

Annex 6

Report on Meeting of the Universities' Contact Group of the IAMLADP Working Group on Training at CCAB, Brussels, May 10 2007

**Chair: Helen Campbell DG Interpretation
with Svetlana Carsten University of Leeds, co-chair**

Participants:

Jacolyn Harmer, Monterey; Hildegard Vermeiren, Ghent; Clare Donovan ESIT (morning); Claudia General, Zurich; Elena Kidd, Bath; Tanya Kostadinova, Sofia; Galina Elizarova, St Petersburg; Agata Komorowska, Krakow; Daniel Toudic, Rennes; Jesus Baigorri, Salamanca; Anthony Pitt, ITU; René Prioux OECD; Angeliki Petrits, DGT; Tania Chauvet, UNOG; Robin Halle, WTO; Martin Wooding, EP, afternoon.

Apologies: Anca Greere, Babes-Bolyai Cluj, Laura Lopez, ECLAC, Chile, Sally Reading, UN Vienna, Steve Odera and Guanrong Shen UN Nairobi; Ruth Griffiths ICRC

Items 1-3

Agenda, absences, introduction to UCG

1. The draft agenda was approved and apologies were noted. The Chair and co-chair welcomed participants and expressed pleasure that so many had been able to attend. The Chair gave a brief account of the short history of the UCG, its origins as the former Standing Committee and how it fitted into the structure of IAMLADP, its "parent" body being the Working Group on Training (one of the three WGs) chaired by Brian Fox of DG SCIC. As could be seen from background papers in the participants' meeting files, in 2001, IAMLADP had invited SCIC to become a full member (previously it had observer status) and asked its representative, then SCIC Director Noel Muylle, to set up and lead a WG on Training, mainly because of SCIC's strong reputation in the field of training and also because members were concerned at the lack of good candidates with the qualities, training and languages required, being recruited by IOs. In the foreseeable future, a serious shortfall in language staff was predictable – and this had been borne out by the facts.

2. At last year's Annual IAMLADP Meeting, the Chair had reported to the WGT and to IAMLADP on the disappointing outcome of the Standing Committee. With co-chair Steve Slade, Ms Campbell had proposed that a new body, the UCG take its place with a short, practical mandate to elicit feedback on alleged shortages of certain languages in IOs and universities and to compile information on CPD courses offered by universities and needed by IOs. This had been accepted and the call for volunteers to join, sent to universities on SCIC's mailing list and to IAMLADP members had resulted in an ideal mix of 50% IOs (16) and 50% universities (15), in themselves providing a representative spread in geographical and organizational terms. Furthermore, the new lean, mean UCG included four WGT members. Tribute was paid to Steve Slade for his input and particularly on his wise choice of timing in sending out the questionnaires – February, the only (relatively) quiet time for universities! Given the unexpectedly large number of responses, the strategy had worked.

3. Participants introduced themselves briefly. See Annex A
The meeting was asked to bear in mind throughout, that by close of play, a proposal for a new UCG mandate should be on the table, to present to the WGT and through it, to IAMLADP at the June Annual Meeting at UN Geneva, this year's host. Under AOB **Robin Halle (WTO)** proposed that a

short time be devoted to looking at the discrepancy between university training and "the real world". This was agreed.

4. *Item 4*

Results of Questionnaire Mandate 1 on CPD Courses for language professionals run by universities.

The Chair introduced the item asking each university in turn to comment on their offers, as indicated in the table of results circulated.

Aside from the 23 responses (now 24) from universities in Europe, the US and China, a special mention had to be made of the four from Latin American universities/associations, elicited by the tireless efforts of **Laura Lopez of ECLAC** who had also compiled the first ever list of all centre teaching translation and interpreting in South America, a feat for which she deserved thanks and praise.

5. **Claire Donovan** for **ESIT** commented on short courses on offer, including précis-writing and CAT tools for translators and training for trainers for interpreters. They were ready to tailor courses to suit IO specific needs "en principe" and were often asked to run courses (i.a. for Ministries), usually of around two months, e.g. in consecutive, for a translator called on to do some interpreting, or someone wishing to switch from translation to interpreting. **Daniel Toudic** for **Rennes** mentioned their courses for freelance translators, such as localization and CAT, useful for IOs who recruit so many external staff. Rennes too, would be ready to offer more if asked.

