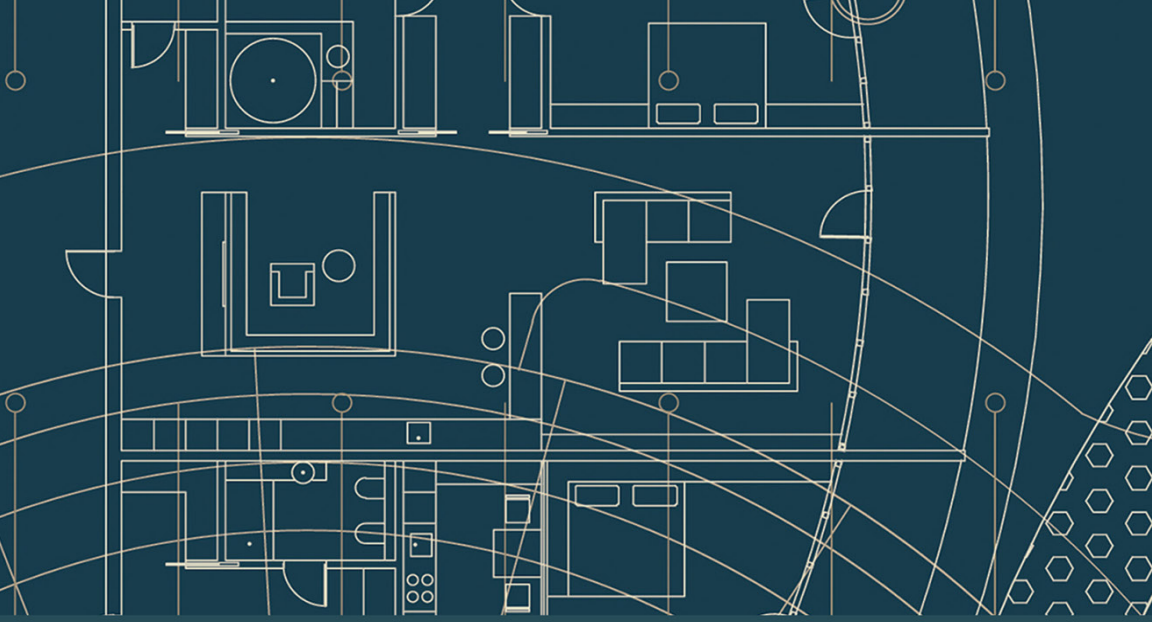
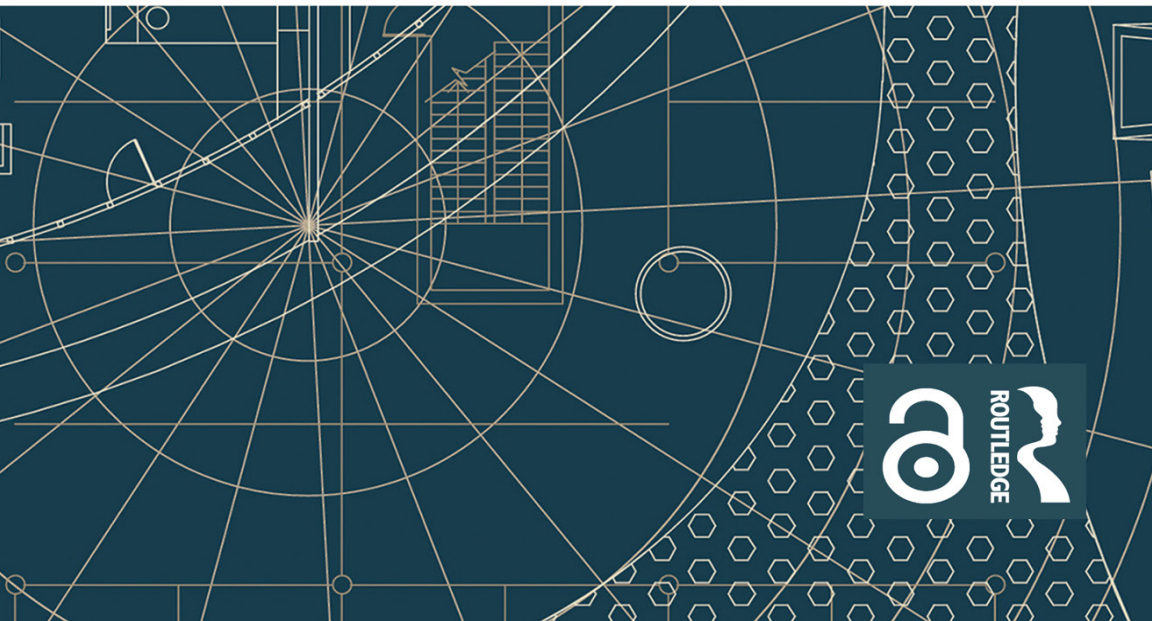


Routledge Advances in Translation and Interpreting Studies

INSTITUTIONAL TRANSLATOR TRAINING

Edited by
Tomáš Svoboda, Łucja Biel, and Vilelmini Sosoni



With its focus on training, this volume adds a much needed and highly valuable perspective to institutional translation studies. The examples of best practice in translation competence development both at universities and the translating institutions themselves can serve as fruitful sources of inspiration. Since training practices are illustrated with a wide spectrum of institutions in diverse geographic contexts, this volume will appeal to the international community of translation trainers, researchers, professional translators and students.

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Institutional Translator Training

This collection surveys the translator training landscape in international organizations on a global scale, offering a state-of-the-art view on institutional translator training research and practical takeaways for stakeholders.

The volume's focus on training brings a unique perspective to existing research on institutional translation, which has tended to single out such themes as agency, professionalism, and quality. The book is divided into three sections, with the first outlining the competences required of institutional translators, the second exploring training practices at the university level and "on the job", for novices and professionals, across a range of settings, and the third providing a synthesis of the above. Contributions draw on findings from studies in both institutional desiderata and existing training programmes from diverse geographic contexts towards situating the discussion through a global lens. In linking together competences and training practices, the book enhances collective knowledge of institutional translation and provides valuable insights for universities and institutions that work with translators on both international and national scales.

This book will be key reading for scholars in translation studies, particularly those interested in institutional translation and translator training, as well as active professionals.

Tomáš Svoboda is researcher, university lecturer, and Director of the Institute of Translation Studies, Charles University, Czech Republic. Formerly, Tomáš worked in-house with DGT EC, Luxembourg, and as a contractor for the ECB, Germany. He is a member of the EMT board, and his numerous publications focus on Institutional Translation Studies, tools and technologies in translation, and theoretical Translation Studies.

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Institutional Translator Training

Edited by Tomáš Svoboda, Łucja Biel, and Vilelmini Sosoni

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Abbreviations list

AI	artificial intelligence
ANECA	Agencia Nacional de Evaluación de la Calidad y Acreditación
ASR	automatic speech recognition
AT	automated translation
AV	audio/video
AVT	audiovisual translation
BA	Bachelor of Arts
BDÜ	Bundesverband der Dolmetscher und Übersetzer
BFSU	Beijing Foreign Studies University
BL	Bachelor of Laws
CA	contractual agent
CAT	computer-assisted translation
CATE	computer-assisted translation environment
CATO	Competence Awareness in TranslatiOn
CATT	computer-assisted translation training
CdT	Translation Centre for the Bodies of the European Union
CEFR	Common European Framework of Reference for Languages
CEU	Council of the European Union
CFLPA	China Foreign Languages Publishing Administration
CICG	China International Communications Group
CJEU	Court of Justice of the European Union
CNCT	Directorate-General for Communications Networks, Content and Technology, the EC
COFE	Conference on the Future of Europe
CoR	European Committee of the Regions
CPD	continuing professional development
cr	credit
DD	Documentation Division
DG	directorate-general

DG LINC	Directorate-General for Logistics and Interpretation for Conferences, the EP
DG SCIC	Directorate-General for Interpretation, the EC
DG TRAD	Directorate-General for Translation, the EP
DGACM	Department for General Assembly and Conference Management, the UN
DGT	Directorate-General for Translation, the EC
DWUG	translation workflow system
EC	European Commission
ECA	European Court of Auditors
ECB	European Central Bank
ECLAC	Economic Commission for Latin America and the Caribbean
e-COST	European Centre of Specialized Translators
ECS	European Committee for Standardization
EESC	European Economic and Social Committee
EIPA	European School of Public Administration
ELIS	European Language Industry Survey
EMT	European Master's in Translation
EONR	European Organization for Nuclear Research
EP	European Parliament
EPSO	European Personnel Selection Office
ERA	Academy of European Law
ESCWA	Economic and Social Commission for Western Asia
EU	European Union
EUATC	European Association of Translation Companies
EUCO	European Council
EURAMIS	European Advanced Multilingual Information System
FIT	Fédération Internationale des Traducteurs/International Federation of Translators
FTI	Faculty of Translation and Interpreting, University of Geneva
GDFSU	Guangzhou Foreign Studies University
HR	human resources
IAMLADP	International Annual Meeting on Language Arrangements, Documentation and Publications
IATE	Interactive Terminology for Europe
ICC	International Criminal Court
ICJ	International Court of Justice
IGO	intergovernmental organization
ILTS	Industrie de la Langue et Traduction Spécialisée (language engineering and specialized translation)
INTERPOL	The International Criminal Police Organization

IO	international organization
IP	intellectual property
ISIT	Grande école de management & communication interculturels/Institute of Intercultural Management and Communication
ISO	International Organization for Standardization
IT	information technology
LIND	Language Industry Board
LMER	linear-mixed effects regression
LSP	language for special purposes
LSPs	language service providers
LSTI	Louvain School of Translation and Interpreting
LTC	language technology coordinator, DGT EC
LTS	Legal Translation Studies
MA	Master of Arts
MFF	Multiannual Financial Framework
MoU	memorandum of understanding
MQM	Multidimensional Quality Metrics
MT	machine translation
MTI	Master's programmes in translation and interpreting
NMT	neural machine translation
ODS	Official Document System
OLA	Official Languages Act
OPTIMALE	Optimising Professional Translator Training in a Multilingual Europe
PACI	Professional Accessible Community Interpreting
PACTE	Procés d'Adquisició de la Competència Traductora i Avaluació/Process of Acquisition of Translation Competence and Evaluation
PAT	pool of assessment techniques
PATT	Professional Approach to Translator Training
PCT	Patent Cooperation Treaty
PE	post-editing
PSIT	public service interpreting and translation
PST	public service translation
QA	quality assurance
SDH	deaf and hard of hearing
SISU	Shanghai International Studies University
SL	source language
SMT	statistical machine translation
SPOT	self-paced online training
SPUR	Stimuli Provided for UseRs
ST	source text
TA	temporary agent
TEF	Translating Europe Forum

TermCoord	Terminology Coordination Unit of the European Parliament
TEW	Translating Europe Workshop
TFEU	Treaty on the Functioning of the European Union
TL	target language
TM	translation memory
TRANSIUS	Centre for Legal and Institutional Translation Studies
TS	Translation Studies
TT	target text
TTR	Traduction, Terminologie, Rédaction (journal)
UAB	Universidad Autónoma de Barcelona
UCG	Universities Contact Group
UCM	Universidad Complutense de Madrid
UG	user group
UK	United Kingdom
UN	United Nations
UNC	National University of Córdoba
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNHQ	United Nations Headquarters
UNICEF	United Nations Children's Fund
UNOPS	United Nations Office for Project Services
UNTERM	United Nations Terminology Database
USA	United States of America
USSR	Union of Soviet Socialist Republics
VC	virtual classes
VTS	Visiting Translator Scheme
WGT	Working Group on Training
WHO	World Health Organization
WIPO	World Intellectual Property Organization
WIPO-LD	Language Division, World Intellectual Property Organization
WIPO-PCT	Patent Cooperation Treaty Translation Division, World Intellectual Property Organization
WMO	World Meteorological Organization
WTO	World Trade Organization

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Introduction

Institutional translation and training

Tomáš Svoboda, Łucja Biel, and Vilelmini Sosoni

Introduction

In its 15 chapters, this edited volume explores translation-related training in institutional settings on a global scale. It is divided into three parts which cover the following: (1) *Competences* expected and/or required on the part of institutional translators and surveyed by several survey exercises, (2) *Practices of translator training at university level*, and (3) actual *Practices of translator training*, i.e. continuing professional development (CPD) in institutions in different regions. As such, it constitutes a contribution to Institutional Translation Studies, a rapidly evolving sub-field of Translation Studies (TS).

Translator training is of crucial importance in all areas of translation practice. In institutional translation, though, translator training seems to be of paramount importance since this field is closely linked to a very high level of professionalism and translation is produced under very strict requirements. The recent ISO 20771:2020 standard (*Legal translation – Requirements*) (2020) bears witness to the topicality of the matter and the importance of one strand of translator training, namely the maintenance and updating of competences through CPD. Although this standard does not cover all the text types rendered by institutional translators, it does cover legal translation, which represents a substantial proportion of all texts translated in and for many institutions. Moreover, translator training, i.e. the need to maintain and update competences has become even more critical in the current technology-rich environment.

Research in institutional translator training so far

Even some 20 years back, the institutional aspect of translation was acknowledged as "a neglected factor" in TS (cf. Mason 2004, 470). Since then, though, this sub-field of TS has experienced a steep growth of interest.

Institutional translation can be defined in broad and/or narrow terms. In the wider sense, any translation that occurs in an institutional setting can be labelled institutional, with institutions that manage translation being

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referred to as "translating institutions" (Mossop 1988, Koskinen 2008). In its narrower sense, institutional translation can refer to translating in or for specific organizations and is typically associated with supranational and/or international institutions which have large translation departments, such as the European Commission (EC), the European Parliament (EP), the United Nations (UN), the World Trade Organization (WTO), etc. Institutional translation is "typically collective, anonymous and standardised" (Schäffner et al. 2014, 494), a fact that requires institutions to ensure the lexical, grammatical, and stylistic consistency of translations. Such standardization is achieved through "style guides and CAT [Computer-Assisted Translation] tools, revision procedures, and mentoring and *training arrangements*" (Schäffner et al. 2014, 494, emphasis added). Thus, standardization and training are considered as distinct and defining features of institutional translation.

While there have been a few publications singling out certain aspects of institutional translation, such as agency (Koskinen 2014), professionalism (En-nehas 2018), translation quality (Svoboda et al. 2017), and managerial practices (Prieto Ramos 2020), no synthetic publication has been available focusing on training in this research field.

Several distinct features of institutional translator training have been touched upon previously. For example, Atari and Al-Sharafi (2012) have approached the topic from the point of view of adhering to translation guidelines and style sheets and have drawn partial implications for translator training. Biel (2012) focused on legal translation and made particular reference to the contribution of parallel corpora in the training of institutional translators when she notes that "parallel corpora may be useful for the training of institutional translators to study institutional conventions" (2012, 332, footnote no. 4).

From an overview of relevant literature,[1] it is evident that institutional translator training has been an overly neglected area. Furthermore, research on translator training tends to focus on university settings, with little attention being paid to on-the-job training and CPD. This gap is striking, given the importance and scale of translation in international organizations, their rich experience in the training of their own staff, as well as the growing popularity of institutional translation in university training programmes.

Finally, for the sake of terminological clarity, it is important to note that "institutional translator training" can also be defined as translator training, which takes place in (educational) institutions, typically universities. In this volume, our understanding of "institutional translator training", though, is within the merit of the field of institutional translation, i.e. training of translators who work in or for various types of translating institutions.

Methodology and scope

The novelty of our approach lies in focusing on the human (f)actor in institutional translation and on training – not only at the university level but also

in institutions. Various aspects of human involvement, capacities, capabilities, competences, requirements, limitations, desiderata, and expectations are discussed, while training is explored from a variety of angles.

Several methodological approaches are used: quantitative, qualitative, and mixed ones. Some chapters are based on surveys which were structured and coordinated by the main editors to ensure comparability of results. One of the chapters is a process-oriented study involving cognitive methods. Quite a few chapters constitute case studies which aim to provide an overview of training approaches across various institutions. The geographical scope of the publication is global. Case studies cover regions such as Asia, Europe, as well as North and South America. The book contains examples of specific training offered by institutions to in-house translators and freelance translators as well.

Overview of the book structure

The book is divided into three parts. The *first part*, with six chapters, covers the EMT Competence Framework, the results of surveys on competences expected and/or required of translators and revisors in institutions, the role of technology, and the cognitive processes involved in translating among in-house translators, as well as the situation of contractors.

Specifically, the *first chapter* by Nicolas Froeliger, Alexandra Krause, and Leena Salmi, is entitled "Institutional translation – EMT Competence Framework and beyond" and reports on two surveys: the first one examined the skills and competences considered relevant by institutional translators, while the second examined the graduating students' own perceptions of the competences they have acquired. The first survey underlines the importance, besides the translation skill, of personal/interpersonal skills in the area of institutional translation, while the preliminary results of the second suggest that the graduating students perceive that they may still not fully master all the taught competences. The chapter also depicts the developments behind the second edition (2017) of the EMT Competence Framework.

In the *second chapter*, "Skills and knowledge required of translators in institutional settings", Anne Lafeber shares the findings of her research based on stringent methodology and highly representative data. The study is a follow-up survey of inter-governmental organizations initially conducted in 2010. On top of that, the chapter presents very interesting and pertinent implications for training, recruitment, and further research, as well as observations on subject-matter knowledge and the importance of acquiring understanding, something still inaccessible to machines.

The third chapter, "Institutional translation profiles: A comparative analysis of descriptors and requirements", contributed by Fernando Prieto Ramos and Diego Guzmán, is an empirical glimpse into key international institutions' expectations of translators' and revisers' competences through the lens of vacancy notices. This innovative mixed-method study compares

duties and requirements concerning competences, academic background, and professional experience. It identifies three profile clusters across institutions according to their job descriptors and requirements: profiles in large institutions (UN, EU), international courts' profiles and those in smaller more specialized organizations. The study, spanning 15 years (2005–2020), allows for a microdiachronic analysis of institutional expectations as described in vacancy notices, which – despite automation trends – seem to remain essentially unchanged, except for the gradual integration of translation technology.

The fourth chapter, "Institutional translator training in language and translation technologies", contributed by Tomáš Svoboda and Vilelmini Sosoni, focuses on the technology aspect of institutional translation and the way it is represented in translator training. The authors discuss the topic from several viewpoints, while they explore the role of training linked to the translation process in its broader sense and the role of CPD and up-/reskilling. The survey findings presented in the chapter highlight the evolving profile of the institutional translator and its interrelationship with technology, while confirming that training in translation technology is considered as crucial by both institutions and institutional translators.

The *fifth chapter*, "Institutional translation and the translation process: Cognitive resources, digital resources and translator training", by Kristian Tangsgaard Hvelplund, presents the findings from a process-oriented study involving translators from the European Commission's Directorate-General for Translation (DGT) and focuses on their allocation of cognitive resources during the translation processes, the types of activities performed and their use of digital resources. Screen recorded data, captured online and remotely from seven institutional in-house translators at the DGT, are analysed. The study's findings provide a unique process-oriented perspective on what competences are necessary in an institutional translation context, highlighting the need to develop specialized technological and post-editing competences.

The last chapter of the first part, *Chapter 6*, by Vilelmini Sosoni, is titled "Translating for the EU institutions: External translation service providers and training". This chapter explores the tendering procedures and the quality guidelines provided by European Union (EU) institutions in order to define the requirements for external translation services providers/contractors. Additionally, through two interviews (carried out in March 2022) with two contractors that provide translations for several EU institutions, it attempts to identify the challenges they face and the needs they have in terms of their continuous training. The findings indicate that tailored training is needed both at an academic level and at an institutional level and underscore the role of EU guidelines and style guides as well as the feedback provided by EU institutions in the form of evaluation reports.

The second part, Chapters 7 to 9, shifts focus from competences to practices of translator training at the university level by presenting institutional

translator training at universities and institutions' outreach to universities as well as a case study, illustrating said outreach.

Catherine Way and Anna Jopek-Bosiacka authored *Chapter 7*, "Institutional translation training in university settings: The current landscape", which offers a comprehensive overview of institutional translation training at the undergraduate and postgraduate levels at universities around the world. The authors demonstrate that universities prefer more general translation training with various aspects of institutional translation addressed in dedicated undergraduate modules or as part of an institutional translation postgraduate path, especially at universities linked to international organizations or based in countries which recently joined the EU. The authors argue that it is more important for universities to focus on developing skills and competences adaptable to institutional settings than focus exclusively on institutional translation.

"Institutions' outreach to and involvement with universities: How international organizations collaborate with universities in training translators", *Chapter 8* by Łucja Biel and M. Rosario Martín Ruano complements the previous chapter by analyzing how international institutions are increasingly involved in supporting university-level translator training. The occasional contacts evolved into a more regular and systematic multilateral collaboration which can be categorized into collaborative networks, internships and training placements for students, authentic translation and terminology projects, university visiting schemes and seminars, train-the-trainer, and CPD activities. These initiatives foster work-based learning, professionalization of translator training and exchange of best practices.

Chapter 9, "Value creating pedagogy in the context of institutional translation training in Argentina: A case study", by Lorena Baudo, illustrates institutional outreach to universities. It focuses on a terminology collaboration between the National University of Córdoba (UNC) and the World Intellectual Property Organization (WIPO), through which students learnt by creating value, i.e. by applying their knowledge and competences to create records for terminology users at WIPO and beyond and, how such a collaboration benefits the academic curriculum by bringing it in line with institutional requirements.

The *third part*, Chapters 10 to 15, further explores case studies, and surveys actual practices of translator training. It focuses on CPD in institutions and covers several regions, countries and institutions from around the world: from Canada, China, three EU institutions, and the UN.

Chapter 10, Brian Mossop's contribution, "Taking Canadian revision workshops to institutions abroad", focuses on revision workshops organized as part of institutional translators' CPD considering several aspects. The author focuses on reviser competences as part of the workshops and mentions how and where the workshops were applied beyond Canada, taking into consideration the workshop logistics, the topics covered, the involved types of activities, the approach taken as well as challenges that may arise.

Chapter 11, "CPD practices in China's institutional translation: A case study of the China Foreign Languages Publishing Administration", by Tao Li with Kuijuan Liu, a translation team leader of CFLPA, is based on an interview of the China Foreign Languages Publishing Administration, a national governmental translating institution with over 70 years of history. The interview offers a unique glimpse into Chinese political discourse translators' recruitment requirements, their orientation training, and various forms of continuous professional development, such as onsite and online seminars, a training platform, study visits abroad and mentoring schemes. The interview also addresses CPD adjustments due to technological developments and the COVID-19 pandemic.

In *Chapter 12*, "Translation-related CPD at the European Parliament", Valter Mavrič focuses on the transformation of translators into intercultural language professionals at the European Parliament, and on the importance as well as on the challenges of their training and CPD. He illustrates how new communication trends and text formats may require working with not only text, but also with audio and video, hence affecting the competences and skills of translators and describes the specific training provided to staff members either by in-house staff or by external specialists. The content of this training revolves around clear writing, audio adaptation as well as subtitling and subtitling for the deaf and hard of hearing (SDH).

Merit-Ene Ilja, in *Chapter 13*, "Translation-related continuing professional development at the European Commission", offers a look at how the changing landscape of translation has been reflected by the institution she represents, i.e. EC's DGT. Given the ongoing digitization and transformation of both the translation profession and the respective environment, the case study highlights several areas of DGT's priorities for learning and development of its translation staff. These priorities involve digital proficiency and confidence, thematic knowledge (with a focus on legal, financial, economic, and scientific knowledge – all of them language-specific), as well as computational linguistic and data management skills. According to the author, DGT ascertains that the key activities within DGT reflect the evolution of the profession, thus paving the ground for meeting future needs.

Chapter 14, "Training lawyer linguists at the Court of Justice of the European Union: Induction and continuing professional development", was contributed by Madis Vunder and Claude-Olivier Lacroix from the Court of Justice of the European Union (CJEU) and is based on an interview conducted by Łucja Biel. It presents the unique context of CJEU, which employs lawyer linguists in the capacity of translators, and overviews its training practices, first at the induction and then the CPD stage. While newcomers are trained mainly on technologies, research and quality management and the institution itself, experienced lawyer linguists' CPD focuses primarily on an uptake of new languages and an update of the knowledge of national law. Thanks to the introduction of training correspondents in language

units, the CPD has shifted from centralized to targeted and individualized approaches over the years.

Finally, *Chapter 15*, by Anne Lafeber, "Translator training at United Nations Headquarters, New York", is a case study providing a unique and comprehensive overview of the principles and approaches, as well as the tools, mechanisms, and strategies employed in the six translation services of the United Nations (UN) Headquarters in New York in support of translators' learning and development. The author describes various aspects of translator training, ranging from newcomer training to CPD opportunities and learning technologies and knowledge management tools. A key point she makes is that CPD is shifting focus from mastery of UN style – which is to a certain extent machine-delivered – to mastery of the thematic knowledge required for translators to expertly review partially automated outputs.

Summary

Based on the findings of studies in both the institutional desiderata (vacancy notices, calls for tenders, required competences, policies) and various forms of training offered to professional and novice translators, the book tries to ascertain common ground and possible synergies that could benefit the mentioned respective stakeholder groups. Thus, in addition to enhancing knowledge on institutional translation, the book's aim has been to provide added value for universities, non-university training establishments and translating institutions.

When it comes to the competences expected from institutional translators, our aim was to explore: (i) what competences translators are expected to bring on board when recruited (a survey of vacancy notices was conducted among institutions), (ii) what the top competences are from the point of view of team leaders/translation service managers, as well as (iii) what the requirements are of external translation providers (translation service providers and freelance translators).

As for CPD regimes, the book contains case studies to showcase best practices in the area. One of the institutions active in the field of CPD offered to institutional translators is the EC's Directorate-General for Translation (DGT), the largest institutional translation service in the world. The importance of this field to the institution is apparent from its high-level official documents. For example, its Strategic plan 2016–2020 (DGT 2016) contains the following statement: DGT's staff "follow training and continuous professional development to hone their skills" in various fields, including languages, information technology (IT), thematic expertise and other skills needed to adapt to rapid changes in the profession (see DGT 2016, 5).

The same sentiment, i.e. adapting to a rapidly changing situation, echoes across many chapters of the volume. In several instances, the notion of changing translator profiles in institutions is addressed (e.g. DGT and DG TRAD), thus depicting various ways those institutions try to cope with

new realities both internally and externally. We see in action now what has been debated for years and has been slowly materializing: a new translators' skillset formula in a specific, i.e. institutional, context.

The book depicts the current practice in institutional translator training, supplies empirical data for drawing conclusions on its varying aspects, and makes certain predictions for the future. Apart from the wide spectrum of institutions and regions it surveys and methodological aspects it applies, the book has a common denominator, i.e. the human aspect in institutional translation. It paints a vivid picture of the ways translators and other staff involved in translating within and for institutions are schooled, selected, trained, and how their roles have been evolving. Apart from sketching the challenges involved in institutional translation we hope to supply evidence that there are several "aspects of the job [that] make institutional translation exciting" (Lafeber – Chapter 2 – in this volume).

Institutional translation is relatively widely taught, either as part of translation modules of general nature, or in the form of specialized modules, in a number of universities. Thus, we hope that this book will constitute a key reading for graduate-level students and, beyond that, core reference for active professionals and students in the field of translation as well as scholars and academics in TS, particularly those with an interest in institutional translation and translator training.

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Note

1 For a review of further relevant literature, see Svoboda and Sosoni – Chapter 4 – in this volume.

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Part I
Competences

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1 Institutional translation – EMT Competence Framework and beyond

Nicolas Froeliger, Alexandra Krause, and Leena Salmi

Introduction

This chapter reports results from a survey completed by institutional translators on the skills and competences they consider relevant in their work, as well as preliminary results from an ongoing survey for translation students. In addition, it describes the EMT (European Master's in Translation) Competence Framework in its earlier and current forms. Our aim is to analyze the current competence spectrum of institutional translators, and the starting point is indeed the EMT Competence Framework 2017 (European Commission 2017). In 2019, the latter gave rise to the CATO (Competence Awareness in TranslatiOn) project, a longitudinal study aimed at surveying translation students' self-perception of their competences. The rationale for these competence-based considerations is the employability of degree holders in translation. Therefore, field studies are important among translators and employers themselves, and more precisely among graduates, language service providers (LSPs), professional associations, and institutions that employ translators. The picture that emerges from these studies must be seen from two perspectives: education and working life.

First, we consider the perspective of education, i.e. the academic institutions concerned with the achievement of study goals. Various projects and research groups have been dedicated to the definition of translator competences and especially to the operability of models for learning modules during the last 25 years, most notably PACTE (Procés d'Adquisició de la Competència Traductora i Avaluació)[1] and eTransFair ("How to Achieve Innovative, Inclusive and Fit-for-Market Specialised Translator Training? – A Transferable Model for Training Institutions")[2]:

- The first PACTE model was launched in 1998 (see also Göpferich 2009) and has undergone further development ever since, with the final version of the competence model published in Hurtado Albir (2017). PACTE defines different levels for five categories of translator competences, namely bilingual competence (pragmatic, sociolinguistic, textual, grammatical, and lexical), extra-linguistic competence (bicultural

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knowledge and knowledge in different specific fields), knowledge about translation (process and profession), instrumental knowledge (information, documentation, encyclopaedias, technologies), and strategic competence (processes, problem-solving).

- eTransFair (2014–2018) was an Erasmus+ project that set out to provide concrete tools to be applied in teaching in the form of a Competence Card and a virtual Skills Laboratory, a training programme for both students and teachers, and teaching modules in electronic form. At the same time, eTransFair created a Pool of Assessment Techniques (PAT) to assess competences, Stimuli Provided for UseRs (SPUR) to encourage teaching with these modules, a Methodology Portal in the form of a virtual space for the exchange of experiences and teaching methods, and a European Centre of Specialized Translators (e-COST) for European exchange.[3]

Important as they are, these are but two of a large number of projects and studies centred on translation or translator competences within translation studies (for a short discussion on competences central to professional translation, see Konttinen et al. 2017). There are common points to most of those past efforts, however. First, very few of them were accompanied by surveys (we mention some notable exceptions below). Second, most of them describe competences needed for translating in general and few have dealt with competences needed in institutional translating (see, for example, Lafeber 2012 and – Chapter 2 – in this volume, as well as Prieto Ramos 2018 and Prieto Ramos 2015). And third, their application in actual translator training programmes was scant or, at best, limited to individual curricula. From its inception in 2009, the EMT Competence Framework was thus a game-changer. The EMT Network itself also started from the academic perspective, with learning outcomes as its prime mover. The main objective of this network of excellence, launched under the auspices of the Directorate-General for Translation (DGT) of the European Commission, is to raise and optimize the quality of Master's degree programmes in the field of translation throughout Europe (and now beyond) with regard to the above-mentioned employability.

Concerning the second perspective, such field studies also provide a clearer picture of the current working situation of translators and of the ever-present need for further training in the context of lifelong learning in this field. There are thus two highly complementary aspects to reflections on competences, linked by a common reference framework. The authors of the present chapter have sought to situate their research precisely at this convergence point. They are all members of the current EMT Board and consider themselves not only as translation scholars but also as an interface between the academic and professional worlds. They are also aware of the need to specialize in certain areas of translation in order to compete in a market that is in constant and, above all, increasingly rapid change. In this light, they

felt that it was particularly important to continue to deepen the knowledge gained during the preparation of the EMT Competence Framework 2017.

This chapter thus seeks to attain two objectives. First, it is meant to delineate the competences institutional translators consider important in their field (and the extent of that importance), through a survey. Second, it will compare those results with the testimonies of students under the CATO project, using the same reference framework. The rationale behind this two-pronged ambition is that such a comparison is a necessary starting point to obtain a faithful picture of both universes, with their strong and weak points. It will also help when it comes to suggesting improvements, where needed. In the following sections, we thus summarize the history of the 2017 Competence Framework, before presenting the CATO project started in 2018 and its main lessons, explaining how we used those building blocks to perform our institutional translators' survey, which entailed successive measures of methodological fine-tuning. Finally, we discuss and compare the results thus obtained.

The EMT Competence Framework 2017: A historical perspective

The EMT "Wheel of Competences"[4] created in 2009 on the basis of a summary report, "Competences for professional translators, experts in multilingual and multimedia communication" by a group of EMT experts formed in 2007 under the leadership of Yves Gambier, was replaced in 2017 by the "EMT Competence Framework" (European Commission 2017) in order to account for the transformations that the profession had undergone in the ten intervening years. One of the most important changes was the visual representation of the Competence Framework. Whereas the Wheel of Competences was arranged around service provision, the 2017 EMT Competence Framework is organized in the form of a set of cogwheels designed to signal that all areas of competence are equally important and interdependent.

Both the Wheel of Competences and the 2017 Competence Framework not only set standards in translator training and established a certain comparability between translation programmes, but they also formed the basis for the evaluation of applications to the EMT Network by translator training programmes, which takes place every five years, starting in 2009.

The 2017 edition of the EMT Competence Framework (European Commission 2017) is the result of extensive research into the knowledge that graduates from the various translation programmes in the EMT Network needed to be fully prepared with a view to the professional world. Among other sources, the results of the OPTIMALE (Optimising Professional Translator Training in a Multilingual Europe)[5] project carried out from 2010 to 2013 were taken into account. In addition, a survey created by an EMT working group was launched in 2016 and served as the basis for

further discussions regarding the spectrum of competences in the network. A total of 1,519 translation graduates from 46 universities in 22 European countries responded to the 2016 survey, which included questions on finding a job related to their studies, type of job, sector of employment, income, and job satisfaction, as well as the usefulness of the skills acquired during their studies. At the same time, informal talks took place with different stakeholders, e.g. with European Union (EU) translators at the Commission and the Parliament and representatives of the European Association of Translation Companies (EUATC). More details are given below in the section entitled "Methodological aspects: Towards comparability".

What were the most important results of the 2016 survey, especially with regard to the comparison of the graduates' perspective with that of the potential employers for translators?

While graduates often perceived their studies as too theoretical, wished for more internship opportunities, and also wanted to know more about market conditions and "real" professional life, many employers stated that mother-tongue and technological skills were often not sufficiently developed. At the same time, the observations of the graduates and the market stakeholders partly coincided. Closer industry–university contacts and more networking seemed desirable to both sides. Efficiency and speed in translation, also with the help of increased use of technology, is a goal that graduates and employers both had in mind. Better domain specialization and deeper expertise in a wide range of disciplines were also seen as areas for development by both sides.

The 2017 EMT Competence Framework was bolstered by the vast knowledge acquired through the research mentioned above. It was divided into the following five main competences: *Language and culture* (transcultural and sociolinguistic sensitivity and communication skills), *Translation* (strategic, methodological, and thematic skills), *Technology* (tools and applications), *Personal and interpersonal*, and *Service provision*. Each of these categories is subdivided into various skills, 35 in all (see Appendix), plus those included in the *Language and culture* category, which are considered a prerequisite for admission to a Master's degree in translation. The terms "competences" and "skills" are defined in the EMT Competence Framework (European Commission 2017, 3) as follows: competence as "the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development", and skill as "the ability to apply knowledge and use know-how to complete tasks and solve problems".

The CATO project: A continuation

A few years before the adoption of the 2017 EMT Framework, at the Université Paris Diderot (now Université Paris Cité), those running the Master's in ILTS (Industrie de la Langue et Traduction Spécialisée, or

"language engineering and specialized translation") were reflecting on ways to actually measure the extent their translation programme enabled their students to become better translators. This led to their devising a survey based on the successive EMT competence frameworks, in which they asked all their incoming and outgoing students to assess their perceived level (on a 1 to 5 scale, 5 being the highest score) for each of the then-48 (2013–2017), later 35 (from 2017 on), skills. Thus, the Competence Framework was no longer only meant for programmes to prove their EMT-worthiness but also a measurement tool for student progression (with a view to refining curricula, should blatant flaws be observed). It was also used as a pedagogical tool, devised to raise students' awareness of what it actually takes to stand one's ground as a translator in today's and tomorrow's world. Finally, it was offered to them as a way to advertise their own acquired competences in dealing with their prospective clients or employers. Although it generated a reasonable amount of data, and led to two publications (Froeliger 2019 and Froeliger forthcoming), this remained a largely empirical project.

After five years of stand-alone practice, the decision was then taken, in 2018, to form an EMT working group that set out to expand the same survey to include all EMT members after the 2019 admission round (81 member programmes at the time), based on more solid statistical ground. This working group was soon named CATO shorthand for Compatence Awareness in TranslatiOn. After a trial period in 2019, the scale was changed to 1 to 10, with the added possibility of answering "I don't know". The first large-scale survey was launched in September 2020, to be completed by students at entry, graduation, and in some cases mid-studies. The survey is available in English, French, and German, the languages in which the EMT Competence Framework is published. The aim is to conduct a longitudinal study and, eventually, receive data from the same students at various stages of their curriculum. As of September 2021, it had yielded nearly 1,200 responses, from 53 Master's programmes in 18 countries. This Europe-wide survey (including 26 EU member countries, plus the United Kingdom, Switzerland, and Lebanon), in turn, served as a template for the one we used for institutional translators.

What have we learned so far thanks to this? Why do we consider it to be a necessary but insufficient step towards getting a more precise and measurable picture of the professional translator universe at large? Table 1.1 presents preliminary results from 1,195 student respondents (responses received by 17 September 2021) as average values in the different competence sections and the different phases: responses from students at the beginning, in the middle, and at the end of their studies in translation. Due to the recent nature of the survey, this data set contains only 42 respondents who have answered the survey in two different phases: 11 at the beginning and at the end, 25 at the beginning and in the middle, and 6 in the middle and at the end.

Table 1.1 Students' perceptions of their competences on average, by competence section

Competence section	*Beginning N = 765*	*Middle N = 287*	*End N = 143*
Translation	6.07	7.03	7.74
Technology	5.14	6.31	6.80
Personal and interpersonal	7.26	7.48	7.94
Service provision	4.79	5.62	6.54
All	5.80	6.60	7.33

The strongest groups of competences at the entry level are the *Translation* and *Personal and interpersonal* dimensions (6.07 and 7.26, respectively). This remains true on graduation, with the *Personal and interpersonal* category reaching 7.94 and *Translation* 7.74. The weakest aspects at entry are, logically, the ones that are more directly professional, namely the *Service provision* and *Technology* competences (at 4.79 and 5.14, reaching a still modest 6.54 and 6.80 level on graduation).

Overall, the impression is one of good progression, with some difficulty, among students, to actually take the leap from what they have learned in the classroom (academic knowledge) to what they know they can do (procedural knowledge), despite internships, practice-oriented skills lab courses, or professional translators' involvement in the curricula. This is also compounded by the proportion of "I don't know" in the answers: an unsurprising 12.7% at entry level but a more worrisome 5.6% on graduation. In both phases, the "I don't know" answers are concentrated in the *Service provision* section, where the average number of "I don't know" answers is 25.7 at entry level and 18.1 on graduation. The skills with the highest numbers of "I don't know" answers in both phases are S30 ("negotiating with the client") and S31 ("organising budget and managing translation projects"). These are practical skills that are not necessarily taught in all translator training programmes at the moment. We will leave it to the reader to decide whether the programmes in question should put more emphasis on them.

Altogether, the figures clearly show a progression that is both satisfactory and slightly disappointing. After all, perfection is unattainable, but one can and should always get better. The weakest aspects at entry are, as anticipated, those that are more directly professional (*Technology* and *Service provision*). Logically, one could have expected progression to be higher than average on those weakest skills at entry, but it is not. There is clearly room for improvement here.

More results will be reported once we have more data from students who responded when starting their studies in 2020 and who responded at their graduation. Later surveys will also help determine whether there is a COVID-19 effect on competences during the 2019–2020 and 2020–2021

academic years (the vast majority of the programmes involved having had to switch to distance teaching, among other changes, in the period under study).

Methodological aspects: Towards comparability

As mentioned earlier, our purpose in the present chapter is to achieve a measure of comparability between what can reasonably be expected from both translators in academia and those working in and for institutions. Even though we used the same set of competences to that end, the philosophy of the surveys conducted in those two worlds was, by nature, different. This research thus entailed successive fine-tuning efforts, which we describe below, as they might eventually prove helpful in advancing towards less numerous, more coordinated, and more pertinent surveying endeavours in the future.

First, the 2016 survey did not explicitly ask about the type of employer, but only about the current employment sector, with the following categories to choose from: *Language services*, *Education*, *Health and care services*, *International aid*, *Tourism services*, *Media and entertainment*, *Advertising and marketing*, *Logistics and transport*, and *Retail and catering*. Therefore, it could not be used as a direct reference point for the job situation of translators working in or for institutions.

The 2016 survey had to adopt different approaches. On the one hand, we had the perspective of graduates who were invited to evaluate their degree programmes in terms of their fitness for the job, and, on the other hand, the perspective of employers who were invited to evaluate the graduates' skills. Therefore, it was decided to take into account the experience of national translators' associations and the needs of various employers, so the EMT research team consulted with the EUATC, various supernational associations such as FIT (Fédération internationale des traducteurs), and national associations such as Universitas (Austria) and BDÜ (Bundesverband der Dolmetscher und Übersetzer, Germany), as well as international employers such as the European Commission and the European Parliament. However, this was mainly a matter of defining those competence deficiencies that, for example, LSPs and international employers found in graduates from translation faculties.

The cooperation between academia and EUATC continued after the 2016 survey. The comparison between translation graduates' perceptions of their own competences and the competence status of translators as perceived by LSPs became an important indicator of the validity of translator training programmes and, at the same time, of the importance that LSPs attach to certain competences. In this sense, as far as the language industry is concerned, the results can also be used for the competence spectrum of translators in general.

Regarding the 2017 Competence Framework, the decision to include the *Language and culture* dimension as a prerequisite (see European Commission

2017, 6) should be seen in the light of the usability of the framework for programme design by translation faculties. Over the past decades, it has become clear that it is not easy to teach these basic competences within a Master's programme whose duration, in most cases, cannot exceed two years and is in some instances limited to one year. Above all, this kind of training is not their purpose: EMT programmes do not teach language acquisition; they teach translation skills. Therefore, the EMT decided to encourage the faculties of the network to focus their curricula on the remaining competences. In this sense, there is a fundamental difference between the perspective of the academic world and that of professionals in the field, who should also assess the level of *Language and culture* competences.

Similar restrictions apply to the naming and classification of the skills. For economic and usability reasons, only 35 skills have been listed and some, as in the case of S27 to S35, summarized under the heading *Service provision*. The grouping was mainly done taking into account the teaching content or the course programmes rather than the direct application in the job situation.

Refocusing on institutional translators

Eventually, as mentioned before, the CATO academic survey together with the 2016 survey and the 2017 EMT Competence Framework formed the basis of the survey we developed for translators working in and for institutions, in cooperation with Tomáš Svoboda and Vilelmini Sosoni in 2021. In designing the survey, we decided to base the investigation on the 2017 EMT Competence Framework and also to preserve its structure as far as possible for reasons of comparability. The institutional translator survey thus contained the same 35 items, but this time the aim was to ask the professional translators how they perceived the relevance and the importance of each skill for their work. This was done to find out which of the skills are considered important in institutional translators' work, and also to test the set of competences, originally drafted in academia, with professional translators. In order to maintain comparability with the student survey, the same scale of 1 to 10 was used, as well as the possibility of answering "I don't know". In summary:

- Students were asked about the *level* of competence *they thought* they had on a 1 to 10 scale
- Institutional translators were questioned about the relative *importance they gave* to each of the same competences in the professional world

The change of focus naturally means that the two sets of data are not directly comparable as such. However, a comparison of sorts is still interesting, for example, in order to see how students consider themselves performing in the competences considered relevant by institutional translators. This could be

particularly insightful for programmes specializing in institutional translating (see Way and Jopek-Bosiacka – Chapter 7 – in this volume).

This also has the advantage of providing us with accurate *representations* of how those two populations see the world of translation in aggregate terms.

For the institutional translator survey, general questions about the person's background (gender, age group, country, native and working languages, working status) were added to the 35 EMT skills. The language of the survey was English. The survey also contained a set of questions related to translation technology: its use in general, the variety of tools used, and the need for training. The results related to this *Technology* section are reported by Svoboda and Sosoni (Chapter 4 – in this volume).

The survey was open from 26 June to 8 August 2021. Invitations to respond were distributed by our contacts in international organizations such as the different bodies of the United Nations and the institutions of the European Union, as well as sent to NGOs and to national administrations that employ translators in the countries where the researchers involved were based (namely Austria, the Czech Republic, Finland, France, and Greece). The invitation was also distributed via translators' associations and social media.

What, then, were our expectations regarding the different representations that could have emerged from the two surveys?

- Obviously, being a professional (as compared with being a student) involves a measure (small or large) of specialization into subfields of the translation profession. We thus expected individual results to be clustered very differently: much higher in a given set of skills and much lower in others
- The actual status of the translators under study was also expected to produce differences in the *Service provision* results (skills 27–35): logically, if you are an outside contractor or a freelancer working for institutions (among other clients), you will need to be well-versed in those matters, whereas employees with a permanent status have less to worry about here
- We also expected to discover differences within the institutional translation respondents according to age groups or years of experience, especially in *Technology*-related skills

The survey was answered by 412 respondents from 26 countries, mainly in Europe, which is satisfactory in that it grants a basis for calculating statistical significance, and slightly disappointing in that it proved more popular with some countries than others.

Table 1.2 shows the current situation of the respondents (employed or self-employed) and the organization they were working with or for (two retired or unemployed respondents have been left out). The majority of the

Table 1.2 The respondents' employment situation and the type of organization they were working with or for

Type of organization	*Employees*	*Self-employed or contractors*	*Total*
International	208	37	245
National (e.g. ministry, agency, etc.)	129	23	152
Subnational (e.g. local government, community, etc.)	6	10	16
NGO (non-governmental organization)	8	9	17
Other (please specify)	7	13	20
Total	358	52	410

Table 1.3 Work experience of the respondents

Work experience in translation	*N*	*Per cent*
5 years or less	57	13.8%
6–10 years	61	14.8%
11–15 years	60	14.6%
16–20 years	69	16.7%
More than 20 years	165	40.1%

respondents were employees (N = 358 or 87%), and among them the majority had a permanent position (N = 318 or 89%).

Table 1.3 presents the respondents' working experience in the translation field. Respondents with more than 20 years of experience accounted for 40% of the total, while each of the other groups represented approximately 15%.

Table 1.4 presents the respondents' perception of the importance and relevance of the EMT skills (see Appendix) for their work on average, on a scale from 1 to 10. The average values are presented both for each skill and each competence section.

The skill rated highest (average: 9.4) by the institutional translators was S22 ("complying with deadlines, instructions and specifications"). Although the skills included in the *Personal and interpersonal competences* are also general or soft skills, following instructions and specifications is also linked to the formal character of institutional translating.

The lowest-rated skill was S28 ("approaching existing clients and finding new clients"). As we expected, the skills in the *Service provision competence* section were rated low in general (average: 5.5). However, a comparison by an independent sample t-test between permanent employees (N = 358) and self-employed respondents (N = 52) showed that there were statistically significant differences in *Service provision*: the skills S28 to S31, S34, and S35 were considered more relevant by self-employed translators than by permanently employed ones. This is understandable, as marketing, finding new clients, and budget management are not usually part of an in-house public-service translator's work, but necessary for a self-employed translator.

Table 1.4 Institutional translators' perception of the importance and relevance of the EMT skills for their work (averages, scale 1 to 10)

Skill	*Average*	*Competence section*	*Section average*
S1	8.18	Translation	6.98
S2	6.30		
S3	7.98		
S4	8.36		
S5	8.82		
S6	8.69		
S7	7.09		
S8	5.70		
S9	4.76		
S10	5.86		
S11	8.86		
S12	7.47		
S13	4.13		
S14	5.50		
S15	8.18	Technology	6.46
S16	8.91		
S17	4.38		
S18	6.39		
S19	5.56		
S20	5.35		
S21	8.64	Personal and interpersonal	7.35
S22	9.40		
S23	7.86		
S24	3.85		
S25	6.28		
S26	8.09		
S27	5.28	Service provision	5.5
S28	3.30		
S29	6.05		
S30	5.10		
S31	3.97		
S32	6.47		
S33	7.26		
S34	6.76		
S35	5.33		
All	6.61		

One skill, S34, turned out to be problematic to evaluate in the survey form, as it actually combines two different skills, complying with professional ethical codes and standards as well as networking with other translators and language providers. This combination fits fine in the Competence Framework document, but generated some uncertainty among respondents, who would have wanted to rate the two skills differently, and this was commented by six respondents.

As for our expectations concerning the respondent status, there were statistically significant differences, but only one of them was related to *Technology* skills: an independent sample t-test showed that a "fit for purpose" translation (S6), the use of other tools such as workflow management software (S20), and teamwork (S23) were considered more relevant by permanent employees than by self-employed translators.

Differences related to work experience and *Technology* skills were found only for S16 ("Effective use of search engines, corpus-based tools, text analysis tools and CAT tools"), which was considered more relevant by less experienced translators (see also Lafeber – Chapter 2 – in this volume). For age-related comparisons, the respondents were divided into three groups: those under 40 (N = 121), those aged 40–49 (N = 135), and those aged 50+ (N = 156). An independent sample Kruskal-Wallis test showed statistically significant differences only between some age groups for some of the *Technology* skills. More precisely, the skills S13 ("pre-editing"), S16, S17 ("file and format management"), and S20 ("application of other tools such as workflow management software") were considered more important by the 40–49 age group than by the over-50s. There were therefore fewer differences related to work experience and age than we expected.

Conclusions

The starting point of this chapter was the EMT Competence Framework. The CATO academic survey, which is still ongoing, was carried out on the basis of this framework.

The preliminary results from the CATO survey show that having solid translator training programmes is a good investment after all, but on average the programmes still have efforts to make in order to improve their curricula and to advertise the very competences they train their students for. This situation is not unlike that of professional translators themselves, who, for a long time, have been better at practising their profession than at actually selling their know-how to clients and employers at the price they deserve.

This research is thus to be considered as one of the first applications of the EMT competences outside of academia, in a general framework that seeks to make the journey from training programmes to the various and evolving translation professions more harmonious and more efficient.

Our readers will have understood by now that this is an ongoing process, whose aims are to assess professional expectations regarding competences, but also to better train our students regarding those competences in order to provide a better service to society, in a changing environment. A lot of questions thus remain open at this stage, but could be explored through a deeper look at the data we have started to gather and also through more targeted investigations. Here are the main ones, in our opinion:

- Is there a difference in the comparison of student competences, such as *Service provision*, due to country-specific constraints and different curricular requirements, e.g. in connection with internships? And can such country-specific differences also be found in the professional situation of translators or the professional requirements for translators in national institutions?
- Will the results obtained with institutional translators be significantly different when we manage to gather more diverse answers in terms of geographical location and type of employer/client (especially national or subnational bodies and NGOs, as well as translators located outside Europe)?
- How is the continuous training aspect perceived and performed by institutional translators? As academics, we do insist on those aspects with our students, but to what extent is this going to happen in the "real" world?
- Since the world of translation is undergoing profound changes at the moment, regarding both security of tenure and the very nature of the tasks involved, how will the situation evolve regarding the set of skills required of translators working in and (increasingly) for institutions?
- Could there be other specific areas of translation that require fine-tuning, a specific set of sub-skills, or proper adaptation of the EMT Competence Framework, such as technical writing or audio-visual translation?

As we have seen, this chapter has put side-by-side two complementary environments that are not directly comparable. This is why we are talking about *representations* from students, on the one hand, and institutional translators, on the other. There are obviously convergence points and a common interest, though: today's students are tomorrow's professionals, and some of them will be working in or for institutions. There could also be an element of symmetry. As we mentioned, some of the competences that are taught in translator training programmes are still perceived by graduating students as not fully mastered, since they have not always had the opportunity to apply them in the "real" world (the difference between academic and procedural knowledge). On the other hand, one could expect professional (and among them institutional) translators to have a better grasp of procedural knowledge, but far more distant memories (if any) of the academic side of the same knowledge. This could be another venue for further investigations.

During the final editing of this article, the authors learned that a Portfolio with competence profiles of DGT translation staff at the European Commission based on the EMT Reference Framework has been developed (European Commission 2022), taking into account international translation

standards, international terminology standards, the Commission's project management methodology, and the competences profile for translators adopted by the interinstitutional Executive Committee on Translation. The Portfolio comprises six competence profiles, divided according to different roles and tasks of the staff. The competence profile for translators is divided into six competence groups:

- Translation and revision, editing, summarizing and drafting
- Language and culture (transcultural/sociolinguistic awareness and communicative skills)
- Terminology and linguistic data management
- Technology (digital tools and applications)
- Personal and interpersonal
- Service provision (European Commission 2022, 4)

Each competence is classified as core, key, or supplementary, and the profile indicates, for each competence, the degree of expected proficiency (from novice to expert) (European Commission 2022, 4).

