extend outreach to universities
- Maintain the Task Force on Joint Training Ventures and take note of its achievements, placing on record its gratitude to those host organizations mentioned in the Task Force report and paying tribute to the quality and expertise of the trainers
- Take note of the interesting results of the survey by the Task Force on Status of the Language Professions and continue to study some of the hypotheses
- Set up a task force, in the appropriate working group, on benchmarking data
- Take note of the pilot project for a speakers' kit and encourage members to cooperate in further elaborating the tool for information campaigns
- Take note of the questionnaire and report on testing and recruitment with a view to drawing conclusions and sharing these with universities
- Recall the benefits of staff exchanges and student placements and urge members to implement both schemes

PROPOSED FOLLOW-UP

36. The Working Group on Training seeks the guidance of IAMLADP with respect to the following proposals for action in 2010-2011:

- *Within the Universities Contact Group, to maintain and supplement the CPD database, which will be posted on the IAMLADP website and periodically disseminated by WGT to focal points*
- *Continue, replicate and report on specific joint IO/university training activities, based on the existing UCG models or any other effective model*
- *Continue to support activities to raise awareness of the language professions, in the different member countries and across the language spread, having regard to identified shortages and succession planning issues*
- *Analyse the responses to the survey of universities offering training in Arabic, with a view to identifying existing courses and/or opportunities for the development of future courses for the training of Arabic interpreters/translators*
- *Continue providing support and inputs to the African training project in response to needs and opportunities identified by the project authorities*
- *In the Task Force on Joint Training Ventures, that the mandate be followed to continue to implement the schedule set out in annex 1 to the Task Force report*

- *That members be encouraged to pass on to the JTV Chair suggestions for future topics and consider hosting ventures, developing course material and providing trainers within their expertise and resources*
- *That a candidate to succeed the current Task Force Chair be identified*
- *In the Task Force on Status of the Language Professions, that the results of the survey and hypotheses emerging from it be examined further in appropriate IAMLADP bodies and that avenues for further research to be shared with the Universities Contact Group*
- *That succession planning and awareness-raising be taken up as a future mandate*
- *That a Task Force be set up in an appropriate working group to collect benchmarking data*
- *That the results of the survey on testing and recruitment be widely circulated to IAMLADP and further studied with a view to sharing them with universities*
- *That the speakers' kit be regularly updated and circulated to members*