6. **Claudia General** for **Winterthur (Zurich)** added that their university offered voice coaching and legal translation (German/English) and had been asked by the EP to run a summer course in German as a B language, though it had finally been judged too expensive. Zurich cooperates with the Swiss authorities teaching consecutive skills.

7. In Spain, **Salamanca** was leading the field in CPD courses for professional linguists. **Jesus Baigorri** had given a lecture to DG SCIC interpreters and had run many courses and seminars for UN language staff e.g. on legal translation. In this connection, work of another WGT body, **the Task Force on Joint Training Ventures** chaired by **Tony Pitt** ITU could benefit from the expertise on offer in Salamanca by organising training on a IAMLADP-wide basis, rather than just for one IO. This would be in the spirit of IAMLADP, i.e. sharing expertise, pooling resources and keeping costs low.

8. Salamanca would be ready to offer more, e.g. specially structured course serving interests on both sides. For example, an UNHQ terminologist had spent a sabbatical in Salamanca doing research on the environment, free of charge, with her "desk" supplied. Courses could be offered by such staff members and similar informal arrangements could be organized, such as English language interpreters adding or enhancing their Spanish who could give classes; no money changes hands but both sides benefit. Spanish language courses for diplomats are run (e.g. for the UK Embassy) and highly recommended students from Salamanca are sent to IOs on internships, to replace staff on leave. Some, former WTO interns, had joined the WTO staff, in itself a success story.

9. The point was made that in any university environment (Salamanca being a good example, with its 800 years of history) there was a wealth of knowledge in all departments such as Law, Economics etc, which translation and interpretation courses could take advantage of. Such co-operation ought to be the rule. The 'Facultad de Traducción y Documentación' combines both translation & interpreting with documentation and library sciences; the other part of this institution would also be ready to cooperate in the management of files,

10. **Bath**, as **Elena Kidd** explained, offered law training for translators and courses on how to set up a business, geared to working on the free market, admittedly, but useful in a general context bearing in mind that IOs used so many freelance staff. Co-chair **Svetlana Carsten, for Leeds**, commented on the translation department's courses on offer, on IT tools, project management and placement possibilities for students, in particular with Russian. Professional interpreters could attend courses at Leeds (a letter of protocol provided the necessary legal basis), with a concrete example quoted of five Chinese interpreters from UNOG who had just completed, with good results, an English enhancement course to improve their "retour".

11. Interpreters working into Arabic and Chinese with passive C English could usefully upgrade their C to a B language, much in need at present and in future. The shortage of English A was raised briefly (before being dealt with under item 5) with several members endorsing the rumours that on the private market, the English "retour" was practically de rigueur if you wanted to work and that such interpreters with English B looked set to eradicate the need for English mother tongue professionals in future!

12. **Galina Elizarova from Alexander Herzen State Pedagogical University, St Petersburg**, said that Russia was lagging behind and had not yet much to offer. However, her account of several professionals who had attended Herzen courses to improve/upgrade their Russian (from UN and SCIC) who provided training to the students there, demonstrated that this exchange of expertise and knowledge was the way to go. The professionals' Russian improved, the students benefited from professional master classes they gave, and since Herzen even provided accommodation to visiting staff, almost no cost was involved. The arrangement would continue if there was interest. Participants confirmed this and particularly the need for Russian.

13. Claudia General (Zurich) and **Hildegard Vermeiren from Ghent** pointed out that courses in German and Dutch respectively were available, in Zurich for diplomats and in legal matters through links to the Court, and in Ghent, for interpreters studying Dutch as a foreign language.

14. Another issue raised by Jesus Baigorri, was translation of websites, currently proving something of a problem in IOs, (rapid change, volume of material to translate and lack of staff to handle it). Salamanca students did the work for the UN for free, supervised by teachers. Two teams worked on this project, even creating material, as well as translating, for which compensation was offered in the form of a few UN placements for the best performers. UNAIDS had benefited from this system and the Spanish Cooperation Agency even offered some funding for the project, since it was considered to be a good example of best practice. The supervision and revision was done by Salamanca and DPI. The quality of the work had even been commented on in the Rio Group and quoted by the Secretary-General Kofi Annan. Mr Baigorri replied to a question put by René Prioux of OECD that most of the work was English into Spanish though there may well be a possibility of French into Spanish into French.