This decision at the DGT level proves that, within the institutions themselves, intensive work is also being done on defining competence profiles based on the EMT Competence Framework. It can be assumed that this will also apply to other institutions and that different competence frameworks will emerge in the near future along the lines of the EMT Competence Framework. At the same time, continuous training and lifelong learning are gaining in importance. If one assumes that the EMT Competence Framework is a fundamental reference point for training, then other competence frameworks, such as the Portfolio with competence profiles of DGT translation staff, become a springboard for such further training, as we academics always advise our students to do in their future professional life.

To conclude, we invite our readers to reflect on the question of who sets the pace for innovation in the translation profession field. Is it coming from academia and research laboratories, from LSPs, from technology vendors, from associations …? At the moment, we only have qualitative data in this regard, and those suggest that the sharing of good practice within the EMT Network has given an edge to our students and graduates. Again, this ought to be substantiated by further research. This chapter is thus to be considered a mere beginning. It is also the continuation of a work in progress since, after the 2009 and 2017 versions, the Competence Framework is being updated at the very moment we are writing these lines. Its publication is due at the end of 2022, and it should serve as a baseline for the next EMT round of admissions, among other purposes. This is yet another testimony to the perpetual reinvention of itself by the translation profession and its various and allied stakeholders.

Notes

1 http://grupsderecerca.uab.cat/pacte/en (Accessed 17 May 2022).
2 https://transvienna.univie.ac.at/en/research/previous-research-projects/etrans-fair/ (Accessed 17 May 2022).
3 For the results of this project see also Besznyák, Fischer & Szabó (2020).
4 https://ucloud.univie.ac.at/index.php/s/D1NQAr0FK6lHnLh (Accessed 17 May 2022).
5 https://www.ciuti.org/wp-content/uploads/2013/08/OPTIMALE-presentation-CIUTI-Madrid-2013.pdf (Accessed 17 May 2022).

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Appendix: EMT Competence Framework – 2017 (European Commission 2017)

Translation (strategic, methodological and thematic competence)
Students know how to …

S1	Analyse a source document, identify potential textual and cognitive difficulties and assess the strategies and resources needed for appropriate reformulation in line with communicative needs
S2	Summarize, rephrase, restructure, adapt and shorten rapidly and accurately in at least one target language, using written and/or spoken communication
S3	Evaluate the relevance and reliability of information sources with regard to translation needs
S4	Acquire, develop and use thematic and domain-specific knowledge relevant to translation needs (mastering systems of concepts, methods of reasoning, presentation standards, terminology and phraseology, specialized sources etc.)
S5	Implement the instructions, style guides, or conventions relevant to a particular translation
S6	Translate general and domain-specific material in one or several fields from one or several source languages into their target language(s), producing a "fit for purpose" translation
S7	Translate different types of material on and for different kinds of media, using appropriate tools and techniques
S8	Translate and mediate in specific intercultural contexts, for example, those involving public-service translation and interpreting, website or video-game localization, video description, community management, etc.
S9	Draft texts for specific purposes in one or more of their working languages, taking into account specific situations, recipients and constraints
S10	Analyse and justify their translation solutions and choices, using the appropriate metalanguage and applying appropriate theoretical approaches
S11	Check, review and/or revise their own work and that of others according to standard or work-specific quality objectives
S12	Understand and implement quality control strategies, using appropriate tools and techniques
S13	Pre-edit source material for the purpose of potentially improving MT output quality, using appropriate pre-editing techniques
S14	Apply post-editing to MT output using the appropriate post-editing levels and techniques according to the quality and productivity objectives, and recognize the importance of data ownership and data security issues

Technology (tools and applications)
Students know how to …

S15	Use the most relevant IT applications, including the full range of office software, and adapt rapidly to new tools and IT resources
S16	Make effective use of search engines, corpus-based tools, text analysis tools and CAT tools
S17	Pre-process, process and manage files and other media/sources as part of the translation, e.g. video and multimedia files, handle web technologies

S18 Master the basics of MT and its impact on the translation process
S19 Assess the relevance of MT systems in a translation workflow and implement the appropriate MT system where relevant
S20 Apply other tools in support of language and translation technology, such as workflow management

Personal and interpersonal
Students know how to …

S21 Plan and manage time, stress and workload
S22 Comply with deadlines, instructions and specifications
S23 Work in a team, including, where appropriate, in virtual, multicultural and multilingual environments, using current communication technologies
S24 Use social media responsibly for professional purposes
S25 Take account of and adapt the organizational and physical ergonomics of the working environment
S26 Continuously self-evaluate, update and develop competences and skills through personal strategies and collaborative learning

Service provision
Students know how to …

S27 Monitor and take account of new societal and language industry demands, new market requirements and emerging job profiles
S28 Approach existing clients and find new clients through prospecting and marketing strategies using the appropriate written and oral communication techniques
S29 Clarify the requirements, objectives and purposes of the client, recipients of the language service and other stakeholders and offer the appropriate services to meet those requirements
S30 Negotiate with the client (to define deadlines, rates/invoicing, working conditions, access to information, contracts, rights, responsibilities, language service specifications, tender specifications etc.)
S31 Organize, budget, and manage translation projects involving single or multiple translators and/or other service providers
S32 Understand and implement the standards applicable to the provision of a language service
S33 Apply the quality management and quality assurance procedures required to meet pre-defined quality standards
S34 Comply with professional ethical codes and standards (confidentiality, fair competition etc.) and network with other translators and language providers via social media and professional associations
S35 Analyze and critically review language services and policies and suggest improvement strategies

2 Skills and knowledge required of translators in institutional settings

Anne Lafeber

Introduction

Major advances in language and other technologies in the last ten years mean that institutional translators nowadays increasingly use tools that not only place relevant resources literally at their fingertips but also identify recycled content, detect official terminology, suggest translations, and perform consistency checks. These tools have not just expedited the translation process; they have completely altered how translators work and distribute their time and effort, as noted elsewhere in this publication.[1] Translation has shifted in many instances from creating target text to critically analyzing and adapting machine-generated text. But have the skills and knowledge required also changed as a result? If so, to what extent and how? Is an understanding of the potential and limitations of machine translation now as important as thorough knowledge of the source language? Is the ability to punctuate sentences correctly more important than effective use of recycled content? Where do research skills come into play? And what about so-called "soft skills"? What is the profile of the ideal candidate for institutional translation today?

As a first step in examining these questions, the author conducted a survey from March to May 2021 of translators and revisers working at member organizations of the International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP)[2] and compared the results with those from a similar survey undertaken in early 2010 (Lafeber 2012a).

Interest in the subject among institutions is high. Finding translators with the right combination of skills is essential for the effectiveness of their publishing and documentation operations. Recruitment is a resource-intensive process, and hiring mistakes are expensive. Understanding the relative importance of components of the skillset enables institutions to correctly prioritize skills and knowledge in recruitment, to advise training partners of their needs, and to maximize the relevance of their continuous professional development programmes.

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Methodology

Skills are important in two ways to institutional translation services: in how they affect the quality of their outputs, and in how their absence affects the in-house training and revision workload, and hence their productivity. The surveys therefore comprised two questionnaires: one on the relative impact of skills on quality, which was answered by translators and revisers, and another on the relative scarcity of those same skills among new recruits, which was answered by revisers and heads of service. The findings of the two questionnaires were then cross-referred (given that the relative impact of a component of the skillset in terms of translation quality has a bearing on how much attention should be paid to its relative scarcity among new recruits) by pinpointing the components of the skillset on a scatter chart. Their relative importance was then determined and analysed using a methodology devised as part of doctoral research into recruitment testing (Lafeber 2012b).

The base list of 39 skills and knowledge types presented for rating in the 2010 survey was developed on the basis of a review of the literature on institutional translation (including Cao and Zhao 2008; DGT 2009; EMT 2009; Koskinen 2000 and 2008; Mossop 1988; Sekel 2008; Wagner, Bech, and Martínez 2002; Williams 1989) and a review of the literature on translation competence and translation competence models (including Adab 2000; Beeby 2000; Cao 1996; Delisle 1980; Delisle et al. 1999; Bell 1991; Campbell 1991; Gile 1985; Hatim and Mason 1997; Hurtado Albir 1996; Kelly 2005; Kiraly 2000; Koller 1979; Kussmaul 1995; Neubert 2000; Nord 2005; Orozco 2000; PACTE Group 2000, 2003, 2008, 2011; Presas 2000; Roberts 1984; Robinson 2003; Wilss 1982). The reviews can be found in Lafeber (2013, 7–25).

The 2010 base list was adjusted slightly and expanded to 51 items for the 2021 survey to reflect some of the changes in working methods seen over the last decade and to incorporate the skills reported as missing by respondents to the 2010 survey. The latter were largely "soft skills" not related to text production per se but considered important in the context of institutional translation. Changes were kept to a minimum, however, to ensure comparability between the two sets of results. As in 2010, respondents were asked to flag any other needed skills or types of knowledge not presented in the base list and to report on the organization's expectations of new recruits. Questions on text-processing responsibilities, editing and revision practice were also included to contextualize the findings.

The questionnaires were prepared in electronic format and circulated, as in 2010, through the IAMLADP focal points. Over 1,000 translators, revisers, and heads of service working at over 40 IAMLADP institutions,[3] including the main bodies of the United Nations (UN) and the European Union (EU), participated (compared with over 300 working at 20 institutions in

2010). The final sample included 765 usable responses to the impact questionnaire (answered by translators and revisers) and 247 usable responses to the recruits questionnaire (answered by revisers and heads of service only). The optional open-ended questions on the competencies required and on the skill levels of new recruits were answered by over 30% of respondents in both questionnaires.

The most important skills and knowledge today

To analyze the results and compare them with those of the 2010 survey, the impact and scarcity ratings awarded to the 51 competencies presented for consideration were plotted on a scatter chart (see Figure 2.1) and classified into four categories, each with their own implications for training and recruitment, as per the model shown in Table 2.1.

Table 2.1 Model for the categorization of skills and knowledge types that entry-level institutional translators ideally have, by impact on translation quality and frequency found lacking among new recruits

Low frequency	*High frequency*	
Category B	Category A	**High impact**
Category D	Category C	**Low impact**

The A competencies can be considered top recruitment priorities. They have a strong impact on the effectiveness of the translations that institutions produce and their absence more often than not accounts for errors made by new recruits and hence generates a sizeable proportion of revision work. The B competencies are also needed because of the impact they have on the quality of translations and hence the productivity of the translation service. They are not, however, often found lacking among new recruits and are therefore not generating much revision work. The C competencies also matter because their absence generates a large proportion of revision work. The D competencies can be considered the lowest recruitment priorities.

Though helpful for broadly grouping components of the skillset, this horizontal categorization ignores the relative importance of items within each category and the general flow of relative importance from top right to bottom left across the scatter chart. The position of items along that diagonal and their closeness to the category boundaries therefore also needs to be taken into account in any detailed analysis of the implications of position on the scatter chart for training or recruitment.

To identify training and recruitment priorities and group components of the skillset for the purpose of this analysis, impact ratings of 4.5 or more and frequency (scarcity) ratings of 3 or more are considered high. These cut-off points are not completely arbitrary: they divide the items almost evenly

Key to figure. Short names have been used (full names appear in the categorization).

		Scarcity	Impact
1	Knowledge of SL	3.00	4.76
2	Knowledge of SL varieties	2.40	3.53
3	Knowledge of SL culture(s)	2.61	3.72
4	Subject knowledge	3.90	4.45
5	Knowledge of the organization	3.79	4.41
6	Understand complex topics	3.22	4.68
7	Master new subjects	3.15	4.33
8	Work out the meaning of obscure passages	3.78	4.73
9	Detect inconsistencies, contradictions, etc.	3.58	4.64
10	Detect mathematical errors in the ST	2.17	3.12
11	Learn new languages	1.83	2.87
12	Translate from more than one SL	1.98	3.58
13	Knowledge of translation theory	2.29	3.09
14	Extensive TL vocabulary	3.02	4.76
15	Knowledge of TL spelling rules	2.37	4.82
16	Knowledge of TL grammar	3.05	4.83
17	Knowledge of TL punctuation rules	2.74	4.74
18	Knowledge of TL varieties	2.32	3.88
19	Knowledge of TL culture(s)	2.33	4.14
20	Produce idiomatic translations	3.38	4.6
21	Produce translations that flow smoothly	3.64	4.54
22	Capture nuances of ST	3.55	4.75
23	Recast sentences in the TL	3.36	4.37
24	Write elegantly regardless of the ST	3.50	4.2
25	Convey the ST message clearly	3.46	4.88
26	Convey the intended effect of the ST	3.31	4.76
27	Achieve the right tone and register	3.09	4.72
28	Create new terminology for new concepts	2.77	4.02
29	Tailor language to the readers' needs	2.99	4.27
30	Adhere to in-house style conventions	3.44	4.67
31	Ensure the completeness of the TT	2.82	4.88
32	Ensure the coherence of the TT	3.41	4.88
33	Track down sources to check facts	3.20	4.36
34	Track down sources to understand the topic	3.24	4.37
35	Mine reference material for phrasing	3.30	4.55
36	Judge the reliability of information sources	3.02	4.41
37	Handle more than basic Word functions	2.05	3.7
38	Type accurately and fast	1.86	3.74
39	Work with electronic terminology tools	2.25	4.08
40	Work with recycled content	2.79	4.57
41	Identify the most suitable tools to use	2.62	4.01
42	Revise machine translation (MT) output effectively	3.44	4.47
43	Maintain quality even under time pressure	3.55	4.77
44	Explain translation decisions and problems	2.83	4.29
45	Elicit assistance from others, e.g. authors	2.74	4.18
46	Follow complicated instructions	2.71	4.35
47	Work with revisers, learn from feedback	2.33	4.70
48	Flexibility, adaptability	2.56	4.69
49	Work effectively in a team	2.19	4.42
50	Collaborative mindset	2.12	4.49
51	Work independently	2.34	4.71

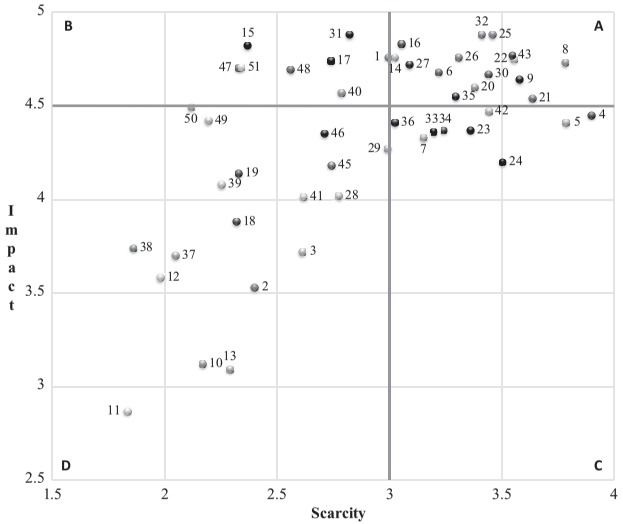

Figure 2.1 Inter-governmental organizations: skills and knowledge types by frequency found lacking (scarcity) among new recruits[a] and impact on the effectiveness of translations[b] (2021)

Notes:

[a] Ratings awarded in response to the question, "For the purposes of this questionnaire, new recruits are translators who have been working with the organization for less than 12 months. Please think about the mistakes you usually correct when going over translations by new recruits. How often do you think those mistakes are due to a lack of the following skills or knowledge? 1 = Almost never; 5 = Almost always; n/a = not applicable because the skill or knowledge is not required of new recruits".

[b] Ratings awarded in response to the question, "For the purposes of this survey, effective translations are those that achieve the communicative aims of the organization and protect its image. How large is the impact of the following on the effectiveness of translations at your organization? 1= extremely small; 5 = extremely large; n/a = not applicable because not required".

In the figure and elsewhere in this chapter, SL = source language; ST = source text; TL = target language; TT = target text.

in terms of impact and isolate the high-impact skills and knowledge types, the lack of which at least sometimes account for the errors that revisers have to correct. The resulting groupings and the possible implications of classification in each category are presented below (a similar categorization of the skillset based on the 2010 survey results can be found in Lafeber 2012a). The items within each category are listed by cluster from top right to bottom left, i.e. from the highest priority to the lowest from the recruitment perspective. The numbers in brackets correspond to the numbering used in Figure 2.1. The competencies added to the base list for the first time in the 2021 survey are in italics.

Category A. High-impact, oft-lacking skills and types of knowledge

- Work out the meaning of obscure passages in the ST (8)
- Convey the ST message clearly (25), ensure the coherence of the TT (e.g. consistent terminology use, no contradictions, logical connection of ideas) (32), select and combine words in the TL to capture the exact and detailed meanings (nuances) of the ST (22), maintain quality even when translating under time pressure (43), detect inconsistencies, contradictions, nonsense, unintended ambiguities, misleading headings, etc. in the ST (9), produce idiomatic (natural-sounding) language in the TT (21)
- Convey the intended effect of the ST (26), adhere to in-house style conventions (30), produce translations that flow smoothly even when the ST does not (20)
- Mine reference material for phrasing (35), understand complex topics (6), achieve the appropriate tone and register (27), extensive TL vocabulary (14) and knowledge of the finer points of TL grammar (16)

These A competencies are the ones that, according to the survey respondents, institutions in general most need to find in greater abundance to maximize the quality of translation work and reduce the training and revision load. The presence in this category of the more subtle skills of capturing nuances, ensuring coherence, and achieving the right tone and register underscores the type of quality institutions pursue in their translations. Some, like the mastery of in-house style and the use of reference materials, probably have to be developed on the job, ideally as soon as possible after hiring. The others, which are essentially analytical and drafting skills, plus the ability to translate fast, could be prioritized in recruitment.

Category B. High-impact, commonly found skills and types of knowledge

- Knowledge of SL (vocabulary, expressions, rhetorical devices) (1), ensure the completeness of the TT (i.e. no unwarranted omissions)

(31), knowledge of TL punctuation rules (17), knowledge of TL spelling rules (15)
- Make effective use of recycled content within a computer-assisted translation environment (text generated by translation memory software, concordance searches) (40)
- *Flexibility, adaptability to cope with unpredictable workloads, changes in procedure or working methods* (48), *work independently* (51), *work with revisers, e.g. willingness and ability to learn from feedback* (47)
- *Collaborative mindset with regard to maintaining shared resources and knowledge sharing* (50)

These B competencies are either relatively easy to acquire or are being found in relative abundance through current selection procedures. The linguistic skills and knowledge are certainly all routinely tested in recruitment examinations. It should be noted, however, that knowledge of the source language received an average scarcity rating of 2.99, falling just short of being classified as a category A high-impact knowledge type whose absence more often than not accounts for errors made by new recruits.[4]

It is possibly not surprising, given the widespread use and full integration of computer-assisted translation (CAT) tools in institutions today, that the ability to make effective use of recycled content is reported as being as important as classic components of the skillset, such as knowledge of the source language and ensuring the translation is complete. Interestingly, so are non-linguistic skills associated with working as part of an institutional translation service: receiving and learning from revisers' feedback, dealing with changes introduced by management, considering the needs of other members of the team, and assuming responsibility for one's own work. Institutions will want to continue to find candidates with the B competencies, given that their impact is on a par with that of the A competencies.

Category C. Low-impact, oft-lacking skills and types of knowledge

- Knowledge of the subject of the translation (technical knowledge, e.g. of economics, international law, science, technology) (4), of the organization and how it works (5), *the ability to revise machine translation output effectively, understanding its limitations and pitfalls* (42)
- Recast sentences in the TL (to say the same thing in different ways) (23), produce an elegantly written target text regardless of how elegantly written the ST is (24)
- Track down sources to check facts (33) and understand the topic (34)
- Master new subjects quickly, including through self-study (7), judge the reliability of information sources (36)

Although they do not have such a great impact on the effectiveness of institutional translations as the A competencies, all those listed in category

C have average impact ratings of over 4 out of 5 and their absence mostly accounts for the revision work done in each service. Moreover, specialized knowledge of the subject covered by the text (4) and of the organization (5), as well as the ability to revise machine translation output effectively (42), came close to being in category A, i.e. high impact and oft-lacking. Indeed, lack of subject-matter knowledge was the competence that most often accounts for errors in the work of new recruits, suggesting it warrants special attention in recruitment and/or training. In the interests of service productivity, institutions might wish to make sure to seek candidates with the drafting skills included in this category in their recruitment examinations (23, 24, and 42) since these can be expected of applicants. The C skills that cannot be expected of new recruits, such as specialized knowledge (4, 5) and research skills (33, 34, 36), should be in-house training priorities.[5]

Category D. Low-impact, commonly found skills and types of knowledge

- Tailor the language of the TT to the readers' needs (29)
- Follow complicated instructions about what needs to be done with a text (additions that need translating, parts that need relocating, patching together, revising against new versions, etc.) (46), *elicit answers and assistance from others in the organization, especially authors of source texts* (45)
- *Create new terminology for new concepts* (28), *work effectively in a team*, e.g. *on large translation projects* (49), knowledge of TL culture(s) (19)
- *Identify the most suitable tools to use based on the translation assignment* (41), make effective use of electronic terminology tools (39), handle more than basic Word functions (37), type accurately and fast (38)
- Knowledge of TL varieties (18), knowledge of SL culture(s) (3) and SL varieties (2), *translate from more than one SL* (12)
- *Knowledge of translation theories and practices* (13), detect mathematical errors in the ST (10), *learn new languages* (11)

The D competencies are the lowest training and recruitment priorities. New recruits usually have these and/or their impact on the effectiveness of translations is relatively small. They are, however, scattered quite widely within the group. At one end of the spectrum, the ability to tailor language is close to being classified in category A and teamwork in category B. At the other end, the abilities to learn new languages and detect mathematical errors are rated so low that they probably do not need to be factored into training or recruitment except in the few institutions that rated them highly (they also had the highest numbers of "not applicable" ratings). Their low ratings

probably reflect operational differences between institutions: some work with only a few language combinations, and some have editors or proofreaders who are responsible for detecting mathematical and other errors. Opinions on the value of knowledge of translation theories and practices also varied considerably. The others all scored over 3.5 out of 5 in terms of impact, so they are important but rarely lacking among new recruits.

Changes in the skillset since 2010

In terms of the 39 skills rated in both surveys, the profile of the ideal candidate for institutional translation has changed perceptibly since 2010 in a number of ways (see Figure 2.2 and Table 2.2). For 36 of the 39 skills (all but knowledge of source language culture(s) and the abilities to track down facts and work with electronic terminology tools), the average impact ratings were higher in 2021 than in 2010. Also, for 29 of the 39 the frequency ratings were higher too. The increase in the frequency with which skills were found lacking was generally larger than the increases in their perceived impact.

The 11 largest (and statistically significant) increases[6] in impact ratings (awarded on a scale of 1–5) were recorded by the following components of the skillset:

- (40) Making effective use of recycled content (+0.58)
- (4) Subject-matter knowledge (+0.32)
- (38) Typing accurately and fast (+0.29)
- (44) Explaining translation decisions and problems (+0.27)
- (27) Achieving the right tone and register (+0.27)
- (6) Understanding complex topics (+0.26)
- (26) Conveying the intended effect of the source text (+0.21)
- (43) Maintaining quality even under time pressure (+0.20)
- (29) Tailor the language to the reader's need (+0.18)
- (7) Mastering new subjects quickly (+0.17)
- (16) Knowledge of the finer points of TL grammar (+0.15)

The only decreases in impact were recorded by:

- (39) Working with electronic terminology tools (–0.23)
- (3) Knowledge of source language culture(s) (–0.18)
- (33) Tracking down sources to check facts (–0.17)

Notably, 7 of the 11 skills and knowledge types whose impact rating increased are non-linguistic skills. And three of the other four (27, 26, 29) refer to awareness of context rather than pure linguistic knowledge.

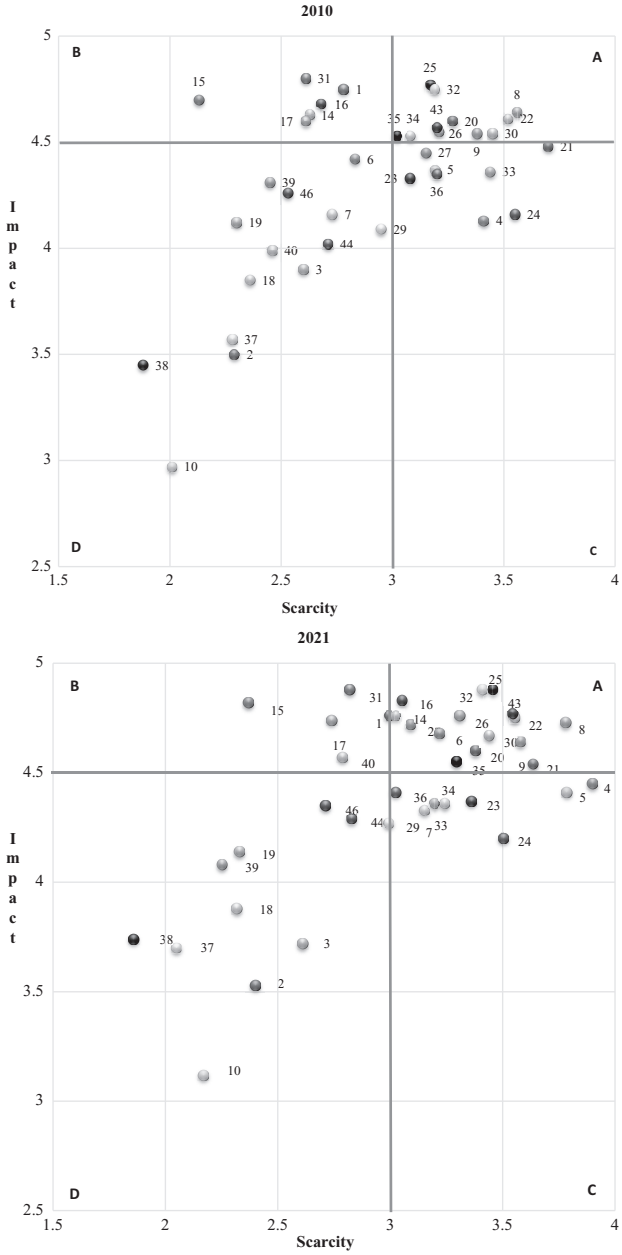

Figure 2.2 Inter-governmental organizations: skills and knowledge types by scarcity among new recruits and impact on the effectiveness of translations, 2021 versus 2010 (key in figure 2.1)

Table 2.2 Categorization of the 39 skills rated in the 2010 and 2021 surveys (numbers refer to 2021 base list)

	Category A High-impact and high-frequency skills	*Category B High-impact and low-frequency skills*	*Category C Low-impact and high-frequency skills*	*Category D Low-impact and low-frequency skills*
2021	**6*^**, 8, 9, **14*^**, **16*^**, 20, **21**, 22, 25, 26, **27***, 30, 32, 35, 43	1, 15, 17, 31, **40*^**	4, 5, **7*^**, 23, 24, 33, 34, 36	2, 3,10, 18, 19, 29, 37, 39, 44, 46
2010	8, 9, 20, 22, 25, 26, 30, 32, 34, 35, 43	1, **14**, 15, **16**, 17, 31	4, 5, **21**, 23, 24, 33, **27**, 36	2, 3, **6**, **7**, 10, 18, 19, 29, 37, 38, 39, **40**, 44, 46

(*) Statistically significant increase in impact
(^) Statistically significant increase in frequency found lacking among new recruits

The statistically significant increases in the scarcity ratings were:

- (5) Knowledge of the organization (+0.60)
- (4) Subject-matter knowledge (+0.49)
- (7) Mastering new subjects quickly (+0.42)
- (14) An extensive TL vocabulary (+0.39)
- (6) Understanding complex topics (+0.39)
- (16) Knowledge of TL grammar (+0.37)
- (43) Maintaining quality even under time pressure (+0.35)
- (40) Making effective use of recycled content (+0.33)
- (25) Conveying the ST message clearly (+0.29)
- (35) Mining reference material for phrasing (+0.28)

Interestingly, four of these refer to the non-linguistic knowledge required to fully understand the content and purpose of the source text (5, 4, 7, 6). Two refer to working with precedents (40, 35), and two are drafting skills (16, 25). None of the decreases in frequency ratings were statistically significant.

None of the 12 skills added to the base list in the 2021 survey clearly ended up as top priority category A skills, although the ability to revise MT output effectively (42) came very close with an impact rating of 4.47 (i.e. just short of the 4.5 impact cut-off mark for category A classification) and a scarcity rating of 3.44 that made it end up as a C skill. Indeed, in terms of importance, the ability to make effective use of MT output now ranks as highly as thematic knowledge.

Four new "soft skills" were rated as high impact, but not particularly scarce, components of the skillset (category B). These are: flexibility, adaptability to cope with unpredictable workloads, changes in procedure or working methods (48); the ability to work independently (51) and with

revisers, e.g. willingness and ability to learn from feedback (47); and a collaborative mindset with regard to knowledge sharing (50). The relatively high impact of these competencies reflects the huge changes in working methods in recent years, not just the full integration of CAT tools, but of knowledge management technologies as well (see also Svoboda and Sosoni – Chapter 4 –in this volume). It also reflects the drive to make translators independent as soon as possible (and hence reduce the revision workload) in line with the increasing pressure on services to increase their productivity. New recruits may not lack these soft skills that often, but hiring managers need to make sure they check for and find them in selection procedures, and trainers need to bear them in mind when recommending institutional translation as a career. After all, they received average impact ratings of the same magnitude as key institutional translation skills, such as adhering to in-house style rules, working out obscure passages in poorly written source texts, and being able to grasp complex topics.

The new skills included in the 2021 survey that ended up in category D probably did so mostly because they are only applicable to some organizations. These were: elicit assistance from others, e.g. authors (45); create new terminology for new concepts (28); work effectively in a team, e.g. on large translation projects (49); identify the most suitable tools to use based on the translation assignment (41); translate from more than one SL (12); learn new languages (11); and knowledge of translation theory (13). Coining new terms, for example, is not a responsibility of translators in all language services or in all organizations, and in some institutions translators have no choice of tools to use and have no need to add more languages to their repertoire.

In short, the comparison of the 2010 and 2021 survey results reveals three significant changes in the skillset over the past decade, namely the increased relative importance of:

i. contextual knowledge, i.e. knowledge of the subject of the translation and the institution, and understanding of the authoring and intended use of the source text (4, 5, 6, 7)
ii. the ability to make effective use of CAT tools, including recycled content and MT output (40, 42, 35)
iii. having the target-language skills to convey detailed levels of meaning when required (16, 26, 27)

Another important finding is that a willingness to learn and an ability to work both independently and with others (47, 48, 50, 51) are as important as linguistic skills.

The shifts in importance seem to reflect key trends in institutional translation: the full integration of text- and term-recognition tools and links to reference materials in the CAT interfaces that translators work with (see also Svoboda and Sosoni – Chapter 4 – in this volume); the increased pressure on

translation services (and their translators) to shorten turnaround times and increase their productivity; and the importance of having translators who can do exactly what machines cannot – understand complex topics and the context in which the text was created and will be used, ensure the right tone and register, and convey the intended effect of the text through knowledge of the subject, the finer points of grammar, and the readers' needs. In this way the 2021 survey also possibly identified the very aspects of translation that make human translators still necessary, particularly to the translation services of inter-governmental organizations. In so doing, the survey has also highlighted the added value that their highly skilled translators bring to the table.

Other findings

The comments made in the survey were grouped by topic and nature of the observation made to identify common themes and the most frequently shared opinions and concerns. These provide several insights into the world of institutional translation today and indicate the skills level sought. The main views and most common observations are summarized below.

Although expectations regarding the capacity of translation services to deliver more with less are increasing, as is the emphasis on productivity, quality remains important, even if notions of quality are at times possibly more needs-driven than in the past, i.e. driven by the needs of the client (or fit-for-purpose) rather than absolute standards traditionally upheld (a point repeatedly made in the comments). Institutional translation is, after all, high-stakes translation: the deliberations and work of inter-governmental bodies would grind to a halt without high-quality, multilingual documentation. Institutions will therefore continue to seek translators with superior target-language skills who can reproduce the subtle nuances of the original in the translation as and when required.

Institutional translation services are increasingly fast-paced working environments: priorities change, urgent jobs come in with little notice, authors and revisers need answers, deadlines must be met, and tools that can improve processes must be integrated as quickly as possible. Speed is of the essence in most services. Flexibility and adaptability are a must for several reasons: the frequent task-switching (mostly from translating one type of text or from one source language to another, but also from translation, to revision, to responding to queries, to training others and other tasks); the constant interruptions; the unpredictable workloads; and the frequent introduction of new tools, methods, and procedures. "Teamwork skills and the ability to adapt in the environment of multiple and changing task priorities is of the highest importance", observed a reviser from the European Central Bank, "on the other hand, ability to work independently and under time pressure, as well as information finding skills and ability to assess your sources are also of top importance". The work is also intellectually

demanding. "Mental nimbleness and the ability to conduct research and learn quickly are paramount", reported a reviser from the United Nations Office at Nairobi. New topics are constantly being added to the international agenda, source texts are sometimes poorly written, and the deliberate ambiguity of diplomatic texts requires the acquisition of contextual knowledge and excellent drafting skills. These aspects of the job are, of course, also what makes institutional translation exciting. Translators who cannot cope with pressure, are not interested in mastering new complex subjects, or are unwilling to embrace new technologies and working methods, including the requirement to adjust the quality to meet clients' requests and timelines, will not fare well.

Understanding the source text and finding the correct terminology are no longer the challenges they were in the past. Whereas mining reference materials and judging the reliability of sources at the time of the 2010 survey probably referred to reading background documents and internet searches, they now refer more to making effective use of recycled content and concordance searches. In a similar technology-driven shift, the ability to step back from the translation and review it with a critical eye, which has always been important, now increasingly involves adopting a critical approach towards machine-suggested translations and judging correctly when to amend them. As a reviser from the European Commission Directorate-General for Translation eloquently put it, "What's happened the last decades with machine-supported translation is that my old professional role of writing a useful target text has changed into more of a role of critically analysing whatever the machine came up with and deciding if it's appropriate in a given context. More of a curator than a creator, you could say". In this regard, many revisers commented on an overreliance among new recruits on recycled content and MT output. Complaints stemmed not from their using MT or previously translated text instead of translating from scratch, but from their tendency to presume autogenerated text that reads well enough is correct, when in fact the machine has not suggested a translation of the accuracy or register required. "The main challenge [for new translators] is post-editing [MT output] without having accumulated experience as translators. Most translators now have to skip the translation step", wrote a chief of service at United Nations Headquarters. The problem is compounded by the inadequate language skills reported among new recruits (albeit more for some languages than others). "Far too many young translators do not have a proper grasp of the rules of grammar and punctuation in their target language. Without this, they are ill-equipped to revise their own work or that of others, or to do post-machine editing", lamented a UNESCO reviser. Indeed, poor target-language skills and lack of "critical distance" (to judge the usability of or revise machine translation output and recycled text or question the logic of the source text) were two of the three most oft-cited shortcomings of new recruits. The third was lack of general knowledge.

In short, the findings of the 2021 survey highlight the need for institutional translators to be able to:

- Acquire subject-matter knowledge quickly
- Understand complex topics, figure out obscure meaning, appreciate the authors' intentions and the readers' needs
- Achieve high levels of accuracy in their translations, conveying not only nuances but also intended effect
- Make effective use of the technological tools provided, including machine translation and other automatically generated or suggested text
- Draft well in their target language, compensating for poor wording in the original when appropriate while adhering to in-house conventions
- Work collaboratively with others (translators, authors, revisers, managers) and work well alone
- Work fast, be flexible and adapt to changes quickly

Implications for training, recruitment, and further research

For institutions, finding translators with the right combination of skills is essential for the effectiveness of their publishing and documentation operations. Data such as that furnished by the 2021 skills survey can inform the recruitment and training priorities of translation services. The identification of the changes in the skillset since 2010, for example, suggests ways in which to assess the relevance of their testing and selection processes and update them accordingly. To be of value to IAMLADP hiring managers, however, the survey findings should be broken down further by individual organization and possibly even by language service, since, as in the 2010 survey, both the respondents' target language and the organization for which they worked were found to influence the weighting of the skillset.[7] Space limitations prevent such variations from being presented here. If used to identify service-specific recruitment and training priorities, the distribution of the components of the skillset should also be examined more closely since the analysis above largely treats those within each category that are close to the cut-off points the same way as major outliers.

For trainers of institutional translators, the identification of the relative importance of skills and knowledge within the general profile and the insights furnished by the comments made by the survey respondents might be of interest because they can suggest ways in which to align training programmes with the competencies that institutions are looking for. They can also help trainers identify students who are most likely to succeed in institutional settings.

The distribution of the components of the skillset in 2021 also raises a number of questions. Some suggest areas for further research; others suggest possible opportunities for cooperation between academia and institutional translation services. For example, having identified the priority skills and knowledge types, how can translator trainers help aspiring institutional

translators acquire them? How can hiring managers assess them in their selection procedures? And how can in-house revisers and training managers best help new recruits develop those that cannot be acquired prior to hiring?

Revisers are still complaining about inadequate target-language skills among new recruits, in fact more than in 2010. Institutions clearly still expect translators to have them mastered before they join their translation services. "Recruits that have spent 12–13 years in school, followed by 3–5 years of university and finally pass a translation competition are often surprisingly bad at spelling/punctuation/grammar in their native tongue," remarked a reviser from the European Parliament who works in Danish. For some it seems awareness of the importance of these skills hits them only when they start working in an institutional setting: "In my opinion what lacked the most in my translation training was the in-depth study of grammar and punctuation rules of the mother tongue and development of good writing skills", noted a Russian translator at the United Nations Economic and Social Commission for Asia and the Pacific. What does this say about translator training? Or about awareness raising of the expectations of institutional translators? How can this situation be rectified? Language skills can be taught, but can the analytical skills for detecting slips in logic, ensuring coherence or judging how to use recycled content? If so, how? Is it a matter of experience? How much experience are students obtaining or can they be expected to obtain in their training programmes?

Another challenge is that one of the shortcomings revisers most often have to compensate for is the lack of subject-matter expertise among new recruits. One reviser at the European Central Bank summed it up: "New translators most often lack the substance, organizational and historical knowledge, and broader perspective that allow them to see through ambiguities, logical leaps, or otherwise obscure passages and to produce text in the target language that accurately reproduces the content and intended meaning of the source text". How can institutions impart thematic knowledge quickly? What type of in-house course or resource should be developed? Is learning from revisers' corrections an efficient way to acquire specialized knowledge?

Consideration should also be given to the "soft skills" and attitudes that the 2021 survey results suggest are so important in institutional translation: the ability to take and learn from feedback and to master new subjects; the willingness to work with technology, embrace change and adapt to new working methods and processes; and the flexibility and ability to work with others, as well as independently. At what stage in a translator's development can or should these be developed? Are they being assessed in university admissions processes or by hiring managers? If so, how effectively?

Finally, it is clear that the combination of skills, knowledge, and aptitudes required by institutional translators evolves over time, especially when new tools change how they work. New skills become more important than others; some become almost obsolete. As technological breakthroughs,

advances in other fields, and new priorities continue to shape the nature of the job, it will be up to those who train and employ institutional translators to remain abreast of changes in the components of the skillset and shifts in their relative importance so that they can adjust their hiring processes and training programmes accordingly. The execution of a two-questionnaire survey as described here is one way to do that. The question is: how soon will it be necessary to undertake another one?

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Notes

1 See for example, the impact of eLUNa, the comprehensive web-based tool developed by the United Nations Secretariat, on the work of UN translators described in – Chapter 15 – *Translator training at United Nations Headquarters, New York*, also in this volume.
2 IAMLADP is a network, headed by the United Nations, of managers from over 80 international organizations employing conference and language service providers, mainly translators and interpreters (see www.iamladp.org).
3 The participating institutions were: Committee of the Regions and European Economic and Social Committee, Council of Europe, Council of the EU, Court of Justice of EU, ESCAP, ESCWA, ECA, European Central Bank, European Commission DGT, European Parliament DG-TRAD, European Space Agency, FAO, IICA, IFAD, IAEA, ICAO, ICRC, ICJ, INTERPOL, ILO, IMO, ITU, NATO, NATO Parliamentary Assembly, OECD, Pan-African Parliament, PAHO, STL, Translation Centre for the Bodies of the EU, UNESCO, UN Headquarters, the UN Offices at Geneva, Nairobi and Vienna, WIPO, World Bank, WFP, WHO, WMO, World Tourism Organization, World Trade Organization.
4 See also Ilja – Chapter 13 – in this volume.
5 Respondents generally agreed that new recruits are not expected to have thorough knowledge of the organization or expert subject-matter knowledge, just as they cannot be expected to be familiar with in-house style, usage or precedence rules.
6 Statistically significant differences determined using t-tests, with $p < 0.05$.
7 For a comparison of the ideal EU and UN profiles in 2010, see Lafeber 2017.

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3 Institutional translation profiles

A comparative analysis of descriptors and requirements

Fernando Prieto Ramos and Diego Guzmán

Introduction

The profiles and specific skills required to work for the translation services of international organizations (IOs) have only been the subject of a few descriptive studies, mostly by in-house practitioners. As with other aspects of institutional translation, the earliest substantial contributions on translator profiles focused on translation for European Union (EU) institutions, and particularly the EU's largest translation service, the European Commission's Directorate-General for Translation (DGT). Three DGT translators, Emma Wagner, Svend Bech, and Jesús M. Martínez, published a comprehensive account of the role, recruitment, and tasks of translators in the main EU institutions in 2002, subsequently updated in 2012 (Wagner, Bech, and Martínez 2012). Around this same period, a coordinated effort was made to describe the requirements, practices, and training needs of translators in multiple institutions with a focus on legal translation, including at several intergovernmental organizations (IGOs), namely the United Nations (UN), the International Criminal Court (ICC), the World Trade Organization (WTO), and INTERPOL (Borja Albi and Prieto Ramos 2013).

Since then, the field of institutional translation has benefited from increasing research and cooperation between translation services and academia. In the expanding landscape of institutional translation studies, analyses of specific genres and institutions predominate, while interinstitutional studies remain scarce. This is apparent in the case of research on institutional translators' profiles. Work by the UN's Anne Lafeber (2012, 2017) broke new ground by comparing the skills required for institutional translation at more than 20 IOs, as reported by their translation staff. The LETRINT project on institutional translation[1] has also recently produced a study of the duties and challenges of translation service managers based on interviews and analyses of job descriptors (Prieto Ramos 2017a), as well as a comparative study of institutional translators' backgrounds and domain specializations through a survey of 12 IOs (Prieto Ramos 2020a).

In the context of LETRINT, this chapter extends the above research by comparing the job profiles of translators and revisers in a corpus of

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vacancy notices from several organizations published between 2005 and 2020. The study is also informed by 33 interviews with translation service managers of multiple IOs.[2] The central aim of the chapter is to identify the main commonalities and differences between institutional descriptors and requirements, as well as any changes during the period examined. Given the focus of the project on institutional legal translation and quality assurance, special attention is devoted to specialized translation competence and the potential impact of technological developments on professional requirements. Further details on the material and the approach are provided in the following section, before presenting the results and discussing their implications.

Material and methodology

Our corpus of vacancy notices was built with a view to obtaining a comprehensive overview of professional requirements in institutional translation, including a wide range of supranational organizations and IGOs and a representative diversity of domain specializations. To this end and for subsequent triangulation purposes within the LETRINT project, the functions considered for the compilation of notices comprise all the translation and revision positions announced by the following institutions:

- In the case of the EU: the main law- and policy-making institutions, including the European Commission, the European Parliament, and the Council of the EU, with shared interinstitutional recruitment processes for translators through the European Personnel Selection Office (EPSO); the Court of Justice of the EU (CJEU) and its lawyer-linguist recruitment notices (also organized through the EPSO); and the Translation Centre for the Bodies of the EU (CdT).
- The UN, more precisely, the translator and reviser jobs announced by the Department for General Assembly and Conference Management (DGACM); those of the UN's main judicial organ, the International Court of Justice (ICJ); and the International Criminal Court (ICC).
- Two medium-sized multilateral organizations encompassing a diversity of domains: the WTO and the World Intellectual Property Organization (WIPO), including positions for its central Language Division (WIPO-LD) and for its Patent Cooperation Treaty Translation Division (WIPO-PCT).

Overall, the selection of these organizations enabled comparisons between the job profiles of the largest EU and UN language services, three court translation services, and at least two specialized IGOs. The documents were compiled by querying institutional repositories, except for the ICJ, the ICC, and WIPO, for which the full retrieval of notices was only possible through direct contact with the institutions. The samples were considered

both sufficiently representative of institutional translation and manageable for corpus analysis.

To preserve this balance while enabling the analysis of recent profile changes, the initial scope of ten years was expanded to 16, from 2005 to 2020. Two eight-year periods were identified with a view to examining the potential impact of machine translation (MT) and other technological advances on job descriptors and requirements: 2005–2012 and 2013–2020. It is considered that it was only in the second period that both statistical machine translation (SMT) (in the mid-2010s) and, later, neural machine translation (NMT) (in the late 2010s) became widespread across institutional language services through new customized tools (e.g. WIPO Translate, the UN's eLuna, or the EU's eTranslation) and triggered changes in working procedures and productivity expectations (see e.g. Fernández-Parra (2020) and Chapters 2 and 15 in this volume).

All the vacancy notices were categorized as translator or reviser jobs based on the content of the functions described in each instance, regardless of the specific titles used. Apart from the CJEU's lawyer-linguist positions (essentially devoted to translation, as opposed to lawyer-linguists in other institutions), the "translator" category included other less common denominations, such as "linguistic administrator in the field of translation" (nine notices for 22 translator competitions in the EU, including the CdT)[3] and "associate translator" (six notices from the ICC and two from the UN).[4]

In the case of positions integrating translation and revision, the distinctive duty that determined inclusion within the latter category was the regular revision of other translators' work, as opposed to self-revision. In the EU institutions, all translators are also expected to revise, while multilateral organizations follow a more hierarchical approach whereby translators are normally promoted to revision positions based on in-house experience. This was particularly relevant for the analysis of any differences in the way revision tasks and seniority expectations are reflected in the notices for IGOs. Reviser positions were thus analyzed as a subset of notices. The title of "reviser" was consistently used across institutions, except for the ICJ, WIPO, and three notices from the WTO, which employed the denomination "translator/reviser".

Another significant variation considered was the multiple ways of organizing recruitment processes for several translation services or language departments within the same institution or organizational umbrella. While IGOs' vacancy notices are generally produced for the purposes of recruiting translators or revisers for a single target language, in the EU institutions two-thirds of notices issued through EPSO described the job profile and requirements for several simultaneous competitions in various languages. In the case of the EU "interinstitutional" competitions, the final lists of successful candidates form a shared pool used to meet staffing needs as they arise in the different EU institutions. As for the UN notices, the recruitment processes are generally organized by DGACM for all duty stations,

but are restricted to one official language of translation per notice.[5] To offer a precise picture of the selection processes and languages covered in each institutional setting, the number of competitions is provided in Table 3.1. By the same token, the notices issued by the two main translation services of WIPO were divided into two subsets, WIPO-LD and WIPO-PCT, in order to identify their different profiles and requirements.[6]

In total, 224 notices for 290 competitions qualified for inclusion in the corpus, including a sizeable number of notices for each setting, organization type, and language profile, with the highest figures in the EU and the UN translation services (see the breakdown in Table 3.1). The totals for court translation services (CJEU, ICC, and ICJ) are comparable, between 17 and 18 notices, while WIPO-PCT (34 notices, compared to 21 for WIPO-LD and 22 for WTO) stood out among the other medium-sized IGOs, essentially due to the PCT's higher number of languages.[7] The distribution of translator and reviser positions within IGOs is quite even, at 93 and 87 notices, respectively. The total figures per period were also considered satisfactory for the purposes of the study, even if they were globally lower for the first period. Apart from the fluctuations in staffing needs, it is possible that, for some organizations, not all the older notices might be accessible. In the case of the UN, for example, texts issued before 2010 were retrieved from the

Table 3.1 Vacancy notices analyzed (number of competitions between brackets if more than one per notice)

	2005–2012	*2013–2020*	*Total*
EU	**21 (50)**	**23 (60)**	**44 (110)**
Translator (interinstitutional)	8 (25)	7 (28)	15 (53)
Lawyer-Linguist (CJEU)	12 (24)	6 (22)	18 (46)
Translator (CdT)	1	10	11
UN	**20**	**48**	**68**
Translator	17	15	32
Reviser	3	33	36
ICJ	**14**	**4**	**18**
Translator	6	1	7
Reviser	8	3	11
ICC	**10**	**7**	**17**
Translator	9	5	14
Reviser	1	2	3
WIPO	**23**	**32**	**55**
Translator (LD)	4	9	13
Reviser (LD)	2	6	8
Translator (PCT)	9	6	15
Reviser (PCT)	8	11	19
WTO	**12**	**10**	**22**
Translator	9	3	12
Reviser	3	7	10
TOTAL	**100 (129)**	**124 (161)**	**224 (290)**

Official Document System (ODS) rather than the UN Careers Portal, while the CdT confirmed that the older notices were no longer accessible, but that these would add no variations to the compiled notices. This explains the exceptionally marked difference between periods for this body.

The notices compiled were issued in at least one of the languages of the LETRINT project (English, French, and Spanish). Most of them were available in English, regardless of the language combination required in each competition. The English version was thus considered for our comparative analysis, except for several notices which were only published in French (20 notices from the ICJ, the ICC, WIPO, and the WTO) or Spanish (12 notices from the WTO) in the case of translator or reviser positions in these languages. Overall, no significant differences in structure, content, or discourse conventions were detected based on the drafting language of the job announcements.

The notices were mined to extract and classify discourse segments into three major categories: duties, competences, and academic and professional background. Regardless of the specific structure and conventions followed in each setting, these three categories proved applicable to all the notices based on an initial mapping, as they distinguish between the job contents, the competencies required for the job and the qualifying background. For instance, most EPSO notices include two main relevant sections, duties and eligibility (profile sought, including qualifications, languages, and other requirements), while UN job openings are typically structured according to responsibilities, competencies, education, work experience and languages. Testing specifications were compiled but not analyzed in this study.

The segments were subject to further analysis in order to group all related items together and gradually identify overarching denominations for the sake of comparability. For example, "works collaboratively with colleagues", "showing team spirit", and "ability to work harmoniously in a small team" were categorized as "teamwork skills". More than 4,500 items were extracted and processed following this corpus-driven approach, which led to the consolidated results outlined in the next section. Quantitative methods were used to determine the main trends within and across settings, while institutional and diachronic variations were subject to additional qualitative analysis and complemented with keyword analysis (including collocations with "quality", "machine translation", "post-editing", "culture", and key domain denominations).

Duties

Within translation duties (or specifically "technical translation" in the case of WIPO-PCT), apart from the core translation work into the *translators*' primary languages, only a few subsets of descriptors also include L2 translation (38.46% for WIPO-LD[8]) or sight translation (14.29% for the ICC). Self-revision is specified in all WIPO-PCT notices, and 53.85% of WIPO-LD's

notices, and only a few from the ICC and the WTO. Terminology-related duties are the second most frequent responsibilities (except for the CJEU), while revision is explicitly mentioned in all CdT notices and a majority of those from the other EU institutions (55.56–60%), the ICC (78.57%), and WIPO-LD (69.23%) (see Table 3.2). Overall, this reflects a consolidated pattern whereby, as opposed to EU institutions, IGOs' translators are not expected to revise systematically, but are gradually entrusted with self-revision assignments and eventually also occasional revision of peers' work.

Also, in connection with translation, terminology, and revision work, a few organizations mentioned concordance or consistency verification tasks in their notices, including 27.27% from the CdT subset ("language concordance work"), 16.67% from the CJEU ("checking […] linguistic and legal consistency"), and 14.29% from the ICC ("check the consistency of longer texts involving more than one translator"). In contrast, MT post-editing was systematically included only in WIPO-PCT notices from 2015 onwards, reflecting the adoption of the organization's own MT system, WIPO Translate, for patent translation. Interestingly, references to computer-assisted translation (CAT) tools management, including translation memories, were systematic in WIPO-PCT and very frequent in WIPO-LD through the entire 2005–2020 period, and were occasional in the EU notices (except for the CJEU) only since 2016.