15. **Krakow** University in Poland, said **Agata Komorowska**, continued to offer CPD short courses of 10-20 hours – perfect for professionals to attend – on several subjects, e.g. on CAT and court interpreting for interpreters. Language courses were also offered and visiting professional linguists there to learn/enhance Polish could attend courses in Polish history and culture, an important component to any language learning. More could be offered.

16 **Tanya Kostadinova from Sofia** mentioned their Bulgarian language teaching (for professionals), training for trainers and B language enhancement, especially in English and French. **Cluj** University in Romania, represented in the UCG but not present at the meeting, also offered enhancement courses for Romanian and trained professional interpreters and translators, cooperating with Rennes University, Daniel Toudic pointed out.

17. **International Organizations commented on CPD, offers from universities and their own needs, as indicated in the tables.**

Brian Fox, WGT Chair, joined the meeting briefly in the afternoon, to welcome participants and to remind everyone of the fate of the former "comatose" SC which had been disbanded owing to lack of interest, input, ideas or substance. The newly revamped and now active UCG (thanks to the efforts of the Chair) was the last chance for this venture; it would have to prove its usefulness to IAMLADP if it was to continue. It looked set to be far more productive than its predecessor and given the huge potential round the table today, had every chance of creating real momentum and producing tangible results through close cooperation from which both IOs and universities could benefit. It was crucial, particularly in the current environment, to explain and inform.

18. Robin Halle of WTO recalled the last SC meeting and Steve Slade's criticism of the lack of a clear message coming from IOs on their foreseeable needs. Now things were clear, needs had been stated (and indicated in the table) and universities had laid out their wares and indicated what they could offer in future. WTO accepted students from Bath and Leeds on placements, some of whom subsequently joined the staff. Tania Chauvet of UNOG felt that refresher courses in Russian would be useful for interpreters and Ms Elizarova responded that Herzen was willing to cooperate. Ms Chauvet bemoaned the meagre results from the now frequent (six monthly) Open Competitions run (at great expense) by the UN, even incurring re-sits for borderline failures. Few had passed and new staff was urgently needed.

19. Jesus Baigorri added that refresher courses in Russian were indeed necessary, but for senior interpreters almost more than juniors, since language in Russia had changed so much since the end of the Soviet Union that current spoken Russian, especially among the young, was becoming something of a mystery to the older staff. With English taking over, learning and enhancing other languages was becoming increasingly difficult.

20. René Prioux felt that the main concern in OECD, was quality, or rather, lack of it in the light of the marked increase in outsourcing. Robin Halle agreed with him. Ten years ago 10% of work was revised, now 25%, with 50-60% outsourced. The problem was one of basic accuracy. Translators earned good rates on the private market so were less inclined to work for IOs whose "culture", terminology, style etc they were unfamiliar with. Masses of work now had to be revised in-house, which cancelled out any cost cuts. Translators on short term contracts produced better quality because they acquired knowledge of the organization and its culture but many externals left much to be desired. One solution was to run more one-day seminars for externals on how the OECD worked, what it did etc. One, attended by around 100, had led to improved quality. Staff in-house training was all very well but with so many externals now doing the job, it should be addressing them as well. Clearly, any 'flagship' IO publication had to be properly translated and revised, in OECD, the job of an External manager. Any important document translated by a freelance had to be revised and feedback given to the translator. Two Open Competitions had been run this year for French and German with funding from the German Government.

21. A subject discussed at a recent CIUTI forum in Geneva was the possible setting up of a special translation course on international organizations. Reactions from IO staff so far had been fairly definitely against, as such a course was deemed far too narrow. However many, including Mr Prioux, favoured a module on IOs as part of a good, solid and broad-based translation course. IO staff ought to be out teaching in translation and interpretation courses, and indeed, many were doing so.

22. Ms Vermeiren suggested that another way of getting the message over to students, on 'company culture' was to write a book about it, or, why not have a student take the subject as a research project which could interest many others too?