Editing stood out as a common duty in all WIPO-LD notices, as opposed to 42.86% of ICC descriptors, and between 16.67% (CJEU) and none in the other settings. Other language-related tasks specific to some organizations included: verbatim reporting (42.86% of ICJ notices, all of them for French language translators), précis-writing (37.50% of UN notices), and subtitling (27.27% of CdT vacancies). Legal analysis is featured exclusively in CJEU notices (53.57%). More exceptionally, two ICC notices and one ICJ notice for translators included interpreting duties. Finally, vague references to assistance with other tasks were found across the board, except for the EU interinstitutional notices.

In the case of IGO *revisers*' duties (see Table 3.3), the priority activity of revision is combined with translation, most often specifying "self-revision", and with approximately the same pattern for L2 translation as for translators in WIPO-LD. Terminology work is also a salient duty in most institutions, but with greater emphasis on validation and management (e.g. "participate in the compilation and validation of the terminology database" at the WTO) than in translators' job descriptors. Among other related linguistic tasks, editing is listed for revisers in the majority of WIPO-LD notices (similarly to their translators) and in all ICJ and ICC notices (as opposed to much lower proportions in translators' job descriptors in these international courts).

The concept of quality assurance appeared systematically (except in two notices in the first period) in connection with revision duties in WIPO-PCT notices ("input to the definition and implementation of quality assurance

Table 3.2 Most frequent translator duties[9]

	EU			*UN*	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
	Interinst.	*CJEU*	*CdT*				*LD*	*PCT*		
Translation	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	**100.00%**
Terminology work	60.00%	–	27.27%	18.75%	100.00%	100.00%	100.00%	93.75%	100.00%	**66.64%**
Revision	60.00%	55.56%	100.00%	–	–	78.57%	69.23%	6.25%	16.67%	**42.92%**
CAT tools management	20.00%	–	27.27%	–	–	–	69.23%	100.00%	16.67%	**25.91%**
Editing	–	16.67%	–	6.25%	14.29%	42.86%	100.00%	–	8.33%	**20.93%**
Assistance with other tasks	–	10.71%	100.00%	100.00%	100.00%	91.67%	100.00%	100.00%	100.00%	**78.04%**

Table 3.3 Most frequent reviser duties

	UN	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
				LD	*PCT*		
Revision	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	**100.00%**
Translation	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	**100.00%**
Tutoring	100.00%	54.55%	100.00%	100.00%	100.00%	90.00%	**90.76%**
Terminology management	100.00%	27.27%	100.00%	100.00%	100.00%	50.00%	**79.54%**
Management support duties	52.78%	–	100.00%	87.50%	94.44%	90.00%	**70.78%**
Strategic support	41.67%	–	100.00%	75.00%	94.44%	30.00%	56.85%
Deputy management	41.67%	–	66.67%	12.50%	–	20.00%	23.47%
Editing	–	100.00%	100.00%	87.50%	–	10.00%	**49.58%**
Recruitment and assessment	44.44%	–	66.67%	25.00%	33.33%	30.00%	**33.24%**
Assistance with other tasks	100.00%	72.73%	–	87.50%	100.00%	10.00%	**61.70%**

measures"), while over one-third of UN notices of the second period referred to revisers' assistance in "monitoring the quality of in-house and contractual translation". In the notices from the previous 2005–2012 period, only 24 occurrences of the keyword "quality" were found (mostly in generic references to the expected quality of translations), compared to 221 occurrences in the 2013–2020 period (including "quality assurance", "quality control", and "quality standards"). This reflects the trend towards more explicit approaches to quality in the field since the mid-2010s (see Svoboda, Biel, and Łoboda 2017; Prieto Ramos 2017b).[10]

Together with revision, three distinctive duty types emerge as being specific to revisers: tutoring (only less frequent than revision and translation, e.g. "train, mentor and provide feedback to translators" at WIPO); management support duties (including a diversity of strategic support and/or deputy management responsibilities, e.g. "officer-in-charge in the absence of the Chief of Service" at the UN); and, to a lesser extent, recruitment and assessment (e.g. "participate in the testing and recruitment of language staff" at the ICC). The ICJ, however, departed from this core trend by including only one of the three duty types, namely tutoring in 54.55% of notices. Other duties only found in specific institutions include: the use of CAT tools (100% for WIPO-PCT and 75% for WIPO-LD); post-editing (systematic in WIPO-PCT notices since 2015); linguistic advice (all ICJ notices); translation team coordination duties (100% in the WTO and 90% in the UN); focal point for translation suppliers (55.56% for WIPO-PCT); and interpreting (27.27% or three positions for the ICJ).

Competences

The items describing competences, including various skills and types of declarative and operative knowledge, were grouped under five main subcompetences, based on the model followed in the LETRINT project for the analysis of institutional translation and specialized translation competence more broadly (Prieto Ramos 2011): (i) translation (core methodological or strategic competence), (ii) linguistic, (iii) thematic, (iv) instrumental (including CAT and terminology management tools), and (v) interpersonal and professional management competences. The advantage of this approach is that it is informed not only by the common denominators of previous multi-componential models of translation competence, but also, crucially, by professional practice, including in institutional settings. The approach avoids taxonomic duplications, especially with regard to interpersonal and professional management skills that are closely intertwined, and maintains the key distinction between core translation methodological competence and thematic competence.[11]

As expected, language proficiency and translation competence are recruitment conditions for all the profiles (see Tables 3.4 and 3.5). Most institutions (average of 83.13% of all vacancy notices) demand a perfect

Table 3.4 Most frequent competences required (translators)

	EU			*UN*	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
	Interinst.	*CJEU*	*CdT*				*LD*	*PCT*		
Linguistic	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Translation	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Instrumental	**100.00%**	**100.00%**	**100.00%**	**81.25%**	**14.29%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**88.39%**
Use of IT/office technology	100.00%	100.00%	27.27%	37.50%	14.29%	100.00%	84.61%	60.00%	50.00%	63.74%
Use of CAT tools	–	–	100.00%	3.13%	–	21.43%	100.00%	93.33%	100.00%	46.43%
Interpersonal and professional management	**100.00%**	**100.00%**	**27.27%**	**50.00%**	**100.00%**	**100.00%**	**84.62%**	**100.00%**	**100.00%**	**84.65%**
Teamwork skills	100.00%	100.00%	27.27%	50.00%	100.00%	100.00%	76.92%	46.67%	100.00%	77.87%
Adaptation to deadlines/work under pressure	100.00%	100.00%	–	12.50%	–	–	–	60.00%	91.67%	40.46%
Professionalism	–	–	27.27%	50.00%	14.29%	35.71%	84.62%	46.67%	–	28.73%
Organizational skills	60.00%	44.44%	27.27%	–	14.29%	100.00%	–	–	–	27.33%
Thematic	**100.00%**	**100.00%**	**27.27%**	**–**	**85.71%**	**100.00%**	**92.31%**	**100.00%**	**100.00%**	**78.37%**
Adaptability to diversity of fields	100.00%	–	–	–	–	35.71%	38.46%	100.00%	75.00%	38.80%
Knowledge of organization's subjects	–	–	27.27%	–	–	100.00%	61.54%	40.00%	16.67%	27.27%
General culture	–	–	–	–	85.71%	14.29%	38.46%	60.00%	58.33%	28.53%
Legal specialization/ knowledge	–	100.00%	–	–	–	35.71%	–	–	–	15.08%

Table 3.5 Most frequent competences required (revisers)

	UN	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
				LD	*PCT*		
Linguistic	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Translation	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Interpersonal and professional management	**100.00%**	**100.00%**	**100.00%**	**87.50%**	**100.00%**	**100.00%**	**97.92%**
Teamwork skills	97.22%	100.00%	100.00%	87.50%	57.89%	100.00%	90.44%
Professionalism	91.67%	–	66.67%	75.00%	57.89%	–	48.54%
Tutoring and feedback provision	–	–	100.00%	–	42.11%	100.00%	40.35%
Organizational skills	8.33%	–	66.67%	62.50%	–	10.00%	24.58%
Thematic	**91.67%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**60.00%**	**91.94%**
Adaptability to diversity of fields	91.67%	–	–	87.50%	100.00%	20.00%	49.86%
Knowledge of organization's subjects	–	–	100.00%	75.00%	57.89%	30.00%	43.81%
General culture	–	72.73%	–	25.00%	42.11%	10.00%	24.97%
Legal specialization/knowledge	–	36.36%	66.67%	–	–	–	17.17%
Instrumental	**94.44%**	**36.36%**	**100.00%**	**87.50%**	**100.00%**	**100.00%**	**86.38%**
Use of IT/office technology	86.11%	36.36%	100.00%	75.00%	57.89%	70.00%	70.89%
Use of CAT tools	25.00%	–	–	87.50%	63.16%	100.00%	45.94%

command of the primary (A or target) language and an excellent or thorough knowledge of two second (B or translation source) *languages*.[12] The only exceptions in which only one B language is mandatory include: the ICC and the ICJ, both with two working languages (English and French); WIPO (LD and PCT) competitions for Chinese, Japanese or Korean as A or B languages; all competitions for Chinese and two for translation into French at the UN;[13] and one EU interinstitutional competition for translators into Irish.

In most notices, knowledge of an additional language is considered an asset. In the case of the core *translation* strategic competence, some notices refer to related analytical skills or to attention to detail (especially in the EU and the ICC), while the UN specifies expectations of translation accuracy and consistency in all its reviser notices.

As for the other competences, the frequency averages obtained for revisers are higher than those for translators, particularly with regard to interpersonal and professional management (97.92% and 84.65%, respectively) and thematic competence (91.94% and 78.37%, respectively). *Instrumental* competence scores are more convergent between the two profile types (88.39% of translators' notices and 86.38% of revisers' notices), but with remarkable institutional variations. While all CdT and WTO notices,[14] as well as all WIPO notices from 2010 onwards, specifically require familiarity with CAT tools, the other EU notices systematically refer to the use of IT tools (all EPSO notices). This more generic skill is also found in the translator profiles sought for the ICC (all notices) and the UN (37.50%, mostly in the second period), including references to word processing. A similar focus applies to revisers in the same institutions, while CAT tools are only featured in a minority of UN reviser notices (25%, most of them in the second period) and ICC translator notices (21.43%). The ICJ, with references to word processing in four reviser notices in the first period and to broader technological awareness ("ouverture à la technologie", including "technologies nouvelles") in a translator vacancy notice in 2018, is the least technologically demanding of the institutions considered.

Within *interpersonal and professional management* competence, teamwork skills are the most salient across the board. The broad requirement of professionalism is particularly frequent in UN and ICC reviser notices (91.67% and 66.67%, respectively) and in WIPO-LD translator notices (84.62%), while organizational skills are most often mentioned in ICC notices (100% for translators and 66.67% for revisers) and, to a lesser extent, WIPO-LD reviser notices (62.50%) and EU competitions (60% of interinstitutional notices and 44.44% for the CJEU). The most marked differences between profiles are found in connection with revisers' competence for their distinctive tutoring duties (described above). All WTO and ICC notices for these profiles, and almost half of those from WIPO-PCT, explicitly require competence in tutoring or feedback provision. However, the ability to meet deadlines and work under pressure is more explicit for

translators; it is systematically included in EU notices (except for the CdT) and very often in the WTO (91.67%) and WIPO-PCT (60%). Curiously, the latter translation service was the only one to feature this component in the skillset for revisers (57.89% of notices).

Thematic competence is the least explicitly covered in translators' requirements, and represents the most significant gap for any sub-competence in a single organization, the UN. The most common pattern for translators is to require the ability to adapt to a diversity of subject fields, especially for EU interinstitutional positions (100%), WIPO-PCT (100%) and the WTO (75%); or to be familiar with "general culture",[15] particularly at the ICJ (85.71%). Similar trends are found for revisers at WIPO (100% for PCT and 87.50% for LD), the ICJ (72.73%), and the UN (which refers to thematic versatility in all notices for revisers, but in none for translators). Knowledge of the organization's subjects features in all ICC notices for all profiles, and in a high proportion of WIPO notices (approximately half for translators and two-thirds for revisers). A specialization in legal subjects, more specifically, is required for all CJEU lawyer-linguist positions, as opposed to one and two-thirds of ICC translator and reviser notices, respectively (even if knowledge of the organization's subjects is always required), and only one-third of those for ICJ revisers. Finally, technical domain specialization was sought for 7 out of 19 reviser positions at WIPO-PCT, as well as one at WIPO-LD and another one at the WTO.

These results on competences must be read in conjunction with the description of duties above and academic and experience requirements, which will be addressed in the next section. The areas specified in qualification requirements, for example, provide further insights into the domain specialities prioritized by the institutions.

Academic and professional background

The category of academic and professional background focuses on the qualifying requirements in terms of education (including the degree type and the field of studies) and professional experience (including field and duration). As for the *academic* level, a primary university degree is the predominant condition for translators (88.32%). The ICC is the only institution that requires a Master's degree (MA) in all the competitions examined. In other institutions, the requirements are often higher for revisers, with an overall average of 42.52% of notices specifying an MA degree (see Table 3.6). This applies to the WTO (100% of reviser notices), and WIPO-LD (75%) and WIPO-PCT (57.89%) exclusively in the second period, while the UN does not demand postgraduate degrees for any profiles. In this organization, the requirement of having passed the UN competitive examinations for translators (91.67% of notices) effectively restricts the access to reviser positions to translation staff.

Table 3.6 Degree types required

		EU			*UN*	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
		Interinst.	*CJEU*	*CdT*				*LD*	*PCT*		
Primary degree	Translators	100.00%	100.00%	100.00%	100.00%	85.71%	–	100.00%	100.00%	91.67%	**86.38%**
	Revisers	N/A			100.00%	100.00%	–	25.00%	42.11%	–	**44.52%**
Master's degree	Translators	–	–	–	–	14.29%	100.00%	–	–	8.33%	**13.62%**
	Revisers	N/A			–	–	100.00%	75.00%	57.89%	100.00%	**55.48%**

As regards the *academic field* (see Tables 3.7 and 3.8), a degree in translation is the most commonly required, both for translators (average of 57.07% of notices) and revisers (79.19%), but never exclusively. The only institution examined where a specific field of study is mandatory for recruitment is the CJEU, as candidates for lawyer-linguist positions must hold a degree in the law of a Member State whose official language corresponds to the language of the competition. The other institutions either mention several academic fields or accept a degree in any field of study. This is particularly the case in all CdT and post-2009 EU interinstitutional competitions,[16] as well as UN notices. In this organization, translation degrees and any other degrees taught in the language of the competition[17] are indicated as pathways for recruitment in half of the notices for translators only. These recruits can subsequently apply for reviser positions without further academic credentials.

Overall, the second most frequently mentioned field after translation is languages or linguistic studies, closely followed by law.[18] Legal studies stand out as one of the preferred fields of specialization in all WTO, ICC, and ICJ competitions. In the latter setting, law is mentioned as an asset. The same was found in all UN notices for French-speaking translators until 2013.[19] At the WTO, apart from translation, languages or law, 83.33% and 90% of notices for translators and revisers, respectively, also include economics as a priority area. Finally, WIPO-PCT systematically lists technical fields among qualifying degrees.

Experience in a specific field is not (or is rarely) required for EU (all institutions) or UN translation positions. In the other organizations, all profiles must have experience in translation and specifically technical translation in the case of WIPO-PCT. A background in legal translation is mentioned as an asset in approximately half of CJEU and ICJ notices (44.44% and 57.14%, respectively), together with related activities such as previous practice in law (38.89% and 14.29%, respectively) and experience in legal drafting (44.44% for the CJEU only). Experience in institutional translation settings is specifically required in a significant proportion of notices from WIPO-LD (76.92% for translators and 87.50% for revisers) and the ICJ (over half of the notices for all profiles).

As expected, the average *duration* of the translation experience required for revisers (see Table 3.9) is much higher than for translators (three times longer). It is also more homogeneous between institutions, within a narrow range of 7.08 (UN) to 9.42 years (WTO), compared with marked differences for translators, between no minimum experience at the EU institutions and the UN as a rule (or an average of 1.14 years for the CdT) and top averages above five years (5.62 for WIPO-LD and 5.60 for WIPO-PCT). The ICC is the second most demanding institution in terms of previous experience for translators (3.50 years), followed by the WTO (3.11) and the ICJ (2.29).

Table 3.7 Academic background specified (if any) for translators

	EU			*UN*	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
	Interinst.	*CJEU*	*CdT*				*LD*	*PCT*		
Translation	–	–	–	53.13%	100.00%	100.00%	92.31%	93.33%	75.00%	**57.09%**
Languages	40.00%	–	–	3.13%	14.29%	100.00%	100.00%	100.00%	16.67%	**41.56%**
Law	–	100.00%	–	3.13%	–	100.00%	30.77%	–	83.33%	**35.25%**
Technical or scientific field	40.00%	–	–	–	–	–	–	100.00%	16.67%	**17.41%**
Economics	40.00%	–	–	3.12%	–	–	–	–	83.33%	**14.05%**
No area specified	60.00%	–	100.00%	37.50%	–	–	–	–	–	**21.94%**

Table 3.8 Academic background specified (if any) for revisers

	UN	*ICJ*	*ICC*	*WIPO*		*WTO*	*Average*
				LD	*PCT*		
Translation	–	90.91%	100.00%	100.00%	84.21%	100.00%	**79.19%**
Languages	–	36.36%	–	87.50%	31.58%	100.00%	**42.57%**
Law	–	36.36%	100.00%	–	–	100.00%	**39.39%**
Technical or scientific field	–	–	–	–	100.00%	30.00%	**16.67%**
Economics	–	–	–	–	–	90.00%	**15.00%**
No area specified	100.0%	–	–	–	–	–	**16.67%**

Table 3.9 Average experience in translation required per profile and setting (years)[20]

		Translator	*Reviser*
EU	**Interinst.**	0	N/A
	CJEU	0	N/A
	CdT	1.14	N/A
UN		0.19[21]	7.08
ICJ		2.29	8.55
ICC		4.50	8.00
WIPO	**LD**	5.62	8.50
	PCT	5.60	9.26
WTO		3.11	9.42
Average		**2.49**	**8.47**

Discussion and concluding remarks

The comparative analysis of job contents and requirements for translators and revisers across institutions reveals three broad clusters of profile features in line with the organizations' varied natures and policy areas. First, apart from the fundamental difference of not recruiting revisers separately as in the IGOs, translator selection processes for the EU translation services (EPSO interinstitutional notices and, to a lesser extent, the CdT) share several features with the UN's approach: large-scale competitions to feed reserve lists with a diversity of profiles through testing; no requirements of previous training or experience in translation; and no specific demands of thematic or instrumental competence (except for the CdT's sustained integration of CAT tools in its notices). This approach seems to suit the heterogeneity of topics covered by the many EU and UN bodies, but entails a heightened reliance on screening and testing in order to identify suitable profiles.

Second, the court translation services examined, despite their common focus on legal translation, differ considerably in their job descriptors and requirements. The CJEU hires law graduates with the relevant linguistic competence to translate as lawyer-linguists, but with no previous experience in this field. In contrast, the ICJ leans towards more linguistic profiles by asking for some experience in translation and, while legal studies are not mandatory, experience in legal translation is noted as an asset in more than half of job openings for translators. The ICC notices depict a more mixed and tailored approach to recruiting competent specialized translators, with mandatory postgraduate qualifications in translation (or related linguistic fields) or law, knowledge of the organization's subjects and more extensive experience in translation (averaging 4.50 years). This pathway is comparable to the requirements of certain accreditation authorities for certified translation at the national level,[22] and to the specifications recommended in ISO 20771:2020 for legal translation.

Finally, the other medium-sized IGO translation services considered, the WTO, WIPO-LD and WIPO-PCT, displayed a similar trend of requiring previous experience in translation and in establishing priority areas of academic specialization together with translation (law and economics at the WTO, technical fields for patent translation at WIPO-PCT, and legal or other backgrounds related to WIPO-LD's subjects); and they stand out for their emphasis on CAT tools. As a general rule, these organizations also raise the required academic credentials to the postgraduate level for revisers, in line with the ICC, and ask for the longest experience of all IGOs for these positions.

The descriptors and requirements for revisers are otherwise more similar among IGOs than those for translators, even if through diverse pathways. Apart from their core revision duties, revisers are most often expected to tutor junior or external staff and occasionally support management duties, recruitment, and assessment. The required expertise in translation and organization-specific themes is accordingly more advanced.

As for diachronic patterns in our corpus of notices, despite the automation trends between 2005 and 2020, the analysis did not elicit major changes. It rather suggests that each institution works with job descriptors and prototypical skillsets that are adapted only where necessary to reflect specific needs or innovations. The most significant changes detected were the increasing references to quality across institutions (including the concept of quality assurance in WIPO-PCT reviser notices since the first period), as well as the integration of post-editing in all WIPO-PCT notices from 2015 onwards. This suggests that the introduction of MT in institutional workflows, in particular, did not call for immediate change to instrumental competence requirements. The WTO and the CdT had issued "CAT-friendly" notices since an earlier stage, while other organizations showed varying paces and degrees of specificity in the integration of computer-related duties and competences as they gradually adopted new tools, with the ICJ being the least technologically demanding. In turn, as confirmed during the interviews conducted for the LETRINT project, these gradual adaptations are consistent with the widespread view that organization-specific tools can be learnt on the job.

The extent to which new interactions with machine translation trigger substantial changes in job descriptors and recruitment processes is yet to be seen. In a nutshell, the question remains whether the core competences needed to ensure high-quality translation are fundamentally impacted by new forms of machine input in translation and revision processes. While the productivity expectations and quality issues derived from these interactions may certainly evolve, the advanced translation competence and substantive knowledge required to ensure translation adequacy in each communicative setting remains crucial, if not more critical than ever.

The European Parliament has conducted an in-depth reflection on these issues and published its new "intercultural and language professional"

profile for translators in 2021, just after the period covered by our corpus.[23] This profile highlights cultural and intercultural aspects of translation competence that characterize the human translator, but had previously been taken for granted in vacancy notices. The new descriptor refers to cultural adaptation, transcreation and localization tasks in a diversity of formats. It emphasizes the promotion of clear language to facilitate communication with citizens on multiple "often complex" subjects ("political, legal, economic, financial, scientific, or technical issues"). This new profile not only attests to the EU institutions' more explicit commitment to fostering accessibility and legitimacy for EU policies (Prieto Ramos 2020b, 473), but also aligns with the increasing diversification of communication formats in the translation market more broadly, as also reflected in emerging training initiatives.[24]

However, the qualifying conditions for the new "intercultural and language professional" profile remain basic and unspecific, as only a three-year university degree in any field and no professional experience are required. As with the other profiles and recruitment approaches reviewed in this study, only the recruiting institutions can thoroughly monitor whether these approaches bear the expected fruit. The less stringent the qualifying conditions are in competition calls, the more this monitoring will depend on the criteria applied in massive screening and testing processes. What are the advantages and risks of each approach? Do the more tailored approaches yield more satisfactory results in light of new recruits' performance? As would be expected for other professional profiles, is it not desirable to demand an educational and/or professional track record in the field of specialization, along the lines of ISO 17100:2015 for translation services?

Recent research about new recruits' skill deficits indicates difficulties in grasping and adequately reformulating nuances and content on specialized topics, as well as researching these topics and detecting inaccuracies (Lafeber 2012, 118–119; 2017, 64–70; and Chapter 2 in this volume). These gaps are directly related to core translation and thematic sub-competences that may not be fully demonstrated in the context of an examination or interview. This also applies to other skills developed through training or experience, as well as deontological aspects associated with professional awareness (Prieto Ramos 2010).

In the past two decades, the academic and professional landscapes in the field of translation have evolved significantly, including new studies of translation competence and new international standards for translation services. Vacancy notices, however, have not changed significantly in the period analyzed except for the gradual accommodation of translation technology. This attention to tools is justified, but it is certainly not the central issue in addressing how to effectively recruit translation professionals and continue ensuring quality communication in the new digital environments of institutional translation services.

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Notes

1 "Legal Translation in International Institutional Settings: Scope, Strategies and Quality Markers", led by the first author and supported by the Swiss National Science Foundation through a Consolidator Grant (https://transius.unige.ch/letrint/).
2 The interviews addressed multiple aspects of translation service management and quality assurance, including translators' recruitment and competence, in EU institutions (where the interviews included quality advisers) and IGOs selected for the LETRINT project. These interviews were conducted by the project leader in Brussels, Geneva, Luxembourg, New York, The Hague and Vienna between 2017 and 2019.
3 As opposed to the EPSO sample, where this denomination was discontinued after 2008, in the CdT it co-existed with the title of "translator" through the entire period. In this body, the starting grade for each position differs slightly (6 or 7 for linguistic administrators and 5 for translators).
4 A P-2 starting grade position as opposed to P-3 for "translators".
5 As a unique feature of this organization, in 21 of the 32 job openings for translators, the relevant competitive examinations also applied to related language positions such as verbatim reporters and editors, and in these cases only the relevant specifications for translators were considered in our study.
6 For the sake of comparability between translation services, eight notices issued by WIPO's International Registrations Administration Department and WIPO's Sector of Trademarks, Industrial Designs and Geographical Indications were not included in the study.
7 In addition to the official languages of WIPO, i.e. the same six official languages of the UN, PCT operations are also conducted in German, Japanese, Korean and Portuguese, as opposed to the WTO's trilingual regime in English, French and Spanish.
8 Including two-thirds of notices for Arabic, half of those for Chinese and only a few for Russian. The prevailing L2 for inverse translation is English.
9 The averages provided in the tables were calculated considering the frequency score for each setting, where "-" means zero. In the case of categories comprising several sub-categories, the score for a particular category in a given institutional subset of notices is not strictly the sum of such sub-categories, since more than one sub-category may feature in a single notice.
10 References to "quality control" also emerged in WIPO in the second period, with regard to quality expectations in all WIPO-LD translator notices ("applying established quality control standards"), and regarding occasional support to quality control tasks in all WIPO-PCT translator notices ("upon request, participate in quality control work").
11 This distinction, which is essential for professional and academic monitoring of competence and performance in specialized translation, was blurred in the revision of the initial EMT competence wheel (EMT 2009). In the new "EMT Competence Framework", in order to reconcile multiple views on the matter, methodological or strategic competence and thematic competence were merged within the core "translation" competence, but still recognized as distinct inter-

related competences. Thematic competence is expressed as: "Acquire, develop and use thematic and domain-specific knowledge relevant to translation needs" (EMT 2017, 8). In contrast, ISO standard 17100:2015 for translation services divides thematic competence into "culture competence" and "domain competence" (ISO 2015, 6), while in the case of ISO 20771:2020 for legal translation, thematic competence is split into "specialist legal field competence" and "legal culture competence" (ISO 2020, 8–10).

12 The frequency of A languages in our corpus reflects the diversity of official languages and translation needs of each institution. For instance, EU notices include a broader range of A languages, while these are limited to English and French in the case of the ICJ and the ICC. English is the least frequent A language at WIPO-LD and the WTO, for example, and only predominant in WIPO-PCT notices. The reverse applies to B languages. English is by far the most frequent B language across the board, except for WIPO-PCT.

13 15.62% of UN job announcements (one in Arabic from 2009, two in French from 2015 and one in Spanish from 2016) also allow for the possibility of having English as the only B language for candidates who have a particular background in relevant areas of specialization.

14 In the notices from these services, familiarity with CAT tools is specified for recruitment but, as opposed to WIPO, the management of such tools is rarely mentioned as a regular duty (see Table 3.2). With regard to the pioneering advances in customizing CAT tools in the WTO, see Pasteur (2013).

15 As confirmed by our keyword analyses, no other references were made to "culture" or cultural or intercultural competence in the notices, except for two-thirds of ICJ notices (all for French-speaking translators and revisers), which required "parfaite connaissance de la langue et de la culture françaises" (perfect knowledge of the French language and culture). Cultural competence is otherwise taken for granted in candidates who master the relevant languages.

16 Previously, notices invited candidates from a broad range of areas, such as modern languages, economics, finance, natural sciences, technology and social sciences.

17 This has been mandatory for all UN notices since 2007.

18 These results are consistent with the distribution of academic backgrounds revealed through a survey of institutional translators and revisers (Prieto Ramos 2020a, 289–291), which also revealed a high proportion of mixed backgrounds, except for the CJEU's lawyer-linguists.

19 Two English- and Spanish-language translator notices from the same organization in the second period further refer to degrees in economics, international relations, sciences or engineering as an asset.

20 In 50 notices, the required duration of experience varied depending on the candidate's qualifications. In such cases, an average was calculated for each notice (e.g. five years for MA holders and seven years for lower degrees resulted in an average of six years).

21 Only three UN notices from 2015 refer to a minimum of two years of mandatory translation experience.

22 See e.g. the conditions qualifying for Geneva's official examination to become a certified translator: https://silgeneve.ch/legis/data/rsg_I2_46.htm.

23 PE/AD/260/2021: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:C2021/170A/01&from=ES. See also book chapters on the ongoing profile revisions at this and other institutions.

24 For example, since 2017, the University of Geneva's MA in Translation and Specialized Multilingual Communication trains translators to also develop skills for corporate and multimedia communication, transcreation and technical drafting: https://www.unige.ch/fti/en/enseignements/ma-traduction/

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4 Institutional translator training in language and translation technologies

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Introduction

At the outset, let us illustrate the importance of translation technology and training for both institutional translation studies and institutional practice. Schäffner et al. (2014), in a passage that has become a classic in the relevant research literature, mention *translation technology* (namely computer-assisted translation [CAT] tools) and *training* as constitutive elements that lie at the heart of institutional translation: "Institutional translation is typically collective, anonymous and *standardised*. The *consistency* of vocabulary, syntax and style of documents is ensured by, among others, style guides and *CAT tools*, revision procedures, and *mentoring* and *training arrangements*" (Schäffner et al. 2014, 494, referring further to Koskinen 2011; emphasis added). Although Schäffner et al. do not refer to translation technology training specifically, the collective mention of the two aspects is significant in itself since the sentence takes the shape of a definition.

In the present chapter, we deal primarily with continuing professional development (CPD) in line with the book's focus. First, the chapter deals with technology training vis-à-vis the various types of lifelong learning, i.e. formal learning, non-formal learning, and informal learning. It goes on to cover the competences that are acquired through learning practices. In a subsequent section, it depicts the current situation in both the European Commission's (EC's) Directorate-General for Translation (DGT) and the European Parliament's (EP's) Directorate-General for Translation (DG TRAD). Furthermore, tools training is considered, as it is linked with the translation process as well as with quality assurance (QA). The findings of a survey carried out among institutional translators are also presented and discussed, followed by an outlook on the future of training in translation technology in institutional settings and particularly in the DGT.

Types of learning

It is possible to approach the issue of translation technology and training from different angles. Pertinent for our purposes here are the three basic categories

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of learning, i.e. formal learning, non-formal learning, and informal learning, as put forward by the EC in its *Memorandum on Lifelong Learning* (European Commission 2000). This chapter considers all three of them. As for *formal learning*, Sosoni (2011) mentions translation technology, including CAT tools, as desiderata that should become part of translator training offered by universities, including training aimed at future European Union (EU) translators. In a similar vein, yet more specifically, Biel (2012) lists technological competence as one of the important components of a practice-orientated university course in EU translation. Currently, research is being undertaken that surveys practices in institutional translation training concerned with formal learning and the coverage of language technologies (LTs). The study targets academic institutions offering training in institutional translation, and its aim is to survey the practices and identify the challenges faced by trainers in this area (Sosoni, Salmi, and Svoboda 2022).

One of the examples concerning links between Public Service Interpreting and Translation (PSIT), which can be seen as a sub-domain of institutional translation, and formal translation technology training is the Professional Accessible Community Interpreting (PACI), described in Bossaert (2020). In its onsite translation workshops, the focus is on translation exercises "supported by translation technologies during the translation process. Students […] evaluate the translation products using CAT technologies, corpus tools, and terminological management tools to become aware of the need to introduce these technologies into the translation practice" (Bossaert 2020, 144).

Second, as for *non-formal learning*, Valli (2012) explicitly links the issue of translation technology at the DGT with training: "Computer aids are made as user-friendly as possible, so that user interaction is reduced to a minimum. Training sessions for users are organised on a regular basis to improve tool adoption and acceptance, maximize software performance and bring users up to date with the latest developments" (2012, 98). Lafeber (Chapter 2 in this volume) explores the skillset that institutional translators should be equipped with in order to meet the current demands and requirements while exercising their profession. She focuses on the implications for training as well as recruitment in institutional translation in 40 IAMLADP[1] institutions she surveyed (for details on methodology, see Lafeber's chapter referred to above). When focusing on survey results that concern the technology aspect, we see that the author considers CAT usage of tools equally important as those components of the skillset considered classic. The latter include knowledge of the source language and ensuring the translations are complete. Such skills are ranked as commonly found skills, which means that they do not require much training effort from the employing institution. A different picture arises with the skill involving revising machine translation (MT) output effectively. This, reportedly, came close to being oft-lacking, which could be an indicator of a potential in-house training need.

Turning our attention to translation agencies that function as subcontractors for EU institutions, Ouzká (2019) specifies that such agencies offer

training in translation tools. Similarly, Svoboda's survey of several governmental institutions at the national level has shown that, for example, in the Polish Ministry of Foreign Affairs, "[s]taff training is offered to cater for the relevant translator skills", including, potentially, terminology management technology (Svoboda 2018, 27).

Third, as for *informal learning*, Saint Robert (2008, 112) refers to usage capabilities acquired by "daily practice, coaching and revising over the years" in the institutional context. This shows the importance of this type of learning by way of coaching. Another aspect of informal learning/training, which should not be neglected, is the pedagogical role of revisions in relation to the technology aspect. Some issues, which may surface during revision, stem from the usage of translation technology (such as, for instance, unsuitable translation memory (TM) matches propagated throughout a translation, machine-translated text strings not recognized as such, insufficiently used terminology management features of CAT tools, and inadequately used quality assurance tools and macros). Thus, when a revisor and a translator discuss translation solutions over a revised text, they can share their knowledge of and experience with tool usage in the process.

Referring to a target group of both institutional and non-institutional translators, Salmi (2021, 125), reporting on a survey of Finnish translators, makes a straightforward statement: "language and translation technology […] is a matter of continuous learning". Elsewhere in the article, she adds that due to the fast-paced development of translation technology "translators have often had to acquire new technical skills […] in continuous education or as part of informal, lifelong learning" (2021, 113), thus showing the sources of practising translators' continuous training. Reporting on yet another survey, the above is said to be true for "even the younger respondents who had been taught the basics of translation technology at the university [and who] said they had learned to use the tools after graduation, in continuous education or at work in informal settings" (2021, 116). This evidences the practice of supplementing initial university training with informal learning downstream in translators' careers.

These statements are largely seconded by the European Language Industry Survey (ELIS), since it, too, takes CPD and technology into consideration (2021). Respondents (including language service providers [LSPs], independent language professionals, representatives of training institutions, private and public institutions' translation departments, etc.) find CPD mostly "very important". In terms of trends, the 2021 survey indicates a picture "remarkably similar to 2020". Reportedly, the "[t]op area for CPD [is] Technology […] [f]ollowed by: subject matter specialisation, soft skills" (2021, 54).

Competences

Let us now shift our attention from the types of learning to the abilities mediated through learning, i.e. competences. Again, the focus will be specifically

on technology-related competences and the institutional context. Here, the European Master's in Translation (EMT) Competence Framework (EMT expert group 2017) is relevant. The framework has gained considerable attention over time and is referred to and/or implemented in the academic[2] and professional contexts.[3] (For further information on the EMT framework, see Froeliger, Krause, and Salmi – Chapter 1 – in this volume.) The way the framework covers the technology competence is noteworthy. It features a specific *Technology competence* group (i.e. Section 3), but deals with the aspect outside the *Technology* competence section too. Consider, for example, the fact that *interaction* with machine translation is considered "an integral part of professional *translation* competence" (EMT Expert Group 2017, 7; emphasis added), whereas "basic knowledge of machine translation technologies and the ability to *implement* machine translation according to potential needs" (2017, 9; emphasis added) is part of the *Technology* competence set. Other competences listed also relate to technology, totalling about a third of the entire pool of competences covered by the framework.

Considering available research on UN practices in this context, Barros (2017) compares translation, management, human resources (HR), and other practices at the UN to the requirements of the ISO 17100 standard. When it comes to training, which is well represented in the ISO standard, the author rephrases the relevant requirement of the standard as follows: The translation services provider shall "have a process for recording the regular maintenance and updating of competences through training or other means" (2017, 11). The author goes on to say that UN compliance with the standard could be summarized in the following way: "Each service keeps records of staff training and upgrading of competences" (2017, 11). This suggests that, in this regard, the UN complies with the standard and has a process in place for upgrading competences, a fact that is relevant for our purposes. However, as this chapter focuses on EU institutions, it does not investigate technology training and upgrading of competences at the UN.

State of affairs at the DGT and the DG TRAD

In view of the empirical part of this chapter, i.e. a survey among institutional translators, with the majority of the respondents being affiliated with European bodies and institutions, the following subsection deals with two major EU institutions employing translators, i.e. the DGT and the DG TRAD. Given the fast pace of advancements in translation technology, related training should, and often does, go hand in hand with this development. Training needs to be provided by the employer, i.e. the institution (and followed by translators) every time there is a major update to a software application within an institution (for example, the latest version of a CAT tool, a word processing tool, or even an operating system) or when an entirely new service is introduced, such as post-editing (PE) of MT output or workflow management. In fact, lately, many institutions have introduced

MT and PE into their workflow and have subsequently offered specialized courses to familiarize their staff with the requirements of these new services.[4] It is worth noting, for instance, that as Vardaro et al. (2019) observe, in the case of the DGT (as in many other environments/contexts), MT and PE were introduced and combined with the use of TM systems in the same working environment. This means that translators are presented with MT segments in the same way they are presented with TM matches, i.e. within the same working interface and without having to perform extra steps to be able to use MT. However, they need to be in a position to evaluate whether they should accept an MT segment or translate from scratch, while they should also be able to carry out full PE, as is required by the DGT. In addition, revisors, who had been used to revising human translations, need to be able to revise translations effectively that also include post-edited segments. All this underscores the importance of training, as it becomes clear that whilst the working environment may not change, the workflow will. In that sense, upskilling/reskilling is a condition *sine qua non*.

Ilja (Chapter 13 in this volume) highlights the DGT's main translator training (and learning) strands developed to accompany digitisation and what the author terms transformation of the translator profession and environment. In fact, a substantial part of her chapter is devoted to links between technology and CPD and to relevant upskilling/reskilling measures taken. In this respect, she mentions profiles such as those of the language technology coordinator, the computational linguist, and train-the-trainer schemes, as well as various formats of lifelong learning used by DGT translators, such as blended learning and summer schools. DGT translators may, under a specific scheme, visit localization and software companies to keep abreast of technology developments in the industry. Periodic surveys are used to track skill requirements. Technology skills are also shared from one internal translator to another, either in short information sessions or by disseminating "IT tips of the week". Apart from such informal, on-the-job assistance, DGT has established dedicated posts to devise and deliver in-house training related to technology. All this indicates that this leading translation service attaches significant importance to CPD in translation tools and technologies.

This is further attested by the fact that the DGT recently proposed a new translator profile (European Commission 2022).[5] The Portfolio with competences profiles of DGT translators features a distinct *Technology* competence group, similarly to the EMT framework (see EMT Expert Group 2017, 9). Yet, in addition to competence group no. 4, which is in fact called "Technology (digital tools and applications)", the DGT document also features a specific section entitled "Terminology and linguistic data management". Effectively, the document splits in two what has been a single technology competence group in the underlying EMT framework. This makes very good sense taking into account the potential purpose of the DGT document (i.e. a HR tool for recruitment purposes) as well as the context in which it was produced, i.e. the institutional setting. Its more detailed version[6]

also highlights data management as well as corpus management, data protection and intellectual property rights. On top of that, it introduces several new sub-competences, such as translation technology testing and even translation technology training.

After surveying the state of affairs at the DGT, let us turn our attention to the EP. From the case study entitled "Translation-related CPD at the European Parliament" (Mavrič – Chapter 12 – in this volume), we learn that the DG TRAD created "a new family of five language professionals" who have to work with presenting parliamentary topics in three formats: text, audio (such as podcasts and interviews), and video (such as subtitled or dubbed video). When comparing their actual tasks, we see that all five profiles are charged with or deal with Information Technology (IT) and even training in one way or another. To visualize the parts of the skills and services Portfolio, an overview of expectations for each role is provided in Table 4.1.

From the overview, it is clear that all five roles of a language professional at the EP currently involve IT tools and training. As far as IT tools are concerned, it is notable that all five roles include a component

Table 4.1 New language professional roles in the DG TRAD and their tasks involving IT and training

Role	*IT-related expectations*	*Training-related expectations*
Intercultural and language professionals	Helping with […] the development of communication and IT tools	Helping with training measures
Legal language professionals	Helping with […] the development of communication and IT tools	Helping with training measures
Proofreaders-language professionals	Helping with [...] developing IT tools	Helping with training, onboarding new colleagues, training inside the department
Clear language professionals	Helping with […] the development of communication and IT tools	Helping with training measures Providing requesting departments with regular training and advice
Innovation language professionals	Participating in the development, testing, and improvement of linguistic tools and features, ensuring their effective and efficient use	[C]ontributing to the conception and organization of relevant training

involving the development of tools of some kind. For instance, the innovation language professional is expected to contribute to developing, testing, and improving linguistic tools and features. As far as training is concerned, the expectations involve either a generic descriptor, "Helping with training measures" or, more specifically, the actual provision of regular training and advice in the case of clear language professionals as well as conceiving and organizing training in the case of innovation language professionals.

Mavrič (Chapter 12 in this volume) further observes that it became "very clear" that staff would require specific training to stay abreast of developments in the various areas of technology. We are learning that, often, it is experienced colleagues who cover training sessions internally. Areas of such training include audio adaptations or drafting guidelines. Conversely, DG TRAD turns to external training providers when it comes to potentially more specific skills.

The fact that all the new EP profiles are connected with both IT and training shows the sheer importance that the DG TRAD places on these aspects. Put bluntly, a modern institutional translation service cannot do without IT and training skills being part of its language professionals' competence profiles. For more information on practical circumstances and a more detailed description of the service-related aspects of translation work at the DGT and the DG TRAD see Ilja (Chapter 13) and Mavrič (Chapter 12) in this volume.

Tools training as part of the translation process at the DGT

So far, we have approached the issue of translation technology and training from the viewpoint of types of learning, competences, and institutions. Another perspective is the translation process in the broader sense, where technology comes in at every stage: before the translation stage *per se*, as well as during and after that stage. Consequently, since technology is used in all three stages, training, which is related to such technology, should reflect all of them too. In this subsection, we will narrow the scope down to the DGT.

Before translation, at the DGT, for instance, it is of paramount importance for in-house translators to be familiar with workflow software and the working procedures of their institution in general. As mentioned in e-mail consultations with a DGT translator from the Czech language department, in March 2022, an "institution, which sees the flow of huge translation volumes each day, would simply be unable to cope without proper and well-implemented working procedures in place. A translator needs to know where (and how) they can find reference materials, specifications of a translation assignment and so forth" (our translation of personal communication into English). These workflow systems involve Tradesk, Mandesk, and Note, as well as the specifications list called *Fiche de travail*. Apart

from workflow platforms, specific software (LegisWrite[7]) is implemented to ensure that the structure of legislative documents is consistent. Training aimed at the proper use of such software is crucial for both newcomers to the institution as well as for subcontractors, since it is part of quality assurance procedures required from those delivering in-house and outsourced translations.

During the translation phase, performing a proper search is one of the key activities that contribute to high-quality translation renderings, especially in the institutional context, where intertextuality is a key requirement. Training in search engines, reference platforms (such as Eur-Lex and IATE in the European context), and in concordance (Juremy) and/or hyper-search applications (DGT's own Quest metasearch functionality) is needed for newcomers or in specialized courses (see Ilja's case study – Chapter 13 – in this volume for further details).

Apart from search skills on various levels, proper usage of actual translation software, such as CAT tools, is indispensable at the DGT. As our contact at the DGT stated in a personal e-mail communication in March 2022: "Whereas you could have learned the ins and outs of TWB[8] in a day or so, [Trados] Studio is much more complicated. You can simply instruct a fresh user to 'hit Ctrl+Enter'[9] after each translated segment. This, however, is not enough if they are supposed to work effectively" (our translation into English). Obviously, CAT tool implementation and usage generate big demand for training and the same is true for specific components of the former, e.g. termbases and their shared usage.

After the translation phase, quality assurance tools and features in the existing CAT software are used. These also become the focus of dedicated training sessions: recently, the DGT has created an e-learning module using automated QA tools (Ilja – Chapter 13 – in this volume).

Tools training and quality

Turning our attention to the relation between training and quality in institutional settings, Prieto Ramos (2017) mentions training as part of managerial duties in institutional translation services on various levels. These include "organizing training" in case of mid-level management in a large translation service (Prieto Ramos 2017, 64), duties to "provide training and guidance" within the section with a medium-size service (2017, 65) as well as "[t]raining initiatives in line with team and individual competence development needs" as part of competence management when it comes to mid-level managers and their tasks related to translation quality assessment (2017, 70).

A specific case in point in relation to quality in institutional translation are style guides and translation manuals. They are relevant here because many of them concern terminology and/or translation technology (see Svoboda 2017). They relate to training in that they are often the outcome of it (see

Mason 2004 [2003], 470) or the subject thereof – as part of specialized university courses in institutional translation (see Biel 2012). Sosoni, Salmi, and Svoboda 2022 have shown the importance of style guides as a topic of instruction: Style guides or translation manuals were ranked the third most important aspect of their specialized course by trainers who offer modules in institutional translation. For the UN, Lafeber (see Lafeber – Chapter 15 – in this volume) establishes a clear link between its translation services' manuals, style guides, and other reference materials on the one hand and learning and development practices on the other, referring to them as a key resource in this regard.

Institutional translators' engagement with technology and technology training: Results from a survey

In order to acquire an insider's view on the use of and training in translation technology in institutional settings, we designed and carried out a targeted survey as part of a wider survey developed by Nicolas Froeliger, Alexandra Krause, and Leena Salmi, which sought to investigate the skills and competences that institutional translators consider relevant in their work (see Chapter 1 in this volume). In this section, we present and discuss the results of this targeted survey in the hope that they can provide insights into institutional translators' engagement with technology and with the training they receive in translation technology.

The survey was drafted in English and was distributed online from 26 June to 8 August 2021. It was shared by all the survey authors' contacts in international organizations, such as the different bodies of the UN and the EU institutions, and it was also sent to NGOs and to national administrations that employ translators in the countries where the researchers involved were based (i.e. Austria, the Czech Republic, Finland, France, and Greece). The invitation was also distributed via translators' associations and on social media.

Apart from the 19 general questions about the respondents' background (gender, age group, country, native and working languages, and working status), the survey included six questions – a mix of closed-ended and open-ended questions – related to translation technology and training in translation technology (see Appendix).

The survey was answered by 412 respondents from 26 countries: 98% of the respondents were from Europe, 1% from North America, and 1% from Asia; 358 of the 412 were employees and the rest were self-employed/contractors. As can be seen in Table 4.2, 58.1% of the employed institutional translators, i.e. the majority, worked in or for international institutions, 37.7% worked in or for national institutions (e.g. ministry, agency, local government, etc.), 2.2% worked for NGOs and 2% in the banking sector. More information on the respondents' demographics is available in Chapter 1 in this volume.

Table 4.2 The employed respondents and their institutions

Type of institution	*Number of employees*	*%*
International institutions	208	58.1%
National institutions (e.g. ministry, agency, local government, etc.)	135	37.7%
NGO	8	2.2%
Other (please specify)	7	2%
Total	358	100%

Survey findings

Before we present the findings of the survey, it is important to highlight the fact that the survey does not discern among the different contractual translation volumes and/or employment translation volumes. No correlations were possible between contractual/employment status and/or volume vis-à-vis technology usage identified by the respondents. For the sake of the argument, we consider all statements on technology usage frequencies to refer to full-time equivalents.

Unsurprisingly, 97.6% of institutional translators surveyed said that they use translation technology in their work. Of those, 81% reported that they use TM or localization tools (e.g. Trados Studio, Memsource, MemoQ, Passolo, Sisulizer) on a daily basis, and only 2.5% do not use them at all. Interestingly, the translators who do not use them at all come from national rather than international institutions. As regards MT, 40% said that they use it on a daily basis and 20% on a weekly basis, while 18% do not use it at all. Similarly, 38% indicated that they use terminology management tools on a daily basis, 18% on a weekly basis, and 11% on a monthly basis, while 18% do not use them at all. QA tools are used to a certain extent among institutional translators, with 21% stating that they use them on a daily basis and 8% on a weekly basis, but 38% do not use them at all. Project management tools appear less popular, with only 12% using them on a daily basis and 3% on a weekly basis, while 58% do not use them at all. Institutional translators seem to use file conversion tools quite often, albeit not very frequently. More specifically, 7% said that they use them on a daily basis, 11% on a weekly basis, 13% on a monthly basis, and 11% several times a year. Finally, subtitling, dubbing, audio description, and sound editing tools are not used frequently by institutional translators, with the majority stating that they never use them in their day-to-day work (see Figure 4.1).

Although some tools are clearly used more frequently than others, the interrelationship between the institutional translator and IT tools – as is attested by the results of the survey – is in line with expectations. It actually goes hand in hand with what has been termed the "technologization of the profession" (Pokorn and Mellinger 2018, 337).

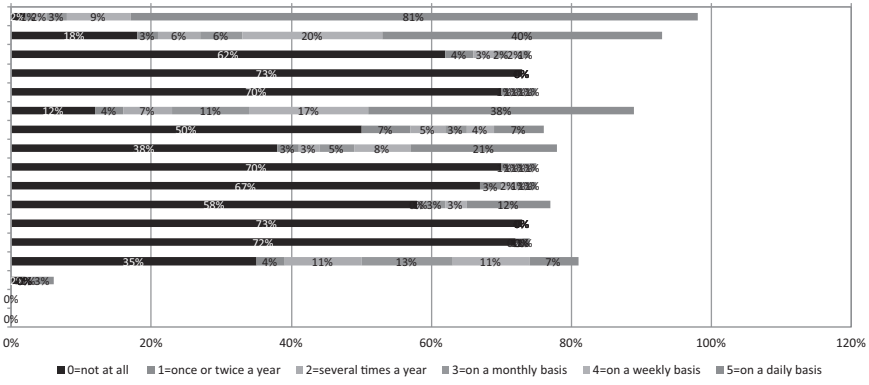

Figure 4.1 Frequency of use of language technology and translation technology tools by institutional translators

As regards training, 77% of respondents indicated that they had attended training in translation technology in the past three years; of those, 82% attested that this training was provided by their employer, i.e. the institution employing them or the translation contractor assigning work to them; 91% of those attending such training stated that it was satisfactory, while enlightening comments were made in an open-ended question by the 9% who did not find the training satisfactory. The majority of this 9% noted that the training provided was either not comprehensive enough or not specialized enough. In their own words, the training was "superficial", "unfocused", "too short", "without enough practice/case studies", and not "language-specific" or "genre-specific". Quite a few mentioned that the training was provided by trainers who were either not experts in the field or not experts in the provision of training to professionals. One respondent said that the training "took the form of presentations and, for me, that it is not real training", while another said that "the course was poorly taught and the instructors had little of value to say". In a similar vein, a respondent pointed to the fact that trainers seemed to disregard "translators' skills and competences". Another interesting observation centred on the fact that the training provided disregarded the mixed audience and its varied needs.

These findings indicate the importance that institutions assign to both technology and training therein, while the respondents' comments call attention to the fact that in order to meet the needs of institutional translators, training has to be comprehensive, in-depth, "experiential", tailored to the needs of different groups, and delivered by trainers who are both technology experts and well familiarized with the idiosyncrasies and workflows of institutional translation.

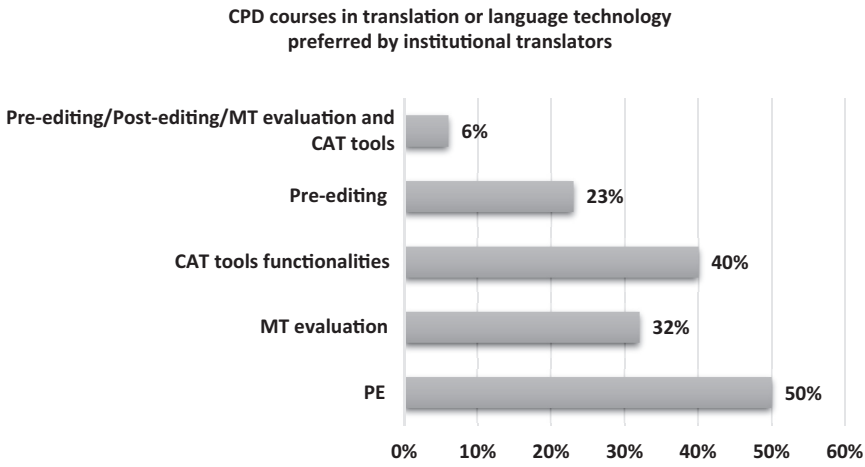

Figure 4.2 Respondents' preferences as regards CPD courses in translation technology and language technology

If we turn our attention to the respondents' preferences as regards CPD courses in language and translation technology – as these were expressed in an open-ended question in the survey – it becomes evident that there is a clear interest in PE. In particular (see Figure 4.2), 50% of the 203 respondents who replied to the open-ended question said that they would like training in PE, 32% in MT evaluation, 40% in more sophisticated CAT tools functionalities integrating MT, and 23% in pre-editing, while 6% said they would like training in a combination of pre-editing, post-editing, MT evaluation, and CAT tools. Two respondents mentioned content-related training, such as technology for legal purposes, while no respondent mentioned training in audiovisual translation tools, content management tools, or workflow management tools. The respondents' answers reveal that they consider MT to be the dominant feature of translation technology and one they would like to get more acquainted with.

A future outlook from the interinstitutional perspective and from that of the DGT

Considering the technology aspect vis-à-vis institutional translation and translator training, one should not disregard an outlook on the future, since these considerations are tightly linked with strategic planning, CPD, and up- and/or reskilling. As for the uptake of LTs and artificial intelligence (AI), EU institutions themselves seem to be optimistic, claiming that "LTs and AI produce positive results for language professionals and that a new working culture is emerging in which an optimistic, or even enthusiastic, approach

towards LTs and AI is the way forward" (European Union Institutions 2019, 17). We believe that this statement is indicative of the mindset of the representatives of the institutions authoring the joint paper. It shows a clear and decisive inclination towards the uptake of the latest technology in institutional practice. This being despite the fact that the cited material primarily discusses developments in the interpreting sector. At the same time, the institutions are aware of potential limitations and risks involved in enhanced use of both LTs and AI (p. 2). After broadening their perspective and considering other institutions associated with the IAMLADP network, they estimate that the "[a]daptation and integration of an **institutional AI strategy** and building a **corporate culture** open to **AI implementation** has become, or might soon become, a strategic objective for a growing number of IAMLADP members" (p. 2, original bold face).

The said document also addresses the delicate issue of change management, i.e. the institutions' ways of dealing with the transition towards a wider and more profound uptake of LTs and AI. It suggests that management should communicate the change properly, which would have a positive influence on the staff. Here, one can think of training as one of the most effective ways to achieve the goal (see also Mavrič – Chapter 12 – in this volume). The paper continues by addressing what it calls a human-centric approach, ultimately reassuring language officials that "they are not being replaced" (European Union Institutions 2019, 13). This argument culminates, quite logically, in an observation highlighting the role that training in (translation) technology has to play: "Training, inclusion and adaptation are indispensable" in this regard (European Union Institutions 2019, 13 et seq.). A very pertinent and realistic comment, again linked with training, is the following: "Authorities, hierarchies and clients […] might develop **biased expectations** if not guided by technical and operational experts, who will appraise the financial and *training* investments required, […] manage 'hype' and indicate potential technical limits or opportunities" (p. 10, original bold face, italics added).

Moving from an interinstitutional perspective to one specific (EU) institution, i.e. the DGT, it is worth noting that it has reported taking steps to prepare its staff for what it perceives as an increasing role technology would play in the profession. In 2018, it created dedicated training initiatives based on a survey of digital skills, which it had carried out among its staff (see European Union Institutions 2019, 14). Similarly, DGT's Strategic Plan for the period 2020–2024 (DGT 2020) says that "[t]he main challenges for 2020–2024 are to […] steer the service through technology-led change, by further **investing in training and** the **professional development** of its staff and in its in-house, EU-owned technology" (DGT 2020, 3, original bold face). Apart from that, very explicitly and in a highly relevant manner for our topic, the DGT has stipulated that it plans to carry on investing in linguistic skills, digital skills and policy-specific knowledge of its staff. Its training offer is set to include "tailor-made individual upskilling courses

where needed, including **enhancing their computational linguistic skills and data management**" (DGT 2020, 7, original bold face).

Apart from and, perhaps, in contrast with the above, there are also convictions referring to training areas beyond the reach of technology. For instance, Lafeber (Chapter 2 in this volume) suggests that knowledge of the subject and the understanding that machines cannot acquire (e.g. of context, political sensitivities, nuance and intended effect) are indicative of today's trends. The research and the resulting statement are a reminder to keep a balanced account of technology and, perhaps, to avoid over-emphasizing it in translator training.

Conclusion

The above discussion has clearly underscored the evolving profile of the institutional translator, which encompasses an increasing technological dimension. It has also shown that training in translation technology is considered crucial by institutions as well as institutional translators and has thus been pursued by – mainly international – institutions. The survey conducted has highlighted the need for more frequent, focused, expert training that is tailored to the needs of specific groups within an institution. It has also shown that in line with the evolving profile of the translator, training needs to evolve as well. We hope that as more studies and surveys are carried out, and more industry reports are published, it will be easier to design and implement effective and balanced training programmes which account for both the technological aspects of the profession as well as thematic knowledge, generic conventions, and language-specific idiosyncrasies that still make natural language resistant to fully-automatic MT.

Notes

1 The International Annual Meeting on Language Arrangements, Documentation and Publications (IAMLADP) is a forum and network of managers of over 80 international organizations employing conference and language service providers – mainly translators and interpreters. For more information see: https://www.iamladp.org/content/about-iamladp (Accessed 14 February 2022).

2 As an indication, the EMT website has the following to say about the framework within the academic context: "More and more universities, also beyond the EU, use it as a model for designing their programmes". EMT web, retrieved from: https://ec.europa.eu/info/resources-partners/european-masters-translation-emt/european-masters-translation-emt-explained_en (Accessed 14 February 2022).

3 For example, it is referred to as a "suitable […] basis of a CPD framework" in Taebi and Razavi (2020, 315). Chodkiewicz refers to the 2009 edition of the EMT Framework and points out that its "main advantages […] are that, on the one hand, it embraces views of the academic environment, and on the other, it has been developed with professional translators in mind" (2012, 51). Critical responses to the introduction of the 2009 edition of the EMT Framework include

Esfandiari et al. (2019). When trying to interpret the results of that article, we see that the framework fared fairly well among professional translators, although, specifically, the technology aspect was not valued too highly by the respondents. This is due to the research design of the study, which aimed at surveying practising translators' needs in the individual competence areas. Obviously, that target group do not perceive the technology competence as a pressing need, since they are in the market already and cannot pursue their occupation without the help of technology. A recent example of implementing the EMT Framework in professional practice is European Commission 2022, whose translators' profiles "are *largely inspired* by the European Master's in Translation Competence Framework 2017" (2022, 3; emphasis added).

4 This statement is based on the knowledge of the co-authors of this chapter following their involvement in such courses.

5 Prior to this development, DGT had included information about a so-called "Decalogue" under the topic of "Skills & competences of a translator" in its field officers' presentations about the service. Among the ten items, technology is mentioned at the third position as "Digital skills (persistently tech-savvy)". In addition, items such as "M&M: multi-skilled & multi-tasking" and "Transauditors" appear as well. Source: Presentation of Martin Stašek, Prague field officer, DGT EC, in March 2021, Prague, Czech Republic.

6 Presented in November 2021, at a Translating Europe Workshop held in Prague, Czech Republic. The presentation is accessible here: https://youtu.be/zZZmIq-wIVF0.

7 According to recent information from the Czech language department, LegisWrite is due to be phased out and replaced by a new XML-based tool, AKN4EU.

8 Translator's Workbench, a representative of a previous generation of CAT tools, developed by Trados in 1990s and implemented by DGT in the early 2000s.

9 This shortcut is a default key combination in Trados Studio to confirm a segment and move to the next in a translation.

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Appendix: Survey questions

Survey questions

Question 1

Do you use translation technology in your work? By translation technology, we refer to software or other applications that help you with the translation work. Examples of such applications include translation memory software, machine translation, electronic corpora, project management tools, and other language technology tools.

Yes/No

Question 2

If you use translation or language technology tools in your present job situation, please specify the tools you use by selecting how often you use them.

0 = not at all 1 = once or twice a year 2 = several times a year 3 = on a monthly basis 4 = on a weekly basis 5 = on a daily basis

Translation Memory or localization tools (e.g. SDL/RWS Trados Studio, Memsource, MemoQ, SDL Passolo, Sisulizer)

Machine translation tools (e.g. DeepL, eTranslate)

Subtitling tools

Dubbing tools

Audio Description tools (e.g. Audacity)

Terminology management tools

Terminology extraction tools or corpus collection/management/search tools (e.g. AntConc, SketchEngine, Wordsmith Tools)

Quality Assurance tools

Sound editing tools

Automatic Speech Recognition (ASR) tools

Project management tools (e.g. Plunet, XTRF)

Keylogging tools (e.g. Translog II, Inputlog)

Content authoring or technical writing tools

File conversion tools

Other, please specify:

Question 3

Have you participated in training in translation technology or language technology in the past three years?

Yes/No

Question 4

If you have participated in such training, who provided the training?

My employer or contractor

An association

A tool developer

A training institute or university (as part of lifelong learning)

Other, please specify:

Question 5

If your employer provides training, do you find it satisfactory? If not, please expand on your answer.

Yes/No

Question 6

When it comes to continuing professional development courses in translation technology or language technology, what would you like them to include (e.g. MT evaluation, pre- or post-editing, translation management systems)?

5 Institutional translation and the translation process

Cognitive resources, digital resources, and translator training

Kristian Tangsgaard Hvelplund

Introduction and background

Translators specialize in certain domains and work with specific kinds of text. Translation specialization is broad and can range from literary, technical, legal, financial, and medical translation to multimodal translation, including subtitling, drama, and dubbing translation (Hvelplund and Dragsted 2018), to name a few. Being highly specialized translators, institutional translators work with specific kinds of texts, often within the legal and political domains (Koskinen 2014), and in their work institutional translators use a variety of digital tools. The translation process of the institutional translator is quite likely unique and distinct from that of non-institutional translators. While descriptions of the translation processes and the cognitive processes associated with translation in the broadest context has attracted much attention since the mid-1980s (e.g. Krings 1986; Jakobsen 1998; Göpferich, Jakobsen, and Mees 2008), the translation process of institutional translators has not yet been systematically investigated.

This chapter reports on a study examining the translation processes of institutional translators and, in particular, European Union (EU) translators. Translation process (or simply *process* in this study) is understood broadly as the activities, operations, and behaviours that can be observed from the very beginning, when a translator is given a translation assignment, to the completion of a target text. These observations regarding the translation process can often be interpreted as a manifestation of cognitive processes, and a link is therefore often assumed between observable translation processes and invisible cognitive processes (Jakobsen 2017). The study examines attentional focus and thereby the distribution of cognitive resources during institutional translators' translation process, and it examines institutional translators' use of digital resources, contrasting findings with processing patterns for other types of translators. In a series of data collection sessions, screen recording software was used to record and document the institutional translators' translation activities. The data were collected remotely, which permits the translators to work in familiar physical and digital environments. The recorded data make it possible to determine

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the institutional translators' allocation of cognitive resources to orientation, drafting, and revision phases (Jakobsen 2002; Carl et al. 2011), as well as to other parts of the translation process, and to qualify and quantify which digital resources are used during institutional translators' translation process (Hvelplund 2017, 2019).

Examining institutional translators' processes with a point of departure in the extensive process-oriented research carried out with other types of translator, this research is the first process-oriented study of institutional translators' work. This empirical examination of the institutional translator's process provides the quantitative basis for a discussion of core competences needed to translate institutional texts, as well as of competence development and maintenance in an institutional translator training context. Examining screen recording data from seven institutional translators, this chapter takes a closer look at institutional translators' processes and practices and their use of digital aids and resources.

Following the introduction, the second section examines research concerning the translator's allocation and distribution of cognitive resources during the translation process and the use of digital resources in translation from a process-oriented perspective. The third section presents the methodological background of the study, followed by the fourth, which outlines the translation activities and characterizes the activity segments during institutional translation and presents the digital resources that are involved in the translation processes. The final section presents a discussion and concluding remarks.

Translators and the translation process

Distribution of attention during the translation process

The translation process is composed of different types of problem-solving activity, which include source text (ST) reading to target text (TT) production and dictionary consultation. Various studies have examined translators' distribution of attention. At the macro level, Jakobsen (2002, 92) examines three overall categories of translation processing: the initial orientation phase, during which the translator may read the ST to be translated in part or in whole. Following the orientation phase comes the drafting phase. At the press of the last full stop during drafting, end revision begins. Some translators read the ST thoroughly before translating, while most skim read just a few lines, and some skip this phase entirely. During translation drafting, the translator produces a draft that can be anywhere from a rough outline to a thorough draft, or even a final version of the translation. During end revision, the translator revisits unsolved translation problems and deals with newly discovered issues and thereby finalizes the translation. In Jakobsen's key-logging study, the initial orientation phase made up a very small proportion of the translation process (3%) and the revision phase

made up a fifth (20%) of the translation process, leaving 77% for translation drafting. Taking a closer look at the distribution of time, Sharmin et al. (2008) and Hvelplund (2011) have examined how translators' attention is allocated to ST comprehension and TT production, and how factors such as time restriction, text complexity and translation experience have an impact on the allocation of cognitive resources. In these eye-tracking studies, these factors have an impact on the distribution of attention.

Digital resources and translation aids in the translation process

Process-oriented studies of the translator's work have typically focused on text processing aspects alone – namely the reading and writing processes – and less so on auxiliary tasks such as the translator's interaction with online and offline tools and resources. However, in recent years, translators' use of digital resources has been examined empirically to study the importance of digital resources in the translation process (Hvelplund 2017, 2019), translators' use of electronic information resources to solve cultural translation problems (Olalla-Soler 2018), the use of translation resources in workplace settings (Bundgaard and Christensen 2019), information behaviour in bidirectional translators (Whyatt et al. 2021), and others.

Translators' use of digital resources accounts for more than a quarter of the time spent on specialized translation and around 12% on literary translation (Hvelplund 2017, 75). Not only was digital resource consultation found to constitute a prominent proportion of the translation process, but it also taxed significantly more heavily on the translator's cognitive system than ST comprehension and TT reformulation, as indicated by relatively longer fixations and larger pupils (Hvelplund 2017, 75). During digital resource consultation, translators consult various resources to solve translation issues, with bilingual dictionaries being the dominant resource, followed by internet search engines and monolingual dictionaries. The study demonstrates that resource consultation is an integral part of the translation process. More specifically, it shows that text comprehension, text production, and resource consultation processes influence each other, and that digital resource competence is highly relevant to the successful completion of a translation task. This competence must be developed, trained, and maintained. The data collection carried out for the 2017 study was done in translation laboratories located at universities in Denmark. Translators produced their translations at the universities' computers, located in university offices, which had a basic suite of software programmes available. Translators thus worked with unfamiliar computers and were instructed to work in a Microsoft Word text processing environment without the freedom to choose a potentially more familiar processing environment. On the whole, these circumstances made the translation situation in the 2017 study less realistic, but the findings are nevertheless interesting and relevant as

they highlight the need to study digital resources as a core component of the translation process.

Two overall research questions, which focus on institutional translators' translation processes, will be addressed:

1. How are institutional translators' attention distributed during the translation process?
2. What digital resources and tools are involved in institutional translation?

Method and data collection

A series of translation sessions were recorded in May and June 2021 using a video conference system in combination with screen recording software. Seven translators working for the EU translated two texts from their EU workplace or from their homes with their own computer equipment in familiar translation environments.

Source texts

Translators were asked to translate two texts. The ST extracts – T1, a Court of Justice of the European Union (CJEU) judgment (329 words, Appendix 1), and T2, a press release issued by the European Commission (EC) (314 words, Appendix 2) – were available from the EUR-Lex and the European Commission Press corner websites, respectively. While both texts have a high content of low-frequent and domain-specific terminology, the judgment is addressed to legal experts, and the press release is addressed to the general public. The texts had not been translated into Danish, ensuring that translations of the source texts into Danish could not become the basis of the participants' own translations for this data collection through a translation memory (TM) system. All translators translated the same source texts and the presentation order alternated so that three participants first translated T1 and four participants first translated T2.

Participants

Seven professional translators (three female, four male, all Danish L1 and English L2), working as in-house translators at the EC, agreed to take part in a series of online data collection sessions. The participants (P1 … P7) are professional translators with at least four years of translating experience (*range = 4–31 years, mean = 16.7 years, median = 10 years [4–10 years of experience: four translators, 11–31 years of experience: three translators]*) working in an EU institutional setting. While texts T1 and T2 are examples of text that some institutional translators in the broadest sense may encounter, the study's EC translators will typically not translate CJEU judgment

text similar to T1, whereas they will more often translate EC press releases similar to T2.

Data collection tools and procedure

Two data collection tools were used to gather translation process data. The *Zoom*[1] video conference system was used to establish a video link to the participant's computer, allowing them to share their screen. *TechSmith Camtasia*[2] was used to record the participants' shared screen as well as audio from the participants' computers. The translators had unrestricted access to the internet and had the choice to work within their preferred translation environments with access to their preferred digital resources and tools. The translators of this study, except one, chose to work within the EC's integrated Trados SDL suite, which features integrated TM and machine translation (MT). One translator produced his translation in Microsoft Word. In a translation brief, the translators were instructed to produce a translation in a manner that could be considered comparable to a genuine translation situation, and they were told that the translation products should be ready for submission to an end user upon finishing the translation task.

Data preparation and statistical analysis

The recorded video files were tagged with information about (main) activity type and, where relevant, the kind of digital resource (e.g. mono/bilingual dictionary, search engine use, terminology tool, etc.) being used. This study uses descriptive statistics for the comparisons and linear-mixed effects regression (LMER) statistics (e.g. Baayen 2009; Balling 2008) to assess the overall amount of time allocated to the main tasks – or activities – carried out during the translation process.

Results and discussion

Based on the recordings of the translators' processes, this section presents and describes the types of activities carried out during the institutional translators' work with the two source texts: main translation activity types and activity types during translation drafting. This section also describes the types of digital resources accessed during translation drafting.

While these activity types are described in the context of this study on institutional translators' processes, they may be relevant for other domains of specialization. These types are examined closely with respect to cognitive resource allocation and usage frequency of tools for institutional translators.

Five main translation activity types

The recordings of the translators' processes reveal the types of activities that the translators are engaged in during the translation process. Inspired by Jakobsen's (2002) outline of translation phases, this study examines five

types of main activity during the institutional translator's translation process: *Orientation*, *Drafting*, and *Revision*, as proposed by Jakobsen, with an additional two types of main activity being examined, namely *Resource consultation* (Hvelplund 2017) and *Technical setup*. During resource consultation, the translators access various tools, dictionaries, search engines etc. outside of the computer assisted translation (CAT) tool (see below) and during technical setup, the translator prepares the translation task by, among other tasks, selecting relevant memories in the SDL Trados suite and pre-translating the source texts in eTranslation.

Table 5.1 Typical workflow involving five main activities of translation

Technical setup		
Orientation		
Translation drafting	**Resource consultation**	
End revision		**Resource consultation**

The screen recording data illustrate that the main activity types (Table 5.1) occur consistently in succession of each other: technical setup always precedes orientation, orientation naturally precedes drafting, and drafting always comes before end revision. During technical setup, the translator initializes the CAT tool, prepares a pre-translation using eTranslation, and performs other preparatory tasks. During orientation, the translator may (skim) read (parts of) the ST and/or the TT. During drafting, the translator performs a number of translation drafting activities, including from-scratch translation and accepting and editing TM and MT output (see below). During revision, which is marked by the final full stop during drafting (following Jakobsen [2002, 92]), the translator revises the translation draft. During the drafting and end revision phases, resource consultation may take place, where the translator consults digital resources and tools. Resource consultation thus interrupts actual translation drafting and end revision activities.

All institutional translators, but one, in the study used the EC's integrated Trados SDL suite with integrated TM and MT.[3] One translator chose to work in a Microsoft Word environment. This means that translation orientation, drafting, and end revision for six translators is carried out entirely within dedicated CAT software.

Table 5.2 below presents the combined amount of time allocated (in seconds and percentages) to the five main activity categories for all seven translators (six working in a CAT tool and one working in Microsoft Word).[4]

Overall, the judgment of the court (T1) was more time-consuming than the press release (T2) by 17.2%, although being only 4.8% longer, which could indicate that unfamiliar, domain-specific, and potentially terminologically challenging source texts tax more heavily on the translators' cognitive resources, despite being rather formulaic. Taking a closer look at the main

Table 5.2 Total time allocation for all translators combined in seconds (total duration converted to hh:mm:ss format in parentheses) and percentages for T1, T2 and both texts

	T1 (Judgment)		*T2 (Press release)*		*Both texts*	
Setup	1,248 (00:20:48)	9.8 %	1,627 (00:27:07)	15 %	2,875 (00:47:55)	12.2 %
Orientation	78 (00:01:18)	0.6 %	47 (00:00:47)	0.4 %	125 (00:02:05)	0.5 %
Drafting	6,548 (01:49:08)	51.6 %	5,470 (01:31:10)	50.6 %	12,018 (03:20:18)	51.2 %
Resources	3,381 (00:56:21)	26.7 %	1,576 (00:26:16)	14.6 %	4,957 (01:22:37)	21.1 %
Revision	1,424 (00:23:44)	11.2 %	2,094 (00:34:54)	19.4 %	3,518 (00:58:38)	15 %
Total	12,679 (3:31:19)		10,814 (3:00:14)		23,493 (6:31:33)	

activities of translation, technical setup was between 10% and 15% of the total task time, and orientation was less than 1%. Translation drafting was significantly more time-consuming than both digital resource (T1: t = 2.962, p = 0.004369 & T2: t = 3.643, p = 0.000565) and revision (T1: t = 4.793, p = 0.00001 & T2: t = 3.158, p = 0.002487). Comparing T1 and T2 drafting, translation drafting constituted little more than half of the production time for both texts (T1 = 51.6%, T2 = 50.6%), and that difference was not significant (t = –1.0008, p = 0.317320), strongly suggesting that (institutional) translators do not adjust the amount of cognitive resources allocated to translation drafting as a consequence of text type differences. Drafting of the judgment text, however, is overall more time-consuming than drafting of the press release (6,548 seconds <–> 5,470 seconds, T1 and T2, respectively). For digital resource consultation and revision, a less uniform picture emerges as relative resource allocation changes considerably. The terminologically challenging and potentially less familiar judgment of the court attracted more than twice the amount of time (3,381 seconds <–> 1,576 seconds, T1 and T2, respectively) that was allocated to digital resource consultation in the translation of the press release. That difference was not significant (t = –1.688, p = .09652), which could be explained by the relatively small sample size. Considering digital resource consultation as a percentage of total production time, digital resource consultation during T1 made up more than a quarter (26.7%) of the total task time and around 14% in T2 during the press release. These figures are in line with earlier research (Hvelplund 2017), and they emphasize that the study of institutional translators' processes needs to take into account resource consultation, as well as source text reading and text production activities, in order to achieve a comprehensive understanding of this kind of specialized translation.

Revision seems to be affected somewhat, as less time is devoted to revision in the T1 judgment than to revision in the T2 press release (1,424 seconds <–> 2,094 seconds, T1 and T2, respectively). This could be considered surprising, since we might assume that the unfamiliar T1 would require considerable revision activity. However, the majority of translation problems in the formulaic and standardized T1 seems to have been tackled during the drafting phase, whereas relatively more translation issues in T2 have been dealt with during the revision phase. T2 is addressed to the general public, and DGT Translation Quality Guidelines explicitly highlight that "information must not only be correct and reliable, it must also be presented in an accessible and attractive way" (DGT 2015: 12). These quality criteria combined are likely contributors to the translators' high investment in the revision phase aiming to produce a text that will not "alienate the readers". A plausible explanation for why revision receives relatively less attention in T1 is the highly formulaic and predictable structure and layout of the judgment. Translators, recognizing the formulaic structure of the text, can activate fixed strategies and procedures more or less automatically and with relatively less effort, despite the many specialized terminological items and

Table 5.3 Drafting and digital resources segment count and mean segment duration in seconds for all translators for T1, T2 and both texts

	T1 Count	*T1 Duration*	*T2 Count*	*T2 Duration*	*Both texts Count*	*Both texts Duration*
Drafting	169	38.7	83	65.9	252	47.7
Digital resources	168	20.1	81	19.5	249	19.9

complex sentences with multiple subordinate clauses often found in this kind of text.

Table 5.3 below presents segment duration and segment count for drafting and digital resource consultation segments. In this study, *segments* are characterized by the activity types outlined in Table 5.1 above. The duration of a segment is defined as the elapsed time in milliseconds between two activity shifts, e.g. from *translation drafting* to *resource consultation* and back. Segment count is the number of segments belonging to a segment category. The process of identifying shifts between activities was carried out manually by inspecting the screen recordings and noting the time stamps when activity shifts occurred.

The segment count for drafting and digital resource consultation is almost identical (252 <–> 249, respectively), which is not surprising, since there will be roughly one drafting segment for each digital segment. But the mean drafting segment duration is considerably longer than digital resource consultation, namely 47.7 seconds compared with 19.9 seconds. This means that translators work on a drafting segment almost 2.5 times longer than they work on digital resource segments.

Comparing the T1 and T2 segment count, the number of drafting segments and digital resources segments is twice as high for the less familiar T1 than for the more familiar T2 (169 <–> 83). In other words, institutional translators are more frequently interrupted by digital resource consultation when working with an unfamiliar judgment text. A likely explanation is that the press release has fewer low-frequent words, less specialized terminology, and lower overall information density than the judgment, and therefore there is less need to access digital resources. Comparing T1 and T2 segment duration, the drafting of T1 judgment is more frequently interrupted by attention shifts because T1 segments are considerable shorter (38.7 seconds) than T2 segments (65.9 seconds). In other words, for the familiar T2 text, translators will carry on with translation comprehension and reformulation for more than a minute before turning to a digital resource, whereas a new digital resource consultation will emerge just short of every 40 seconds for the less familiar T1 text. While there is certainly justification for the frequent digital resources consultations to solve terminological issues in T1, for the most part, there is also the hypothetical risk that some resource consultation behaviour is

the result of poor problem-solving strategies, where translators, exhibiting novice-like behaviour (Dragsted 2005), resort to digital resources searching for solutions to problems, sometimes creative, that cannot easily be solved with the use of dictionaries and other terminology aids. Another problem that may emerge from the frequent use of digital resources is the cognitive cost associated with a high number of shifts of attention between text comprehension and reformulation, on the one hand, and digital resource consultation, on the other hand (Hvelplund 2011, 192). Translation drafting and digital resource consultation are fundamentally different cognitive activities that require different competences. These frequent shifts and the need to refocus attention much more frequently between two vastly different activities will have an impact on the overall translation process, and they could account for (some of) the 17% total task time difference between T1 and T2.

Overall, different text types translated in an institutional setting prompt considerably different behaviour, as indicated by variation in segment count and duration for different text types. It follows from that observation that the translation, text, and digital competences relevant and necessary in an institutional translation setting must vary depending on the text being translated. Moreover, it is likely that considerable domain and text type specialization and experience within certain domains and areas will foster the development of competences particularly relevant for specific translation tasks and less relevant and suitable for other translation tasks.

Translation drafting activity

The recordings of the translators' processes expose seven distinct types of drafting activity during translation drafting. These types of drafting activity are presented in Table 5.4 below.

Table 5.4 Drafting activities in institutional translation

Drafting activity types	
FromScratch	Translation from scratch, ignoring possible TM and MT suggestions.
TM_accept	Translation memory suggestion, which was accepted without any edits made.
TM_edit	Translation memory suggestion, which was edited.
AT_accept	Automated translation suggestion, which was accepted without any edits made.
AT_edit	Automated translation suggestion, which was edited.
Insert_ST	Text insertion from the source text, for instance, proper names and figures.
Insert_Resource	Text insertion from a digital resource, for instance, proper names and converted figures.

According to the overview based on the recordings, translation drafting is carried out in a number of ways: without any sort of assistance from the CAT tool (FromScratch), with the aid of a TM, either accepting a TM suggestion (TM_accept) or editing the suggestion (TM_edit), accepting MT output (AT_accept), editing MT output (AT_edit), or inserting text from the source text (Insert_ST), or from an external digital resource (Insert_Resource). Table 5.5 below presents the seven drafting activities specifying the absolute and relative proportion of time involved in each activity.

Table 5.5 Total duration in seconds for seven drafting activity types for T1, T2 and both texts

Drafting activity	*T1 activity duration*	*T2 activity duration*	*T1, T2 activity duration*
FromScratch	2,673 (40.8 %)	2,084 (38.2 %)	4,757 (39.6 %)
TM_accept	721 (11 %)	63 (1.2 %)	784 (6.5 %)
TM_edit	546 (8.3 %)	254 (4.7 %)	800 (6.7 %)
AT_accept	299 (4.6 %)	710 (13 %)	1,009 (8.4 %)
AT_edit	1,571 (24 %)	1,950 (35.7 %)	3,521 (29.3 %)
Insert_ST	457 (7 %)	397 (7.3 %)	854 (7.1 %)
Insert_Resource	280 (4.3 %)	0	280 (2.3 %)
Total	*6,547 (100 %)*	*5,458 (100.1 %)*	*12,005 (99.9 %)*

From-scratch translation, where neither TM nor MT output is used in the translation production, accounts for around 40% of the total drafting time in both texts. This interesting observation clearly demonstrates that institutional translation is a "hybrid" form of translation, where the translation process is composed of from-scratch translating as well as automated translation reviewing. In fact, the institutional translator's evaluation of TM output plays a considerable role in the translation of formulaic text such as T1 – the judgment of the court. Almost 20% of all drafting activity is either accepted TM or edited TM output. For T2, the corresponding figure is just 6%. The judgment ST, with its fixed composition and standard phrasings, consists of a number of segments stored in the TM, meaning that the availability of pre-translated segments is substantial. Conversely, the press release is less formulaic and consists of prose and more creative writing, which means that the availability of pre-translated segments is lower. However, although TM output plays a small role in the production of the press release, automated translation output is hugely important, and it constitutes almost half of all drafting activity for that text type. The corresponding figure for the judgment T1 is lower but still quite substantial at around 28%. Finally, insertion of text from the ST (often person names or place names), or from a digital resource (only for T1) accounts for 7–11% of the drafting activity.

Table 5.6 shows that the duration of drafting activity segments varies greatly according to the activity type. FromScratch segments are considerably

Table 5.6 Drafting activity mean count, activity duration mean in seconds for T1, T2 and both texts[5]

	T1		*T2*		*Both texts*	
	Count	*Duration*	*Count*	*Duration*	*Count*	*Duration*
FromScratch	59	45.3	26	80.2	85	56
TM_accept	26	27.7	2	31.5	28	28
TM_edit	17	32.1	5	50.8	22	36.4
AT_accept	19	15.7	30	23.7	49	20.6
AT_edit	56	28.1	59	33.1	115	30.6
Insert_ST	19	24.1	9	44.1	28	30.5
Insert_Resource	12	23.3	0	na	12	23.3
Total	208	31.5	131	41.7	*339*	*35.4*

longer (T1 = 45.3 seconds and T2= 80.2 seconds) than any other activity type, which indicates that the process of pure text creation requires the sustention of attention for longer periods of time in order to achieve a TT rendition that the translator considers satisfactory. Conversely, the shorter TM (T1 = 27.7 and 32.1 seconds & T2 = 31.5 and 50.8 seconds) and the even shorter MT segments (T1 = 15.7 and 28.1 seconds & T2 = 23.7 and 33.1 seconds) shows that the process of accepting or editing TM and MT output is carried out more quickly, possible because these activities are more automated than creative text production. Interestingly, evaluation of MT output is carried out faster than both from-scratch translation and evaluation of TM output. This could indicate that the translators have a relatively high degree of confidence in the MT output. Conversely, the acceptance ratio for TM segments (T1&T2 = 28 out of 50) is considerably higher than for MT segments (T1&T2 = 49 out of 164).

The figures show that activity type and task type heavily influence the allocation of cognitive resources. To successfully engage in the different activities involved in the institutional translator's process working with a CAT tool – mainly from-scratch translation, TM evaluation, and MT evaluation – competences beyond language skills are necessary. Technological competences and experience working with the CAT tool are necessary (see Svoboda and Sosoni – Chapter 4 – in this volume).

Digital resource consultation

In this study, digital resource consultation is defined as an activity where the translator engages with a digital resource outside the CAT tool environment. The types of digital resources in Table 5.7 have been identified in the recordings of the institutional translators' processes within the Trados CAT tool.

A total of 251 external digital resource consultations were performed by the seven translators during the translation of the texts. The majority of all resource consultation events involved the EU's EURAMIS Concordance tool

Table 5.7 Types of digital resource consultation in institutional translation

	Digital resource	*No. of consultations*
Term bases and bilingual dictionaries		**142 (56.6%)**
	EURAMIS Concordance tool	124
	IATE (Interactive Terminology for Europe)	15
	Gyldendal English-Danish-English dictionaries	3
Text repositories		**69 (27.5%)**
	EUR-Lex	69
Internet search engines		**9 (3.6%)**
	Google shallow search	5
	Google deep search	3
	Google Maps	1
Reference works and websites		**31 (12.4%)**
	Source text in Microsoft Word	28
	Source text in website	2
	Translation brief in Microsoft Word	1

and the EUR-Lex text repository. In fact, interaction with digital resources was almost exclusively done with resources developed by the EU institutions, whereas engagement with non-EU resources, such as Google, external websites and other text repositories, was very minimal. This shows that institutional translators are probably quite used to working with specific institutional resources and that institutional translation requires specialized technological competences involving the institution's proprietary CAT tools and digital resources.

The use of dictionaries and term bases is lower compared with a similar study (Hvelplund 2017, 80), where that category accounted for 75%. The EUR-Lex repository, however, accounted for more than a quarter in this study, whereas it was absent in the former study. These observations, contrasted with the earlier study, underscore that the use of digital resources is influenced by the specific problems encountered and the problem-solving strategies employed.

Discussion and concluding remarks

The present study has collected and analysed data about the translation process online, which has permitted the translators to work in familiar environments, making it more likely that the process under observation is a reflection of genuine translation activity than if the data had been collected in a translation laboratory. However, in a translation laboratory, the experimenter is in greater control over unexpected events and can control the situation more confidently. In a laboratory setting, the experimenter may

also have access to more equipment, for instance, eye-tracking equipment. Future studies of institutional translators' translation processes may concern aspects such as cognitive effort and cognitive load, as indicated by fixation duration and pupil sizes (e.g. Sharmin et al. 2008; Hvelplund 2011). By examining the translators' eye movements, we would be able to explore more concretely which activities during the institutional translators' translation process tax more (or less) on the translator's cognitive system. For instance, it would be relevant to examine if and to what extent the frequent shifts between from-scratch translation, TM and MT editing, and resource consultation have a negative impact on the institutional translator's process and product. Although the study consists of process data from just seven translators, there are clear patterns emerging from the descriptive statistics presented in the sections above, pointing to uniform behaviours across the group. Indeed, the inferential and statistical tests show significant differences in the resource allocation comparisons. Nevertheless, future studies would certainly benefit from larger sampling pools in order to conclude more confidently on differences in resource allocation during institutional translation.

This chapter examines institutional translation from a process-oriented perspective, mapping institutional translators' allocation of attention, the types of activities performed and the translators' use of digital resources. The study demonstrates that institutional translation is very much a combined translation and post-editing activity, where translators in fact spend more time reviewing and evaluating automatically generated TM and MT output than they do producing translation from-scratch. In addition to a strong dependency on EC's integrated Trados SDL suite, as much as a quarter of the entire translation process during institutional translation involves some form of interaction with digital resources outside this proprietary CAT environment. The competences necessary to perform well as an institutional translator therefore range broadly from core language and textual competences to technological and post-editing competences, where the translator must have developed strategies to work expertly with proprietary CAT tools and other technological translation resources. Deficient and lacking competences, as well as a low degree of specialized genre familiarity, could prompt novice-like behaviour, such as ineffectual dictionary consultation and poor translation strategy application, which may impact translation performance and product negatively. More specifically, successful institutional translation must be carried out by translators with specialized competences that are tailored to solve institutional domain-specific translation problems and tailored to successfully and effectively tackle the unique technological challenges that characterize institutional translation.

Translation technology training and upskilling is already taking place in-house, e.g. at the EU institutions' translation bodies, and technological and digital resource competence development is indeed a critical and recognized

component of translator training within the institutions (see Mavrič – Chapter 12 – in this volume; Ilja – Chapter 13 – in this volume; Svoboda and Sosoni – Chapter 4 – in this volume). However, the training and development of technological and digital competences for the institutional translation market could and, perhaps, should figure more prominently outside the institutions and become a priority within non-institutional translation training facilities. In some countries, there is no dedicated or only limited institutional translation training offered at universities, colleges and schools. This is paradoxical and unfortunate, since candidates from these very training facilities find employment as translators at the institutions – but without having acquired the full suite of relevant competences in their training. Specialized institutional translation programmes could be seen as a core responsibility of translation colleges, schools, and universities, where a strong advantage of such a programme may be the integration of practical as well as theoretical aspects of translation. These highly specialized translators, equipped and trained in institutional texts and procedures, would very likely be attractive to institutional employers, since they require less onboarding and upskilling resources.

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Notes

1 Zoom is a videotelephony software platform used for distance video communication.
https://zoom.us/ (Accessed 9 April 2021)
2 Camtasia is a software suite published by TechSmith that can be used to create and record video tutorials and presentations. For this study, it was used to record the translators' screen activity. https://www.techsmith.com/video-editor.html (Accessed 9 April 2021)
3 Within the Trados SDL suite, machine translation suggestions are abbreviated AT for automated translation.
4 This study examines only resource consultation during drafting.
5 The total drafting activity count (339) is higher than the drafting segment count presented in Table 5.3 (252) since multiple drafting activities may take place during one drafting segment.
6 Source: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:62011CJ0279&qid=1621890514536&from=EN (Accessed 9 April 2021)
7 Source: https://ec.europa.eu/commission/presscorner/detail/en/ip_20_366 (Accessed 9 April 2021)

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Appendix 1 – Source text 1[6]

JUDGMENT OF THE COURT (Fourth Chamber)

19 December 2012
In Case C-279/11,
ACTION under Article 260(2) TFEU for failure to fulfil obligations, brought on 1 June 2011,
European Commission, represented by P. Oliver and K. Mifsud-Bonnici, acting as Agents, with an address for service in Luxembourg,
applicant,
v
Ireland, represented by E. Creedon and D. O'Hagan, acting as Agents, E. Regan, SC, and de C. Toland, BL, with an address for service in Luxembourg,
defendant,
THE COURT (Fourth Chamber),
composed of L. Bay Larsen, acting as President of the Fourth Chamber, J.-C. Bonichot, C. Toader (Rapporteur), A. Prechal and E. Jarašiūnas, Judges,
Advocate General: N. Jääskinen,
Registrar: T. Millet, Deputy Registrar,
having regard to the written procedure and further to the hearing on 4 October 2012,
having decided, after hearing the Advocate General, to proceed to judgment without an Opinion,
gives the following

Judgment

1 In its application, the European Commission initially claimed that the Court should:
– declare that, by failing to take the necessary measures to comply with the judgment of 20 November 2008, in Case C-66/06 *Commission* v *Ireland*, Ireland has failed to fulfil its obligations under Article 260 TFEU;

– order Ireland to pay to the Commission a lump sum of EUR 4,174.80 multiplied by the number of days between the judgment in Case C-66/06 and either compliance by Ireland with that judgment or the judgment in the present proceedings, whichever is the sooner;
– order Ireland to pay to the Commission a daily penalty payment of EUR 33,080.32 from the date of the judgment in the present proceedings to the date of compliance by Ireland with the judgment in Case C-66/06; and
– order Ireland to pay the costs.

2 By letter of 6 July 2012, the Commission amended its application. Thus, the Commission no longer asks that Ireland be ordered to pay a daily penalty payment, but requests only that that Member State be ordered to pay a lump sum of EUR 4,387,714.80.

Appendix 2 – Source text 2[7]

Press release, 2 March 2020, Brussels

State aid: Commission opens in-depth investigation procedure into measures in favour of Béziers airport in France and Ryanair

Béziers airport is a regional airport located in the French region of Occitanie. The airport served more than 250,000 passengers in 2019. It was owned and managed from 2007 to 2011 by the Chamber of Commerce and Industry of Béziers St Pons, and since 2011 until today by the Syndicat mixte "Pôle aéroportuaire Béziers Cap d'Agde Hérault – Occitanie". The latter is exclusively composed of local and regional public authorities.

The Commission received a complaint concerning operating aid granted to the successive operators of Béziers airport from 2007 to today. The complaint also concerned marketing and airport services agreements concluded between Ryanair and the Béziers airport operators under the same period. The complainant alleged that the operating aid and the agreements amounted to illegal State aid in favour of Ryanair and the Béziers airport.

With respect to the Béziers airport operators, following a preliminary assessment, the Commission has decided to open an in-depth investigation as it has concerns that the operating aid is incompatible with the single market. In particular, the operating aid was granted by several local and public authorities to the operators; it was imputable to the State, involved public resources and granted an undue and selective advantage to the airport operators that potentially affected competition and trade between Member States.

With respect to Ryanair, following a preliminary assessment, the Commission has decided to open an in-depth investigation in relation to:

- Certain marketing agreements concluded since 2009 between the Syndicat mixte and Ryanair;

- Airport services agreements concluded since 2007 between the Béziers airport operators and Ryanair.

At this stage, the Commission has concerns that the agreements in question may give Ryanair an undue economic advantage vis-à-vis its competitors that might amount to incompatible aid in favour of Ryanair.

6 Translating for EU institutions

External translation service providers and training

Vilelmini Sosoni

Introduction

As the world becomes increasingly globalized, markets become increasingly internationalized, and technological innovations grow at an unprecedented rate, there is a steady growth in content that needs to cross linguistic barriers. Moreover, crises, such as the ongoing global COVID-19 health crisis and the war in Ukraine, have led to unprecedented cross-border and cross-language interactions and thus to a sharp increase in demand for translation and interpretation. This is also reflected in the increase in the workload of international institutions. In particular, in 2021, the European Commission's Directorate-General for Translation (DGT) helped the EC respond to its political priorities, including overnight reactions to the COVID-19 pandemic. Its support included the translation of "major political files such as the Recovery and Resilience Facility package, the Fit for 55 package as well as a number of very technical, high-profile and voluminous packages in the areas of finance, digital technology and health" (DGT 2021, 4). In fact, its total output reached an all-time high of 2,770,000 pages, i.e. up 18% from 2020, and up 40% from 2019 (DGT 2021, 5). Similarly, the Directorate-General for Translation (DG TRAD) of the European Parliament recorded a 16.7% rise in its output from 2019 to 2020, with an unusual distribution throughout the year following the outbreak of the COVID-19 pandemic (DG TRAD 2020, 4). If we add to this the fact that over the past ten years there has been a reduction of internal staffing levels (Strandvik 2017a), it becomes apparent why in order to meet the increasing demand and maintain the high level of quality required (see section "Multilingualism, translation, and the quest for quality" below), most European Union (EU) institutions have been increasingly outsourcing part of their production to contractors. For instance, the European Commission's DGT indicates in its 2021 Annual Activity Report (DGT 2021) that external translation accounted for approximately 37.4% of its total translation production, while the European Parliament's DG TRAD notes that external translation was key to managing the peaks in workload in 2020 and was therefore significantly

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higher than in 2019, i.e. 30.8% in 2020 as opposed to 17.8% in 2019 (DG TRAD 2020, 10).

In order to ensure high standards, the external translation services provider/contractor selection process is rigorous, and so are the quality assurance measures implemented and the continuous support offered to contractors through meetings and clear guidelines (DG TRAD 2020, 23), as well as seminars, webinars, and even in-situ visits (DGT 2018, 12).

Given the complexity and significance of external translation, this chapter will explore the requirements on the part of contractors through a study of the tendering procedures at the EU institutions and the quality guidelines provided, and it will also attempt to identify the challenges they face and the needs they have in terms of their continuous training based on two interviews carried out in March 2022.

Multilingualism, translation, and the quest for quality

Multilingualism and translation

The EU is a unique supranational democratic union of sovereign states with very delicate dynamics between unity and multiplicity in diverse communities (Leal 2022) and between nationalism and transnationalism (Kraus 2008). It also has a fascinating language regime that reflects these delicate dynamics. Given that it is a democratic union which seeks to coordinate, without overriding, the Member States' – often conflicting – interests (Kraus 2008, 43), it is based on multilingualism, which in turn is achieved through translation. In fact, translation in the EU is based on articles[1] in the treaties expressing the general principles of the rule of law and democratic rights and also on Council Regulation No. 1 of 15 April 1958,[2] which guarantees that the official languages of all the Member States are both official and working languages of the EU institutions and are considered to be equal (Šarčević 2001, 314). It is notable that by "official languages" are meant the "national official languages" of the Member States (Koskinen 2000, 52). Article 342 of the Treaty on the Functioning of the European Union (TFEU)[3] confers the competence of determining the rules governing the languages of the EU institutions to the Council.

Currently, the EU has 24 official languages: Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish, and Swedish. Albeit impressive, the EU's multilingualism is restricted in a number of ways. First, the policy only concerns official languages covering the whole territory of a Member State. Other languages used in parts of the Member State's territories, like Catalan or Basque, "do not enjoy official status even though the communities of their speakers may be significantly larger than official EU language communities" (Leal 2021, 3). In addition, the equal status of all the official

languages "is limited to the legal validity and authenticity of the EU-wide legislation translated into such languages" (Biel 2017, 40), while some languages have the status of procedural languages, i.e. English, French, and German. In practice, most documents are drafted in English and are selectively translated into other languages in what the European Parliament and the European Commission have called "a pragmatic approach".[4]

Since the EU institutions and bodies are responsible for deciding on a wide range of policies and for law-making, but also for communicating information to the general public, they produce a considerable volume of language work which appears in a number of formats: text, audio, and video (see Ilja – Chapter 13 – in this volume with reference to the DGT; Mavrič – Chapter 12 – in this volume with reference to the DG TRAD) and in a number of genres, i.e. legal documents, policy and administrative documents, information for the public and input for EU legislation, policy formulation, and administration (see the 2015 DGT Translation Quality Guidelines and the 2017 Translation Quality Info Sheets for Contractors). For that reason, they have permanent ongoing translation activity. The European Commission, the European Parliament, the European Council, the Economic and Social Committee, the Court of Auditors, the Court of Justice of the European Union, the European Central Bank, and the European Investment Bank each have their own translation service, with the European Commission's translation service being the biggest in the world. In addition, in Luxembourg, the Translation Centre for the Bodies of the EU (CdT) is an EU agency that provides translation services required by the specialized decentralized agencies of the EU. It also provides services to institutions and bodies that have their own translation service in order to absorb any peaks in their workload. However, as already pointed out, to cope with a level of demand that keeps increasing, most EU institutions call on contractors/external translation services providers that are selected and managed in line with public procurement rules and with a view to ensuring high quality.

EU translation and quality

Quality is a key word in the provision of translation in EU institutions. As the European Commission's DGT observes, its overarching goal is to provide the European Commission with high-quality translations and other linguistic services, including editing and linguistic advice, language localization and machine translation, in 24 languages (DGT 2021). Similarly, at the European Parliament quality "is the hallmark of DG TRAD with a dedicated unit, the Quality Coordination Unit […] and strict quality assurance procedures" (DG TRAD 2020, 12).

Quality, of course, is a subjective concept and can be defined differently according to the approach adopted or the aim one seeks to achieve. In the industrial sector, quality is regarded as the ability to fulfil a client-defined set of parameters, known as project specifications, rather than meet one

abstract notion of an ideal, perfect project. In translation, quality can be viewed from diverse angles and is connected with various factors which do not all have the same weight in each translation task, and are therefore not equally measurable or assessable (Almutairi 2018). Thus, quality is a dynamic rather than a static concept, which depends on the purpose, audience, text type, etc. This understanding of quality is also evident in industry standards, e.g. the German DIN-2345:1998-04, the European EN 15038:2006, the American ASTM F2575, and ISO/TS 11669:2012, ISO 17100:2015, which state that extra-linguistic aspects such as specifications are crucial for quality (Strandvik 2017a, 130).

With a focus on EU translation quality, Biel (2017, 34) proposes the distinction of "two interrelated and overlapping dimensions: the quality of translation at the textual level with translation viewed as a product and the quality of processes in translation service provision with translation viewed as a service". The quality of translation at the textual level covers equivalence and textual fit/clarity, while the quality of processes refers to the management of people, processes and resources, namely workflow management, human resources management, and the management of technological, terminological and linguistic resources which support translators during the translation process (Biel 2017). As Biel (2017, 34) aptly notes, "the quality of translation service provision strongly affects the quality of translation products".

The translation services of the EU institutions have taken numerous measures to achieve the desired high level of quality both in terms of product and in terms of process (for an extensive discussion, see Biel [2017] and Strandvik [2017a, 2017b] as well as Mavrič – Chapter 12 – in this volume) and have placed increased emphasis on mitigating quality risk, especially as regards external translation that has been growing steadily over the past years. The present discussion focuses on external translation, although it should be noted that several of the quality measures referred to also apply to in-house translation.

External translation: calls for tenders and quality assurance

External translation service providers are selected through open calls for tenders[5] and include both freelancers and translation agencies.

Calls for tenders and quality assurance at the European Parliament

In particular, the European Parliament's DG TRAD has a dedicated External Translation Unit[6] that is responsible for executing requests for the translation of texts that exceed the translation capacity of the European Parliament's in-house translators. It also organizes periodic procurement procedures in accordance with the financial regulation with a view to identifying suitably qualified and experienced contractors who then go on to

sign framework contracts with the European Parliament. These contracts are performed on the basis of signed purchase orders for each translation assignment.

The European Parliament's DG TRAD shares[7] some or all of those framework contracts with the language services of the Council of the European Union, the European Court of Auditors, the European Economic and Social Committee, and the European Committee of the Regions. In fact, the European Parliament is the Contracting Authority on behalf of these EU institutions and bodies, although each one of them has its own Authorizing Authority for the expenditure and other budgetary operations in the performance of the framework contracts. DG TRAD's External Translation Platform[8] provides detailed information to contractors about the contract implementation and quality requirements from each Authorizing Authority separately.

It is interesting to look in more detail at one of the European Parliament's latest calls for tenders, TRA/EU19/2019, and at the criteria it specifies therein. In particular, TRA/EU19/2019 sets exclusion criteria, selection criteria, and award criteria.[9] The exclusion criteria specify circumstances in which a bidder must be excluded from the procurement. Selection criteria are used to select bidders in terms of their capability and capacity to perform the contract. These criteria consider a bidder's suitability to pursue a professional activity, their economic and financial standing, and their technical and professional ability. Finally, award criteria are used to determine which bidder is best placed to deliver and which should be awarded the contract. It should be noted that the award criteria are evaluated before the exclusion and selection criteria.

In the selection criteria, there are "administrative" criteria, such as the legal and regulatory capacity or the economic and financial capacity of the tenderer as well as very specific technical and professional criteria that are linked to quality. As far as professional criteria are concerned, the tenderer must provide:

- a minimum number of named translators without any particular specifications;
- a minimum number of named revisers who are employees or subcontractors of the tenderer, of native target language standard (level C2), who hold a university degree in any subject following at least three years' full-time study and have at least two years' full-time experience of translation or revision of the language combination in question;
- a named project manager who is an employee or subcontractor of the tenderer, of native target language standard (level C2), who holds a university degree in any subject following at least three years' full-time study and has at least two years' full-time experience of translation project management;
- a named IT specialist who is an employee or subcontractor of the tenderer, holds a university degree in any subject following at least three

years' full-time study and has at least two years' full-time experience in IT support for translation workflows.