23. Tony Pitt raised the question who should be asking what of whom? Mr Prioux, SCIC and others *were* visiting universities, offering master classes, lectures, attending careers events etc. It might be interesting to widen the issue to make it a IAMLADP wide one, to see what was needed, what could feasibly be done in practical terms and whether a common tool could be developed. This could be proposed to IAMLADP as part of a future UCG mandate, i.e. develop material and replicate it as a joint venture.

24. Ms General said that Zurich ran courses on international organizations, also on interpreting for television, and that chief interpreters were invited to attend classes to see students working and provide feedback. Mr Toudic felt that teaching students who may work later for an IO, about how such bodies operated and what standards they required for candidates, was a necessary part of any bona fide translation/interpreting course, run, of course, only by experienced translator trainers. This point was made by several participants. Mr Baigorri agreed, adding that you needed to know, as well as languages, the language of the organization ("onusien" etc). In this respect, DVD recordings and web-casting could help broadcast information as widely as possible.

25. Internships would be welcomed by all universities, since they clearly provided a response to many of the problems mentioned. The Chair mentioned that SCIC offered a lot, e.g. 700 interpreter days of training to universities all over the EU (and elsewhere) in the form of qualified trainers, who gave professional guidance, also on the EU Institutions and their 'culture'. In addition, 600 interpreting students visited SCIC and EP every year for three day visits, which though short, gave a first feel for the working environment. Such initiatives did not cost much but were highly motivating and appreciated. Other IOs could do the same even if on a smaller scale.

26. **Angeliki Petrits (DGT)** referred to the 'stage' offered by DGT as well as four-week unpaid placements. Students translate and are revised by senior staff. Most documents were drafted by non-native speakers in English (72%), French (14%) German (2.8%), the Commission's working languages, and subsequently translated into the other 20 languages. DGT is involved in a major project to spearhead a European Masters in Translation as SCIC had done with EMCI. DGT's view was that a specific IO translating course was not useful, since highly qualified translators could be employed anywhere in the market. Translators needed also to be trained in a number of skills, e.g. editing and revision, rapidly becoming a major part of the translator's job, including a reviser coaching element. Training for trainers was an integral part of the EMT project.

27. DGT's main need was for out of and into English and French (to be taken up under item 5). It offered, as well as the placements and traineeships mentioned, the Visiting Translators (VTS), staff sent on mission to member states and other countries, on immersion courses where they give talks, teaching etc to students.

28. Jacolyn Harmer of Monterey put in a plea for e-learning, particularly important for her university situated so far from most others. The American Association of Translators in San Francisco held an event every year and were interested to have input from IOs. Talks such as Mr Prioux's would be welcome and could be provided by web-streaming/DVD etc.

29. It was noted that many items on the university "wish-list" did in fact exist, internships, help to young translators/interpreters in one way or another, talks to students including at careers events, where, then were the remaining problems, aside from the obvious one of lack of funds? One crucial point was that translation and interpreting studies had in all cases to be taught by professionals with experience and that this was non-negotiable, though some universities were unwilling or unable to apply the rule, for cost reasons or because they had still not grasped the message.

30. Mr Pitt took note of the welcome initiatives and said that it was important that participants keep them in mind when returning to their offices despite the competing, urgent tasks they faced. In summing up his conclusions, he noted that i) the UCG appeared to be a more productive mechanism than the SC and ii) that the central theme was about building 'relationships' between employing and organizations and universities. On both sides, the constraints were the same, driven by budgetary imperatives, and the tendency to have to "deal with the urgent before the important" leaving the latter permanently shelved.