As regards technical criteria, each named translator, reviser, translation project manager, and IT specialist must be equipped with specific hardware, software, and telecommunication equipment, i.e. MS Office 2016; SDL Trados Studio 2015, and/or 2017; EDGE, Internet Explorer 11, Firefox, and Chrome; the file compression software WinZip 9 or later and/or 7-zip.

All these criteria and especially the criterion for *named* translators, revisers, and project managers, i.e. specifically named professionals who cannot be replaced without informing the relevant contracting EU institution or body (see Annexe XI of the TRA/EU19/2019 call for tenders), indicate that there are safety valves related to quality in the calls for tenders, although there is no requirement for translators with experience and/or expertise in the translation of EU texts. One, of course, could argue that this requirement is not necessary, because what is truly important in terms of quality assurance is the award criteria. Moreover, the technical criteria and the requirement for a named IT specialist reveal how translation is interrelated with technology.

In the award criteria set in the latest calls for tenders TRA/EU19/2019[10] and T6 EU9 2021,[11] it is stipulated that framework contracts will be awarded to the tenders offering the best value for money and will be in fact evaluated on a 67/33 quality/price ratio where quality is determined on the basis of a translation project management test which seeks to assess the project management, translation, and revision capabilities of the tenderer as demonstrated by their ability:

- to handle the technical complexity of translation assignments from the institutions by processing a multilingual document to the required quality standard;
- to take into account client specifications (e.g. specific instructions, style guides, terminology) when processing an assignment;
- to accurately transfer source-language content and register into the target language throughout the translation and revision process; and
- to work within the set deadline.

The evaluation of quality on the basis of a test is noteworthy, as it reflects the importance the European Parliament assigns to its own set quality criteria and not to a general concept of quality which could be attested by a CV and/or prior experience.

Calls for tenders and quality assurance at the European Commission

The European Commission's DGT launches an open call for tenders every four years, leading to the conclusion of framework contracts for selected

language combinations. For the management of external translation, the DGT has a dedicated External Translation Unit under Directorate S – Customer Relations. There is also a dedicated webpage with useful resources (guidelines) for translator contractors per language.[12] If we look in more detail at TRAD19,[13] one of the European Commission's latest calls for tenders, it becomes clear that tenderers must fulfil particular exclusion, selection, and award criteria, like in the case of the European Parliament's TRA/EU19/2019. Exclusion criteria are used to check whether the tenderer can take part in the tendering procedure and, if successful, be awarded the framework contract; selection criteria are used to check whether the tenderer has the required minimum, technical, and professional capacity; and award criteria are used to assess how well the tenders correspond to the award criteria, leading – for each lot – to a ranking of the tenderers based on the quality/price ratio of their tenders. More specifically, in the selection criteria, if we leave aside the more "administrative" minimum capacity criterion, we see that there are technical and professional criteria that are linked to quality, and if we compare them to the criteria of the European Parliament's latest calls for tenders, TRA/EU19/2019 and T6 EU9 2021, we realize that they are more specific and more detailed.

In particular, it is stipulated in the TRAD19 Specifications[14] that contractors must have the technical capacity:

- to work on documents in the MS Office 2010 file formats or later versions (docx, xlsx, pptx) and pdf, html, xml, rtf, txt or other common file formats. Other software or CAT tools introduced during the implementation of the framework contracts may require the use of other file formats;
- to work on texts pre-processed by the DGT or, in general, assignments issued as compressed translation packages;
- to use the language resources provided by the authorizing department, and to deliver:
  1. the translation in its original file format, as specified in the order form;
  2. and/or a translation memory containing only those sentences present in the source text and the final version of the target text as delivered to DGT;
  3. and/or the translation in a localization file format such as xliff;
- to deliver a term base containing key terms used by the contractor for executing the assignment;
- to use the segmentation rules provided by the DGT in the srx file format; and
- to use the output from the European Commission's machine translation tools.

It is also stipulated that contractors must have access to CAT tools that can handle specific file formats and should also be able to work with LegisWrite,[15]

a tool that ensures that documents distributed by the European Commission to the other EU institutions are well presented and consistent.

As far as professional criteria are concerned, translators, revisers, and reviewers for all language combinations[16] must have the following minimum qualifications and experience:

- a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in translation or languages; and at least two years of full-time translation experience or having translated at least 2,000 pages; or
- a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in any other subject; and at least three years of full-time translation experience or having translated at least 3,000 pages.

The contractor should also designate a quality coordinator who will have overall responsibility for ensuring that all delivered assignments correspond to the quality requirements, and will act as the DGT's contact point for all general matters concerning quality. For the quality coordinator, the minimum qualifications and experience required are a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in translation or languages and at least 1.5 years of full-time translation experience or having translated at least 1,500 pages, plus at least 1.5 years' full-time experience in quality assurance or having quality assured at least 4,000 pages. Alternatively, the quality coordinator should have a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in any other subject, and at least three years of full-time translation experience or having translated at least 3,000 pages, as well as at least 1.5 years' full-time experience in quality assurance or having quality assured at least 4,000 pages[17].

Like in the case of the European Parliament, the European Commission's call for tenders attests to the focus on quality and the importance placed on technology, although it has several differences from the Parliament's, the most striking being the specification of qualifications for translators. It is also worth observing that, like in the case of the European Parliament's calls for tenders, there is no requirement for translators with experience and/or expertise in the translation of EU texts.

As we move on to the award criteria set in the TRAD19[18] call for tenders, it becomes evident that quality is prioritized over price with a 70/30 ratio. The quality criteria consist of a revision test, a translation test, and a case study which are taken simultaneously online, under controlled conditions with a time limit. It is further specified that two DGT evaluators evaluate the results of (i) the revision test, (ii) the translation test, and (iii) the case study, in that

order, and that to qualify for further evaluation, tenderers must achieve a pass score for each criterion. If there is a significant discrepancy between the evaluations, a third evaluation is done, and the final mark is the average of all three evaluations. The evaluation is based on the quality requirements that apply to translations and revisions delivered under the framework agreement.

Like in the case of the European Parliament, the evaluation of quality is based on tests, while there is a very clear evaluation methodology.

External translation: provision of translation services and quality assurance

Quality assurance is crucial not only for the selection of the contractors, but also – or maybe most importantly – *following* the award of tenders and during the provision of translation services.

Provision of translation services and quality assurance at the European Parliament

In the European Parliament's latest instructions for main contractors[19], secondary contractors,[20] and dynamic ranking contractors[21] (for the latest calls for tenders TRA/EU19/2019 and T6/EU9/2021), the following quality requirements are set:

> Translation: You are required to strictly observe the quality requirements set out in the specifications of the contract.
> Revision: It is an essential contractual obligation that you thoroughly revise the entire translation before delivery. You will be responsible for the quality of the entire text, including that of segments already (pre-) translated into the target language.

More specifically, the quality requirements that have been duly set in the Specifications[22] to the latest calls for tenders specify that the "Contractor must ensure that the delivered translation assignment is ready to be used and does not require further correction by the Institution(s)".

Furthermore, the Specifications[23] stress that the contractor must ensure that:

- the delivered translation assignment accurately reflects the source-language text;
- the delivered translation assignment is fluent, clear, consistent, and tailored to the audience;
- the delivered translation assignment is consistent with grammar, punctuation, and spelling rules;

- the correct terminology is used consistently throughout the text, and any naming conventions are complied with;
- any relevant document models or templates provided by the institution(s) are adhered to; any specific instructions accompanying an assignment are followed; and all references to documents already published or any reference material, including the terminology of the reference material quoted, are consulted and used correctly;
- the delivered translation assignment is produced in the agreed-upon format; any technical requirements regarding, in particular, settings, formatting, tags, style sheets, parsing, and segmentation have been complied with.

The contractor must also make sure that the delivered translation assignment takes into account *feedback* provided by the institution in respect of previously delivered translation assignments.

Furthermore, the Specifications lay out that the Authorizing Authorities will evaluate against the criteria stipulated in the quality requirements the quality of the delivered translation assignment on the basis of a text sample; the size of the sample is not specified. As is explained in the DG TRAD's 2020 Annual Activity Report (DG TRAD 2020, 12), the purpose of such an evaluation "is to monitor the evolution of the quality of translations provided by DG TRAD and to identify any recurring issues, *training needs* or action required" (emphasis added).

In the instructions for contractors, it is noted that the quality evaluation report is provided in Excel format and contains the following:

1. Summary sheet – containing the number of the evaluated document, source and target languages, sample size, the quality mark, the quality level, general comments, weighting, and severity levels of error types, as well as the penalty applied for errors found per type and severity.
2. Issues sheet – indicating, for the segments containing errors, the source text segments, the translation delivered, the translation with changes, and the error type, severity, and description.
3. Evaluated Sample sheet – including the whole sample, which shows the error notations and the changes in context.

During the evaluation, errors are classified on the basis of the following error typology:

Each error is classified according to severity.[24] There are three severity levels and each is assigned a numerical multiplier. The severity level with its multiplier for each error is determined on the basis of the following:

- Minor error: error that does not impact usability or comprehensibility of the content;
- Major error: error that impacts usability or comprehensibility of the content;
- Critical error: error that renders the content unfit for use.

Table 6.1 Error typology for assessment of the quality of translations delivered (reproduced from the Specifications for the call for tenders TRA/EU19/2019)

Error typology	
Error type	*Description of error type*
Terminology	A term (domain-specific word) is translated with a term other than the one expected for the domain or otherwise specified.
Accuracy – Mistranslation	The target content does not accurately represent the source content.
Accuracy – Omission	Content is missing from the translation that is present in the source.
Accuracy –Addition	The target text includes text not present in the source.
Accuracy – Other	Issues related to accuracy, other than mistranslation, omission and addition.
Fluency – Grammar	Issues related to the grammar or syntax of the text.
Fluency –Punctuation	Punctuation is used incorrectly (for the locale or style).
Fluency – Spelling	Issues related to spelling of words.
Fluency – Other	Issues related to fluency, other than grammar, punctuation and spelling.
Style – Clarity	Awkward, inconsistent style, non-idiomatic use of target language and inappropriate register.
Style – References	Inconsistency with reference material.
Style – Other	Issues related to style, other than clarity and references.
Presentation	Issues related to layout, formatting, and markup.

https://etendering.ted.europa.eu/cft/cft-document.html?docId=50830 (Accessed 29 May 2022)

As can be seen in Table 6.2, there are three quality labels used for external translation evaluation at the European Parliament: unacceptable, unsatisfactory, and acceptable. The maximum quality mark for an error-free translation assignment is 100 points and a mark above 60 points qualifies the translation as acceptable. Unsatisfactory translation incurs a 50% reduction in payment, while unacceptable translations are not paid at all.

As regards training provided to the contractor, it is specified in the TRA/EU19/2019[25] and T6 EU9 2021[26] calls for tenders that "The tenderer who signs a FWC at the end of the tendering procedure may be required to attend, without remuneration or compensation, an online or other introductory session organised by the Institution(s)" which "will be designed to provide the Contractor with essential information on all aspects of the performance of the FWC". No other mention to training is made in any of the relevant documentation. However, as already pointed out there is a reference to "training needs" in the DG TRAD's 2020 Annual Activity Report (DG TRAD 2020, 12). This means that the need for training is acknowledged, but there is no formal reference to it or provision for it.

Table 6.2 Consequences of the quality assessment on payment (reproduced from the Specifications for the call for tenders TRA/EU19/2019)

Quality mark (points)	*Quality label*	*Description*	*Reduction in payment (% of the total amount of the assignment)*
< 30 points	Unacceptable	The delivered translation assignment does not meet the quality requirements stipulated in these Specifications and is unusable as it stands. An in-depth revision or retranslation is needed.	100 %
30 < 60 points	Unsatisfactory	The delivered translation assignment does not meet the quality requirements stipulated in these Specifications. It is usable on condition that it is revised.	50 %
≥ 60 points	Acceptable	The delivered translation assignment meets the quality requirements stipulated in these Specifications. It is usable as it stands.	N.A.

https://etendering.ted.europa.eu/cft/cft-document.html?docId=50830 (Accessed 29 May 2022)

Provision of translation services and quality assurance at the European Commission

The quality assessment process is not very different in the case of the European Commission and the DGT. In particular, in the TRAD19 call for tenders, quality criteria[27] are clearly described. First, it is specified that the delivered assignment should stand upon delivery, without further formatting, revision, review, or correction by the DGT. It is also pointed out that text originating from language resources provided by the DGT (including 100% translation memory matches) must also be revised and reviewed so that they meet the set requirements, and in particular, so that consistency is achieved throughout the target text.

The delivered assignment must meet the following linguistic quality requirements:[28]

- the content of the source text must be accurately rendered in the target text without unjustified omissions or additions;
- references to and explicit or implicit quotes from published documents must be checked and quoted correctly;

- correct terminology must be used consistently throughout the text in line with the relevant domain, reference documents and appropriate naming conventions;
- linguistic norms for the target language must be followed consistently, in particular as regards grammar, punctuation and spelling;
- institutional and document-specific style requirements must be met, for example, relevant style guides and document templates, specific instructions from the authorizing department, etc.; and
- general style requirements must be met; for example, the text must be fluent, idiomatic, consistent and tailored to the target audience;

As regards the evaluation of submitted translation assignments, the DGT evaluates the delivered assignment for conformity with the quality requirements and gives one of the following grades:

1. Very good: the assignment complies fully with the quality requirements. No or only very minor intervention is required;
2. Good: the assignment generally complies with the quality requirements, but has a limited number of minor shortcomings with regard to one or more of them and requires some intervention;
3. Insufficient: the assignment falls short of the quality requirements. The shortcomings are frequent or severe and impair the overall usability and reliability of the assignment. Considerable revision effort is required to ensure that the assignment is fit for its intended purpose; or
4. Unacceptable: the assignment clearly does not meet the quality requirements. There are many significant shortcomings. Owing to their high frequency or severity, the shortcomings seriously impair the overall usability and reliability of the assignment. The shortcomings imply considerable deficiencies in professional diligence and/or quality control. Extensive revision or full or partial retranslation is required to ensure that the translation is fit for its intended purpose. No payment will be made.

It is also specified that the evaluation may include comments, i.e. feedback, that the contractor should take into account for future assignments.

Finally, it is pointed out that each month, the DGT assesses the overall performance of the framework contract by checking the quality of the evaluated pages delivered in the previous month, i.e. month *n*. For the purpose of the assessment, an evaluated page is of sufficient quality (pass) if it is graded "very good" or "good", and of insufficient quality (fail) if it is graded "insufficient" or "unacceptable". Furthermore, if fewer than 85% of the evaluated pages are graded as pass pages, a penalty of 15% of the value of the assignments delivered in month *n* is applied. If this happens again within nine months of month *n*, a 30% penalty is applied, and a warning is sent to the contractor that a recurrence within nine months of month *n* will

result in the termination of the framework contract. Finally, if it happens a third time within nine months of month *n*, a 50% penalty is applied, and the framework contract is terminated.

The DGT, according to Strandvik (2017b, 52), follows "a more conscious, structured and systematic approach to quality assurance", since it links quality levels with document types. As Biel (2017, 36) observes, DGT Translation Quality Guidelines[29] were drafted in 2015, followed by Translation Quality Info Sheets for Contractors in 2017. The latter, which constitute a summary version for external contractors, link quality requirements and control to genre clusters and risks (Biel 2017; Strandvik 2017b).

Training for external contractors is not specifically mentioned in the quality documentation or calls for tenders. However, the DGT's 2018 Annual Activity Report (DGT 2018, 12) makes a reference to in-situ visits that took place at selected contractors and information sessions that were organized in the Member States with a view to explaining to contractors what the DGT expects in terms of quality and also in order to build up mutual trust and understanding.

In addition, the Report mentions that webinars were introduced as a new channel for communication with freelance contractors, and in particular with Croatian, Irish, Slovak, and Swedish freelancers. Moreover, the DGT's 2020 Annual Activity Report (DGT 2020, 12–13) underscores that before the TRAD19 contracts came into force, the DGT had created a collaborative site to streamline communication on operational matters, while it also organized kick-off meetings with contractors as a first step in forging new partnerships under TRAD19.

Drawing some conclusions about external translation and quality assurance

The discussion above reveals that the assurance of quality for the DG TRAD and the DGT is achieved a) through the strict selection and awarding criteria which prioritize quality over price; b) through the continuous evaluation of translation assignments and the imposition of penalties; and c) through the very detailed specifications in the calls for tenders, the written instructions to contractors, the published quality guidelines, and the relevant style guides, document templates, and specific instructions from the authorizing department. In addition, it becomes apparent that formal training in the form of seminars, workshops, webinars, or other types of training sessions is scarce for external contractors, although EU institutions invest a lot of time and resources in training staff members (see Mavrič – Chapter 12 – in this volume; Ilja – Chapter 13 – in this volume; Biel and Martín Ruano – Chapter 8 – in this volume). Finally, another interesting point has to do with the fact that there is no requirement in the calls for tenders for experience in the translation of EU or even institutional texts, at least for the project

manager in the case of the DG TRAD and in the case of the quality coordinator in the case of the DGT.

What do external providers say?

The discussion about external translation would not be complete without some insights from the external translation providers themselves. In particular, there are two main questions that remain to be answered: a) what problems do they face – if any – in their effort to fulfil their contractual obligations?; and b) what is the state of play regarding training both received and delivered?

This section presents the findings from two semi-structured interviews carried out in March 2022 with a) the Quality Manager and Training Manager in charge of EU contracts (Interviewee A) of a big translation service provider based in Greece (Contractor A) that has been offering translation services as a contractor for the DGT, the DG TRAD, and the CdT for ten years and in almost 20 language pairs, and b) the Quality Manager (Interviewee B) of a big translation service provider with offices in Greece, the UK, and France (Contractor B) that has been offering translation services as a contractor for the DGT, the DG TRAD, and the CdT for more than 20 years and in several language combinations – including in some cases from English into non-EU languages. Both interviewees had a long experience in the translation of EU texts before moving to the quality management of EU projects. A call with the Lead Vendor Manager of Contractor B was scheduled at a later date in order to clarify some of the points made by the Quality Manager.[30]

Interviews

Interviews constitute a qualitative research method that allows the contextualization of human behaviour (Silverman 2006) and by which one party (the interviewer) extracts vital information from another (the interviewee). Edley and Litosseliti (2010, 156) observe that within the social and human sciences, as part of a general shift from quantitative towards qualitative methods, and as a result of the growing disenchantment with positivistic and laboratory-style experiments, the use of interviews has increased significantly. In the field of translation, interviews have been used to explore, among others, the translation skills and competences of student translators (Károly 2011), the conditions under which they are best acquired (Mirlohi et al. 2011), the training needs of professional interpreters and trainee translators (Li 2000), legal/institutional translation (Monzó-Nebot 2019, 2021), translator style (Saldanha 2005), and the revision part of the translation process (Shih 2006).

An interview can be conducted face-to-face, online, or even over the phone; the data can be "recorded" in a number of ways: the interviewer

(who may or may not be the researcher) can decide to use field notes only, use an audio or a video recording device, or use both notes and a recording device. If the interview is digitally recorded, the researcher can decide to transcribe it, work from the recording, or both. Moreover, an interview can be structured, semi-structured, or unstructured (Böser 2015). The structured interview uses a standardized sequence of closed questions and is generally conducted within a set time frame to elicit factual or quantitative information. The unstructured interview focuses on the central research question but develops conversationally, allowing for contributions led by the interviewee. The semi-structured interview falls in-between the structured and the unstructured ones; it includes "a core of common questions around which interaction in response to the interviewee's framing of central interview issues is allowed to emerge" (Böser 2015, 236).

The interviews in this study were semi-structured and were conducted by myself online, via Zoom. Only audio was recorded since video recording has been found to cause nervousness to some interviewees. Before the interviews, a schedule was prepared in the form of a list of questions. During the interviews, this was used as the basis, but by listening carefully to responses I probed for more information. The process of coding is usually challenging when analysing interview data, but given that in this case there were only two interviews, it was easy and effective to use thematic analysis. Thematic analysis is described as "[a] process of working with raw data to identify and interpret key ideas or themes" (Matthews and Ross 2010, 373). In practice, it means working with "chunks" of data, which might consist of several paragraphs, a sentence, a phrase or even single words or terms. The next sections attempt to answer the research questions on the basis of the analysis of the two interviews.

Challenges and the key role of training

Both Interviewee A and Interviewee B identified EU translation projects/contracts as extremely *challenging* for a number of reasons.

Interviewee A explained that this is owed to the strict quality criteria set, the numerous guidelines they have to adhere to, and above all the "talent crunch", the difficulty in finding experienced translators to work on DGT and DG TRAD projects who are familiar with their specificities, are capable of translating accurately and fluently, and who also have the necessary soft skills, i.e. they are professional, they meet deadlines, and they know how to communicate and collaborate with others efficiently. In some language combinations, e.g. Irish, the problem is more pronounced, especially given that translators are expected to only translate into their mother tongue. The solution that her company, i.e. Contractor A, came up within cases where the experienced EU translators do not suffice is the development and delivery of an intensive and targeted training programme that is addressed to experienced translators who are not familiar with the idiosyncrasies and

challenges of EU texts, and the development and delivery of an intensive and targeted programme that is addressed to more junior translators who are to some extent familiar with the nature of EU texts, e.g. through a module at the university, a traineeship at the DGT, the DG TRAD, the European Central Bank, etc., but who lack the translation experience and familiarity with the translation workflow and/or the technological competence, especially as regards the use of TMs and terminology tools. It should be noted that the company also has an onboarding process that welcomes new team members while helping them understand the company culture, effectively adapt to their role, and meet the project expectations. In addition, the company has been working closely with universities that offer undergraduate and/or postgraduate translation programmes and has been delivering seminars and workshops in the translation of EU texts as well as internships focusing on EU projects.

The training programmes offered by Contractor A use the style guides – mainly the Interinstitutional Style Guide[31] and the Style Guide[32] for each language, as the main source of information, but they also heavily rely on the extensive feedback the company has received over the years in the evaluation reports and on the common difficulties that translators have been facing when working on EU projects. A breadth of examples are provided and a number of practical exercises are included in the training. Moreover, Interviewee A pointed out that training in translation technology is also crucial and is systematically offered by the company given the frequent updates or new tools that are developed and have to be integrated into the workflow. Training in various aspects of ergonomics is also offered to translators with a view to increasing productivity, efficiency, and job satisfaction and, by extension, with a view to improving job retention. All training sessions take place online in order to reach all translators, who work as freelancers and are therefore scattered around the world. Interviewee A also highlighted the fact that structured or systematic training is not offered by the clients, apart from some info sessions that take place in the case of major changes in the workflow or project. She also stressed that although the documentation provided by the EU institutions is extensive and the feedback provided in the evaluation reports is invaluable, training in the forms of seminars, workshops, or webinars is desired, given that it allows for interaction and a two-way exchange of information, especially since client requirements often change as a result of political developments or technological advances, e.g. as regards the translation memory (TM) tools they use.

Like Interviewee A, Interviewee B referred to the unique nature of EU texts, the difficulties they pose to translators and to the challenges the company, i.e. Contractor B, faces in its effort to recruit translators who can deliver the required level of quality. The company prioritizes the recruitment of experienced translators who have already worked on EU projects and are familiar with the quality assurance procedures and the idiosyncracies of EU texts and their translation. Junior translators may have theoretical

knowledge through their academic studies, but due to the lack of hands-on experience and confidence, they are only involved when the workload cannot be handled by experienced translators. In that case, an intensive eight-hour seminar is organised, during which common mistakes and key points from the Interinstitutional Style Guide are analyzed and discussed. Such mistakes revolve around non-compliance with the quality guidelines and the style guides and the lack of familiarity with the use of reference material. Training is also delivered periodically in the form of structured feedback sessions with translators during which the content of the evaluation reports provided by the EU institutions is analyzed and discussed. Finally, like Contractor A, Contractor B offers standard onboarding sessions to new team members.

As regards training delivered by the EU institutions, Interviewee B mentioned that although info sessions take place from time to time, structured or systematic training is not offered. She stressed, though, that such training is highly desirable, not least because it gives the opportunity for an exchange of experiences and allows translators and the Quality Manager to pose questions and clarify points in the evaluation reports that they find hard to understand.

What emerges from the analysis of the interviews is that workplace training, which is defined in the present study as "the planned intervention that is designed to enhance the determinants of individual job performance" (Chiaburu and Teklab, 2005), is extremely important and constitutes an effective way for companies and organizations to boost productivity and maintain quality standards and by extension to acquire the greatest return in investment of human capital. EU contractors acknowledge the importance of workplace training, while the EU institutions place particular emphasis on continuing professional development, but their efforts are currently channelled into their staff and not into contractors. Another interesting finding involves the role of style guides, translation manuals, and evaluation reports which are key not only to translation practice (Svoboda 2017, 104), but also to translator training. In fact, they appear to replace the traditional textbook and to constitute the *par excellence* training tool – for on-the-job training at least.

Concluding remarks

The present chapter has confirmed what has been said several times in the past, i.e. that quality is crucial in EU translation and that EU institutions have taken several measures to ensure that external translation – which keeps on growing and which will keep on growing to compensate for adjustments to staffing levels and to volume growth – meets the required quality criteria. Support to external translation providers who act as contractors of EU institutions has taken many forms. Yet, most of them – though valuable – are static and do not allow the interaction and two-way communication

that is crucial in achieving the desired results. Moreover, training seems to be neglected at the institutional level as regards contractors, while on the other hand, contractors offer systematic training to their translators in order to increase productivity, efficiency and job satisfaction. Key to the training offered are EU style guides and the feedback provided by the EU institutions in the form of evaluation reports. In a 2011 paper about EU translation and training, I suggested that training needs to be tailored to practice (Sosoni 2011, 99). More than ten years later, the suggestion still holds. Despite the strides that have been made and the tireless efforts by the DGT and the DG TRAD, a closer, more systematic collaboration with external translation services providers as well as with academic institutions can help design and deliver tailored training in the translation of EU texts that will equip translators, both junior and experienced, with the necessary skills to meet the required quality criteria while staying enthusiastic and motivated about their job.

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Notes

1 See Articles 24 and 342 of the Treaty on the Functioning of the EU, EEC Council Regulation No. 1, Articles 2, 3, 55(1) and 165(2) of the Treaty on EU, as well as Articles 21 and 22 of The Charter of Fundamental Rights of the EU.
2 Council Regulation (EEC) No 1 of 15 April 1958 determining the languages to be used by the European Economic Community (OJ 17, 6.10.1958, p. 385).
3 Former Article 290 of the Treaty establishing the European Community.
4 SPECIAL REPORT No 9/2006 concerning translation expenditure incurred by the Commission, the Parliament and the Council together with the Institutions' replies, https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52006SA0009&from=EN (Accessed 29 May 2022)
5 Whenever reference is made to the European Parliament's and the European Commission's calls for tenders, direct or indirect quotations are used.
6 https://www.europarl.europa.eu/translation/en/external-translation/introduction (Accessed 3 June 2022)
7 https://www.europarl.europa.eu/trad/etu/index.html (Accessed 3 June 2022)
8 https://www.europarl.europa.eu/trad/etu/index.html (Accessed 29 May 2022)
9 TRA/EU19/2019 – Specifications, p. 27–33, https://etendering.ted.europa.eu/cft/cft-document.html?docId=50830 (Accessed 29 May 2022)
10 TRA/EU19/2019 – Specifications, op. cit. p. 27–33.
11 T6 EU9 2021 – Specifications, https://etendering.ted.europa.eu/cft/cft-document.html?docId=90675 (Accessed 29 May 2022)
12 https://ec.europa.eu/info/resources-partners/translation-and-drafting-resources/guidelines-translation-contractors_en (Accessed 29 May 2022)

13 TRAD19 – Tender specifications, https://ec.europa.eu/info/sites/default/files/funding_tenders/tenders/documents/trad19_specs_en.pdf (Accessed 29 May 2022)
14 TRAD19 – Tender specifications, op. cit. p. 17.
15 LegisWrite is a tool ensuring that documents distributed by the European Commission to the other EU institutions are well presented and consistent.
16 Except EN>GA where lower specifications apply, i.e. Minimum qualifications and experience for translators, revisers and reviewers are a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in translation or languages and at least one year of full-time translation experience or having translated at least 1,000 pages; or a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in any other subject; and at least two years of full-time translation experience or having translated at least 2,000 pages.
17 Except EN>GA where lower specifications apply, i.e. Minimum qualifications and experience for translators, revisers and reviewers are a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in translation or languages and at least two years of full-time translation experience or having translated at least 2,000 pages; or a first degree in tertiary education (such as a university degree or equivalent after studies of at least three years) in any other subject; and at least two years of full-time translation experience or having translated at least 2,000 pages and an Séala Creidiúnaithe d'Aistritheoirí (Irish Government translation accreditation) as well as at least two years of full-time translation experience or having translated at least 2,000 pages.
18 TRAD19 – Tender specifications, op. cit. pp. 20–21.
19 https://www.europarl.europa.eu/trad/etu/pdf/Instructions%20for%20Main%20Contractors.pdf (Accessed 29 May 2022)
20 https://www.europarl.europa.eu/trad/etu/pdf/Instructions%20for%20Secondary%20Contractors.pdf (Accessed 29 May 2022)
21 https://www.europarl.europa.eu/trad/etu/pdf/Instructions%20for%20Dynamic%20Ranking%20Contractors.pdf (Accessed 29 May 2022)
22 TRA/EU19/2019 – Specifications, op. cit. p. 15.
23 TRA/EU19/2019 – Specifications, op. cit. p. 15.
24 TRA/EU19/2019 – Specifications, op. cit. p. 17.
25 TRA/EU19/2019 – Specifications, op. cit. p. 20.
26 T6 EU9 2021 – Specifications, op. cit. p. 14.
27 TRAD19 – Tender specifications, op. cit. p. 5.
28 TRAD19 – Tender specifications, op. cit. p. 6.
29 https://ec.europa.eu/translation/maltese/guidelines/documents/dgt_translation_quality_guidelines_en.pdf (Accessed 29 May 2022)
30 Permission was granted by the Committee on Research Ethics and Deontology of the Ionian University and by the interviewees.
31 https://publications.europa.eu/code/en/en-000100.htm (Accessed 29 May 2022)
32 https://ec.europa.eu/info/resources-partners/translation-and-drafting-resources/guidelines-translation-contractors_el (Accessed 29 May 2022)

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Part II

Practices of translator training at university level

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7 Institutional translation training in university settings

The current landscape

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Introduction

Translators were instrumental in international negotiations and treaties long before international organizations (IOs) ever existed. The need, however, to further international cooperation and ensure peace and security in the wake of World War I led to the creation of the League of Nations in 1919. Its failure to prevent World War II instigated the birth of the United Nations (UN) in 1945 with a wider remit to also promote social progress, better living standards, and human rights. In 1951 the European Coal and Steel Community began the long road to European unity with the Treaty of Paris, followed by the European Economic Community and the European Atomic Energy Community in 1957, leading to the European Union (EU) we now know, which came into existence in 1993. The UN and the EU and their related agencies have clearly dominated the demand for institutional translators and therefore influenced translator training degrees. Furthermore,

> [a]t the international level, the translation of legal instruments at supranational and multilateral institutions […] has gained momentum with the expansion of such institutions, particularly in the European Union, and with the improved access to their text repositories and other online resources.
>
> (Prieto Ramos 2021, 176)

In contrast with the School of Toledo, created to translate and disseminate knowledge, the shift in the 20th century towards the expansion of IOs diverted the focus of the new translator training centres to the task at hand. The development of Translation Studies (TS) and translator training around the world has not, however, progressed at the same pace. Prieto Ramos (2014, 268–271) has clearly described the evolution of Legal Translation Studies (LTS), from its initial stage (from the late 1970s) to the catalytic stage (the mid-1990s and mid-2000s), leading to the current period of consolidation and expansion we now enjoy with the abundance of technical tools and interdisciplinary approaches. Whilst we agree with Prieto Ramos (2021, 175–176) on

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the "prominence of institutional settings in LTS, as reflected in the commonly used binomial denomination 'legal and institutional translation'" and that "legal translation constitutes a top segment of the translation industry (see Verified Market Research 2020) and a key area for the translation services of multilingual institutions", this chapter will exclude institutional settings outside IOs. Furthermore, LTS research has concentrated more recently on the quality of institutional translation in IOs: "Quality aspects of translation at international/supranational level have been researched theoretically (cf. Prieto Ramos 2015) and practically, mainly in the context of the United Nations (UN) and the European Union (EU)" (Svoboda, Biel, and Łoboda 2017, 4).

Moreover, from the times of Latin as a *lingua franca* to French as the language of diplomacy, and to English as the modern-day *lingua franca*, the political and economic importance of countries has influenced the languages used in institutional translation. This is reflected in the working languages that each IO has adopted, which are not always in line with current needs, as well as in the importance of institutional translator training for a wider variety of languages. Arguably, TS has been Eurocentric, despite, for example, the long history of TS in China (see Li – Chapter 11 – in this volume). As an example of this development, we see the challenges faced by the International Criminal Court, which may encounter cases involving more than 30 languages from the African continent referred to often as "languages of lesser diffusion" (Swigart 2019, 272).

Scope of our study

The term "institutional translation" has evolved from the originally narrower conceptualization of supranational institutions (EU/UN) to a wider, more varied conceptualization which, depending on the sociocultural context of each country or language, may include an assortment of eclectic labels with blurred divisions: legal translation for government/institutions; administrative translation; community translation (Taibi and Ozolins 2016); public service translation (PST); and more. Furthermore, in TS, and particularly in LTS, we find "institutional translation" referring exclusively to translation in IOs (Prieto Ramos 2010) and to translation for national institutions in the public administration under the umbrella of PST (Ruiz Cortés 2020, 25). As there is no database providing a complete list of all translation degrees, and certainly no such classification by fields of translation, we will limit our search to "institutional translation" in what Mossop (1988, 69) considered a restrictive sense: "the translating of texts of a technical or administrative nature by large modern organizations conceived as purely economic-political entities".

Methodology

Using Boolean searches with combinations of "institutional translation", "translation for international organizations", "translation + institutions/

international organizations", and "training/courses" in different languages, we have scoured the web for undergraduate and postgraduate degrees in institutional translation. The languages used were: English, Bulgarian, Dutch, French, German, Italian, Polish, Russian, and Spanish, with use of the DeepL machine translation service in only a few cases and informants for Chinese and Japanese.

As indicated by Vigier Moreno (2010, 191–192), this task is fraught with obstacles due to the heterogeneous programmes available and the diversity of nomenclatures worldwide, as mentioned above.

Principally, and in line with previous studies (Gómez Hernández 2019), we have used primary sources (institutional websites and their degree outlines, when available) and secondary sources (lists of translator training institutions and literature on translator training from around the globe). The requirement for the selection of these courses is that the course name should include the search terms as all or part (at least 50%) of the course name.

This mammoth task has encountered severe limitations: outdated websites; degree outlines unavailable online; webpages only available in one language (e.g. Bulgarian); and information available only for registered users, to name but a few. As a result, we have taken a sample of as many courses as possible, and we have also relied on a large group of international informants[1] to verify our findings, which are then presented using descriptive content analysis, defined as "the process of summarizing and reporting written data – the main contents of data and their messages" (Cohen, Manion, and Morrison 2007, 475).

Results

Bearing in mind that TS and translator training move at different paces of development and recognition in different parts of the world, and that the language combinations (do the degrees offer official IO languages or a *lingua franca*?) and geographical/social contexts (are the universities located near IOs or not, and are they designed for the specific translation market demand in each country?) also play a major role, the situation worldwide is heterogeneous due to the inevitable differences in socioeconomic and educational contexts.

Furthermore, despite the obvious influence of the EU and the UN on institutional translation and the early years of translator training in the 20th century, times have changed. The growing tendency towards outsourcing is evident:

> The European Commission's Directorate-General for Translation (DGT), with its 1,500 in-house translators, produces yearly over 2 million pages of institutional translation and multilingual law. Over the last years, the mounting pressure for cost-efficiency has triggered

> detailed scrutiny of all workflow processes and led to staff reductions combined with an increased use of outsourcing (Strandvik 2017, 123).

Likewise, the UN has increasingly turned to outsourcing, stating in its report by the Joint Inspection Unit, *The Challenge of Outsourcing for the United Nations System* (UN 1997, v), as an objective: "To use the challenge of outsourcing to help build into United Nations system organizations continuing incentives for improved effectiveness". In its 2019 report, Translation and Interpreting was classified within the lower moderate to limited volume outsourced services "Translation (written) and interpretation services, outsourced by nine organizations (1.2 per cent of overall volume)" (UN 2019, 22). However, the move towards greater externalization seems inevitable and, as a consequence, translators often require more general training in legal, economic, and other fields of translation to handle the wide range of fields they will encounter.

The move towards more general undergraduate degrees and specialization being reserved for postgraduate studies (master's courses) with the creation of the European Higher Education Area and the Bologna Process[2] in Europe, modifying course length and structures to create three-/four-year undergraduate courses and one-/two-year postgraduate masters courses, has also affected course contents.

Likewise, in other parts of the world, more attention is being paid to translator training for institutions in general. In China, for example, the government has shown increasing interest in how it is represented in translation and has provided an official government guide for translators.[3] Training for less common language combinations is also beginning to appear. One such example is the Joint Training Programme for Chinese-Arabic Translators 2022.[4] After completing our search, we also contacted leading translation experts in each continent to confirm our findings. According to our informants, there are no specific undergraduate courses dedicated wholly or partially to institutional translator training in Australia and New Zealand (greater demand for PST); Africa and the Middle East (with rare exceptions described below); China (more emphasis on translation for the government); Japan (technical and audiovisual); Korea (Lim 2006); India (emerging TS and audiovisual translation); North America (surprisingly no specific courses were found in Canada or the USA); Central and South America (certified translators). Europe, on the other hand, offers a varied, changing panorama with some interesting results. In line with our expectations, we have found a limited number of postgraduate degrees devoted, at least partially, to institutional translation globally.

Undergraduate institutional translation degrees

At the undergraduate level, we have found no degrees dedicated exclusively to institutional translation following the criteria mentioned above.

Unfortunately, not all course programmes offer sufficient detail on the fields covered in subjects and modules that often have generic names such as "specialized translation"/"translation practice", etc. Nevertheless, we have combed university undergraduate degrees for any mention of institutional translation offered as part of legal translation or other degrees and will offer two case studies to highlight the complexity involved in a worldwide search: in Spain, between 2006–2010 (Vigier Moreno 2010) and in China and Spain between 2012–2017 (Villalta Muñoz 2017), as examples.

The first study by Vigier Moreno describes the training offered to Translation and Interpreting students for accreditation as certified translators of English at Spanish universities and their satisfaction with their training after graduation. The study includes a description of all the subjects required for this accreditation, which focuses on legal, economic and administrative translation with some interpreting, in 12 Spanish universities,[5] and the detailed analysis of this itinerary in five universities.[6] Despite the fact that the white paper published on Translation and Interpreting degrees in Spain (Muñoz Raya 2004) proposed a general undergraduate degree in translation, the itinerary for accreditation as a sworn translator with a wider legal translation focus was extremely popular, in line with the general trend described below.

Through content analysis, Vigier Moreno reviews the modules required to comply with the requirement of 24 credits (cr) in legal/economic translation and 16cr in interpreting. The fact that many modules are simply labelled as *Translation Practice* or *Legal Translation* reveals little about the actual text genres involved. The only reference to IOs was found in two modules: *Simultaneous Interpreting Techniques EN-ES* at the University Alfonso X el Sabio, offering interpreting for IOs and private institutions and, *in Simultaneous Interpreting Techniques ES-EN-ES* at the University of Vigo, referring to IOs. Shortly after this thesis was published, a further white paper on institutional translation (Benhaddou Handi et al. 2010) appeared. It focused, however, on translators within the Spanish Administration and not IOs, highlighting, once more, the different understandings of "institutional translation".

The second thesis (Villalta Muñoz 2017) presents a comparison of a curriculum sample of the Translation and Interpreting undergraduate degrees in China and Spain. Her detailed analysis of these degrees includes four Chinese[7] and four Spanish[8] universities.

Spanish translation faculties offer several B languages (EN, FR, DE, and even AR) and several C languages, whilst Chinese faculties offer EN as the B language and, infrequently, the possibility of another B language, with the inclusion of a second foreign language in just some of the degrees (GDFSU and SISU Sichuan) at the time of the thesis.

The objective of Spanish universities is to provide a general grounding before postgraduate studies. The Chinese universities also outline general objectives (Villalta Muñoz 2017, 588), furthermore, they describe the

employment possibilities for their graduates as professional translators and interpreters in: 1) governmental institutions and departments; 2) literary translation; and 3) foreign trade. As Villalta Muñoz indicates (2017, 773), whilst some faculties do follow market demands (audiovisual, legal, technical) there is still a preponderance of literary translation courses and of general, rather than specialized, training.

In her detailed analysis, Villalta Muñoz (2017, 521–523) finds only an *Introduction to National and International Institutions for Translators and Interpreters* as an elective module and as a compulsory module in the interpreting itinerary and the social and institutional translation itinerary at the UAB. At the UCM, whilst there are four "social and institutional" interpreting modules, only one elective, *Translating and Interpreting in International Organizations*, is offered in the final year (2017, 552–553). This is the only specific module, as the others mentioned above refer to the institutions as part of the public administration, rather than as IOs.

In the Chinese universities, the only remotely related modules are: at SISU, *Governmental and Public Affairs Translation* (2017, 611); and at BFSU, *China's Dissemination in Foreign Countries* (2017, 622).

More recently, due to the Chinese government's interest in promoting international understanding of China and of Chinese policies in particular, "institutional translation", has been included either as a module or as one of the components of a module. We have to understand, however, that this refers more to "government translation", as we mentioned earlier.[9] Unfortunately, a list of recent university degrees is not currently available and some may only be found in Chinese, according to our informant.

Postgraduate institutional translation degrees

As already mentioned, most degrees devoted to institutional translation are postgraduate courses. They may be one/two years in length, depending on each region's educational policies. Translation is usually categorized under Arts and Humanities, so the majority are usually Master of Arts (MA) degrees. Of the courses we have found, we will offer a sample of three types of postgraduate degrees which comply in different ways with our search criteria.

First, we have MA degrees which include "International Institutions", "European Institutions", or "Institutional Translation" in their name.

The MA in Institutional Translation (University of Alicante,[10] Spain) is a one-year degree offered with the EN-ES and FR-ES language combinations. Working in IOs is not mentioned in the career opportunities, nor do their graduates work in IOs (Navarro-Brotons 2019, 819). Despite its name, only one compulsory module of interest is offered, *Translation for International Organizations* (5cr) for all language combinations and an *Institutional Translation Internship* (9cr).

In the MA in Professional and Institutional Translation[11] (University of Valladolid, Spain), students take 11 compulsory modules, including

International Organizations and *Theory and History of Professional and Institutional Translation* (3cr each). They may also choose between 22 elective modules. The electives include *Institutional Translation 1* (4cr) and *Institutional Translation 2* (4cr) in nine languages (ES or AR with ZH, NL, EN, FR, DE, IT, and PT). However, both electives were only offered for ES-FR in 2019–2020, although it is unclear whether this is due to the pandemic, lack of demand or lack of staff for the courses not taught.

Aston University, United Kingdom (UK), did offer an MA in Translation in a European Context[12] (one-year full-time, or two- to three-year part-time) with modules such as *The EU: a Web of Institutions*. This MA has been replaced by an MA in Translating for Business and International Institutions[13] starting in 2022. This MA aims to provide general training for the language industry and suggests a wide range of profiles for its graduates, not explicitly including IOs, although some internships may be with the EU. Among its nine electives, we find specialized translation practice modules, and only one module on *Translating for International Institutions*.

So far these degrees have included little specific training in institutional translation, only some thematic modules and institutional translation courses per se, as electives (bearing in mind that specialized translation modules do not always specify their content).

As mentioned earlier, some websites are only accessible to registered users, or only in one language. This is the case for the MA in Translation for the European Institutions[14] at Paisii Hilendarski University of Plovdiv (Bulgaria). This one-year degree offers BG and EN, plus one other language, either DE, FR, IT, or ES. This MA aims to train highly qualified translators, meeting the high standards of the European Commission and other European institutions. Despite stating that it follows the European Commission's recommendations for the academic training of European translators, it is not a member of the European Master's in Translation (EMT) network.[15] Among its ten elective modules, we find *Language Policy and Strategy in European Institutions*; *Terminological Aspects in Translating Documents in the European Union; Stylistic Aspects in Translating Documents in the European Union*; and *Multilingualism in the European Union*. Its compulsory translation workshops for each language offer specialized translation. Its lecturers include active translators from the DGT of the European Commission and the MA students may apply for translation internships at European institutions. In this case, the MA has a greater proportion of modules dedicated to institutional translation than the previous examples.

Second, we have included examples of MA degrees that do not include "institutional" in their names, but which do include some relevant modules. Among the 68 members of the EMT network,[16] there are currently no MA degrees which include "International Institutions", "European Institutions", or "Institutional Translation" in their name. Few EMT translation programmes offer substantial institutional translation content, with the exception of the University of Geneva, Saint Joseph University Beirut, the

University of Warsaw, and Louvain School of Translation and Interpreting (LSTI), which are described below.

Very few EMT MA translation degrees offer three modules related to institutional translation:

1. The Ventspils University of Applied Sciences (Latvia) Professional MA in LSP (Language for Special Purposes) Text Translation[17] (1.5–2 years): *Translation of European Union Legal Acts I*, (EN-LV; 3cr), *Translation of European Union Legal Acts II*, (EN-LV; 3cr), and *Translation of Documents of International Organizations* (3cr).
2. The two-year MA in Translation and Multimedia, at Adam Mickiewicz University, Poznań (Poland): *Knowledge on EU and international institutions* (3cr), and two modules on *Translation of EU texts* (A-B-A; C-A; 2cr.).

In most EMT university degrees, there are one or two related modules:

1. The Institut de Traducteurs, d'Interprètes et de Relations Internationales[18] in Strasbourg two-year MA in Professional Translation: *European Institutions*[19] (3cr), and *Law*[20] (1st sem.).
2. The University of Veliko Tarnovo in Bulgaria offers on its MA in Translation and Interpreting, Specialisation Translation: *Project: Translation for International Organizations*[21] (3cr), and *Translation for EU Institutions*[22] (3cr) in eight languages (EN, DE, FR, ES, IT, GR, AR, RU).
3. The two-year MA in Multilingual Translation Studies[23] at the University of Turku (Finland): *Introduction to the EU* (2cr) and *EU Translation* (3cr).
4. At Eötvös Loránd Tudományegyetem, Fordító-és Tolmácsképző Tanszék, Budapest (Hungary), the two-year MA in Translation and Interpreting: *International Organizations* (2cr), and *European Studies* (2cr).[24]
5. The University College Cork's one-year (90cr) MA in Translation Studies[25] (Ireland): one module in *Translation in the European Union* (5cr).[26]
6. The two-year MA in Translation Studies at Jagiellonian University (Poland): one elective: *Institutional Translation* (3cr).[27]

Among the ex-EMT members, three British universities offer one elective module in their degrees: The University of Westminster (MA in Specialized Translation)[28] offers an elective: *International Organisations and Institutional Discourse*. The University of Newcastle's MA in Translation Studies, MA in Professional Translation for European Languages,[29] and MA in Translating[30] all offer ZH and EN. A common denominator of all three MAs is the module *Translating for a Big Institution. The EU – A Case Study* (10cr).[31] The MA in Translation at London Metropolitan University

(UK)[32] offers specialized translation, but also adds that students will learn to translate different types of institutional documents (UN and EU) specifically. Its languages are EN and AR, ZH, NL, FR, DE, EL, IT, JA, PL, PT, RU, and ES. The modules are clearly focused on specialized translation and the electives include one module on *Translating for International Organizations* (20cr).

Other ex-EMT members offer two or three modules: the University of Leeds (UK), in its one-year MA in Business and Public Service Interpreting and Translation Studies,[33] offers as electives: *International Organizations: Context*, *Theory and Practice* (15cr) and *Translation for International Organizations (English-Arabic)* (15cr). In its Arabic/English Translation MA,[34] we find four translation modules in this language combination, besides the two modules about IOs mentioned above. It does, also, state that its graduates work in the UN, EU, World Bank, World Trade Organization and government and private bodies. Heriot Watt University (Scotland) is one of the oldest universities offering TS and has traditionally had links with IOs. Its four-year MA (Hons) in Applied Modern Languages and Translating[35] offers combinations of English and two of the following languages: ZH, FR, DE, and ES. It includes *Introduction to European History and Culture*; *Societies and Institutions in Contemporary Europe*; and *International Politics and Organizations*. It also offers, among its electives, *National Perspectives and EU Context*.

Several of the universities historically linked to institutional translation appear to have limited the presence of IOs to modules with thematic content. Other universities offer degrees in only one language combination (EN/ZH, for example), or include a limited number of modules clearly defined as translation for IOs.

Third, we have also found MA degrees, which do not include "International Institutions", "European Institutions", or "Institutional Translation" in their name, but which offer a clear institutional translation itinerary or focus.

Two other EMT members, the University of Geneva and the University of Warsaw, offer the clearest institutional translation itineraries. Founded in 1941, the School of Interpreters Geneva later became the School of Translation and Interpreting in 1972 and, more recently, the Faculty of Translating and Interpreting in 2011. Originally intended to train translators and interpreters for the surrounding IOs, its dedication to institutional translation is part of its DNA, providing a breeding ground for their translators and hosting many translators from IOs among its staff. The MA in Specialized Translation[36] at Geneva, with six A languages: DE, EN, AR, ES, FR, and IT, and six B languages (with RU instead of AR), has adapted to the rapidly changing translation industry needs adopting its latest curriculum in 2017. Depending on the number of B languages, the degree's length varies from 90cr (one A + one B language) to 120cr (one A + two–three B languages). While all itineraries of the degree include

institutional components in their translation courses, the itinerary in *Legal and Institutional Translation* is the most clearly oriented to the needs of translation in IOs. This MA has, by far, the highest concentration of institutional translation modules in the widest sense. Depending on the number of B languages, the students take between 48 and 68cr of core modules which include TS modules, revision and post-editing, and specialized thematic modules: *Law in the A Language*, *International Law*, *International Organizations*, and other optional courses in economics and public finance. A further 20cr of specialized translation are taken from a variety of 4cr modules from the B languages into the A language at two levels: *Legal and Institutional Translation*; and *Economic and Financial Translation*. *Scientific and Technical Translation* is also offered in some language combinations. A professional skills seminar and an MA thesis on a relevant topic for the specialization are also part of the degree. This wider view of institutional translation is not restricted to "legal and institutional", as it understands the wide variety of genres and fields subject to translation in IOs (e.g. macroeconomic reports for financial institutions, or international commerce for the World Trade Organization). Likewise, in Canada, where the federal government's Translation Bureau is the largest single employer for translation graduates, the fields and text genres most commonly used in IOs are incorporated into modules with generic labels such as "legal/specialized translation".[37] This curriculum is evidently designed to reflect the professional reality in IOs. Clearly, the FTI at Geneva is at the forefront of institutional translator training and extremely active in outreach, with the UN MoU (Memorandum of Understanding) network and support of other universities (Nairobi), as well as research and dissemination with the TRANSIUS conferences.

Similarly, the Institute of Applied Linguistics at the University of Warsaw offers an MA degree in Applied Linguistics with the specialization in Translation/Interpreting.[38] The available languages are: PL (A language), plus two of the following: EN, FR, DE, RU, and ES (one as B, the other as C), and JA, SV and Polish sign language (as C language only). The MA complies with the guidelines suggested by the European standard for translation services *PN-EN 15038* (ECS 2006). It offers a range of modules associated with institutional translation. The compulsory core translation workshops for both B and C languages are organized by fields (30 contact hours per domain and per B and C language). The compulsory translation workshops in law include *Translation of Texts Related to National Law* (30h); *Translation of Texts Related to EU Law and International Law* (30h); *Translation of Texts Related to Finance and Banking* (30h); *Translation of Texts Related to Economics* (30h); and *Translation of Texts Related to Politics* (30h). As in similar degrees, its graduates find employment in international corporations, ministries, public administration, and EU institutions (currently c. 50 translators and interpreters are employed in the Directorate-General for Translation (DGT) or Directorate-General

for Interpretation (DG SCIC) of the European Commission, and in the Directorate-General for Logistics and Interpretation for Conferences (DG LING) of the European Parliament). Biel (2012) was also instrumental in the creation of an EU course at the University of Gdansk. Offered as an advanced elective for BA (Bachelor of Arts) and MA students, this 30-hour course comprised five modules: (1) *Introduction to EU Translation and Resources for Translators*; (2) *Terminology Work*; (3) *Institutional Communication with the General Public*; (4) *Institutional Communication with Public Authorities*; and (5) *Non-institutional Communication related to EU Matters*.