31. It was clear that demand and supply were there, much of it matching. The obstacles to be overcome could be summed up as:

- Courses need to be taught by professionals only, but practising translators and interpreters, could be expensive
- Budget is a major limitation on both sides
- Organizations share common concerns but big differences in size mean that large IOs can run cost-effective training, smaller ones less easily
- IO needs are often specific and so they tend to seek 'customized packages'

32. Possible solutions to these obstacles might be, (as part of next year's proposed mandate to IAMLADP)

- Organize training on a IAMLADP-wide JTV basis to address common needs and reduce costs. This would mean shared costs, for short courses in universities including smaller organizations to achieve a 'critical mass' to make it feasible for a university to develop and run the project. A further advantage of involving several IOs in such a project is that they share their different experiences with the university. Salamanca has pioneered the way for legal translation, a subject for which demand exists, so this might be a good track to start with.
- Exchange services in the Herzen/UN/SCIC model, whereby, IO staff get language training from a university in return for providing professional training/talks for students
- Research projects in universities on subjects of interest to IOs, for instance in cooperation with the Psychology Dept – "cognitive processes in interpreting"
- A course in editing is on several IO wish-lists; a short 1-2 day course for translators called on to edit part-time or full-time would fulfil a need and if organized under the IAMLADP banner, would be classified as a joint training venture and avoid the complication of tendering.

33. *Item 5*

Results of Questionnaire Mandate 2, language shortages

Since all participants had received the four tables, summarizing the results of the questionnaires, and given the lack of time, the Chair decided that no introductory summary was needed for this item and the floor was open to all for discussion. She observed that some shortages had emerged so clearly that there could no longer be any doubt as to their real existence, English mother tongue first, followed by Arabic, with English and French and Chinese, also with English and French, as well as passive Russian. New EU languages like Maltese, were still in short supply but this had been anticipated and was being systematically remedied with training initiatives.

34. A Chinese UCG member (**Wang Lidi, Beijing**) had responded to the questionnaire but distance had prevented him from attending the meeting. The Arabic speaking world was not represented, but a recent UN initiative might help to fill this gap. A meeting had recently been organized in Beirut by ESCWA (The UN Economic and Social Commission for Western Asia) to discuss setting up a Centre for the Arabic Language which, if it went ahead, intended to fulfil many functions, including setting up a data base of Arabic speaking translators and interpreters and universities training linguists in the Arabic speaking world. Steve Marshall of ILO had attended on behalf of several Geneva-based IOs, and had stressed the importance of developing more Arabic language staff. A contact in a university in the Arabic speaking world would be a good addition to the UCG.

35. The Chair gave a brief account of last November's high level UN/SCIC mission to Monterey and Georgetown universities, with the latter, the aim being to push for a re-introduction of its defunct interpreting course. The outcome was positive and promising. At the same time, Monterey, ESIT and ETI were applying for Commission (EAC) funding for a US/EU consortium under the Atlantis Programme which, if it were successful, would pave the way for transatlantic cooperation and in particular, address the chronic shortage of English speaking linguists. Ms Carsten encouraged lobbying the UK Government to bring back the bursaries previously granted for translation and interpreting studies for Bath and Bradford but which were stopped in the mid nineties, another nail in the coffin of language learning and vocational training for careers with languages.

36. Russian (passive) shortages were also flagged as a growing problem for IOs and universities, with Russian departments closing down, due to lack of teachers. Russian translators and interpreters, however, were not in short supply, and a new generation had been trained to fill IOs' needs for the moment. The UN Duty Stations had different perceptions with UNOG having slightly more difficulty recruiting Russian speakers than UNHQ.

37. Editing from poor English was a major challenge with so much being drafted by non native speakers. Virtually everything has to exist in English (of some kind) and needs translating into the other languages, as is reflected in the size of language units e.g. in WTO with 3 English translators to 23 French and 20 Spanish, similarly at ITU with 4, 10 and 11 respectively.

38. On the quality gap, the size of an IO and its language services made a difference; where training was an obvious remedy, the budget was usually lacking. Mr Pitt wondered whether IOs could predict what their needs would be in the next five or ten years, but it was pointed out that this (hefty task) had already been undertaken before (including in the first WGT's questionnaire in 2002), and was almost never an accurate diagnosis of future trends since political whims could completely upset predictions overnight. This had happened in certain member states whose requests for interpretation in Council meetings was suddenly halved, thereby effectively making many interpreters and one university course virtually redundant. Politics was unpredictable and sometimes universities and linguists were the casualties. Hence the need to view predictions with extreme caution.

39. Several members mentioned the need for future professionals to focus on the basics, i.e. mastering two or three languages, even common ones, plus professional techniques, since learning more languages (including "exotic" ones in demand) could come later. Training should therefore concentrate first on acquiring the skills and competences. In several universities e.g. Leeds, students could take a language ab initio (in addition to their, usually two, foreign working languages), thereby gaining a grounding early on, to be consolidated later.

40. Jesus Baigorri referred to Commissioner Orban's recent statement on multilingualism, in particular on shortages of minority languages and the need to assist training in community and court interpretation, so far excluded from IOs' fields of interest but in future likely to become a central item. The Chair agreed that public service interpreting was indeed on the agenda and that IOs and universities should be prepared. Many interests were at stake, such as an increasing number of immigrants with little or no knowledge of the host country's language, trying to communicate with schools, doctors and authorities, but also big trading partners also came into the picture. New profiles would soon be needed.

41. *Item 6*

The mandate for 2007-2008

The Chair reminded participants that the mandate had to be agreed for next year by close of play. Both mandates needed a follow-up, preferably with clear ideas about how to overcome the problems identified in the questionnaires. For mandate 1 on CPD courses, needs had been identified and several clear proposals put forward in paragraph 33 under item 4 above.

Shortages of certain languages and combinations had now been clearly identified, English, Arabic, Chinese, passive Russian, rare languages like Maltese and Serbian, as well as several "new" EU languages. Remedial steps were being taken, like the Commission Action Plan to promote language learning and careers with languages and Lord Dearing's Report. The following joint initiatives would be proposed to IAMLADP for a UCG mandate for 2007-2008:-

- An awareness-raising campaign for careers with languages, targeting careers events, talks to students, teachers and school leavers, e.g. using structures already in place, such as DGT's field officers – to be supported actively by all members
- To follow closely and support projects designed to overcome the English language shortage, e.g. the UK initiative aimed at increasing participation in language study in higher education and the EU/US/UN joint cooperation project between the USA and the EU. Results to be discussed among members and reported on to IAMLADP 2008
- To follow developments in the UN/ESCWA proposed Centre for Arabic and try to include a university from an Arabic-speaking country in the UCG
- To cooperate with the JTV task force in seeking possible cost-effective ways of matching training supply and demand.

42. *Item 7 AOB*

Robin Halle expressed serious concern over the shortcomings of many young translators coming straight from university courses to IOs. In particular, he stressed the technical as opposed to literary nature of much IO translation, and the absolute need for accuracy, e.g. in getting basic items like dates and figures right. They were often ill-equipped to manage real world needs, preferring to spend time over producing a literary masterpiece rather than the required number of pages on more mundane subject matter. This was something universities could well give guidance on and where visiting professional trainers could have a positive influence.

43. Some students had an attitude problem, took criticism badly, even refusing to translate "imperfect" texts; many frequently misunderstood and misrepresented the register of a speech or text. The remedy was training more geared to the real world of a professional translator or interpreter.

44. Tony Pitt agreed and underlined the important role of translation and interpreting courses in bridging the gap between, say, translating Proust at Oxford and then having to deal with bovine classification in the EU. The gap could be further narrowed by giving students more examples of real texts, in less than perfect, grammatical English.

45. In closing the meeting at 18.00, the Chair thanked the co-chair for taking over the task in mid stream and for all the support and input received by members during the year and at the meeting. Participants expressed their appreciation of the Chairs' work and encouraged Ms Campbell to continue circulating information and issuing frequent reminders where necessary.

46. The WGT's Annual Report IAMLADP (including the UCG report) would be drafted in the next two weeks and circulated, as would this UCG meeting report, for comments. Members agreed that an annual meeting back to back with the SCIC Universities Conference was ideal.

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Annex to Report of Meeting of IAMLADP WGT UCG Meeting in Brussels May 10 2007

Participants' introductions and additional comments given at the start of the morning and afternoon sessions respectively
Universities (morning)

Hildegard Vermeiren, course leader at Ghent University, Translation Studies also speaking on behalf of eight other Belgian schools offering translation and interpreting studies, teaches and also interprets between Dutch and Spanish.

Galina Elizarova, Alexander Herzen State Pedagogical University of Russia, St Petersburg, representing her own university. In Russia, where there is much to learn.