Louvain School of Translation and Interpreting (LSTI), an EMT member in Belgium, offers a *Professional Focus: International & European Affairs* (30cr)[39] itinerary in its MA in Translation (120cr). This itinerary offers four modules: 1) *International Affairs Applied to Translation* (FR) (5cr); 2) one of the following: *Public International Law* (EN; 6cr)/*Actors of the European Political System* (FR; 5cr)/*History of European Integration* (FR/EN; 5cr); 3) *Specialized Translation Workshops in International Affairs* (10cr) for DE, EN, ES, NL, IT, RU, and TR; and 4) two *Specialized Translation Seminars in International Affairs* (10cr). Among the learning outcomes are expertise in translation for international relations, textual typologies (treaties, conventions, speeches, reports etc.), and client profiles (IOs/national organizations, non-governmental organizations, diplomatic services, etc.).

Saint Joseph University Beirut is a member of several international networks. It has an established relationship with multiple institutions, and is also active in the UN MoU[40] network since 2010. Its 120cr MA in Translation[41] for EN and AR offers three itineraries, one of which is *Conference Translation*. This itinerary clearly covers many aspects of translation in IOs with translation modules (EN-AR and AR-EN) for various fields in international settings, including international trade organizations and treaties and conventions.

In the same vein, the two-year MA in Translation[42] of the Centre for Translation and Interpretation, founded in 2010, at the University of Nairobi arose, thanks to the collaboration between the University of Nairobi, the UN, and the EU, to train translators and conference and community interpreters. This MA offers translator training in EN, Kiswahili, AR, FR, ES, DE, and ZH. Its objective is to train professional translators to high international standards and to provide translator training, in a region where no other institutions offer such a degree, to mitigate the need for translators in IOs. It offers 11 compulsory courses, which include *International Organizations and Translation* and *Translating in Specialized Fields*. Despite the low number of courses dedicated to institutional translation, it clearly has an institutional translation mission. Furthermore, its proximity to the UN Office at Nairobi facilitates its close links to the UN, besides those it also has with the EU and the African Union.

Institutional Translation in other initiatives

As suggested by Way (2020, 191–194), bridging the gap between translator training and the industry is vital to improving training to meet the requirements of potential employers. This gap is often bridged with UN and EU outreach programmes (see Biel and Martín Ruano – Chapter 8 – in this volume) and extracurricular courses such as the short summer course held by the Universidad Menéndez Pelayo on Translating and Interpreting in International Organizations.[43] The course covers *Notions and Policies in Institutional Translation*; *Economic and Legal Translation in IOs*; *Scientific and Technical Translation in IOs*; and a workshop on *Translation Revision*.

Conclusions

As our foray into institutional translation degrees worldwide has shown, there are several obstacles to overcome in order to depict a clear picture of the current situation. Whilst the internet hosts a mass of information, there is no one database of all translation degrees, much less of specific degrees for one given field of translation, such as institutional translation. The terminological variety of nomenclatures for translation in IOs, particularly with the term "institutional", hampers any search attempts for specific degrees considerably.

Rapidly changing industry demands, education policy restrictions, and the move towards a more general undergraduate training, with specialization reserved for postgraduate studies, have led many universities to broaden the scope of the translation modules offered. Modules are often given generic names, such as "Translation Practice" or "Translation Workshop", in order to allow the flexibility necessary to adapt to the market by modifying the content without having to change the curriculum. Broader generic nomenclatures are also appearing in both undergraduate and postgraduate degrees, such as "Multicultural Communication" or simply "Professional Translation". Neither can we underestimate the growing attraction of audiovisual translation, transcreation, accessibility, and other emerging translation fields for trainees. The fact that IOs are increasing the outsourcing of translations also prompts graduates to prefer a wider grounding in their training in order to have more opportunities. As a result, institutional translation, despite having been a pillar of LTS, seems to have fallen by the wayside in translator training to a certain extent.

Socioeconomic and geographical contexts are essential to the development of translation programmes. Therefore, proximity to IOs, the language combinations offered (official IO languages), and the prevailing needs of the surrounding society, such as the growing demand for PST in many countries, are crucial to the design of translation programmes.

Participating in EU and UN outreach programmes (such as the MoU network) is vital in galvanizing the training of translators for IOs, especially

for languages which are underrepresented in translator training worldwide. Combining research, dissemination and the sharing of good practices in activities, conferences, and seminars dedicated to institutional translation provides visibility for this field.

As suggested by Prieto Ramos,[44] it is apparent that it is not so much the inclusion of "institutional translation" in degree or module names, as the need to create degrees which "integrate the necessary genres and contexts and, above all, understand institutions' quality requirements". The focus, then, should be on preparing translators capable of working in an institutional context.

So what does the future hold? An evident need for greater collaboration exists to exchange research and good practices. This will rely heavily on more research into the skill sets required by IOs and a clear outline of the genres, quality requirements, and most common difficulties found in institutional translation. A unified database of all degrees in institutional translation would be an important tool to promote this. Finally, further research involving graduates and IOs is vital to detect the strengths and weaknesses of current institutional translator training with a view to improved training.

Notes

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2 See https://education.ec.europa.eu/about/eea-explained and http://www.ehea.info/.

3 https://kotolingo.com/blog/2017/10/31/chinese-translations-english-guide-china/.

4 https://www.chinesescholarshipcouncil.com/joint-training-program-chinese-arabic-translators.html.

5 Universidad de Alicante (UA), Universidad Autónoma de Madrid (UAM), Universidad Antonio de Nebrija (UAN), Universidad Alfonso X el Sabio (UAX), Universidad Europea de Madrid (UEM), Universidad de Granada (UGR), Universidad de Las Palmas de Gran Canaria (ULPGC), Universidad Pontificia de Madrid (UPCO), Universidad Pompei Fabra (UPF), Universidad de Valladolid (UVA), Universidad de Vic (UVic) and Universidad de Vigo (UVigo).

6 UAX, UAM, UEM, UGR and UVigo.

7 Guangzhou Foreign Studies University (GDFSU), Beijing Foreign Studies University (BFSU), Shanghai International Studies University (SISU) and Sichuan International Studies University (SISU-Sichuan) (Villalta Muñoz 2017, 428–429).

8 Universidad Autónoma de Barcelona (UAB), Universidad de Granada (UGR), Universidad de las Palmas de Gran Canaria (ULPGC) and Universidad Complutense de Madrid (UCM) (Villalta Muñoz 2017, 429).
9 https://kotolingo.com/blog/2017/10/31/chinese-translations-english-guide-china/.
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31 https://www.ncl.ac.uk/postgraduate/degrees/module/?code=SML8025.
32 https://www.londonmet.ac.uk/courses/postgraduate/translation---ma/.
33 https://courses.leeds.ac.uk/i409/business-and-public-service-interpreting-and-translation-studies-ma.
34 Idem.
35 https://www.hw.ac.uk/uk/study/undergraduate/applied-languages-and-translating-french-spanish.htm and
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8 Institutions' outreach to and involvement with universities

How international organizations collaborate with universities in training translators

Łucja Biel and M. Rosario Martín Ruano

Introduction: cooperation between universities and institutions over time

It can be argued that international institutions and universities offering training for the (potential) personnel of such organizations have consistently been involved in mutual feedback dynamics. The very conception of interpreting as a profession requiring specific training can be linked to the large-scale use of simultaneous interpreting at international organizations (IOs) (Baigorri 2014; Chernov 2016). The launch and increasing multiplication of translator and interpreter training programmes at higher education institutions undoubtedly runs parallel to the proliferation of IOs around the time of the Second World War, and can be partly seen as a response to the need to meet the growing demand for qualified staff in these organizations. In fact, the uneven development of programmes aimed at training specialized translators and interpreters, as well as the varying social recognition of translation and interpreting as professions over time and across the globe, is also to a significant extent related to the presence and relevance of countries and their language(s) in certain institutions: accession processes and the recognition of certain languages as official have often acted as a catalyst for the implementation of training programmes at university level in a given geographical area (see Way and Jopek-Bosiacka – Chapter 7 – in this volume), and this in turn has had a positive impact on the status of translators and interpreters in particular regions.

From a diachronic perspective, it can be observed that this relationship has changed in nature, gained complexity, and improved over time. Compared to the present, the initial contact between IO delegates and university staff can be described as irregular and improvised. It was aimed primarily at addressing the shortage of language professionals in certain language combinations at given time periods. Today, university–IO collaboration initiatives have developed into larger, increasingly structured,

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systematized, and bidirectional cooperation schemes. At universities, the growing interest of higher education institutions in employability as a priority (Rodríguez de Céspedes, Sakamoto, and Berthaud 2017) has fostered a search for contacts with partners and stakeholders outside the academic sphere and a greater engagement with agents in the market. Certainly, IOs have emerged as preferred partners for this purpose, partly because of their solvency and the soundness of their working procedures in comparison with other market actors and of precarious market niches. Additionally, as translation has been increasingly conceptualized as a (socially or institutionally) situated practice (Inghilleri 2005, 2012; Schäffner 2018), situated learning approaches and models have been fostered. In this regard, "previously underrepresented contextual factors pertaining to translation traditions, historical trends, community beliefs and customs, socioeconomic constraints, market conditions, institutional practices, budgetary issues, or resource availability" (González-Davies and Enríquez Raído 2018, cover) have been incorporated into training with the aim of "raising awareness of, and encouraging critical reflection on, existing work settings" and ultimately of training "reflective" practitioners (Risku 2016, 15). This has not only been a stimulus for universities to undertake an outward look to guarantee their students a significant intake of institutionally-situated experiences to be achieved through a rich palette of cooperative training formats and schemes. Organizations have also been inspired by these visions. They have increasingly perceived the need to implement, often in cooperation with universities, training, and CPD (Continuing Professional Development) initiatives. Providing staff with new knowledge, skills, and competences, as well as with greater awareness of the contingency of their procedures has proved to be crucial to avoid the fossilization of their practices and to enable the improvement and finetuning of institutional workflows. These close contacts have made it possible to forge lasting alliances of partners willing to join forces to strive for what is perceived as a common challenge and a common goal: that of improving the status of translation as a profession and constantly enhancing and updating professional practices in a wide variety of environments – a relevant goal for institutions at a time when there is a growing trend towards outsourcing.

In what follows, we will discuss various forms of support and participation of institutions in university-level training, and for some time now often vice versa: collaborative networks, internships, authentic projects, and visiting/lecture/workshop schemes, as well as seminars, train-the-trainer, and CPD activities. This non-exhaustive list comprises the most common forms of university–IO cooperation, which has contributed to building up a strong sense of belonging to a shared community of practice, informed by (diverse) institutional know-how as well as by scholarly contributions, including a growing body of research on institutional translation (Koskinen 2008; Biel 2014; Svoboda, Biel, and Łoboda 2017; Martín Ruano 2019; Prieto Ramos 2018, 2021).

Initiatives

Collaborative networks

Relations of cooperation have been developed – in an intense manner since the turn of the 21st century – through collaborative networks involving IOs and higher education institutions offering translator training programmes. Examples of these include the International Annual Meeting on Language Arrangements, Documentation and Publications' (IAMLADP) Universities' Contact Group (UCG), the European Master's in Translation (EMT) network, and the Memorandum of Understanding (MoU) network.

The IAMLADP, a forum born in the late 1960s in an attempt to address common concerns and problems within the United Nations (UN) system, especially those related to language arrangements, in a coordinated way, was opened in 2001 to intergovernmental organizations. In that same year, a Working Group on Training (WGT) was established "mainly to address the problem of the acute shortage of adequately trained language staff with the languages and skills needed in the twenty-first century" (Alonso, Baigorri, and Campbell 2010, 7). For that purpose, it was perceived that "a bridge was needed between these international organisations and the universities training future staff" (Alonso, Baigorri, and Campbell 2010, 7). From 2006, the Universities' Contact Group (UCG) of this association, which currently comprises more than 80 member organizations, inspired by the pro-active motto "Deeds Not Words" (Alonso, Baigorri, and Campbell 2013, 5), has devoted efforts to fulfilling its mandate ("Serve as a contact point between international organizations and training providers"; "Promote information exchange between the two constituencies", and "Foster closer cooperation between the two constituencies") in a practical manner. Its activities include the exchange of information ("e.g. on conferences, events, examinations and vacancies"[1]), projects, such as databases of training opportunities or translation programmes offered at university level in line with the needs of the organizations, and regular training seminars bringing together institutions' staff, scholars, and students.

Another important network created under the auspices of the UN is that of MoU universities[2], which currently comprises 23 higher education institutions based in countries having English and French as official languages, as well as Spain and Latin America, China, the Russian Federation, and Arabic-speaking areas. The MoU signed by these universities with the UN fosters collaboration aimed at enhancing the preparation of the students enrolled in these programmes for succeeding in UN language competitive examinations through diverse actions and initiatives, including the design of programmes, modules, or activities to train or complement the training of potential candidates and of trainers in line with the UN's needs; internship and/or remote practicum agreements; meetings (including the seven MoU Conferences held so far since 2011[3]); and the cooperation of university staff in other tasks, such as the training of and sharing of expertise with UN staff

or consultancy assignments commissioned by the organization. Certain of these activities are open to "observer" universities with an associate membership agreement. The main aim of this cooperation, i.e. solving the perceived shortage of prepared candidates joining the organization, seems to be achieved: as stated in the "Report of the Seventh Conference of MoU Universities" (UN 2021, 6), "76 per cent of successful candidates in the period 2018–2020 were from MoU universities", where "63 per cent of successful candidates" since the end of 2019 in the Global Language Roster (a list of freelancers who have taken an exam and may be offered short-term opportunities to fulfil occasional institutional needs) were also trained in partner universities.

This type of structured contact between universities and institutions offers a privileged forum for exchanging views on the challenges, requirements, and possibilities of training professionals in rapidly changing, increasingly automated, and demanding socio-professional environments, which require an integrated management of competences from staff and potential recruits. As is also observed in the report in relation to the changing profile of institutional translators, "more focus [is] placed on their substantive knowledge, research techniques, technological awareness, post-editing skills, teamwork and communication skills". In this regard, translators are expected to be "digitally fluent" and "specialised" in "subject matters" relevant to the organization to work "as expert reviewers in an augmented translation environment supported by integrated systems and artificial intelligence" (UN 2021, 11).

Defining and updating competences (EMT 2017) needed by professional translators has been a top priority of the European Master's in Translation Network since its inception in 2009, when 34 programmes were awarded this label of quality by the Directorate-General for Translation (DGT) of the European Commission (EC) and admitted as members of a partnership project. This grew to more than 80 members in the following rounds of applications and mid-term reviews before former United Kingdom members became non-eligible in 2021 following Brexit and the UK's decision to leave Erasmus+. The broad goals declared by the EMT – "to improve the quality of translator training in order to enhance the labour market integration of young language professionals"[4] and ultimately "to enhance the status of the entire translation profession" in the European Union (EU) – are pursued through a wide range of activities, often organized in cooperation with market stakeholders, such as the Language Industry Board (LIND). Outstanding among these are general network meetings (which have often been held back-to-back with other types of workshops, such as Translating Europe Workshops, or activities organized within projects involving EMT members, among them the OPTIMALE spin-off project run from 2010 to 2013[5]); meetings of six working groups (EMT Visibility and Outreach, Tools and Technology, AVT and Media Accessibility Training, Public Service Interpreting and Translation [PSIT], L2 translation and students'

competences – CATO) which have been working virtually since 2020 to make progress in prioritized areas; and webinars for sharing knowledge on, and promoting, best practices within the network and outwards. Initiatives aimed at increasing the visibility of the translation profession and raising awareness about the need for quality training include the use of social media and blogs; participation in events organized by the DGT, like the annual Translation Europe Forums; and activities by members, the industry, and professional associations, as well as collaboration with other networks, etc. In addition to creating exceptional conditions for member universities for networking and for developing cooperation ventures among them, which is especially encouraged in areas relevant to the interests of the EU institutions, membership in the network grants additional opportunities (some of which will be discussed below) that have an impact on the quality of training and on graduates' employability (e.g. access to institutional resources for teaching and research purposes, support from EU staff in training activities and academic projects, internship, and remote cooperation schemes for students and scholars, onsite or online visits of students to translation sections, etc.). In turn, scholars from EMT programmes often cooperate in CPD activities for EU staff, are enrolled as experts in specific tasks required by the DGT, and conduct research on translation that is also valuable to EU institutions to improve their quality and working methods. As a case in point, as announced during the EMT hybrid meeting held online and in Leipzig in 2021, the EMT Competence Framework developed within the network from 2009 largely inspires the DGT's revised competence profile.

Internships and training placements

What seems to be the most traditional type of institutional involvement is translation internship programmes offered on a competitive basis to students and recent graduates. They are available, e.g. at various EU and UN institutions, bodies, and agencies, etc., and differ in terms of eligibility criteria, length and content.

Traineeships, which are also known as work or training placements or, especially outside Europe, as internships, derive historically from medical education and were later extended to other workplaces (Stewart, Owens, Hewitt, and Nikoloudakis 2018, 1), including IOs. Following recital 27 to Council Recommendation of 10 March 2014, on a Quality Framework for Traineeships,[6] they can be defined as: "a limited period of work practice, whether paid or not, which includes a learning and training component, undertaken in order to gain practical and professional experience with a view to improving employability and facilitating transition to regular employment". Translation internships are a form of work-based learning through immersion in authentic work environments (work placements). They complement university training and allow students to advance their instrumental, strategic and interpersonal competence (cf. Kelly 2005, 92).

Traineeships are offered by all the EU institutions – the EC, the European Parliament (EP), the Council of the European Union, the Court of Justice of the European Union (CJEU), the European Central Bank (ECB), and the European Court of Auditors (ECA) – as well as by EU bodies and agencies, e.g. the European Committee of the Regions (CoR), the European Economic and Social Committee (EESC), and the Translation Centre for the Bodies of the European Union (CdT). While each institution has its own traineeship rules and more specific schemes may apply within certain networks or under cooperation agreements, they tend to offer traineeships on a competitive basis twice or thrice a year for a period of one to five months (with a possibility of extension in some cases, like interpreting traineeships at the CJEU for 10–12 months). Traineeships can be either paid (ca. 1,000–1,300 EUR per month) or unpaid. Candidates are required to be EU citizens (although there are some opportunities for non-EU citizens) and should have a Bachelor's degree or equivalent (EC) or, in some bodies, at least four semesters of study. The CJEU requires candidates to have a degree in law or political sciences (with a main focus on law). The applications are assessed according to education, motivation, and additional merits (EC 2014, 7). An international profile and some professional experience are an advantage. Specific institutions may require more specialized skills – for example, in its vacancy notice in the English Translation and Editing section, ECB requires "an interest or experience in drafting content for websites and social media"; "an interest in machine translation"; "a broad general knowledge of current European affairs, with a particular interest in financial and economic matters"; and soft skills, such as teamwork. In the case of the DGT, training placements for translator students can also take place in technical units.

Traineeships have been integrated into a general EU traineeship scheme for all areas of practice. If translation and interpreting traineeships are singled out, it is mainly because the language requirement tends to be more stringent for candidates. Whereas most institutions require a command of two official EU languages, their requirements as to the level of proficiency and knowledge of procedural languages differ. Most institutions specify a requirement to know one of the procedural languages – one of the three in the EC but with a recommendation of having English as a B or A language, and one of two (EN or FR) in the Council or a specific one (French at the CJEU, English at the ECB). The requirement to know the main working language of the institution is to ensure that trainees "fully benefit from the traineeship" and are "able to follow meetings and perform adequately".[7] The expected command of at least one of the languages is described as "thorough", "excellent", or C2-level knowledge. The other language should be at least at B2 level, "satisfactory command" or "very good knowledge". When translation traineeships are advertised separately, requirements as to the level of command include "the ability to translate into main/target/mother tongue" and "the ability to read French" (CJEU).

Once recruited, the trainees are assigned a mentor, known as an "adviser" (EC), "trainee counsellor" (CdT) or "trainee supervisor" (ECA). Translations are revised by experienced translators. At the end of the traineeship, trainees submit a report and receive a certificate of completion.

The main objective of traineeships is work-based learning or work-integrated learning in authentic workplaces (Stewart et al. 2018, 9). Traineeships are to improve trainees' employability, enable them to apply and supplement the knowledge and skills they acquired during their studies, to learn practical information about the workings of an institution, and to acquire personal experience in a multilingual environment (cf. CdT, Administrative Decision 1/2010; EC 2014, 20). For translation traineeships, the tasks usually involve translation, revision, terminology work (terminology research, IATE [Interactive Terminology for Europe] updates, terminology projects), preparation of documents for translation, participation in meetings of a unit/department and online presentations of EU institutions (CEU), speech to text, podcasting, subtitling, communication, and IT (EP). It may involve working with diversified materials, including web content and social media posts. In the case of lawyer-linguist traineeships, in addition to standard revision, the tasks include legal revision – "legal-linguistic concordance of legal texts" to ensure that texts "are in perfect harmony with the other languages" (CEU). Legal interpreting trainees at the CJEU also assist in preparing case files and practice in a "silent booth". Clearly, trainees are expected to have acquired and to enhance a broad range of skills identified as essential in the EMT wheel of competences: language and culture, translation, technology, personal and interpersonal, and service provision (EMT 2017).

The success rate of applications varies depending on the institution chosen, and the choice of institution also varies according to the origin of the applicants, with certain institutions being more popular among nationals from certain countries (for example, 5,000 applications were submitted by Italians, 900 by Spaniards and 350 by Poles to the EP, according to Koźbiał [2016, 80–81]).

Beneficial results of an internship include "a steep learning curve", the acquisition of high degrees of responsibility and capacity for independent work, and opportunities for networking and receiving career advice (EC 2014, 39–41). In turn, trainees provide institutions with "continuously renewed academic knowledge, dynamism and enthusiasm" (EC 2014, 48). Over the years, the harmonization of traineeships among EU institutions has improved and through stronger links with universities, they have expanded and redesigned their traineeship programmes in collaboration with academic partners. However, more systematic bidirectional communication would undoubtedly allow for further progress in the joint efforts of organizations and universities towards improving the education and employability of future translators, e.g. feedback from the institutions to the universities on the performance of students and on skills and programme areas that would require upscaling, as well as analysis of data obtained by

monitoring the effect of the internships on the beneficiaries' career paths. In addition, institutional remuneration and/or support for these internships could improve their equitable distribution among students from all socio-economic groups to ensure they are truly accessible for all.

The UN also welcomes interns for two to six months in the language services of the Department for General Assembly and Conference Management (DGACM) of the UN Secretariat in the UN Headquarters (UNHQ) in New York, as well as the UN Offices in Geneva, Vienna, and Nairobi. Internships are publicized through the webpage https://careers.un.org, which also has links to work experience opportunities in UN programmes and funds, including the United Nations Development Programme (UNDP), the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA), the United Nations Office for Project Services (UNOPS), the United Nations High Commissioner for Refugees (UNHCR), and the United Nations Environment Programme (UNEP). General eligibility requirements include excellent command of English or French and either being enrolled in the final year of a BA, MA, or PhD programme, or being within one year of graduation. In the case of language-related interns, in addition to fluency in English and French, knowledge of another UN official language is required. The interns' tasks in language-related departments are related to "copy-editing, editing, précis-writing, translation, verbatim reporting and interpretation" (UN 2021, 6). The responsibilities described in some recent calls[8] – which refer to specific knowledge and skills related to the advanced use and evaluation of machine translation in addition to transversal communication, teamwork and technological skills – suggests that these training opportunities actually require candidates with an already solid background in cutting-edge areas. As a general rule, internships at the UN are unpaid and full-time, and are occupied to a large extent (80% in the period 2017–2020, according to the UN [2021]) by students from MoU universities. Calls for more equitable and accessible UN internships from networks, including the Fair Internship Initiative[9], have intensified in recent times, and more and more UN agencies are increasingly offering paid training placements which are compiled in useful lists[10]. In addition to this, as is also the case in other organizations, the COVID-19 pandemic has underscored the desirability of exploring new formats to expand the reach of onsite training schemes, with possibilities already being envisaged including "holding remote internships, implementing remote practicums, and/or offering virtual dummy booth practice or other practical experiences" (UN 2021, 12).

The IAMLADP page gives access to a file with additional opportunities for student traineeships, internships and work experience schemes at IOs.[11] For instance, the "PCT Fellowship Program" at the World Intellectual Property Organization (WIPO) offers graduate students the opportunity to work as fellows undertaking terminology, translation (translating patent abstracts and patent examination documents), technical specialist, and translation technology tasks.[12] In certain recent years, these translation

fellowships have only been offered in limited language combinations, for instance, from Chinese, Japanese and Korean into English.

Authentic translation/terminology projects

Another form of outreach to and real-life involvement with students consists of small-scale terminology and translation projects commissioned by IOs, carried out mainly in the university environment and supervised by the academic staff (cf. Biel 2012). For universities, this type of collaboration is an opportunity to ensure the professional realism of training and to incorporate project-based learning into the classroom (see Baudo – Chapter 9 – in this volume). Both these aspects have been strongly recommended in Translation Studies since at least the early 2000s as they help to simulate professional practice and promote learner autonomy (cf. Kelly 2005; Kiraly 2005; Olvera Lobo et al. 2007). Additionally, project-based learning helps integrate various professional competences in a single assignment and practice soft skills, such as project management, negotiations, group work, etc., which may be neglected in university settings where individual assessment still receives much weight.

The implementation of this type of initiative can be illustrated with examples of terminology collaboration organized by the Terminology Coordination Unit of the European Parliament (TermCoord), IATE projects, and the Terminology without Borders project. TermCoord, founded in 2008, has run terminology projects with universities since 2012 (Loupaki and Maslias 2017, 402). IATE projects involve collaboration with universities on students' terminology work to be fed into the terminology database of the EU.[13] Having been provided with instructions, students research and document terms in the target language, which are later validated by institutional terminologists and, if suitable, inserted into IATE (Loupaki and Maslias 2017). The Terminology without Borders project (youterm.org) is run by TermCoord in collaboration with IOs, EU, and UN agencies, and universities. Its main objective is to assist in clear language communication with citizens. A strong focus is placed on terms, which are researched by partner universities' students. It currently groups terminological projects in ten categories: medical, environment and conservation, culture, women's rights, fisheries and maritime, education, food, juridical and legal, technology, and finance. For example, the medical domain covers glossaries on bipolar disorders, complementary and alternative medicine, diseases, eponyms, vaccines, oncology, and palliative medicine. A participating university receives a list of terms, a template to work with, and instructions which guide students to do terminology work in line with the institutional practice. It is up to a teacher to decide how the work is organized, but it is efficient if students work as a team and coordinate their work by themselves. Instructors are expected to verify students' work, with feedback from the institution not always being available or being delayed. The students'

participation in the project is acknowledged on the project website. It is also possible to start the project from scratch, that is, by preparing a list of terms to be worked on by extracting them from reference materials and verifying whether they exist in IATE or not (cf. Loupaki and Maslias 2017).

Ad hoc terminology projects can also be conducted in collaboration with the respective language units of translation services. One type of larger-scale terminology work involves individual MA projects on areas of terminology assigned by a language unit.[14] These assignments tend to cover emerging or underdeveloped terminological areas where standardization needs have been perceived by institutions, for example, due to upcoming regulation. By way of illustration, in 2021, two MA dissertations were completed by MA Translation students at the University of Warsaw's Institute of Applied Linguistics in collaboration with the Polish Language Unit of the EC's DGT and the EP's Directorate-General for Translation (DG TRAD) on COVID-19 and green finance terminology, respectively. For the former, the student received a list of English terms and searched for missing Polish equivalents. For the latter, the student had to prepare a list of terms herself, building an English corpus first, extracting terms, and searching for Polish equivalents. In both cases, the glossaries prepared by the students were verified by the institutional terminologists, the students received detailed feedback, and terms were entered into IATE. The instructions and feedback focused on the documentation of equivalents, hierarchy, and reliability of sources. Another type of collaborative project was completed with the EP's Polish Language Unit: the *Glossary of Sensitive Language for Internal and External Communications*. A small group of students worked on LGBTI+ terminology from English into Polish simultaneously to and separately from EP translators. The results were later compared and discussed during an online feedback session.

Terminology projects are also run by other institutions, e.g. the WIPO, a UN agency. It runs WIPO Pearl, a portal standardizing patent, scientific and technical terminology in ten languages, developed in collaboration with institutional partners and nearly 30 universities (see Baudo – Chapter 9 – in this volume). [15]

Overall, authentic projects involve project-based learning, which fosters learner autonomy and develops students' research, information-mining and interpersonal skills (cf. Biel 2012). They are also a good opportunity for students to acquire best practices in terminology work and translation practice and for universities and IOs to disseminate them. Furthermore, in the context of the health emergency created by COVID-19, this type of collaboration based on projects that can be carried out remotely has proven to be a convenient formula. By avoiding travel and accommodation costs, it democratizes opportunities for getting acquainted with institutional procedures. Both the EMT and the MoU networks, in their latest conference reports in 2021, have expressed a commitment to exploring ways of remote cooperation in this sense as a complement to traditional onsite collaboration formats.

One of the recent moves is the General Rules for Remote Cooperation with Universities, in which EC DGT systematizes project-based remote cooperation in the form of short-term assignments (from four weeks up to five months), providing an institutional learning experience.[16]

Visiting/lecture/workshop schemes

Another group of practices centres on university visiting schemes whereby institutional translators visit universities to deliver lectures, as well as to run workshops and specialized courses. Examples include the Visiting Translator Scheme (VTS) and the Translating Europe Forum (TEF). As will be explained, they sometimes give rise to or merge into seminars, train-the-trainer or CPD activities.

The VTS[17] run by the EC's DGT covers residential visits of staff translators to universities (with preference given to EMT universities), public institutions, and private companies, during which the translators give talks, presentations, and translation workshops on DGT's work, translation technologies, or EU translation, depending on the host institution's needs. The objective of residential visits is to share knowledge, improve cooperation with universities, promote multilingualism and EU institutions, and support translator training (see also Ilja – Chapter 13 – in this volume).

With the COVID-19 pandemic, online modes of training have been thriving in the educational sector, including translation and interpreting teaching (Hubscher-Davidson and Devaux 2021). Due to travel restrictions, new modes of institutional collaboration have emerged – for example, online workshops or courses. The Polish Language Unit of the EP's DG TRAD prepared a series of four translation workshops for a small group of students at the University of Warsaw in 2021. The topics, which were proposed in collaboration with the host institution, included: texts for citizens, humans versus machines, transcription of names, and non-discriminatory language. As for courses, a relevant example is the WIPO's e-learning module on patent translation which was recently shared with universities. This module focuses on German to English translation and addresses various aspects of patent translation, patent terminology and technical writing.

Within the UN, the MoU includes among the responsibilities of the organization that of assigning, at the request of the partner university, "UN staff to conduct training in the form of, for example, workshops, lecture series, and masterclasses". The report of the 2021 MoU Conference informs of an increase in the number of hours dedicated by UN language professionals to outreach activities. It also notes that the COVID-19 health crisis has paradoxically provided new "opportunities to bring MoU students and United Nations language professionals closer together" (UN 2021, 12). By way of illustration, an interpreter from UNHQ and a translator from the UN Offices in Geneva delivered a workshop on "The language professions in the UN" for students and staff members of the University of Salamanca

in April 2021. This session, which provided information on the profile of UN language professionals as well as tips for access to institutional language careers, also provided students and staff with practical examples and translation challenges in which they could perceive new trends in language use and translation practices at the UN.

This type of remote cooperation often capitalizes on institutional materials, resources, and platforms. Outreach in the field of interpreting provides a telling example of this. The Knowledge Centre on Interpretation,[18] developed by the EC's Directorate-General for Interpretation (DG SCIC) with collaborating universities, is an online platform designed to systematize and exchange knowledge, enable networking, and promote best practices in conference interpreting. DG SCIC offers both pedagogical assistance and financial support to partner universities in the field of interpreter training. This includes instruction for the students, presence at examinations, and training of trainers. One type of pedagogical assistance is virtual classes (VCs): online or videoconference multilingual classes on consecutive and simultaneous interpreting, with DG SCIC providing language A trainers and native speakers. On average, DG SCIC organizes 65 VCs on a yearly basis. Another form of support are study visits for university students – ca. 60 groups visit DG SCIC per year. As for financial support, 10–12 DG SCIC grants amounting to around 400,000 EUR are given to partner universities on a yearly basis.[19]

Events co-organized with IOs involve the collaboration of partner universities' students in translating materials, web pages or interpreting at meetings, panels, and sessions. Student interpreters have also collaborated, for instance, in certain sessions of onsite and virtual MoU conferences, in meetings of certain EMT's working groups and in the Salamanca-based seminars on legal and institutional translation that will be discussed below. On occasions such as these, they simultaneously enjoy a genuine opportunity for professional practice and have contact with institutional realities (see, for example, Alonso, Baigorri, and Campbell 2012, 2).

Seminars, train-the-trainer, and CPD activities

The face-to-face or virtual outreach on the part of IOs to universities may take the form of one-off training events or ventures, organized bilaterally by the host university and the IO, or be more structured, regular, and open to beneficiaries from other universities and institutions. The Translating Europe project and the seminars organized by the IAMLADP's UCG are examples of this latter type.

The Translating Europe project[20] was initiated in 2014 by the EC as an information and best-practice exchange forum for various private and public translation stakeholders (including EMT universities, the language industry, professional associations, and public sector services) to improve the visibility of translation and the translation profession. The project comprises

two types of events: the Translating Europe Forum (TEF), a large yearly conference in Brussels; and Translating Europe Workshops (TEW), smaller events held in EU Member States. The TEF has been held since 2014 and predominantly focuses on technology-related topics and the resulting upskilling needed, such as: *Collaboration in Times of Automation* (2021), *Platforms: Digital Ecosystems for Translation* (2020), *Translation in the Age of Data* (2018), and *New Skills, New Markets, New Profiles* (2017). Speakers are from institutions, academia, and industry. TEWs are organized locally (and often web-streamed) in collaboration with DGT field officers who are designated as workshop owners. TEWs can have the form of conferences, seminars, summer schools, panel discussions, or stands. According to the data available on the project website, 39 TEWs were held in 2021,[21] some of them online; for comparison, there were 49 TEWs in 2019.[22] TEWs are expected to "complement and build upon" TEF topics and focus on employability and the translation profession.[23] In practice, the thematic range of TEWs is diverse, again with a strong focus on technologies, but also addressing various types of translation (e.g. legal, technical, and business translation, AVT, and accessibility). Selection criteria prioritized include collaboration with EMT universities, TEF topic links, diversified audience, innovation, and "the European, regional or cross-cutting dimension".[24]

Since 2008, a number of seminars have also been organized by universities in cooperation with the IAMLADP's UCG. Among them, special mention is to be made of the (so far eight) seminars held since 2008 in Salamanca, Spain, on legal (and institutional) translation, which have inspired a quid-pro-quo formula that has come to be called the "Salamanca model" (see, for example, Baigorri and Campbell [2009]; Alonso, Baigorri, and Campbell [2013]; Segura Garralda [2020]). These five-day seminars embody what has been described as a "unique model of cooperation between the cap and gown world of academia, the international organizations, where language professionals work, and the students of translation and interpreting aspiring one day to join those IOs" (Alonso, Baigorri, and Campbell 2012, 1). The format guarantees a circular, three-way learning experience based on a reciprocity logic beneficial to all participants: IO staff are offered quality lectures by internationally renowned scholars as part of a CPD scheme and "take off their 'learning' hats after the morning lectures to don those of the teachers in the afternoons, giving master classes, round tables, lectures and hands-on training to the students" (Alonso, Baigorri, and Campbell 2012, 2). The students also take additional active roles as interpreters, guides, assistants, and co-facilitators of an event which has been invariably marked by intense conviviality and has been considered to be very enriching and formative by all the groups involved in all its editions. A noteworthy feature is the significant percentage of former graduates of the host university's training programmes who have returned in this dual capacity, both as IO delegates and as trainees. Participating keynote speakers from academia and university trainers have the opportunity to update their knowledge through first-hand

contact with the recent advances in working methods and challenges faced by professionals. Given the variety of geographical origins and institutional affiliations of this heterogeneous group of participants, including students, this learning implies a process of "unlearning": a healthy relativization – through the comparison of diverse institutional realities, procedures and solutions – of practices that routine has managed to transform into allegedly standard and normal, as normative and natural, despite their potential for change. Peer-to-peer contact and exposure to scholarly reflection in a university setting invites "self-translating institutions" (Koskinen 2008) to rethink and improve their autopoietic performance.

Other UCG seminars have been organized at the University of Geneva, University of Leeds, and ISIT Paris. The Transius conference series[25] (2015, 2018, 2022) is organized regularly by the Centre for Legal and Institutional Translation Studies at the University of Geneva's Faculty of Translation and Interpreting and is attended by academics and practitioners. It includes roundtables with representatives of various IOs, such as UN and EU institutions, the WTO (World Trade Organization), and the WHO (World Health Organization), discussing practical aspects of institutional translation, terminology management, quality assurance, and service management. This provides an excellent opportunity for academics to get an insight into the workings of IOs and to develop networking. For IO representatives, contact with professionals from other institutions and the possibility of accessing the results of research focused on institutional translation consolidates the theoretical and methodological underpinnings of their daily work, broadens their horizons, fosters a greater awareness of the implications of translation practices at multiple levels, and thus promotes a more conscientious and high-quality practice.

In fact, over time, IOs have become increasingly aware of the benefits of their closer relationship with universities. Universities are called upon not merely to provide aid in times of shortage of trained professionals, but also as sources of expertise, research, and training experience, which can even reinforce the CPD of the institutions' staff and improve their internal procedures.

For decades now, institutions have relied on university staff collaborating in translator training programmes to run, either at the institutions' own premises or virtually, lectures and workshops for in-house translators. These will be, for instance, on EU law, legal drafting, plain language, legal language or terminology, specific subject matters and translation modalities (such as AVT), and aspects of translation theory or the results of research on translation. Universities have also turned to IO staff for some CPD activities aimed at graduates and practising professionals.[26]

Over time, opportunities and formats have increased and diversified for bringing together academics, students, and IO practitioners, and the mix has turned out to be enriching. For example, for institutional staff members involved in Visiting Translator or Interpreting Schemes or in training

activities such as the IAMLADP seminars, the return to the classroom is a great opportunity to activate their intellectual curiosity. As expressed by Alonso, Baigorri, and Campbell (2013, 3), organizers of several of the seminars held in Salamanca, "[t]hese language professionals have a unique opportunity to learn from leaders in the field of law and language, and to hear lectures they would never have a chance to attend to when working" in their IOs. Continued contact and collaboration engenders more opportunities for cooperation and mutual learning. As a case in point, after delivering the above-mentioned seminar on "The language professions in the UN", the UN speakers and other UN colleagues were invited to participate in a training-of-trainers course on post-editing and machine translation that two members of the Department of Translation and Interpreting of the University of Salamanca, in collaboration with a graduate student working in the industry, had organized for their colleagues as part of the University's 2021 continuing training programme. The contents covered and the skills practised were considered to be very useful by the UN attendees both individually and for the interests of their organization.

As key players in diverse and asymmetric global scenarios, institutions can also take advantage of contact with universities to disseminate knowledge and best practices among and to (potential) partners, balancing inequalities between geographic areas and among different groups. This might be the case, for instance, in initiatives such as train-the-trainer activities (cf. Kelly 2008). An example of the latter is the Academy of Trainers,[27] a series of training workshops from partner universities in EU countries, candidate countries, and third countries. It is organized by DG SCIC's Multilingualism and Knowledge Development Unit twice a year since 2019, either in Brussels or virtually. It has the form of a basic seminar for inexperienced trainers, for whom it serves as an introduction to interpreting teaching, testing and course design, and of an advanced seminar for experienced trainers. The workshops are moderated by DG SCIC interpreters to facilitate an exchange of knowledge between participants. DG SCIC also organizes an annual SCIC Universities Conference attended by representatives of ca. 70 universities to discuss interpreter training trends.

Also, within the structure of the EU, it should be recalled that the objective of the EMT network is to "improve the quality of translator training in order to enhance the labor market integration of young language professionals" beyond the network itself. In this sense, it underscores that "[m]ore and more universities, also beyond the EU, use [the EMT Competence Framework] as a model for designing their programs".[28] After all, in a world of increasingly diluted borders, characterized by the mobility of people between languages and cultures, countries and institutions, and in an institutional context that shows an outsourcing trend, it is essential to promote not only the excellence of programmes but, in general, the recognition, quality and professionalization of translation and interpreting. This is the ultimate objective of the coordinated efforts of universities and IOs.

Conclusion

Outreach from the IOs to the universities has taken and continues to take many and varied forms. Over time, occasional contact to find solutions to the difficulty of finding professionals trained in certain language combinations have given way to regular, systematized and not merely bidirectional but, as has been illustrated with numerous examples, multilateral cooperation. This cooperation between IOs and universities provides advantages for both constituencies, as well as for other market actors, and promotes the improvement of language service provision and of translation as a profession. This is, in fact, not only a tangible result of past joint efforts, but a goal to be further pursued in future cooperation.

Notes

1 https://www.iamladp.org/en/content/universities-contact-group (date of access 1 October 2021).
2 https://www.un.org/dgacm/en/content/mou-network (date of access 1 October 2021).
3 They have taken place at the University of Salamanca (2011); University of Mons (2012); Shanghai International Studies University (2013); Herzen State Pedagogical University (2015); UNHQ in New York (2017); Middlebury Institute of International Studies at Monterey (2019); and the ESCWA in Beirut (2021, held remotely).
4 https://ec.europa.eu/info/resources-partners/european-masters-translation-emt/european-masters-translation-emt-explained_en#goal (date of access 1 October 2021).
5 https://ec.europa.eu/programmes/erasmus-plus/project-result-content/0bcd80b1-59eb-4f2f-88db-dc519b043329/59-ENWA-FR-RENNES02.pdf (date of access 1 October 2021).
6 OJ C 88, 27.3.2014, p. 1–4.
7 https://www.consilium.europa.eu/en/general-secretariat/jobs/traineeships/paid-traineeships/#:~:text=The%20General%20Secretariat%20of%20the%20Council%20%28GSC%29%20offers,into%202%20different%20periods%2C%20each%20lasting%205%20months%3A (date of access 1 October 2021).
8 For instance, as posted in a recent call (https://careers.un.org/lbw/jobdetail.aspx?id=117263), a language intern in Geneva "conducts research, feasibility studies, system analysis and testing of MT post-editing; builds corpora to be used for testing; gathers user requirements and provide[s] specialized advice from the analysis, and drafts documentation; participates in user language support and training activities related to computer-assisted translation tools; performs other related duties as required".
9 https://fairinternshipinitiative.wordpress.com/ (date of access 1 October 2021).
10 https://fairinternshipinitiative.wordpress.com/which-organisations-pay-interns/ (date of access 1 October 2021).
11 https://www.iamladp.org/sites/www.iamladp.org/files/Documents/ucg_2020.10.12_training_schemes_2020.pdf (date of access 1 October 2021).
12 https://www.wipo.int/reference/en/wipopearl/news/2020/news_0001.html (date of access 1 October 2021).
13 https://termcoord.eu/cooperation-with-universities-on-terminology-projects/ (date of access 1 October 2021).

14 TermCoord also runs a Master's course on Terminology with MA dissertations based on a glossary of 50–100 entries using the IATE template, https://termcoord.eu/cooperation-with-universities-on-terminology-projects/ (date of access 1 October 2021).
15 https://www.wipo.int/reference/en/wipopearl/ (date of access 1 October 2021).
16 EC DGT, July 2021, General Rules for Remote Cooperation with Universities in DGT.
17 https://ec.europa.eu/info/departments/translation/visiting-translator-scheme-vts_en (date of access 1 October 2021).
18 https://ec.europa.eu/education/knowledge-centre-interpretation/ (date of access 1 October 2021).
19 DG SCIC, EC. "Support to universities: Academic Year 2020–2021". Ref. Ares(2021)5934057 – 29 September 2021.
20 https://ec.europa.eu/info/translating-europe_en (date of access 1 October 2021).
21 https://ec.europa.eu/info/events/translatingeurope-workshops_en (date of access 1 October 2021).
22 https://ec.europa.eu/info/sites/default/files/2019_translating_europe_workshops_en.pdf (date of access 1 October 2021).
23 Translating Europe Workshops. Guidelines for Workshop Owners. DGT.02/LB/ED, April 2016.
24 Translating Europe Workshops. Guidelines for Workshop Owners. DGT.02/LB/ED, April 2016.
25 https://transius.unige.ch/en/conferences-and-seminars (date of access 1 October 2021).
26 See e.g. http://www.uimp.es/agenda-link.html?id_actividad=64YS&anyaca=2021-22 (date of access 1 October 2021).
27 DG SCIC, EC. "Support to universities: Academic Year 2020–2021". Ref. Ares(2021)5934057 – 29 September 2021.
28 https://ec.europa.eu/info/resources-partners/european-masters-translation-emt/european-masters-translation-emt-explained_en (date of access 1 October 2021).

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9 Value-creating pedagogy in the context of institutional translation training in Argentina

A case study

Lorena Baudo

Introduction

In the past few decades, Argentina has experienced a brain drain due to local political instability, which has taken its toll on the production of specialized knowledge, including translation and terminology. Despite that, it remains a huge production centre of globalized translations for the American English into Latin American Spanish market, while a large number of professional translators graduate from the School of Languages of the National University of Córdoba (UNC) – a renowned translation centre with a 100-year-old tradition. Although institutional translation has no significant presence in that area, not least because institutional settings, such as the United Nations or the European Union, are far from Argentina both geographically and politically, academic institutions acknowledge its importance and its specificities, and seek opportunities for training and collaborative projects.

This chapter describes a case study of such a collaborative project in the area of terminology that has been running since 2018 at the School of Languages of the UNC following an invitation by the World International Property Organization (WIPO), a "specialized agency of the United Nations serving as the global forum for the intellectual property (IP) services, policy, information and cooperation" (Caffrey and Valentini 2020, 127), specifically by the sector of WIPO that is responsible for patents filed under the Patent Cooperation Treaty (PCT). WIPO translates documents related to each patent application to help applicants and patent information users to effectively use published applications, while the Translation Division carries out translation work under the provisions of the PCT. It is divided into the Asian Languages Section, the English Translation Section, the French Translation Section, and the Support Section, "which is responsible for the distribution of translation and terminology work to staff translators and outside agencies and for the development and management of the PCT terminology database" (Caffrey and Valentini 2020, 128).

The collaborative project is designed along the lines of value-creating pedagogy (Lackéus, Lundqvist, and Williams Middleton 2016) as well as

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socio-constructivist models (Kiraly 2000), both of which call for process-oriented, project-based learning experiences.

The background to the project

WIPO's "Fellowship Program" – part of their CPD (Continuing Professional Development) and outreach initiatives provided the stepping-stone for the collaboration (see Biel and Martín Ruano – Chapter 8 – in this volume). An alumna of the School of Languages of the UNC was granted a Terminology Fellowship in 2017 and, while in Geneva, she was made aware of learning opportunities available to universities from different parts of the world. Therefore, she established the first contact between the UNC and WIPO, and later in 2018, a pilot terminology project was carried out by UNC's undergraduate translation students[1] in collaboration with WIPO's PCT Translation Division. In particular, in the framework of the *Terminology* module, which is taught during the second semester of the second year of studies and constitutes 1 of the 32 modules that make up the five-year curriculum, translation students worked on term records in the field of Green Chemistry.

The pilot project led to a long-term collaboration with WIPO, which has benefited UNC translation students in a number of ways, while it has inspired a series of adjustments and improvements in the syllabus.

The benefits of the project

Updating the syllabus and working with professionals

Soon after the launch of the project, the teaching staff realized there were two major challenges ahead: the syllabus had to be updated in order to reflect the requirements of WIPO and to develop the students' competences, while the content had to be adjusted to the genre of patents which constituted the focus of the collaboration

First of all, key concepts in Terminology put forward by scholars such as Sager (1990), Cabré (1993), Arntz and Picht (1995), Dubuc and Lauriston (1997), Gonzalo García and García Yebra (2004) – which have been used until then to make up the theoretical background of the course – were enriched and revisited in light of more standardized concepts, definitions and processes, and in line with the ones used at WIPO and across the translation industry at large, namely ISO 704 Terminology work: Principles and methods, (2009) and ISO 1087-1, now ISO 1087-2019 (2019). The former theory-orientated syllabus, in which translation and terminology exercises were selected and adapted in accordance with the topic covered in a given class, shifted to a practice-orientated approach, where concepts are identified and problems are solved throughout the collaborative project. This approach is in line with Svoboda, Biel, and Łoboda's posit that "The

discipline of Translation Studies is a witness to a bi-directional movement of academic reflection informing practical decisions of professionals on the one hand, and, on the other, observations from practice providing solid grounds and data for academic research" (2017, 11).

Moreover, guidelines provided by WIPO's team of terminologists regarding subject field and subfield classifications and the citation formats for the sources helped students learn how to work in a consistent way and meet the "client's" specifications and preferences. In other words, students realized that upon the request of a client – in this case, an international institution – they need to be flexible enough to use new and/or different references to the more familiar ones they have been accustomed to. This change also bears a direct impact on professionalism and quality, in that students commit themselves to provide term records according to certain standards, while complying with a given schedule and being accountable to their client (Koskinen and Pokorn 2020).

Before the collaboration with WIPO, students collected brief English texts – 200-to-300-word excerpts – from diverse disciplines and used them as the basis for term extraction and translation into Spanish. This collection of excerpts did not constitute a corpus, since it did not follow any particular criteria of representativeness of a given subject field, nor were all the texts selected from authoritative sources. In contrast, the new collaborative project focused on patents which are "dispositive documents used by public authorities to grant exclusive rights to inventors, or assignees, for limited periods of time in exchange for the public disclosure of the inventions" (Foscarini 2019, 44) and which "contain a large variety of scientific and technical terms and are especially terminologically dense" (Caffrey and Valentini 2020, 127). Thus, the basis for the students' terminology work is now a corpus of legal and institutional texts – since patents can be considered "a technical hybrid, lying between and combining the linguistic conventions of technological and legal documents" – which present features linked to their specialized institutional origin and act as certified documents (Burk and Reyman 2014, 163–170).

The specialized nature of the corpus did not come without challenges, especially since the students' first experience with applied translation is in the first semester of the second year, while the level of comprehension that is required to produce an accurate rendering from English into Spanish of the legal and technical terms that abound in patents is usually acquired during the third and fourth years of studies. In order to address this challenge, a tiered plan was adopted. Students first become familiar with a subject field and subfield in their native language – Spanish – through a series of introductory talks by experts, e.g. in the subfield Tunnels under the broader subject field of Civil Engineering, which was the focus of the 2020 collaborative project with WIPO. The experts are graduates, postgraduates, and academics from other Schools within the UNC. The collaboration with experts underlines the interdisciplinary nature of the project as well as the

interdisciplinary nature of terminology work, and by extension translation work. It also highlights the crucial role that experts play not only during the training of translators but also in the translation workflow. After the experts' talks, students build specialized corpora following a threefold strategy: experts contribute a list of useful literature in the field – in Spanish mainly, but also in English; librarians from the UNC offer a brief course and a guide on how to browse repositories with free access to international journals, while WIPO's team provides a set of tools for carrying out meaningful patent searches in PATENTSCOPE, which "is an extensive repository of monolingual and parallel corpora that may be consulted 'live' for the occurrence of terms or extraction of contexts" (Caffrey and Valentini 2020, 136).

Students go through the process of learning about terminology and documentation while at the same time getting familiar with collaborating with professionals from an international institution over a whole semester. The final product of the collaboration is a set of bilingual term records which are meant to be representative of the subject field and subfield chosen for that particular year. The accompanying concept map also elaborated by students fulfils the purpose of displaying a skeleton which is later analysed by the team of terminologists who build the actual – and far more complex – concept maps visually shown on the WIPO Pearl[2] website, a free-to-access resource which showcases multilingual records of scientific and technical terms derived from patent documents. Figure 9.1 is a screenshot from the WIPO Pearl Linguistic Search and shows the record pertaining to the unit "atom economy" of the project on Green Chemistry (2018). The description specifies that this record has been produced in collaboration with the UNC. This clearly illustrates the fact that the work carried out by the students is acknowledged and the university's contribution is appreciated.

Meeting deadlines and complying with schedules

Each module component has been aligned to the project schedule: (a) getting familiar with the topic by building a reliable corpus, (b) selecting and extracting simple and complex relevant terminological units, and (c) tackling synonymy, which is defined as "the relation between differing designations of the same concept" (ISO 704 2009) (2009, 35), and working with patterns of term formation, (d) finding good contexts, (e) carrying out targeted and thematic research, and working out terminological solutions, and (f) consulting with experts, i.e. subject experts from UNC and terminology experts from WIPO, through various communications including systematic queries. The syllabus and schedule alignment implied comparing and contrasting the academic and the professional views, "which has the potential of enriching and cross-fertilizing both areas" (Svoboda, Biel, and Łoboda 2017, 11). The various components and consecutive steps of the project did not initially match the academic calendar of the module activities. The contents were therefore rearranged within the syllabus to make both schedules

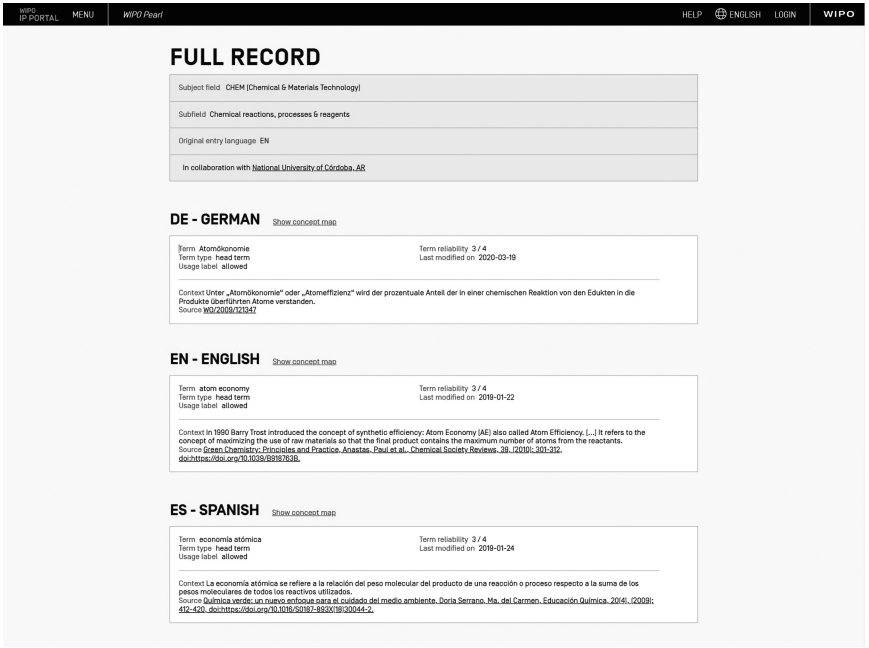

Figure 9.1 Term Record for the unit "atom economy", extracted from WIPO Pearl, 2021 Creative Commons Source: WIPO.

work in terms of their general and specific objectives. Submission deadlines started to reflect real-life requirements given that an external team depended on receiving the material on time so as to review it and send it back to the students for the following step to be completed. Three main deadlines were established: the submission of the candidate terms, the registration of the full records into WIPO's terminology management platform, and the elaboration of the concept map, through constant communication with WIPO's terminology team and the UNC experts. The involvement of more actors into the training process made the scheduling of tasks become more akin to that of a professional context.

Table 9.1 summarizes the ways in which the syllabus and the content of the module were updated and improved following the collaboration with WIPO.

Learning together and learning by creating value for others

In order to carry out the projects, students have to work collaboratively in small groups replicating real-life conditions and the usual workflow of the United Nations and its agencies. In addition to this, during the last two collaborative projects run with WIPO, the UNC's second-year translation students had to work with fellow classmates whom they still had not met in

Table 9.1 The Terminology module syllabus: before and after the collaborative project with WIPO

Syllabus: Before the collaboration with WIPO	*Syllabus: After the collaboration with WIPO*
Theory-orientated syllabus based on terminology fundamentals	Practice-orientated syllabus based on the terminology collaboration project
Methodology: Presentation of each topic and assignment of translation and terminology tasks from various subject fields and sources	Methodology: Presentation of each project phase with "on the spot" identification of notions, problems, and potential resolutions
Main approaches to terminology • General Theory of Terminology vs. Communicative Theory of Terminology Terminology concepts and processing • General language vs. specialized discourse • Punctual vs. thematic research • Synonymy • Contexts • Term formation and neologisms • Conceptual relations • Terminological definition • Management of term records: domains and tools	Building a reliable corpus • Criteria for finding authoritative sources • Thematic research with introductory talks by subject field experts Selecting terms • Identification of synonymy and patterns of term formation along the selection process Finding adequate contexts • In patents or scientific papers, books, dissertations Managing a termbase • In a dedicated and didactic space in WIPO's terminology management platform provided by WIPO to participating students Building a concept map • Following the WIPO Pearl diagram model which illustrates the relationships between contributed concepts
Evaluation of the same translation assignment and a term record for the whole class	Assessment of the students' performance in the project and evaluation of the submitted term records – one per group of four to five students

person due to the restrictions brought about by the COVID-19 pandemic. This experience helped them get familiar with real-life working conditions whereby translation and localization professionals often work remotely and collaborate with their colleagues without ever meeting them in person. In this perspective, teaching is linked to the real world since it is based on "authentic situated action, the collaborative construction of knowledge, and personal experience" (Kiraly 2000, 3). This model of learning is consistent

with the socio-constructivist approaches to translator education which seek to ensure that graduating students are able to function autonomously and confidently in the professional world.

Another way in which students benefit is linked to the reception of feedback. During their education, they are used to receiving feedback only from their instructors/academics, but through the collaborative project with WIPO they have the opportunity to receive feedback from a larger team comprised of student assistants, their instructors, and WIPO's terminology team. Terminologists from WIPO regularly assess and validate the eligibility of terms and the reliability of sources, contexts, and equivalents. Feedback is delivered in a structured way, in the form of easy-to-understand templates that are uploaded by the instructors to the UNC's virtual classroom for all participating students to see.

The project also drew more attention to the module and attracted former students who return to the course as assistants. Whereas the module used to have one or two student assistants per year, there are now over ten student assistants, who tutor undergraduate students, while gaining valuable experience from the collaboration with an international organization within the undergraduate programme. Moreover, they take pride in contributing to educating future translators at their alma mater, and they promote the programme by showcasing their experience in academic events.[3]

All in all, the collaborative project is a perfect example of a value-creating pedagogical model, i.e. a model whereby learning activities are combined with value-creation activities (Lackéus, Lundqvist, and Williams Middleton 2016). Learning is strengthened when value-creation activities are added to the learning mix, while value creation is then a powerful means towards the ultimate end of improving learning. Learning represents the theory part, and value creation represents the practice part. In other words, when we ask students to apply their knowledge to create value for others, we also ask them to apply theoretical knowledge in practice. As Lackéus (2013) observes, value-creation pedagogy draws much of its power from what we could call "an altruistic paradox": humans get more motivated by creating value for others in ten minutes than by creating value for themselves in ten years. In practical terms, such a model requires that students interact with people outside their own group/class/institution and that they create something of value for them.

As illustrated, the particular project allows students to learn by applying their knowledge and competences and by interacting with experts outside their school and/or institution, and mainly with WIPO terminologists in order to create something that is of value to them, to WIPO translators, and to terminology users in general who have free access to WIPO Pearl. Such an approach triggers emotional learning events for students who become familiar with teamwork, interaction with the outside world and structured client feedback, while at the same time they develop skills such as perseverance, proactiveness, tolerance to uncertainty, and by extension they cultivate their

entrepreneurial competences. Finally, they gain career guidance, as they experience first-hand the nature of the job of the WIPO terminologist as well as its pros and cons.

Conclusions

Before the collaboration with WIPO, students' terminology production was left stored in their computers. Their term records were developed simply for evaluation purposes, i.e. for the module's instructor to determine whether they had completed the module successfully as part of the university training to become professional translators. At present, through their terminology work, they create value for WIPO, its terminologists and translators, as their validated term records are published on WIPO Pearl for the terminology community at large to access freely. Moreover, in the past, the students did not get the chance to specialize in a given subject area. At present, the collaborative project serves as a friendly learning environment for students to acquire specialized knowledge, not least by working closely with experts. The collaboration with WIPO has also given UNC students the chance to work with international standards of quality (see Prieto Ramos and Guzmán – Chapter 3 – in this volume), to meet an international institution's needs, specifications and deadlines and to comply with demanding schedules; it familiarized them with teamwork and with the collaboration with external stakeholders, while helping them handle client feedback and cultivate their entrepreneurial competences.

The collaborative project has also greatly benefited UNC's undergraduate translation programme in that it played an instrumental role in updating the curriculum and, in particular, the Terminology module syllabus in order to meet the requirements of WIPO and to develop students' related competences. More importantly, by connecting the curriculum to value creation for an important stakeholder, a strong sense of meaning was added to the educational experience of students and a valuable interaction was achieved with the outside world, in this case the world of an international institution.

Notes

1 https://lenguas.unc.edu.ar/carreras-de-grado/traductorados (Accessed 20 May 2022)
2 https://www.wipo.int/reference/en/wipopearl/index.html (Accessed 20 May 2022)
3 IV Jornadas Interuniversitarias de Traducción e Interpretación, September 2021, involving Translation Schools from across Argentina.

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Part III

Practices of translator training

Continuing professional development in institutions around the world

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10 Taking Canadian revision workshops to institutions abroad

Brian Mossop

Revision workshops and CPD

In Canada, continuing professional development (CPD) workshops for translators are offered by the translators' associations of Canada's provinces, by a few agencies, by government and corporate translation services, and by the CPD-dedicated organization Magistrad. In all but one province, translators certified by the associations (in some cases under provincial legislation) are not required to accumulate CPD credits.[1]

Here I shall be concerned with revision workshops attended by staff translators of a single institution. I shall look at various aspects of these workshops based on my own experience of some 35 years leading them, first in Canada and then abroad. What follows draws on the scripts, exercises, and PowerPoint presentations I have used, but mostly relies on memory. In this chapter, a revision workshop is an event that deals with procedures and principles for checking translations (not with text editing in general or with words frequently mistranslated in a particular language pair). Sometimes my workshops cover both self-revision and revision by a second translator; they always cover both "bilingual revision" (checking against the source text) and "mostly monolingual revision" (checking the translation alone with glances at the source text when necessary).

Revision workshops for institutional translators seem to occur fairly frequently. However, leaving aside internal documents, nothing to my knowledge has been published detailing their purposes, logistics, topics covered, activity types and pedagogical approaches.[2] The small literature on revision pedagogy concerns translation schools rather than CPD.

Background

I worked as a full-time French-to-English translator for the Canadian Government's Translation Bureau from 1974 to 2014. When I was trained as a reviser in the late 1970s by the Bureau's training division, professional development consisted of a series of three-day sessions with other trainees, featuring lectures on specific domains (e.g. problems common in translations

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for the armed forces); one-on-one sessions in which the trainer went over some translations I had revised ahead of time; and group sessions in which we went through a translation a sentence at a time and took turns identifying the changes we thought were needed. In both the group and one-on-one sessions, the trainer was showing us what the institution's translation service deemed to be under-revision (failing to notice the need for a change) or over-revision (unnecessary rewording). The idea was to create a degree of uniformity among revisers – a big problem in many institutions!

In 1980, I began teaching one 13-week course a year at the York University School of Translation in Toronto, and at the end of that decade, I conducted a survey of revision courses at Canadian translation schools (Mossop 1992). In the ten years since then, I have devised the syllabus and served as the instructor for the compulsory revision course in the final year of the BA in Translation programme (French-to-English stream), most recently in 2020. This experience provided insight into the great difference between teaching students and leading workshops for practising professionals (Mossop 2003). For the latter, workshops are about a familiar activity to which they can refer during discussion.

Also, in the 1980s, I devised and conducted one- to three-hour sessions on self-revision and/or other-revision for my own work unit at the Translation Bureau, and then for offices of the Bureau in several Canadian cities, for the translation services of three of Canada's provinces and for provincial translators' associations. After the first edition of my textbook *Revising and Editing for Translators* was published (Mossop 2001), I began receiving invitations to run workshops in other countries. I have led such sessions for several translation schools and professional translators' associations in Europe, the United States, and South Africa, and for a number of translating institutions: the European Commission (2003, 2009, and 2021), the Bank for International Settlements (2013), the Swiss Foreign Ministry (2018), UN Headquarters (2017, 2018), and the International Maritime Organization (2021).

The Canadian Government's Translation Bureau

Canada's federal government has long been the biggest employer of staff translators in Canada. As such, it has had a great interest in translator training. This is manifest not only in the workshops offered by the Translation Bureau's own training division[3] but also in its relations with the translation schools that sprang up in the 1970s in response to the passing in 1969 of the *Official Languages Act* (OLA). In the early years, the Bureau offered scholarships to undergraduate students in translation, and it continues to hire a great many of the graduates. In most years, the Bureau has also offered internships to translation students.

The OLA gives Canadians the right to communicate orally and in writing with the federal government in either official language, and it gives civil

servants the right to work in their own official language. Only about 40% of the 300,000 civil service positions require one or another degree of bilingualism; the rest are unilingual English or unilingual French positions. This, of course, requires a huge amount of translation and revision, so that each government programme can be run in both languages by people who are mostly in unilingual positions. In September 2021, there were 733 translators[4] for just one language pair! In addition, varying portions of the Bureau's work in the official languages (and most translations in language pairs other than English/French) are contracted out to the private sector, which requires training in-house revisers in quality assessment.

There are two ways in which the Translation Bureau differs from other large institutional translation services with respect to revision. First, at the UN and the European Commission, translators are assigned to work units by target language, whereas for most of my career, translators were assigned to units by domain (e.g. scientific-technical translation) or client ministry (e.g. Transport).[5] As a result, domain knowledge is mostly not a problem for revisers in a given unit, at least not for most of the Francophone revisers.[6] Second, since some 85% of the translation is in the English-to-French direction, revision training has always been based on the specific requirements for quality in French translations. As a result, I found myself fairly free to devise workshop content for French-to-English revisers, though inevitably, text-based exercises reflected the anonymous "English voice" which the government's ministries wished to project.

One way in which the Bureau is probably similar to other big translating institutions is that over the decades, the revision function has changed dramatically, and of course, internal training has reflected those changes.

In the 1970s, we worked in modules of four: three translators and one reviser, who did a full comparative revision of every single translation, and whose decision was final in the event of disagreement with the translator. This responded to a situation where very large numbers of graduates with language rather than translation degrees were being recruited. Also, the concept of Standard Canadian French had not yet gelled in Quebec, and since so much of what Quebeckers read was translated from English, the Bureau had a role to play in language standardization. Finally, the written French of many graduates was marked by English-influenced approaches to text composition and unacceptable anglicisms (not caused by interference from source texts). One result was that almost every BA in Translation programme in Canada included a compulsory revision course, a principal function of which was to give Francophone students practice in editing texts that were not in acceptable French. They were to be guardians of the French language in Canada. As far as I could tell, the same message was conveyed by the Francophone trainers in the Bureau's training division.

No comparable problems existed for those of us who had been schooled in English-speaking Canada and who translated in the other direction.[7] My revision course at York University and my revision workshops focus on

procedures, not on acceptable English, which has never been a problem. I emphasize revision as a reading exercise aimed at detecting potentially problematic wordings, followed by a decision as to whether a change is actually needed, with "no change" as the default decision.

By the 1980s, some Bureau translators became unofficially autonomous, and some of their work went out without being seen by a reviser. Then in 1993, the government's translation budget was mostly transferred from the Bureau to the ministries, which could choose to buy translations either from the Bureau or from the private sector. There was thus price competition, which inevitably put time pressure on the revision function. To reduce the number of texts revised by a second translator, training was offered in self-revision.

During the final years of my career, in the present century, there was a policy dictating which texts were to be seen by a reviser and whether the reviser was to do a comparison or simply read the translation (in whole or in part) with glances at the source text if necessary. Also, the reviser was now an adviser to the translator rather than a decider of the final wording.

Functions of workshops

Internal revision workshops (those with trainers employed by the institution in question) will have the organizational objective of putting everyone in a translation service "on the same page" with respect to over-revision, under-revision, and more generally with respect to revision policies. This could clearly not be an objective of the workshops I've led for institutional translation services other than Canada's Translation Bureau, since I am presenting my ideas about revision as an outsider. Still, as it happens, my workshops for all institutions are very similar to the ones I originally devised for the Translation Bureau. I present my Canadian, French-to-English view of revision, and it's up to participants to apply what I say to their own situations. This has not proved problematic, probably because most of the workshop is devoted to revision techniques rather than institutional revision policies.

The main objective of my workshops is to help participants formulate their thinking about the reviser's job: what do they think they are doing as they revise? What is the best mental stance toward the job? How do they understand "translation quality", and how does it relate to speed (productivity)? Participants also have an opportunity to hear others describe their work procedures, which may lead them to try a new approach. For example, my workshops always include a discussion of whether it's best to read a sentence of the translation first or a sentence of the source text first when doing a comparative check (I recommend "translation first" for reasons not relevant here).

Workshops in a large multilingual translation service may also give each participant a chance to meet and (during breaks) socialize with translators not previously encountered, including those working in other language

pairs. In the course of discussions, there may be an opportunity to discover answers to questions such as: am I the only one having this problem? Are we the only unit experiencing difficulties with quality control? The answer is typically "no", which increases self-confidence among those new to revision of others.

An obvious function of revision workshops is to improve revision competence. There is a small and mostly quite recent published literature on this topic, for example: Konttinen et al. (2021); Parra Galiano (2021); Robert et al. (2017); Hansen (2009); and Horváth (2009). Lafeber (2018 and – Chapter 2 – this volume) discusses skills the absence of which in translators generates a revision burden. My workshops, however, are based on my own ideas about the skills needed to perform the revision task:

A. Skills required while checking and correcting (in order of importance):
    1. Ability to detect problems in a translation
    2. Ability to quickly assess a wording against a concept of quality
    3. Ability to avoid unnecessary changes
    4. Ability to appreciate other people's approaches to translation
    5. Knowledge of and ability to apply various revision procedures
    6. Ability to correct through small changes rather than retranslation
    7. Ability to accept suboptimal translations
    8. Knowledge of one's own limitations
B. Interpersonal skills required in some situations:
    9. Ability to justify changes
    10. Ability to lead a multi-translator project
    11. Ability to adjudicate conflicts (act as a buffer between translators and managers)

And for revisers who have a training function:

    12. Ability to diagnose a translator's main weaknesses (and strengths!) and give advice on how to improve

Revisers of other translators must also, of course, have all the competences required of translators: not just language skills but also skills in analysis, technology, time management, research and other matters. Some of the above skills apply to self-revisers as well.

My workshops include presentations, discussions and exercises related to skills 1 to 9.

1 Is the most important skill, and the hardest to acquire, partly for reasons related to mental attention (to micro-problems at the sub-sentence level versus macro-problems at the suprasentential level) and partly because of the need to have a concept of what counts as a problem in a given type of text

2 Is important because time is money. Revisers have to learn to stop dithering about whether a change is needed. (My recommendation: if in doubt, do nothing.) In order to assess a wording, the reviser must have in mind a definite concept of quality, such as fitness for purpose
3 Concerns time-saving, the ever-present danger of making the translation worse, and interpersonal relations: the translator will be annoyed to see all kinds of changes that seem to be just personal preferences of the reviser
4 Involves recognizing that there is an acceptable range on the literal–free scale: some translators stick closer to the source than others. Revisers must not impose their own position on the scale. Also, revisers must not impose their own favoured translations of specific source-language wordings
5 Involves knowledge of the different degrees of revision (discussed below)
6 Is again important because it avoids annoying the translator and ultimately saves time: new revisers may find it easier to retranslate but they should learn to correct by small changes even if at first that takes more time
7 Is implied by the ability to correct through small changes and the ability to appreciate other people's approaches. Revisers of other people's translations must learn to accept translations they would deem less than optimal if they were the translator, as long as the wording is of acceptable quality, however defined. They must also learn to accept the result of correcting through small changes: often more extensive changes, or complete retranslation, would be better but more time-consuming and not necessary given the purpose and readership of the translation
8 Includes general cautiousness about making changes that may make the translation worse, as well as an awareness that the translator knows more than the reviser about the text at hand when the latter begins reading the translation
9 Is essential for good interpersonal relations. If revisers can't explain the need for a change (that is, say what was wrong with the draft translation), why are they making the change? Explanations require the reviser to possess a vocabulary that expresses translation concepts

It's often said that revisers must also have domain knowledge (Parra Galiano 2021). While this is ideal, it is often impractical to find someone with the requisite knowledge who is available to revise a translation. Sometimes, it's necessary to rely on the translator's domain knowledge. As for situations where neither translator nor reviser has relevant knowledge, domain-related workshops can help. In Canada, such workshops are quite common (see endnote 1).

Logistics and participants

My workshops last either half a day (3 or 3.5 hours) or a full day (6 or 7 hours). They have usually been given in person at institutional workplaces, though in 2018 I started giving workshops online as well, and during the pandemic which began in March 2020, the full-day workshops were changed to two 3- or 3.5-hour Zoom meetings a week apart.

Typically, there are between 15 and 30 participants. In some cases, participants work from one or more languages into English L1; in other cases, from English L2 into one of a number of languages. While English is used by everyone as either a source or target language, the presence of non-native speakers in some workshops naturally affects the kinds of exercise that are done. Also, all workshop participants may already be experienced in revising others, but in other cases, only some have such experience.

At in-person workshops where different participants work in different language pairs/directions, I ask the organizers to seat those having the same L1 in groups of four or five at round tables. This enables them to discuss an exercise in their own language. During Zoom meetings, I use breakout rooms for this purpose.

Topics

When I receive an invitation to lead a revision workshop, I attach to my reply one or more PowerPoints from previous workshops and ask which topics are of interest. Here is a typical list of topics:

1. What is revision?
2. What is quality in translation?
3. Revision terminology
4. Approaches to self-revision
5. Principles for making corrections
6. Revise on paper or on screen?
7. Computer tools for revision
8. Revision parameters (the things to be checked)
9. Degrees of revision
10. The need for other-revision
11. Relationships with revisees and justification of changes
12. Research by other-revisers
13. Conflicts of loyalty
14. Abilities required of revisers
15. Consistency among other-revisers in a large translation service
16. Auditing the contribution of other-revision to quality

Sometimes the requesting institution would indicate, for example, that they wanted a workshop on self-revision only or on other-revision only. Or they did not want topic 6, or 16.

Topic 2 covers various concepts of quality but focuses on fitness for purpose.

Topic 5 covers principles such as using the first fit-for-purpose wording that comes to mind rather than continuing to search for an even better wording.

Topic 6 emphasizes the advantages of paper for reading. Computers are excellent for writing, but experiments with editors show that one can read faster and spot more errors on paper.

For Topic 8, I usually look only at the problem of consistency within and between texts and between different translators. My PowerPoint, which I provide to participants either just before or just after the workshop, allows them to see what I have to say about the other 14 parameters (e.g. omissions, logic, idiom, typography, and client specifications).

Topic 9 concerns three questions: Will the whole of a text be revised or just passages? Will the translation be compared to the source text, or will the translation be read alone with occasional glances at the source text if a problem is encountered? Which aspects of the translation will be checked: terminology and phraseology? Page layout? Writing quality (readability and tailoring to future readers)? This topic is more time-consuming than any other because it concerns the vital question of how long it will take to complete the revision task.

In Topic 12, I talk about research briefly, with an exercise, though research is in my view the translator's job, not the reviser's (except with translators who are new to the institution or to the domain of a text).

In recent years, I've added some material on editing translation memory suggestions and on post-editing machine translation outputs. These are revision-like processes, though in actual workflows, they are performed by the translator, not by the reviser. All the institutions at which I have conducted workshops use CAT tools, and some use MT as well. However, I do not spend much workshop time on technological issues and skills, for two reasons. First, the CAT tools used by participants are almost never the one I used at the Translation Bureau. Second, there is little worth saying that is specific to revision. With experienced translators, there is no point in reviewing Word functions such as Find, Comment, Track Changes, Spellcheck, etc.

No technologies can help with the main problems of revision (noticing mistranslations and unidiomatic expressions; avoiding unnecessary stylistic changes). Quality Assurance (QA) tools are useful only for a tiny range of errors (detecting term inconsistencies; finding typographical errors that the human eye may not spot, such as missing punctuation at the end of a parenthetical remark or a quotation). As for stand-alone style checkers, I state my low opinion of the one I am familiar with (*Antidote* for English, which yields too many false negatives and false positives), but participants are, of course, free to give their own views during discussion.

Workshop activities

Presentations and discussions

My workshops feature PowerPoint presentations on various topics, with periods for discussion. The presentations convey my own views, there being no consensus on how best to approach revision. For example, I am not one of those who think a reviser should always make a comparative check rather than just reading the translation. On the other hand, I do show participants the approaches taken to revision at other institutions so that they become aware that their way is not necessarily widely shared. Institutions differ on many matters. For example, they use different criteria when deciding whether to have other-revision at all and whether to do a comparative revision.

Exercises

I use both text-based and scenario exercises. There are many short, English-only exercises, each shown on a single PowerPoint slide, as well as some longer exercises on paper. While participants often bring laptops with them, and have access to screen versions of these longer exercises, I encourage writing revisions on paper because it slows people down, making them think carefully before deciding to change the wording. (It's too easy to make changes on screen!)

The longer text-based exercises can be done either bilingually (if the participant can read the source language) or unilingually in English. Obviously, comparative revision exercises can only be done if all participants work in the same language pair and direction as the instructor, or the institution can provide assistants for other language pairs.

In 2020, I started asking participants to prepare a self-revision exercise before the first of the two Zoom meetings, and an exercise criticizing the revisions made to a draft translation before the second meeting.

Problems

The worst thing that can happen during a revision workshop is that it turns into a translation workshop. Once a wording in an exercise has been identified as requiring a change, I try to avoid a discussion about what the best replacement wording would be. Unless the exercise is specifically devoted to correcting by small changes rather than big changes or retranslation, I ask participants to simply underline wordings they think require a change.

Another problem is persuading participants to avoid unnecessary improvements in writing quality, i.e. stylistic changes. Sometimes revisers are so focused on style that they don't notice that the change they've made

introduces a mistranslation or unjustified omission! I introduce four levels of writing quality, and during the related exercises, I ask participants to make only those style changes that are needed for the lower levels, where fewer changes are needed: *refraining* from making changes is harder than making them!

Finally, participants differ in how much intervention they want by the instructor, as indicated by the evaluation sheets they fill out for the workshop sponsor. Some want to hear more of my opinions about discussion and exercise issues rather than just the views of their colleagues. I tend to think that, once I've set the scene with my view of revision, most learning at these workshops comes from listening to other participants.

Summary

This chapter has looked at one-day revision workshops conducted with a view to furthering the continuing professional development (CPD) of institutional translators who revise. It is based on my experience of leading a great many such workshops, first in Canada and then abroad, for such institutions as the European Commission and the UN. After a discussion of the revision function and revision training at the Canadian Government's Translation Bureau in the context of Canada's *Official Languages Act*, I have considered the functions of workshops (with emphasis on reviser competences), the logistics involved, the topics covered, the types of activity, the pedagogical approach, and the problems that may arise.

Notes

1 For more on certification and CPD in Canada: http://www.cttic.org/certification.asp. For Magistrad's workshop offerings: https://epekho.magistrad.com/catalog. For my course, scroll down to Revision and Self-Revision.
2 Google searches as well as searches in *The Interpreter and Translator Trainer* and the Benjamins and BITRA Translation Studies bibliographies, turned up just a handful of possibly relevant old publications, which I was unable to obtain.
3 Most of the Bureau's courses are available to outsiders for a fee. See the list at: https://www.tpsgc-pwgsc.gc.ca/bt-tb/formation-training/calendrier-calendar-eng.html
4 Personal communication from Marc Vallée, Project Leader at the Translation Bureau.
5 For the first few years of my career, French-to-English and English-to-French translators worked in separate units, and that is apparently again the case now.
6 There are relatively few Anglophone (French-to-English) translators and revisers – just 104 out of 733 in September 2021 – but they still have to serve all the same clients as their Francophone colleagues. As a result, it is unusual for them to work in just one or two domains. Note that in Canada, a "Francophone" is someone whose first official language (mother tongue or most used official language) is French.
7 Some translators who are members of the English-speaking minority in Quebec do see themselves as guardians of English against French influence.

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11 CPD practices in China's institutional translation

A case study of the China Foreign Languages Publishing Administration

Tao Li

Introduction

Institutional translation is generally defined as an act or product of linguistic mediation in or for a specific institution (Kang 2020, 256), or in a broad sense, "any translation that occurs in an institutional setting" (Schäffner, Tcaciuc, and Tesseur 2014, 493). In this chapter, it is used specifically to refer to official national-level translation or government-sponsored translation, which also shares typical features of institutional translation, such as being "collective, anonymous and standardised" (Schäffner, Tcaciuc, and Tesseur 2014, 494). Institutional translation has long been part of the Chinese tradition: it constitutes the "only continuous translation tradition" in the history of Chinese translation (Hung and Wakabayashi 2005, 6). As a country with many ethnic groups using various dialects and languages, the Chinese government, according to the *Book of Rites*, set up official positions of interpreters or translators for effective governance as early as the Western Zhou Dynasty (1046–771 BC). It can also be illustrated with the translation of Buddhist scriptures by large-scale, government-funded institutions called translation fields. These are offices, usually in temples, for monk translators of Buddhist scriptures, where a variety of procedures were designed in the process of translation, like a streamlined workflow, in the Tang Dynasty (618–907 AD). Another example is the translation of western scientific works officially sponsored in the late Ming Dynasty (1368–1644 AD); see, for example, Zhu (2017).

On 1 October 1949, the day when the People's Republic of China was founded, the International News Agency (later the China Foreign Languages Publishing Administration,[1] hereafter CFLPA) of the National Press Administration was launched by the new Chinese government. As mentioned in an interview with Zhanyuan Du (Yun 2019, 6), the current director general of CFLPA, this office is the first and largest national institution responsible for the translation of China's policies, political documents, works of Chinese leaders, etc., into other languages in the People's Republic of China. It has published more than 18.7 billion copies of books and magazines in 43 languages and circulated them to more than 180 countries or

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regions over the last 70 years since its establishment. It is in charge of more than a dozen publishing houses in China and 26 overseas branches.

Three features of CFLPA can be identified: first, it is a governmental translation office with a large number of subordinate units; second, it is responsible for translating Chinese political discourse; and third, it translates mainly from the mother language to other languages, i.e. L1 to L2 translation, which is regarded as unprofessional in some markets, for example, in the UK. CFLPA is thus an institution which is best suited to explore the on-the-job (Continuing Professional Development, CPD) training of institutional translation in China, particularly related to Chinese political discourse. Another point worth mentioning is that CFLPA is in charge of the Translators Association of China and the China Accreditation Test for Translators and Interpreters, and also acts as the chair organization of the National Committee for Master's programmes in translation and interpreting (MTI). This means that CFLPA, as a national institution, also takes responsibility for the development of the translation industry and translators' training nationwide.

For translators, it is a never-ending process to maintain, improve, and update not only their linguistic mediation skills, but also their "analytical, research, technological, interpersonal and time-management skills" (Lafeber 2012, 108), to mention just a few in a long list. As in any other profession, training, especially Continuing Professional Development, is widely considered to be a necessary practice for translators to keep their professional skills up to date. Translator training has become an increasingly important area in Translation Studies, as evidenced by a proliferation of publications in this subfield and a rapid expansion of undergraduate and graduate translation programmes worldwide. According to Yan, Pan, and Wang (2018, 15), 323 out of 2,274 articles have been published on translator and interpreter training in ten leading translation and interpreting journals between 2000 and 2012, and even more can be expected to have been published in the last decade. This trend is accompanied by the growing number of translation programmes. Just in the People's Republic of China, as of 22 November 2021, 316 universities have been authorized by the Ministry of Education to provide MTI programmes.[2]

However, despite this expanding global pool of research on translator training and the impressive number of translation programmes, there are very few studies on translator training in China. Tao (2012, 304) proposes the adoption of a social constructive model for translator training in MTI programmes to infuse teaching and curricula "with the seeds of perpetual innovation" and to "prepare trainees to be flexible, adapt and constantly learn new skills". Apart from a good command of working languages and professional knowledge, Lu and Chen (2014) emphasize the importance of translation technologies in translator training and offer solutions to overcome training difficulties through, for example, syllabus design. This is particularly true for translators in the digital era and during the pandemic.

For example, translators are expected to be familiar with computer-assisted translation (CAT) tools and other technologies. Web-based group translation has almost become the norm now for teams of translators working on projects, due to strict pandemic measures as a result of COVID-19. The existing literature focuses mainly on classroom teaching in university settings and findings are applicable to university student trainees rather than professional translators. Translator training research beyond university settings has been largely neglected in China, particularly CPD in institutional translation. This could be attributed to few connections between translation scholars in the "ivory tower" and institutional translators. Scholars have little access to information on institutional translation, for example, translating institutions' internal documents. At the same time, institutional translators are very busy with their translation projects and have limited time for research; additionally, they may also have "a fear of tarnishing a reputation for high standards of excellence" (Lafeber 2012, 110).

In the aforementioned interview (Yun 2019, 6), Zhanyuan Du, the director general of CFLPA, also mentioned eight mechanisms to build professional personnel, and one of them concerns training and development of talents. This training and development mechanism includes three aspects. The first one is to strengthen the systematic training for those in key translation and communications positions. The second aspect is to increase overseas training by strengthening cooperation with universities and media organizations in other countries. The third one is to enhance all-around cooperation with universities in China by running joint PhD programmes, establishing research bases, and building a reservoir of talents for China's foreign-oriented communications. As he is not a translator himself, Du is not actually involved in translation practice but has offered insights into the mechanism for training and development of talents at a macro level and mainly from an administrative perspective. Thus, how translator training is actually implemented at CFLPA at micro levels still requires more investigation.

Research design

Method

Translator training practices at CFLPA cannot be easily examined through workplace observations, given the complex process and various forms of training which might be hidden from an observer. A large-scale survey was not feasible due to a high workload of in-house translators and extreme time pressures. The remaining and most practicable method was to interview an in-house translator who participated in the CFLPA training programmes and hence has an in-depth understanding of how it works. Furthermore, it would be preferable to interview someone who at the same time has an administrative position and has a top-down picture of training policies

and practices at CFLPA. In this way, s/he would provide information not only from a trainee perspective but also from the perspective of a training provider.

Data collection

Kuijuan Liu, a translation team leader at CFLPA, accepted my invitation. She has been working as an in-house translator at CFLPA for more than ten years since she graduated from the China Foreign Affairs University with a master's degree in translation theory and practice in 2009. She has gained rich experience in the English translation of Chinese political discourse, including three volumes of *The Governing of China*, documents of the 19th National Congress of the Communist Party of China, and more than 30 white papers issued by the Chinese government. She was promoted to the position of First-Level Translator[3] in 2015 and appointed as vice-director of the English Translation Department in 2016. From 2018 to 2019, she was funded as part of CFLPA training to attend an MA programme in Chinese–English translation at the Middlebury Institute of International Studies at Monterey, USA. She is thus an ideal respondent to provide information for this case study. The interview was carried out online.

The interview contains eleven related questions and is designed to investigate: (i) what competences translators of Chinese political discourse are expected to have, (ii) what requirements there are when CFLPA recruits external translation providers, and (iii) what training measures are adopted by CFLPA to upskill its in-house Chinese–English translators, particularly in the digital era and the COVID-19 pandemic. The interview was conducted in Chinese and then translated into English by the interviewer, also the author of this chapter.

The interview with Kuijuan Liu

Li (Tao Li): According to Pan, Kim, and Li (2020), the translation of Chinese political discourse at CFLPA is a complex process which requires different people for different aspects of the translation. Who is involved in translation at CFLPA, and what are they responsible for in the translation process? Why does CFLPA organize its translation team in this way?

Liu (Kuijuan Liu): Apart from staff experts in English writing, news reports, and research, CFLPA also boasts professionals in translation, who are responsible for translation and related work, such as translation of books, magazines, web pages, research, and translation qualification tests, etc. Take, for example, the Foreign Language Press, a key sub-organization of CFLPA, which has a professional translation team composed of full-time experts working separately in a few language pairs and on translating, revising, reviewing, and finalizing texts. This

way of assigning translators to different steps of the translation process helps make international communications more pertinent, accurate, and effective.

Li: What competences should translators of political discourse have, in your opinion? As a team leader in a national translation institution, what competences do you think are the most important ones?

Liu: I think a translator of Chinese political discourse should first and foremost have a strong political consciousness and awareness and a full understanding of the realities of China and the rest of the world, so as to be able to provide adequate translation. Second, s/he needs to know both Chinese and foreign culture to be able to bridge cultural gaps, convey an accurate meaning of the source text and thus achieve functional equivalence in the target text. Third, s/he is also expected to have a command of the two languages so that s/he can skilfully translate in this language pair. Rather than relying on word-for-word translation, translations should be based on the complete understanding of implicatures and logic in the source text and then on the faithful conveying of the meaning. Lastly, I hope s/he always keeps a sense of mission and commitment to international communication for our country.

Li: They say CFLPA sometimes hires translators from other departments as extra part-time hands for some translation projects. Is it because of a limited number of permanent positions at CFLPA or other reasons?

Liu: There are indeed many translation projects in our charge, but it does not mean we are supposed to work alone. Drawing on a mass of experiences in undertaking big translation projects, we have established a very good working mechanism. Our current practice is first to give full priority to our own translators and, if necessary, call on the best and very experienced translators from Chinese into other languages throughout the nation, to better fulfil the task. Most of the translators we select are from ministries of the Chinese government, national media, top universities, and large enterprises.

Li: Then what are the criteria for choosing external translators? Would CFLPA organize some training to help them become more familiar with the translation of political discourse?

Liu: Translators we select for any language pair must be professional in translation and have strong political awareness. They are either senior translators, reviewers, or revisers who are renowned for their performance in the field of political discourse translation. Age and professional expertise are also taken into due consideration when they are selected. The detailed criteria are as follows. Most translators we selected are those with the title of First-Level Translator or above. Reviewers are native speakers of a target language and have a good understanding of China. They have political views in line with those of the Chinese government and are friendly towards China. As for the final revisers, they are senior translators or editors with high prestige in the field who have

worked in international communications for years. The proofreaders are expected to have a strong sense of responsibility and rich experience in proofreading.

We require the translators to get acquainted with the translation of Chinese political discourse as early as in the selection. Before the project starts, we also provide them with a specific and standardized format as well as style guides for the translation. During translation, we also organize, regularly or irregularly, seminars in various forms on the methods of solving difficulties in translation, and the standardization of format and style.

Li: Does CFLPA provide translation training for new employees? If so, in what forms? What modules are included in the training and how long does it usually last?

Liu: There is a tradition of training new employees at CFLPA and its subordinate units. Every year when new employees take office, they will have an induction training lasting several days or nearly a month, including lectures, workshops, and seminars with respect to publishing, news writing, and translation. As far as I know, the subordinate units of CFLPA also have their own training programmes for new employees, including lectures, seminars, internal discussions, a tutorial system, overseas despatch, and overseas training. To speak of the tutorial system, it carries forward a good mentoring mechanism where senior translators offer guidance and support to their young colleagues and dispel their doubts. As to overseas despatch and training for a short period of, say, two weeks or even a year, these are mainly open to young employees to work in overseas branches or study in overseas universities to broaden their horizons. This helps them grow into international communication talents faster.

Li: As a senior translator and team leader in a national translation agency, what training measures do you think can be taken to make a junior translator grow into a qualified translator of political discourse as soon as possible?

Liu: A variety of training measures can be taken to help junior translators grow into qualified translators of Chinese political discourse. First, junior translators should become familiar with the workflow as soon as possible, including publishing and news reporting. Second, we need to help them join in the translation of texts with a variety of topics, deal with different text types to have a good grasp of the Office's business and translation procedures, and also gain enough practical translation experience. What's more, it is also conducive to provide junior translators with some documents that are accessible only to the internal staff, such as manuscripts revised by foreign experts, from which they can take some lessons. Finally, we need to provide them with chances to participate in some key translation projects, in which they can develop

themselves by translating important documents and learning from senior translators in the process.

Li: Institutional translation is basically in the form of group work. What measures does CFLPA take to unify the style and terminology in the translation process? Are there any requirements for new translators in this respect?

Liu: As far as I know, all subordinate units of CFLPA have their own format and style requirements they have been using for decades, and the office has many times revised and standardized the format and style. In the preparation stage of a translation project, we usually make requirements clear for terminology and style. As the project starts, we also double-check these in review, revision, approval, unification, and proofreading, at nearly every step of translation. So new employees need to learn these format and style requirements of both the CFLPA headquarters and its subordinate units from their first working day. Then they need to become familiar with, master, and timely implement the style in their daily translation and proofreading work.

Li: In the so-called technology-driven era, what impact do you think will it have on the CFLPA translators?

Liu: To me, the CFLPA translators can work more conveniently and more efficiently in this technology-driven era. New technologies, such as AI translation, will replace part of the low-level or repetitive translation work and thus will set aside time for the translators to concentrate on post-editing and more challenging translation tasks. For example, thanks to the computer-assisted translation (CAT) software, we were able to build and timely update a large term database which saves our translators' time on searching terms and standardizing them more efficiently in translations.

Li: The translation industry has also been affected due to the outbreak of COVID-19. What was the biggest impact it had on CFLPA's translation work?

Liu: All walks of life have been affected by the COVID-19 pandemic, including the translation industry. The worst influence on our translation work, in my eyes, was that the team of foreign experts who were expected to return to work in China as scheduled could not make it to come back on time due to various reasons. This brought difficulties and to a certain extent slowed down the progress of our translation projects since their revision is an important part of the process. To solve the difficulty, our international department worked out a telecommuting working mechanism and at the same time we also tried to recruit talented foreign translators still working in China during the pandemic.

Li: Did CFLPA take any special translator training measures during the pandemic?

Liu: As far as I know, there were two main changes to our translator training routines during the pandemic. The first one was that our seminars

transitioned to have many online parts, including some seminars specially addressed to revisers and editors, and regular meetings for translators. The other is that our office has provided some online training not only for our own in-house translators but also for all the other translators across China. The CFLPA Training Centre also developed an online training platform during the pandemic, which is now operating on a trial basis. Any translator in China can apply for a traineeship, log into the platform and select the modules they are interested in.

Li: The last question. What else do you think national translation institutions like CFLPA can do for translator training, especially CPD?

Liu: We do have some translator training measures, some of which have just started. I think there will be more progress in this area in the future. The first thing is that at present CFLPA is encouraging some front-line senior translators, reviewers, and revisers to provide training to more translators in China by introducing their real experience in some important national translation projects. The second is that we are building a translation platform for all subordinate units of CFLPA, to facilitate the standardization of terms, translation methods, document sharing, etc., within the whole office. The third one is that CFLPA is rearranging senior translators and high-quality translation resources at the headquarter and all the subordinate units to take unified actions, such as the standardization of the translation process, etc. This is what we are doing, and I think we will do better in the future.

As for other specific support for translators, I think we might provide translators with some consulting services and professional guidance in the future, not only our own translators but also other translators, as CFLPA is responding to the government's call to build a national translation team. Now that CFLPA has set its own standards in many translation fields and also plays a very important role in translation tests, evaluation and so on, it can work more on the CPD of translators to, say, help more translators and provide assistance in their professional development.

Conclusions

As can be seen from the interview, CFLPA has established a useful training mechanism which operates in various forms, such as seminars, a tutorial system, despatch to overseas branches, and so on. One of these helpful forms is the tutorial system where experienced senior translators work as mentors of new employees, like the relationship between a master and an apprentice, a teaching and learning relationship that is especially highlighted in passing on knowledge and skills through generations in the Chinese culture. Though, according to Kuijuan Liu, it works well now at CFLPA, it is easy to imagine that it will meet difficulties since this tutorial system certainly cannot operate on a large scale due to the lack of qualified mentors while

there is an incredibly huge demand for high-quality translation from L1 to L2 in China.

Despite its disadvantages, this technology-driven era brings more advantages to translator training at CFLPA, such as webinars and the improved standardization of translation style. For example, webinars can serve well as a complement to the tutorial system. More importantly, this era enables CFLPA to provide a training platform where the best translators and/or translation scholars across China can offer training programmes accessible to all the translators in this big country, which was not possible in the past.

However, many questions concerning translator training at CFLPA still remain unaddressed. For example, translation from Chinese to other languages will still be conducted mainly by Chinese translators in the foreseeable future (Huang 2020, 11). If so, what kind of training can CFLPA provide to those language revisers from target cultures so that translation can faithfully convey the original meaning and at the same time be easily accepted by the target audience? It still constitutes one of the largest challenges that CFLPA must face as a governmental translation office, since China is now placing much emphasis on communication with other countries to work together for a global community of a shared future for humankind.

Acknowledgements

I would like to thank Kuijuan Liu for accepting my invitation for an interview.

Notes

1 While it still keeps this name in China, it has also started to use "China International Communications Group" (CICG) for the international community since 19 January 2022.
2 https://cnti.gdufs.edu.cn/info/1017/1955.htm.
3 Translators in China are ranked like professors in universities. A First-Level Translator is equal to an associate professor according to the professional title evaluation policy of the Ministry of Personnel of the People's Republic of China. In addition to being an officially certified translator, they have to meet some requirements, e.g. having a PhD degree in Translation Studies and two years of translation experience, or an MA degree in Translation Studies and at least three years of translation experience. There is another higher title called Senior Translator which requires another five years of translation experience after being promoted to First-Level Translator.

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12 Translation-related CPD at the European Parliament

Valter Mavrič

Introduction

The mission of the Directorate-General for Translation (DG TRAD) is to build bridges between different languages and cultures and to increase the accessibility, reach, and readership of the Parliament's texts. *Multilingualism* is an essential component of the European democratic ideal. That is why DG TRAD aims to make all Parliament's texts available in the 24 official languages of the European Union (EU) through translation, faithfully following the provisions of the Parliament's Rules of Procedure[1] and the Code of Conduct on Multilingualism.[2] The European Parliament (EP) is certainly the most democratic European institution with 705 directly elected Members. These Members may use any of the 24 official languages of the EU, when listening, reading or writing (Rules of Procedure of the European Parliament 2017, Rule 158).

Linguistic and cultural diversities reflected in the multilingualism policy of the European institutions allow for democratic and transparent communication with citizens. Ms Nicola Beer, Vice-President for Multilingualism in the EP, is a strong advocate of the importance of clear language in all 24 EU official languages and in all types of media. At the 2021 Clear Writing for Europe conference,[3] she made it clear that "it's not just about talking to our citizens in their language, but using their words too. […] It is our duty to be clear for our citizens." To achieve this goal, it is essential that European legislation and any other communication towards citizens, regardless of format, is of the highest quality. Moreover, it should be accessible and easy for all recipients to understand. Yet, DG TRAD's objectives reach further than that: Parliament's translation services also provide high-quality multilingual language expertise and services in an efficient and innovative way, taking into account their clients' needs.

The translation process involves many different stakeholders. Constant advances in language technology over the years have simplified basic, repetitive, and enhanced coherence, freeing up resources for linguistic work that brings greater added value (see Svoboda and Sosoni – Chapter 4 – in this volume). Just as it is the European Parliament's intention to

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empower its Members and its administration through innovation, there is a constant search for ways to evolve our services. Technical advances such as translation memories (TMs) and machine translation (MT) have revolutionized the translation process by bringing greater consistency to translated procedural texts. The linguistic and intercultural knowledge of Parliament's language professionals enhances the European Parliament's procedural texts and its communication with citizens. One of the results of this process was, therefore, to focus on clear language in all of the EU's official languages.

Clear language

A clear language communication can be defined as such: "if its wording, structure and design are so clear that the intended audience can easily find what they need, understand what they find, and use that information".[4] To make its texts and communication more accessible and understandable, the Parliament introduced a new policy, namely *citizens' language*, which seeks to:

- Close the perceived gap between citizens and the institution
- Create a clear language mindset and framework for all writers
- Enhance clarity for readers, listeners, and viewers
- Increase accessibility to the Parliament's content, and
- Link all parties involved at the institutional and international level

Background

Several Nordic and Baltic countries have achieved a high level of clarity in public-sector communications aimed at citizens. Research shows that this success is based on strong political support and institutional organization (Nord 2018). An important element of Sweden's success is also linked to its Language Act of 2009, which states that the language used by the public administration should be "simple and comprehensible".[5] Clear language is an area that is becoming increasingly relevant in academia. Accordingly, DG TRAD has established close links with other language professionals worldwide.

As a result, DG TRAD has focused on presenting parliamentary topics in three formats: text (or media text as in Graddol [1994] which includes infographics, summaries, social networks, and other text formats), audio (such as podcasts, radio programmes, and interviews) and video (including infographic video and subtitled or dubbed video). All three formats require adaptation of the language and clarity of the message (James 2008).

Consequently, it has deployed various methods and tools to achieve these objectives, as described below.

Editing

Editing ensures that texts are well drafted and that they follow specific linguistic and writing conventions, including those of the Interinstitutional Style Guide.[6] The text may also be improved in terms of fluency, consistency, register, and style.

On average, edited texts are 20% shorter than non-edited texts, and even 30% shorter in some languages. Shorter texts are easier and quicker to read and understand. If those texts are then translated, the translation process is quicker, smoother and more cost-efficient.

Although artificial intelligence can make an enormous contribution to authoring and translation processes, human intervention – and cultural and linguistic expertise in particular – are crucial in transforming content effectively (see Figure 12.1).

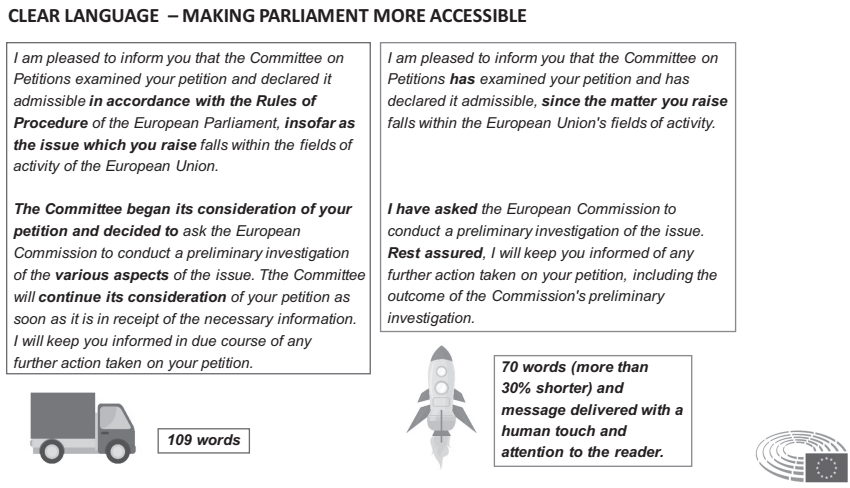

Figure 12.1 Example of edited text. © European Union, 2019 – Source: European Parliament.

Adaptation

Adaptation involves transforming an existing text according to the needs of a specific target audience, culture, or medium, while retaining its main concepts.

Various services within Parliament draft briefings, background materials, and studies. Those written texts can then be reproduced in a range of formats, including audio podcasts. Adaptations are shorter and more accessible than the original texts.

When producing a summary, the Parliament's language professionals follow the original structure and ensure they use clear language so that citizens can easily find what they need, understand what they find, and are able to easily use that information.

Clear language has therefore become a policy direction in the creation of a variety of products, such as summaries of briefings (adaptation to radio-friendly language) issued by the Parliament's research services, audio podcasts, or subtitles for the LUX Audience Award[7] films. In the run-up to the 2019 European elections, for instance, the Parliament's translation services played an expert role in providing campaign material and communication that was multilingual and available in a variety of formats, with the aim of closing the perceived gap between Parliament and the citizens. A number of possibilities already existed, such as Europarl TV, Europarl's website, and the Parliament's social media, to cite but a few. Reaching out to citizens during the electoral campaign was key, and in this context DG TRAD made a significant contribution to the *What Europe does for me*[8] website (audio podcasts, based on texts explaining the work and impact of the Parliament on citizens' lives) and to the Citizens' App, all of which contributed to a better voter turnout. In 2019 there was an overall turnout of 50.66% per country, compared to 42.61% in 2014.[9] Through these campaigns, DG TRAD was able to put clear language into practice by adapting texts into clear language, easy for the citizen to understand.