Elena Kidd, University of Bath, has replaced Steve Slade, former UCG co-chair, and is in charge of translation and interpreting departments, a post she has recently taken up.

Jesus Baigorri, Salamanca University, a former UN interpreter who joined the university in 1999 has been active in all areas of cooperation between IO employers and training courses. He is now considering training court and community interpreters as well as translators and conference interpreters and has run many CPD courses for professionals, mainly UN staff.

Tanya Kostadinova, Sofia University School for interpreters, joined the university three years ago as course leader in the department for English and American Studies. A new translation programme will be introduced next year with Bulgarian plus either English or French.

Clare Donovan, ESIT, Sorbonne University, is a leading member and co-founder of the EMCI. ESIT offers two separate programmes in interpreting and translation respectively.

Daniel Toudic of Rennes University is an ELC member, in UCG representing his university only. Most of Rennes graduates work on the private market, languages are French and English but there are plans to set up Masters in other languages, e.g. Arabic, Chinese, Japanese, Russian.

Agata Komorowska from The Jagellonian University of Krakow, replacing UCG member Ms Tabakowska. Krakow offers interpreting and translation courses, with Spanish, Italian, Russian and Dutch as well as English and French.

Jacolyn Harmer, Monterey MIIS, representing Dean Chuanyun Bao is Head of the German Dept. MIIS offers i.a. interpreting and translation in Chinese, Korean, Japanese, Arabic, French, Spanish, German and English plus, for CPD, training for trainers, refresher courses, English language enhancement and can do more if there is interest.

Claudia General, Zürcher Hochschule Winterthur is an interpreting graduate from Heidelberg. Zürich runs a post-graduate programme for German As with three Cs. There is an interest in training with Arabic and Chinese as well as Serbian and Croatian but it is hard to find the staff for these languages.

Svetlana Carsten, University of Leeds and co-chair represents both the interpreting department which she heads and the translation one and circulates all information to the PLUG (UK universities group) members too.

International Organizations (afternoon)

Angeliki Petrits, DGT organized the first DGT Universities Conference in 2006 and is a leading player in DGT's project to launch a Masters in Translation. DGT has shortages of Baltic languages and Maltese in particular.

Robin Halle, is senior English translator at WTO, which works in three languages, English, French and Spanish, so far without shortages, a unique situation among IOs.

Tania Chauvet, UN Geneva is Chief Interpreter and one of the biggest employers of interpreters, suffering currently from a serious shortage of recruits. English A, French A, Russian passive, Chinese and Arabic were flagged. In the next 5-10 years, 250 UN interpreters will retire.

René Prioux of OECD is Head of Translation, formerly a staff translator with SDT (now DGT) in the European Commission and teacher of translation at ESIT for fifteen years. French and English are the official languages.

Of the 60 staff translators, most work into English or from English into French. Other combinations include French/English with Spanish and German i.a. the new Mexican Secretary General having upped the need for Spanish. In 1990 10% of work was outsourced, in 1995 15% in 2003 30% and 2005 40%, and this trend is set to continue.

Texts are drafted by several authors in English and French by non native speakers, requiring a major re-think in policy and particularly on maintaining quality, hence the introduction of a seminar created by Mr Prioux on "quality in translation" for in-house staff and now offered to IAMLADP members world-wide under the banner of the **WGT's Task Force on Joint Training Ventures**. The central theme here is management of translation, not just translation per se and aims to explain to translators/revisers (and managers) the implications of budgetary as well as quality issues, all in a multi-cultural environment. Twenty more translators will be needed in the next five years, to fill the places of those retiring and for which Open Competitions are planned.

7000 pages were translated last year into Chinese, Russian and Arabic; major problems exist to find professionals with the quality and expertise needed. The gap between supply and demand is large and increasing all the time.

Tony Pitt, ITU is Head of English Translation and currently Acting Director, Chief of Department. ITU is a small UN specialized agency with 800 staff in total, dealing with a specific area – telecoms, i.e. communication and developing standards for networks, also benchmarking data from IAMLADP. Training in all IOs is vital as quality issues affect all IOs and finding qualified linguists is becoming difficult. Changing needs can alter the picture overnight, e.g. the introduction of Arabic in ITU has meant major problems finding translators and interpreters with Arabic.