To complement this pool, an ambitious project called Europarl Audio Capacity[10] was born. It is a web-based audio channel, offering its audiences a range of programmes and podcasts. Existing written material from the Parliament is adapted to become "radio-friendly". In this context, special attention is paid to the use of clear language. In addition, many other crucial aspects of "writing for the ear" are also taken into account.

These activities have further anchored DG TRAD's central role in helping to make Parliament more open, democratic and accessible through the provision of expert multilingual services.

Evolution of the translator profile

In DG TRAD, the role of the translator traditionally focused on the following tasks:

- Translating all types of documents into the unit's language from at least two EU languages
- Reading through and correcting his/her own translations
- Reading through and revising translations by other translators in the unit, freelance translations, and translations by trainees
- Helping with training measures, the terminology work carried out by all units, and the development of communication and IT tools
- Maintaining regular contact with other requesting departments

- Ensuring that best practice is followed so as to optimize the quality of translations

However, the importance of a language professional with knowledge of linguistic and cultural specificities in intercultural interaction is clear (Alred and Byram 2002). Therefore, one of the first results of the new citizens' language policy was the creation of a new family of five language professionals in DG TRAD, who contribute to the clear language policy by facilitating communication with citizens in plain language.

Depending on the profile, they are charged with more specific tasks, listed below.

Intercultural language professionals

- Translating, adapting, transcreating, and revising all types of content in the official's mother tongue
- Enabling communication in the official's mother tongue, working from at least two other official EU languages, by means of intercultural and linguistic mediation (e.g. audiovisual content, subtitling, adapting)
- Providing drafting assistance in non-legislative matters
- Helping with training measures and the terminology work carried out by all units and the development of communication and IT tools
- Maintaining regular contact with other requesting departments
- Contributing to quality assurance and control processes and ensuring that best practice is followed so as to optimize the quality of content delivered by the unit

Legal language professionals

- Translating and revising legal texts in their own language and providing legal analysis and advice on legal terminology, while ensuring the coherence of texts throughout the translation process
- Translating, adapting, transcreating, and revising all types of content in the official's mother tongue
- Facilitating communication with citizens in plain language, in the official's mother tongue
- Providing legal advice on plain language in procedural texts, in the official's mother tongue
- Reading through and revising translations by other translators in the unit, freelance translations, and translations by trainees
- Ensuring that best practice is followed so as to optimize the quality of translations
- Maintaining regular contact with other requesting departments
- Representing the department in the project teams, internal and interinstitutional working groups, on professional bodies, and/or at professional meetings

- Helping with training measures and the terminology work carried out by all units, and the development of communication and IT tools

Proofreaders-language professionals

- Proofreading texts in terms of spelling, grammar, syntax, punctuation, typography, formatting, technical compliance, compliance with external references, etc.
- Checking texts in terms of linguistic and terminological consistency, compliance with stylistic conventions and rules, etc.
- Pre- and post-processing documents using translation tools, word-processing software, and other office applications
- Searching for and incorporating existing texts (standard texts, reference documents, titles, extracts from the Treaties, extracts from the rules, Commission texts, etc.)
- Preparing draft translations of short and non-legislative texts or parts thereof
- Assisting translators and terminologists in the department by carrying out terminology research, updating terminology databases, preparing terminology for translation in CAT tools, etc.
- Assisting in carrying out technical and linguistic quality checks of texts
- Carrying out other language-related tasks, such as transcription, checking of transcribed files, checking of texts in various file formats (MT content, audio files, video files, etc.), checking and moderating the content of texts on websites and social media sites
- Helping with training, onboarding new colleagues, training inside the department, and developing IT tools

Clear language professionals

- Revising, adapting, transcreating, and summarizing all types of content in the official's mother tongue
- Carrying out linguistic editing of non-legislative texts, resolutions, questions and other documents
- Providing clear language services to the Parliament's writers
- Providing drafting assistance in non-legislative matters
- Facilitating communication with citizens in plain language, in the official's mother tongue
- Contributing to the quality assurance and control processes, and ensuring that best practice is followed so as to optimize the quality of content delivered by the unit
- Helping with training measures, the terminology work carried out by all units and the development of communication and IT tools
- Providing requesting departments with regular training and advice
- Maintaining regular contact with other requesting departments

Innovation language professionals

- Providing technological and content support aimed at ensuring multilingualism in the European Parliament
- Actively following up on technological advancements in the fields related to the unit's area of responsibility and proposing innovative solutions benefiting all categories of language professionals
- Coordinating and managing projects in the unit's areas of responsibility, including innovative and multilingual projects and procurement procedures
- Participating in the development, testing and improvement of linguistic tools and features, ensuring their effective and efficient use and contributing to the conception and organization of relevant training
- Devising, drawing up, formalizing, proposing, implementing, and following up objectives and action plans in the framework, as laid down by management
- Writing studies, notes, summaries, and/or statistics; analyzing, devising, and preparing draft rules in the staff member's area of responsibility
- Liaising with the departments involved and/or counterparts at the interinstitutional level
- Optimizing the use of the department's resources to provide a quality service (organization, reference points for human and budgetary resources, innovation, etc.) in their areas of activity

New direction for the DG for Translation

This increased range of services and the increasingly important role in communicating with European citizens led to the establishment in 2020 of a fourth department within the translation service, called the Directorate for Citizens' Language. Communication has to be multilingual, but it also has to be clear. The main goal of DG TRAD's new strategic project is therefore to support the European Parliament's administration and its Members in their *multilingual communication with citizens*, ensuring that content is clear, relevant, of high quality, and available in a variety of formats and media, and in all EU official languages. Our aim is to discuss *one topic in three formats: text, audio, and video*.

This strategy has led to two changes: one relating to our administrative structure, and the other relating to content. As regards *administrative changes*, we saw the creation of five new units (the Clear Language and Editing Unit, the Audio and Podcast Unit, the Subtitling and Voice-over Unit, the My House of European History Unit, and the Speech-to-Text Unit) with its cross-unit pool of intercultural and language professionals and proofreaders-language professionals organized in a matrix structure (see Figure 12.2).

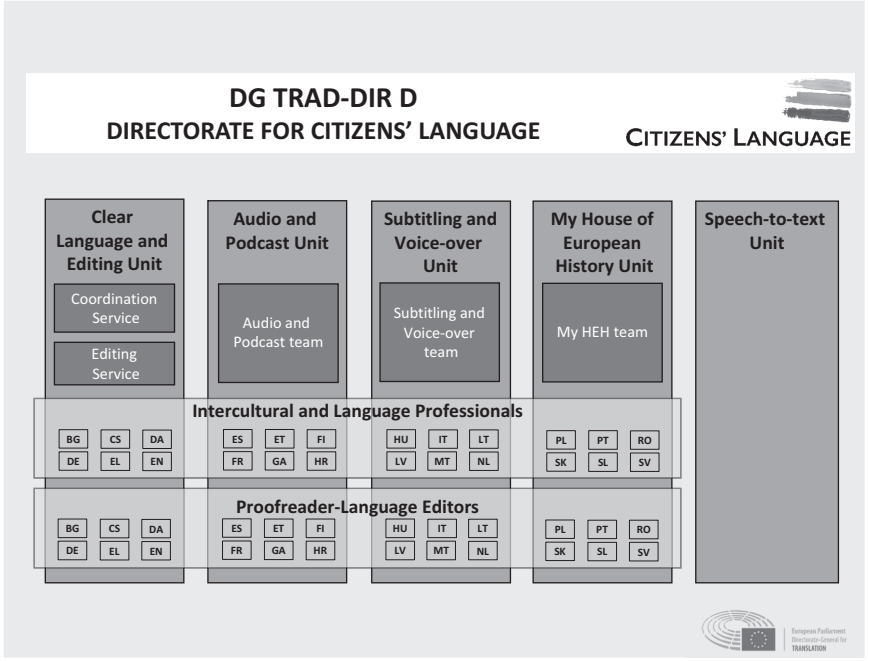

Figure 12.2 Structure of the Directorate for Citizens' Language, Directorate-General for Translation, European Parliament. © European Union, 2020 – Source: European Parliament.

As regards the *content changes*, DG TRAD saw a new direction in terms of a clear language policy, or citizens' language policy, approved at the highest level for both procedural and non-procedural parliamentary content.

All services in the European Parliament are expected to draft and adopt their Strategic Execution Framework for a period of two and a half years. DG TRAD had a clear mission following the adoption of the citizens' language policy in 2020. In the period between 2022 and 2024, we will invest our main efforts in the design of projects and related training in order to implement the policy goals for all of DG TRAD. The use of clear language will be introduced gradually for all writers in the Parliament. This will take time, but it is now a common endeavour and policy for the whole of DG TRAD. Parliament's policymakers asked DG TRAD to: *first*, commit to the clear language policy for all writers, and *second* create a project team with all services to work specifically on clear language principles with other institutions, at the European and international level, and last contribute to the creation of the ISO standard on clear or plain language.

Training needs for the new profiles

It became very clear that, with the newly created profiles and the new tasks taken on board, DG TRAD staff members often required very specific training (see Ilja – Chapter 13 – in this volume). Training needs to include keeping up to date with developments in all areas of technology, as well as focusing on delivering products aimed at facilitating communication with citizens, such as localization, audiovisual translation, and adaptation in three formats: text, audio, and video.

It is worth mentioning that, whenever possible, experienced colleagues cover training sessions internally, for instance, for audio adaptations, voice coaching, or drafting guidelines. For more specific skills, DG TRAD, with the help of Parliament's training services, turns to external specialists in the field.

Training for text format: clear language training

Starting with the first format, text, all staff members working in this area received training that included an in-house, five-module introduction training on clear language ("citizens' language") concepts.

Objectives

Basic principles of clear language in three formats: text, audio, and video.

Content

MODULE 1: INTRODUCTORY TRAINING ON THE CONCEPT OF CLEAR LANGUAGE

This session served as an introduction to DG TRAD's new structure, with five non-procedural units and a pool of intercultural and language professionals and proofreaders-language professionals. The topics discussed include clear language, the Parliament's Citizens' language policy – using clear language in three formats in 24 languages – and adaptation, transcreation, and localization.

MODULE 2: ADAPTATION 1

The second module involved practical exercises in adapting existing parliamentary texts into audio podcasts, as a flow-on from the 2017 training sessions that gave rise to DG TRAD's Writing for the Ear Guidelines (Directorate-General for Translation (DGT), European Parliament 2018).

MODULE 3: SUMMARIZING

This session introduced participants to summarizing as a linguistic practice, and gave an overview of basic principles and techniques and a series of practical exercises.

MODULE 4: CASE-STUDY – LOCALIZING THE MULTIANNUAL FINANCIAL FRAMEWORK (MFF) CAMPAIGN

This information session was organized in view of the localization work for the campaign on the Multiannual Financial Framework. Participants learnt about the background and aim of the campaign.

MODULE 5: ADAPTATION 2

The last module involved a second session of practical exercises to adapt existing parliamentary texts into audio podcasts, following the 2017 training sessions which produced DG TRAD's Writing for the Ear Guidelines.

In addition, an external training course on *The Main Principles of Clear Language* was given, where participants had the chance to explore the main principles of clear language. Language-specific clear language training was also organized depending on the needs and wishes of the language communities in DG TRAD.

Training for audio format: Audio adaptation training

With regard to more specific training, DG TRAD's Director-General ran a series of workshops on audio adaptations for the Conference on the Future of Europe (COFE). There were seven modules in total, in which participants were introduced to style, format, and research. The sessions involved a presentation of practical aspects, combined with breakout sessions in which smaller groups discussed what they had learnt and, more importantly, how to apply it practically. Participants were asked to draft and record a script by the end of the sixth module, and present it at the final session for discussion.

Objectives

- The importance and principles of clear language in audio adaptations
- How to adapt a complex text into a simple one
- The differences between writing to be read and writing for the ear
- How to recognize a story lead

Content

MODULE 1: LANGUAGE AND VOCABULARY

- What clear and plain language mean
- Dealing with a complex text: how to simplify it
- Numbers, dates, and acronyms

MODULE 2: GRAMMAR

- Sentence structure
- Nouns, pronouns, modifiers, and verbs
- The use of punctuation and vocabulary

MODULE 3: INTROS AND OUTROS

- How to find a lead
- Intros: the lead, opener, or cue
- Outros: conclusion, sum up

MODULE 4: CORE CONTENT

- Adapting content
- Developing the master script

MODULE 5: THE POWER OF VOICE: AUDIO AND PODCASTS

- Differences between radio and podcasts
- The radio and podcast market: trends and development
- Podcasts in Europe: how many listeners
- Radio in Europe: overview of listening habits across the continent
- Different types of podcasts
- The importance of the voice

MODULE 6: VIDEO KILLED THE RADIO STAR

- Radio and TV: similar media with huge differences
- The power of images
- TV news: main rules to produce a good story
- The importance of the anchor person
- News vs documentary
- TV evolution: from generalist channels to specialized channels
- TV on demand
- Internet and social media
- YouTube figures

Training for video format: Subtitling training

Given the complexity of the task and the many parties involved, special attention was devoted to training on video subtitling. The challenge became even greater in 2020 when, for the first time, Parliament was asked to provide subtitles in all 24 official languages for three films nominated for the LUX Audience Award.[11]

In terms of training, a general five-module course covered general knowledge of the topic, such as localization, template creation, translating subtitles in clear language, and technical aspects. Hands-on workshops with the use of specific tools were also organized.

General subtitling training

Module 1: Film-making and AV localization
Module 2: How to run a subtitling project and create a template file
Module 3: Clear language in subtitling
Module 4: How to translate from a template
Module 5: Technical aspects of subtitling

Subtitling workshops

Subtitling workshop 1: Multidimensional Quality Metrics (MQM) using Excel
Subtitling workshop 2: Subtitling guidelines (two sessions)

Language-specific subtitling training

These courses were organized according to the needs and wishes of the language communities in DG TRAD and covered the following topics:

- subtitling as a mode of translation in respective languages, including techniques for acceptable text editing in order to turn oral speech to written text and/or to condense it
- specificities of translating culture-bound items, humour, swearwords, etc. in respective languages
- specific expectations of target audiences in the different Member States
- consultation on language-specific interlingual subtitling guidelines, which were drafted at the Parliament
- language-specific subtitling exercises and their evaluation

Subtitling for the deaf and hard of hearing (SDH)

In addition, the Parliament had been tasked to subtitle the winning Romanian film, *Collective*, for the deaf and hard-of-hearing audiences. This technique represents a specific type of subtitling and required extra training to tackle the project. This time, DG TRAD opted for external training to cater for the needs identified.

Over the course of five sessions, participants learnt about the features of SDH in a language-agnostic manner:

Module 1: Introduction to SDH, including SDH target groups, differences between standard interlingual subtitling and SDH, descriptions of sounds and music, speaker identification, subtitle speed, and multilingual dialogues
Module 2 (two sessions): SDH template creation, including the fundamentals, pivot SDH template creation, workflows, types of templates, authorship and copyright, and quality control

Module 3: SDH guidelines, including standards, and an overview of country-specific conventions and their specificities
Module 4: Intralingual SDH, including text editing and the typologies of text editing, and political implications

Participants included members of the Core Team from the Subtitling and Voice-over Unit, and subtitlers, as well as other DG TRAD colleagues who were involved. Participants were very satisfied with the course and gained the necessary skills to achieve this goal.

Further internal training was also organized to help create specific pivot templates that take into account the specificities of SDH subtitling:

- the varied nature of the SDH audience
- the role of the SDH subtitler in the interlingual setting, compared to the role of the subtitler for the hearing audiences
- specificities of SDH, including its characteristic elements (SDH identifiers, music and songs) and approaches to the selection for inclusion and presentation of the included information (grammar, punctuation, and formatting), drawing upon the similarities and differences with interlingual subtitling for the hearing audiences

Again, participants gained the necessary skills and were very happy about the outcome. The event involved some very hands-on training and equipped our language professionals with a new set of skills they were able to transfer immediately to the SDH version of the winner of the LUX Award.

Conclusion

There is no doubt that DG TRAD's products are constantly changing and developing. New trends create needs for new training and continuous learning. The learning path of a language professional is never-ending. Emerging needs both enable and require continuing professional development (CPD) and thus contribute to the Parliament's objectives.

Language professionals in the European Parliament have seen not only a change in their job titles but also in their competences and skills. These changes were the result of an awareness-raising campaign of the importance of multilingualism among clients and stakeholders within the house itself. However, at the same time, our language professionals interchangeably transformed themselves through training and multiple exchanges with the external world, particularly the academic world. The combination of an audacious vision changed needs and called for improved communication of Parliament's content with citizens. The extensive training offer produced a plurilingual parliamentary language professional. A trained plurilingual parliamentary language professional facilitates communication in clear language between the European Parliament and citizens in more than one

language through translation, adaptation, and transcreation of content in text, audio, and video formats by using sophisticated language technologies.

Notes

1 https://www.europarl.europa.eu/doceo/document/lastrules/TOC_EN.html (Accessed 27 May 2022)
2 https://www.europarl.europa.eu/about-parliament/files/organisation-and-rules/multilingualism/code-of-conduct_en.pdf (Accessed 27 May 2022)
3 https://ec.europa.eu/info/events/CWC2021_en (Accessed 27 May 2022)
4 https://www.iplfederation.org/plain-language/ (Accessed 27 May 2022)
5 Ministry of Culture, Government of Sweden 2009. *Language Act 2009:600*, Section 11.
6 https://publications.europa.eu/code/en/en-000100.htm (Accessed 27 May 2022)
7 Lux Audience Award is built on the LUX Prize, the film prize of the European Parliament established in 2007 as a symbol of the European Parliament's commitment to culture, and European Film Academy's (EFA) People's Choice Award. See more at https://luxaward.eu/en (Accessed 27 May 2022)
8 https://what-europe-does-for-me.eu/en/home (Accessed 27 May 2022)
9 https://www.europarl.europa.eu/election-results-2019/en/turnout/ (Accessed 27 May 2022)
10 https://audio.europarl.europa.eu/EN/home (Accessed 27 May 2022)
11 https://luxaward.eu/en/editions (Accessed 27 May 2022)

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13 Translation-related CPD at the European Commission

Merit-Ene Ilja

The Directorate-General for Translation (DGT) is among the largest institutional translation services in the world. It currently employs some 2,000 staff, including around 1,500 translators and translation assistants. DGT is organized into four translation directorates, the customer relations directorate and the resources directorate. DGT's key role is to enable the Commission to propose legislation, issue and implement decisions, and communicate its work to the public in all 24 official EU languages.[1] Being part of the Commission's legislative and communication processes, DGT's core business is to provide the European Commission with translation of legal documents and communication material, web translation, machine translation, and advice on its use, editing and linguistic advice, oral, and written summaries, and a translation hotline. DGT closely cooperates with the language services of the other EU institutions and is active in international cooperation by participating in the International Annual Meeting on Language Arrangements, Documentation, and Publications (IAMLADP), the Language Industry Expert Group (LIND), and others. DGT is the initiator of the European Master's in Translation (EMT) and supports and facilitates its network. To promote multilingualism, language learning and the translation profession, DGT runs a number of outreach projects aimed at pupils in schools, language students in universities, translation professionals, the language industry, and EU citizens. A popular initiative is the Juvenes Translators contest for 17-year-olds in schools across the EU to promote translation and the use of foreign languages in Europe. DGT organizes the yearly Translating Europe Forum in Brussels and workshops in the Member States to bring together industry players, freelancers and academics to exchange on developments in the language and translation fields. The Visiting Translator Scheme (VTS) is a DGT initiative where translators go back to their country and pay a visit to a university or government agency in order to promote the job of a translator in an EU institution or to work on terminology and language issues with a ministry expert. They can also pay a visit to an international organization such as the United Nations (UN) organizations, the European Central Bank, the European Investment Bank, and others. To keep up with technology developments in the language

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industry, VTS includes a technology strand envisaging visits by DGT translators to localization and software companies. DGT's outreach in the EU Member States is facilitated by language officers (Field Officers) who operate in each EU capital. DGT is very active in language technology by promoting the use of machine translation via eTranslation, the Commission's machine translation (MT) service developed by DGT in cooperation with DG CNCT[2] and freely available to the Commission and other EU institutions, public administrations, EMT Universities and SMEs.

How to become a translator at DGT

DGT recruits translators through open EPSO (European Personnel Selection Office) competitions as well as temporary agent (TA) and contractual agent (CA) selections. In addition to general conditions such as citizenship of an EU Member State, any aspiring translator needs to meet specific conditions: knowledge of languages and a higher education diploma corresponding to at least three years' completed university studies.

As a rule, a candidate needs to have three languages: perfect knowledge of the main language at the C2[3] level, proven in language skills and translation tests; thorough knowledge of the second language at the C1 level, tested through language comprehension, translation, or revision, and at an interview; and satisfactory knowledge of any other EU language, taken into consideration at the recruitment stage. In practice, the second language should preferably be English, as most documents in the Commission are drawn up in English. Knowledge of French and German, the other two procedural and working languages of the Commission, is also most useful. Thus very good language skills, especially full proficiency in the main language, are an essential precondition for anyone aspiring to become a translator at DGT. The knowledge acquired through university degree programmes in translation or in any other field is put to the first test in open EPSO competitions or TA/CA selections. The ones who succeed in the highly competitive selection process are included in the laureates list from which DGT can recruit according to its needs. There is a "second test" for recruits: a nine-month probation period for officials and temporary agents.

As for qualifications, DGT is interested in both linguists holding a degree in translation studies and graduates in other fields such as law, economics, finance, engineering, technical domains, etc. Although translators in DGT are mostly "generalists" who have to translate documents in any field, some specialization is inevitable, and is especially useful for highly technical texts in banking, finance, taxation, and others. Therefore, university translation courses should ideally be interdisciplinary in nature and also cater for some domain knowledge. Most sought-after translators will have excellent language skills, knowledge of translation strategies, and specific domain knowledge. As for language skills, the importance of perfect proficiency in the main language and very good writing skills cannot be over-emphasized,

and these needs should definitely be covered in university translation programmes. The one who can write well in their own language is also likely to translate well.

The skillset of any aspiring translator should include digital skills to work with computer-assisted translation (CAT) tools and machine translation (EMT competence framework 2017). The latter has already become an indispensable tool to support and facilitate translation work, and, not surprisingly, post-editing skills are in demand.

Translating in DGT means teamwork, as every translation is a result of cooperation among several professionals. Flexibility, speed, ability to work under pressure, as well as interest in and capacity for learning and improving, are essential soft skills that DGT expects from any translator recruit.

As no prior work experience is required, DGT has put in place an extensive in-house learning and development programme for new recruits. Needless to say, continuous on-the-job learning and knowledge sharing are part and parcel of working as a translator at DGT. In fact, this article highlights the main aspects of translator training and learning at DGT.

Planning L&D

DGT's overall continuing professional development policy follows the general principles framed in the Commission's Learning and Development (L&D) Strategy,[4] whereas the key priorities for translation staff are set out in the multiannual DGT resources and succession planning. Specific learning and knowledge-sharing objectives are laid down in annual L&D plans.[5] The latter draw on the learning needs analysis done every year in cooperation with the language departments to identify current and expected skills gaps and ways to address them. Learning and development in DGT goes hand in hand with knowledge management and sharing. To complement the learning needs analysis, DGT's Knowledge Management sector performs a regular knowledge scan to map and collect approaches and practices developed across DGT in order to acquire, retain and transfer expertise and key knowledge. Via the knowledge scan, DGT collects information on the competences the units and departments have, the competences they want to transfer to the next generation, the competences they want to build up to prepare for the future, and those they risk losing due to retirement/mobility. Since translation is heavily dependent on technology, DGT pays special attention to boosting the translators' and assistants' digital proficiency. Digital skills surveys for translators and translation assistants are run every second year to map digital skills and build digital confidence.[6]

Learning modes

L&D is an integral part of DGT's organizational culture and working as a translator. By combining the formal and informal elements of the learning process, DGT strives to follow the 70/20/10 model: we learn 70% of

what we need to do our job well by doing; 20% comes from feedback; and 10% comes from formal learning, including training, be it online or in the physical classroom. This model is particularly relevant as most DGT translation staff are recruited via open EPSO competitions requiring no formal translator training or previous job experience. Thus on-the-job learning and training are vital for translation staff and involve induction training for newcomers, customized training based on the language department practices, coaching and mentoring by peers and job-shadowing. Due to and following the COVID-19 experience, more and more training and learning takes place online or in blended mode, to allow staff to hone their knowledge and skills in their own time and at their own pace. DGT has started developing e-learning courses and micro-learning modules, and recording training sessions to capture the knowledge exchanged during the most significant internal training events.

Last but not least, translators and translation assistants can access a broad L&D offer made available by the Commission's central training unit, the European School of Public Administration (EIPA), Academy of European Law (ERA), and DGT itself. DGT brings the L&D offer to staff in its learning portal through the Sophia newsletter[7] and via its network of training correspondents in all language departments.

L&D priorities

The priority areas for translators and translation assistants are language-specific thematic and policy domain training and the continuing development of their digital proficiency. These have taken over from language learning, which was one of the highest priorities for DGT translators for many years. However, language learning is still important, in particular for English translators who have to cover all the 23 official and several non-EU languages.

Working and living away from their home countries for several years, DGT translators consider it paramount to keep up with the developments of their own language. Quality officers in the language departments take the lead in organizing workshops on language and translation quality issues. In this context, language departments hold regular conferences in their home country in cooperation with their terminology network and language institutes, if relevant. Added value in domain expertise and terminology know-how is brought to DGT by seconded national experts who can work for DGT translation departments for up to six years.

Thematic training for translators is mostly DGT-specific and organized internally by DGT. For example, in order to build up knowledge and expertise in specific domains, such as economics, law, sciences and technology, language departments organize internal seminars and workshops in their own language with the participation of experts from their country. These events are often open to translators from other EU institutions. Information

sessions with experts from the Commission's Directorates-General focusing on policy areas are also part of the thematic training offer in DGT. To bring in outside expertise, DGT has developed specific training initiatives: DGT Academy courses offered by external training providers such as the Academy of European Law and the European Institute of Public Administration as well as by EMT Universities in the fields of economics, law, and sciences and technology; and DGT Radio talk shows featuring economic and linguistic content.

In line with the Commission's digitization and modernization objectives, DGT puts a strong emphasis on digital skills. Any newly recruited translator or assistant is expected to have digital proficiency to work with the tools used in the DGT CAT environment. At the same time, DGT's strong commitment is to hone and advance the digital skills of its existing translation staff.

Sharing of knowledge and good practices among translation staff is an essential part of on-the-job learning. For example, translators and

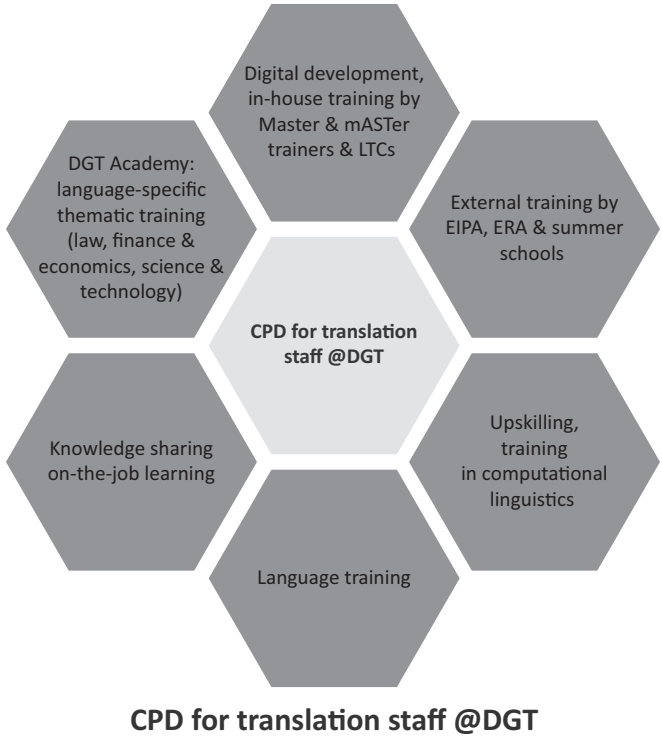

Figure 13.1 CPD for translation staff@DGT.

assistants organize SHARE events[8] on a variety of topics covering *inter alia* working methods and the use of technology. IT savvy colleagues regularly send out IT *tips of the week*. Colleagues in the Editing Unit circulate clear writing tips for English and in French, which are also handy for translators (see Figure 13.1).

Constantly evolving translator profile

In the fast-moving translation world shaped by technologies, DGT is committed to lifelong learning and the continuing development of the translators' skillsets, including upskilling and, where necessary, reskilling.

In the field of technical and legal translation, the combination of the human element – the translator – with technology and the resulting translation memories (TM), automated translation (MT), integrated termbases, and automatic quality checks, and many other digital support tools has undoubtedly made learning an essential enabler of the quality and efficiency of translation work. Technology is transforming the translation profession and the way institutional translators work (see Svoboda and Sosoni – Chapter 4 – in this volume). Regardless of whether we rebrand the profession by calling today's translators "transcreators", "intercultural communicators", or "language professionals", it is clear that the profile of institutional translator is manifold.

In addition to standard translation produced using TM and MT, self-revision, revision, and review, as well as terminology research, DGT translators' work also requires in domain specialization and includes such tasks as workflow coordination, translation and terminology project management, and quality management. And because of the ever-growing importance of high-quality linguistic data, new tasks are emerging involving data curation, language technology, and computational linguistics.

The diversification of translation-related tasks inevitably calls for some degree of specialization and distribution. Not every translator is a project manager or a computational linguist in DGT. In addition to the traditional roles of translation workflow coordinator, main terminologist, and quality officer in each language department, DGT has specific functions in each language department and at the DGT level. For example, the lead translator coordinates across DGT voluminous translation packages or those of major political importance and liaises with customer DGs on language and terminology issues. The lead translator acts as a project manager for all language departments and complements the work done by the planning unit of the customer relations directorate. DGT's attachment to quality is reflected in the functions of four quality managers in the four translation directorates. Their task is to steer and align quality work across the language departments by providing quality guidelines and training materials and to organize quality-related learning events. For example, recently they produced an e-learning module on automatic quality assurance tools.

No one is left behind

The use of technology in translation is, undoubtedly, of high relevance in DGT. The complex IT governance structure includes the language applications and workflow systems advisers, three user groups responsible for the translation memories and the CAT tool (EuraCAT UG), machine translation (MT UG), and translation workflow systems (DWUG). All these structures enable monitoring of the applications as well as guidance and on-the-job training for the translation staff (see Figure 13.2).

Specifically, DGT has created dedicated functions to design and deliver in-house, technology-related training. There are CATT Master Trainers and Master Trainers who operate across DGT and provide continuous training on CAT and workflow tools as well as on machine translation to DGT translators and assistants. In 2015, CATT Master Trainers set up a dedicated knowledge base for DGT's users in the form of a confluence wiki. In 2019, a group of assistant colleagues became Master Trainers to boost assistants' digital proficiency in using the new workflow applications. The knowledge base is constantly updated with information on emerging issues and their solutions as well as with tips and tricks on the CAT tool and other language and workflow applications used by translators and assistants. It is interlinked with the DGT skills catalogue, i.e. a map of all the skills that a translator or a translation assistant needs to work proficiently in DGT's CAT tool environment.

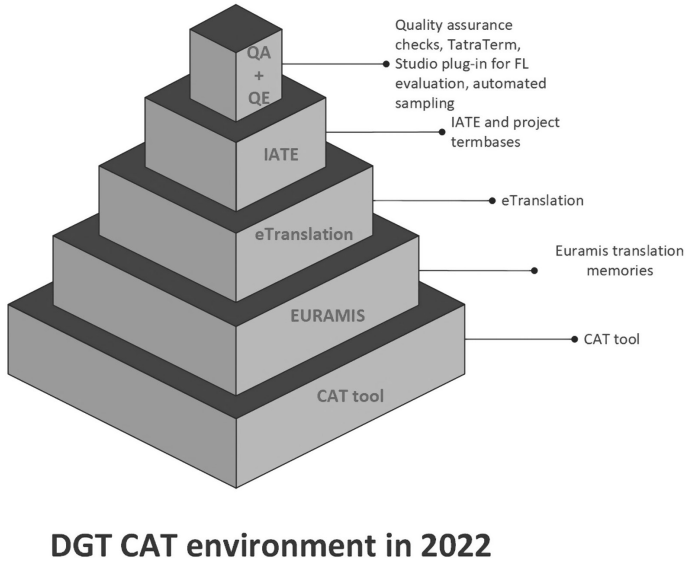

Figure 13.2 DGT's CAT environment in 2022.

DGT has a cascade training or "train the trainer" approach: the Master Trainers who fully master the system teach other IT-proficient colleagues in the language departments who then become local IT trainers in the units. They would train in turn the rest of the translators and assistants in their departments. Over time, this group of Master Trainers made significant contributions to a large portion of the suite of IT tools and workflow architecture in DGT. These language technology pioneers act as multipliers of digital knowledge among translation staff.

Another specific DGT profile is that of language technology coordinator (LTC) introduced in 2018. To formalize the on-the-job support that IT savvy translators provided to their colleagues on the CAT tool and other applications, and to focus knowledge, training, and internal resources on language technologies in the language departments, DGT decided to dedicate one full-time member of staff in each language department to work on language technologies. The LTC network was the driving force behind the cross-DG work launched in 2018 to map staff's digital skills. Today, the digital skills survey has developed into a biennial mapping exercise followed by tailored training. The purpose of the exercise is twofold: to offer an opportunity for individual self-assessment of the core and specific digital skills for translators and translation assistants, and to carry out an overall analysis of translation staff's IT skills and needs in order to provide adequate training to enable them to keep pace with evolving digital technology. The motto of the digital skills initiative as part of the upskilling path is to ensure that no one in DGT is left behind.

DGT is currently working on bringing in a new profile – computational linguist – as part of its response to accelerating technological advances in the language industry. In 2020 DGT launched a pilot upskilling project for the community of LTCs. The project comprises two training paths: upskilling in the basics of computational linguistics and intensive upskilling in computational linguistics. The project is also complemented by summer schools on translation technology.

Two additional upskilling projects for terminologists and quality officers came about in 2020. Their training paths involve blended learning (classroom, online, on-the-job), with testing and certification for terminologists and participation in summer schools.

Apart from focusing on lifelong learning, upskilling, and reskilling to cater for the constantly evolving translator profile or new profiles in the translation work, DGT strongly encourages innovation and exploration by staff. In 2016, DGT set up the CATE Lab to offer a physical and virtual space for staff to experiment with IT tools and for informal networking. It was used both in Luxembourg and Brussels as a discussion forum and a space for active technology-watch activities in order to analyse and test novel ideas and potentially valuable initiatives and tools identified by the users. It enables interested translators and assistants to test and assess technologies and working methods with a view to their adoption in the DGT's

computer-assisted translation environment. Today the CATE Lab has evolved into the DGT Innovation Lab, which also includes the AI Network that seeks to identify artificial intelligence (AI) opportunities and use cases for DGT besides machine translation.

Conclusion

DGT needs versatile and flexible translation staff, ranging from translators with specific language skills and thematic policy knowledge to linguistic data curators and computational linguists. By organizing data-orientated upskilling in the areas of computational linguistics, terminology, quality management, and management of data and linguistic resources, DGT makes sure that the key functions in DGT reflect the developments in the profession and prepares for future needs.

The needs for different skills also evolve over time. The demographic situation of translation departments influences learning and development needs. While departments undergoing a generational change will bring in some expertise and skills from recruitment, other departments with more stable staffing will need to invest more in upskilling and reskilling the staff in place to retain motivated colleagues and keep the skills of all staff up to date.[9]

DGT believes that continuing professional development is crucial for capacity building and change management in order for translators to become better at what they do, change their way of working, and get ready to take on new tasks. Training is also relevant in succession planning as an alternative or complement to recruitment. Last but not least, DGT believes that training plays an important role in staff motivation.

Notes

1 DGT Strategic Plan 2020–2024.
2 Directorate-General for Communications Networks, Content and Technology.
3 Common European Framework of Reference for Languages.
4 Communication to the Commission on Learning and Development Strategy of the European Commission 2016.
5 Learning and development. DGT training plan 2022.
6 DGT's Path to Digital Confidence 2020.
7 Bi-weekly newsletter sent to all DGT staff aimed at informing you about learning and knowledge sharing events inside and outside DGT, giving tips on interesting e-learning courses, novelties from the library and more.
8 Short information session to share work-related knowledge.
9 DGT Resources and Succession Plan 2021–2027.

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14 Training lawyer linguists at the Court of Justice of the European Union

Induction and continuing professional development

Madis Vunder and Claude-Olivier Lacroix

Introduction

Established in 1952, the Court of Justice of the European Union (CJEU)[1] is the European Union's judicial authority, ensuring the uniform application and interpretation of Union law. The Court functions as a multilingual institution, in which any EU official language can serve as the language of the case and in which French is used as the language of deliberations. It employs lawyer linguists to translate its multilingual documents.

The objective of this chapter is to present CJEU lawyer linguists' tasks, skills, recruitment, orientation training, and continuing professional development. This chapter is based on an interview conducted with Madis Vunder, Director of Legal Translation Directorate B, Directorate-General for Multilingualism, and Claude-Olivier Lacroix, the assistant tasked with coordination of training in the Directorate-General for Multilingualism. The interview was conducted remotely by Łucja Biel, a co-editor of this volume, on 13 May 2022.

Let us start with a brief overview of the CJEU's unique context. Why does the Court employ lawyer linguists to provide translations? What are the tasks and text types lawyer linguists handle?

Since its establishment, translation at the Court has been done by lawyer linguists. The Court considers it appropriate to maintain this arrangement because almost all documents translated here are of a legal nature. The Court sees a lawyer linguist as a facilitator between the Court itself and the parties to the proceedings and national judges who are all lawyers themselves. Those groups thus comprise the Court's first target audiences with whom mutual comprehension is paramount even though the judgments of the Court are ultimately addressed to all EU citizens. Therefore, the Court employs lawyers of all national legal systems because it considers

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they can convey its message to the respective target audiences in the most optimal way.

The core task of our lawyer linguists is to translate and revise written texts. In addition, the lawyer linguists also assist the members of the Court and their teams to understand and analyse documents in different languages, produce summaries, conduct terminological research etc. The translation mission of lawyer linguists can be described as double-headed:

- *To translate every document linked to General Court or Court of Justice proceedings* in order to remove judicial language barriers. These documents are the written submissions of the parties. In the case of a request for a preliminary ruling, the documents are translated into all EU official languages. Under the preliminary ruling procedure a national court can refer questions to the Court. The Court translates and sends this request for a preliminary ruling to the national authorities of all Member States to enable them to decide whether they have an interest to intervene in that particular case. All written submissions are also translated into French, which is the language of deliberations at the Court, i.e. the common language in which the judges work together on the cases. The written submissions are also translated into the language of the case to make them understandable to the parties. To illustrate this point, usually the first submission by a national court, a private person or a company is made in his or her own language, which automatically then becomes the language of the case. All written and oral submissions are made in that language. However, since all the Member States are allowed to intervene in their official language and that language does not necessarily correspond to the language of the case, the translation is thus needed for the other parties.
- *To translate the case law*. Lawyer linguists translate the results of proceedings, i.e. opinions of Advocates General and judgments into all the EU official languages to make them accessible to the public.

In respect of the translation workload, approximately 40% of it accounts for the translation of judgments of the Court of Justice and of the General Court, 25% for the translation of opinions of Advocates General, 25% for the translation of written submissions, and 10% for various other documents.

In addition to translation, lawyer linguists also typically revise translations. Revision is done according to specific needs, i.e. the importance and language of the document, lawyer linguists' language competences and workload. In practice, the proportion of translation and revision work can vary from one lawyer linguist to another. For example, a newly recruited lawyer linguist usually mostly translates and is revised by more experienced colleagues. Similarly, in the case of a newly acquired additional language, a lawyer linguist starts out by translating documents in that new language,

rather than revising. It is also common that most senior colleagues, because of their extensive experience, tend to revise more by playing a mentoring role for newer colleagues.

How much translation work is outsourced to external translators?

Between 40% and 45% of pages are outsourced to external translators, and this corresponds to our maximum freelance allowance. Indeed, there is one major limitation to outsourcing, namely confidentiality. The Court needs to ensure the confidentiality of the (draft) judgment until it is pronounced in parallel with all official languages. However, we can outsource documents that are not confidential, i.e. any document which does not reflect the position of the Court as a judging body – written submissions of the parties, requests for a preliminary ruling, and opinions of the Advocates General, etc.

All outsourced translations are typically revised in-house. The depth of this revision can vary according to different factors, such as the importance of the document, the quality of the translation, language combination, and the freelancer's level of experience, taking into account the need to provide adequate feedback. Freelancers are selected by way of public procurement in a competitive manner. With 24 linguistic units, most of which with over ten language lots containing several providers, we work with over 1,000 freelancers. Naturally, with this number, quality can vary and consequently so does the depth of revision. Having said that, there are also many freelance translators with whom we maintain an excellent long-term relationship.

How are lawyer linguists recruited to work at the CJEU? Which skills and competences are required and desirable? How are they tested?

The standard recruitment process to work for EU institutions is an EPSO (European Personnel Selection Office) competition. Candidates have to meet a number of requirements, including those related to legal education and knowledge of two foreign languages.

- Regarding the education requirement, we require at least a Master's degree in law obtained in a language that corresponds to the target language of translation. It means that if Polish is your mother tongue and you have completed a law degree in Poland, you can work in the Polish Translation Unit and translate into Polish. However, if you as a Polish citizen obtained your law degree in Latvia, you do not qualify as a lawyer linguist for the Polish Unit, but you do qualify for the Latvian Unit, given that you have perfect command of Latvian.

- Regarding the language requirements, candidates are required to have a perfect command (mother-tongue level) of the target language as well as a very good command of two foreign languages, one of them being French – the Court's language of deliberations, since most of the texts are translated from French into other languages.

Knowledge of more than three EU languages is desirable, as are good legal drafting skills or knowledge of translation software. Desirable skills also include a taste and a talent for languages, legal precision, and certain soft skills, such as an ability to work in an international environment, teamwork, and decision-making.

These skills are tested during EPSO competitions.[2] EPSO competitions for Court lawyer linguists are separate from competitions for lawyer linguists in other institutions, yet the differences are rather minor. The competition starts with the written component, which is a translation test comprising of texts from two foreign languages into the language of the competition (in principle, the candidate's mother tongue). These texts are of a general legal nature, and therefore candidates need not be specialized in any one specific area of law. Later, in their everyday work, the lawyer linguists may indeed specialize by focusing more often on translations in the subject areas corresponding to their expertise and preference if the workload allows it. The competition also does not discriminate as regards the source languages, in that the source texts are all of the same level of complexity and difficulty, no matter the language.

The next stage is the assessment phase. Successful candidates with the highest marks from the test translation are invited to take a series of tests, such as Verbal, Numerical, and Abstract Reasoning tests. These tests are not eliminatory, although the results do count towards the candidate's final mark. Additionally, candidates are required to take a translation review test, that is, to revise a machine translation, without the help of a dictionary. Finally, candidates take a series of tests verifying their general and field-related competences through group exercises and interviews. The general competences include: Analysis and problem solving, Communication, Delivering quality and results, Learning and development, Prioritizing and organizing, Resilience, Working with others, and Leadership. The testing of field-related competences assesses the candidate's knowledge of national law and European Union law.

What kind of orientation training is offered to new recruits?

The Directorate-General for Multilingualism (DGM) is the largest department in the Court as it represents around 40% of its staff. Thus, we have our own training team composed of three people. Their working time is 100% devoted to the professional development of the DGM staff, although the staff from other services are also welcome to participate in the training sessions we organize.

Once the newcomers are recruited, they follow a well-defined training path. On the first day they meet with the Court's Human Resources department to deal with administrative matters. New lawyer linguists start their induction and training programme immediately on the second day. The training covers 35–40 hours and is divided into three parts. The first part presents the main IT tools used, such as our case management platform and the computer-assisted translation (CAT) tool – Trados Studio.

The second part focuses on research and teaches how to search for EU law and national law in databases and how to work with termbases, such as IATE (Interactive Terminology for Europe), in particular how to find terms and documents from various sources. Training is provided by in-house lawyer linguists – legal translation experts and terminologists. Another part of induction training is quality management, which is an important aspect of lawyer linguists' daily work. DGM has implemented some working methods to assure quality at each stage of the translation process from its very beginning. For example, in the case of a request for a preliminary ruling, one lawyer linguist is designated to act as a reference person who understands the national context. The reference person carries out various tasks in order to facilitate the processing and translation of this document and is responsible for answering questions from other colleagues translating the same document in other language units.

Finally, the third module familiarizes lawyer linguists with the institution itself. Although lawyer linguists work for the translation service, they are part of a larger institution. They learn how the Court's other services work and how they can collaborate internally with them. For example, DGM works closely with the Directorate for Research and Documentation. We often organize presentations and meetings with colleagues from other services to facilitate collaboration.

The first two modules take about three weeks, with training courses organized almost every day. The third module has a longer time span and newcomers can follow some courses up to six months after recruitment.

How is the continuing professional development (CPD) of lawyer linguists organized at CJEU? Which competences are addressed?

The continuing professional development of lawyer linguists can be divided into two broad core areas of training: language courses and legal courses.

Language courses are planned in advance as they require time. It can take up to five years, and for some languages even longer, to reach the level required to be able to translate from that language. Language learning is not mandatory; however, our lawyer linguists have a natural interest in languages and are eager to learn them.

The uptake of a new language should ideally correspond to the workload in that language and the Court's needs, although we are flexible because

we also have to anticipate the future. Different linguistic units may have their own priorities as regards languages they need to cover, usually pivot languages, i.e. the intermediary languages used for bridging the gap between language pairs. At the Court, we use French, English, German, Italian, Spanish, and Polish as pivot languages. With the addition of Polish as a pivot language at the Court a couple of years ago, there was a large investment made to train 4–5 colleagues in each unit to acquire it. We organized dedicated learning paths for Polish which, for example, were different for colleagues with Slavic languages and colleagues with Romance languages, with the latter following an extended path with additional courses to enable them to learn the language better and translate legal texts from it.

The Court in principle favours direct translation over pivot translation; however, as the workload is much bigger in pivot languages, there is a need to have them well covered first. Thus, when lawyer linguists start learning languages (in addition to the two foreign languages they already mastered when recruited), they are encouraged to focus on a pivot rather than a non-pivot language first. It often happens that lawyer linguists pick another language from the same language family (Spanish/Portuguese, German/Dutch, etc.), thus maximizing the investment into the common core. For example, colleagues with Italian, which pivots Slovenian, could then add another Slavic language with more ease.

We also organize training sessions for our colleagues to stay up to date in the knowledge of their mother tongue. These trainings are not centralized, and the initiative comes from the language unit itself. The training correspondent from each language unit can suggest a training course to be run by a particular expert or institution. For example, when there was an important change in the Hungarian orthography, we asked an external expert to explain new rules to lawyer linguists. We also did a similar training in Polish, by a trainer who was a counsellor to the government and an academic teacher. The trainer provided two separate training sessions: one day was for native speakers of Polish and the other for lawyer linguists who use Polish as a foreign language.

The second core area of CPD – legal training – is organized on an *ad hoc* basis as it depends on the needs of different language units and legal developments in their country. Training correspondents in language units inform us of such needs, and we accordingly organize targeted training courses. For example, if a new criminal code is enacted in a particular Member State, we invite an expert from that country to give us a presentation highlighting the main developments in that code. Our CPD focus is on national law since it is more difficult for lawyer linguists who live and work abroad to follow national developments and to stay up to date in their knowledge of national law. Additionally, EU law can also be part of CPD. Lawyer linguists' thematic competence in the area of EU law is developed on the job, and this knowledge is easy to update as there are plenty of opportunities, such as conferences or seminars. If we need to train lawyer linguists

on specific aspects of EU law, we typically ask somebody in-house, from the members' teams, for example, legal secretaries (*référendaires*), who are sometimes former academics and thus seasoned trainers.

In addition to these two core areas, continuing professional development also covers technological competence and soft skills. Technological competence is first addressed as part of newcomers' induction, and later on it is regularly updated. When there is an important change in tools, working environment or working methods, we organize training courses for all language units. For example, when we adopted Trados Studio, trainings took place over a period of about two years. We first trained 2–3 experts in each unit and they then trained their own colleagues. Each time there is an IT update, we organize an information session if it is a minor change and hands-on training if it is a major change. We also regularly train lawyer linguists on how to work with machine translation. The Court uses two engines: eTranslation and DeepL (which do not cover Maltese, Croatian, or Irish), which are integrated into Trados Studio. Right now, we are running training sessions for advanced users and we have developed several e-learning modules.

The Court also offers training courses on soft skills. As there is much interest in management training, the Court has set up its own specific annual training programme in this area. Each year a certain number of administrators are selected to participate in this programme. In the context of COVID-19, we have organized well-being training sessions on how to manage stress, how to work outside the team, and on being alone.

Training sessions take various forms, including face-to-face training, video tutorials, and e-learning modules. We develop video tutorials ourselves, using Adobe Captivate. More recently, we teamed up with an external provider from Romania to develop a learning module on terminological searches for lawyer linguists. We wrote the storyboard and provided other information needed to build the module and related quizzes.

How do training correspondents work?

Training correspondents are normal lawyer linguists working in their respective language units. Their role is to identify training needs and collect suggestions from their colleagues. Such needs can, for example, be linguistic, legal, or technological. We meet training correspondents once a month to inform them of new training initiatives and to collect information from them on language units' training needs. Based on this information, we organize training courses.

Has the CPD of lawyer linguists changed over time in the last two decades?

The core areas of CPD, that is, language and legal training, have remained largely unchanged over the years. We follow technical developments and

they are included in CPD, with machine translation being prioritized for training, but the core content is stable. What has changed though is the mode of CPD provision, which has been modernized. It has nowadays become more decentralized and better targeted, shifting from Master lectures to grassroots initiatives, which can even include a tailored follow-up. This has also been possible thanks to the creation of the role of training correspondent in each unit. Thus, the main change is a shift towards customized approaches to address each language unit's specific needs.

Notes

1 For more information see the CJEU's website at https://curia.europa.eu/jcms/jcms/Jo2_6999/en/.
2 For an example of EPSO competition notice see here: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.CA.2020.072.01.0001.01.ENG&toc=OJ%3AC%3A2020%3A072A%3ATOC.

15 Translator training at United Nations Headquarters, New York

Anne Lafeber

Introduction

The translation services at the headquarters of the United Nations (UN) in New York are located in the Documentation Division of the Department for General Assembly and Conference Management.[1] The overriding mandate of the Division is to deliver high-quality documentation in all six official UN languages (Arabic, Chinese, English, French, Russian, and Spanish) in a timely and cost-effective manner, as set out in relevant General Assembly resolutions.[2] In recent years that documentation has represented, on average, a translation workload of over 130 million words per year.

The range of document types translated by the Division reflects the magnitude and complexity of the work of the United Nations. The documentation passing through its translation services includes reports of the Security Council, the Economic and Social Council, and the International Court of Justice; resolutions of UN bodies and the declarations made at the end of major conferences; working papers prepared by the UN Secretariat, as well as reports of the Secretary-General, covering the full range of items on the agenda of the General Assembly; diplomatic correspondence from Member States highlighting issues of concern; letters from the Secretary-General inviting the international community to examine a matter of importance; UN budget documents; international treaties; documents on international law and human rights; official summary records of the deliberations of Member States; messages from the Secretary-General to mark special occasions or events (e.g. International Day of Persons with Disabilities);[3] and statements made by non-governmental organizations.

Responsibility for editing and translating this extraordinarily varied documentation so that it can be issued simultaneously in all six official languages and in a timely manner lies with the approximately 300 regular staff editors, translators, and revisers distributed across the Division's six translation services.[4] Typically an additional 100 translators are employed each year on a temporary basis to handle seasonal surges in the workload.

The working methods of the UN translation services have changed radically in recent years, especially with the implementation in the workflow of

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eLUNa, the comprehensive web-based suite of computer-assisted translation (CAT) tools that have been developed in-house and are now used by other UN system entities, such as the World Meteorological Organization (WMO), the United Nations Educational Scientific and Cultural Organization (UNESCO), and the Economic Commission for Latin America and the Caribbean (ECLAC). eLUNa offers the automatic detection of official terms and previously translated text, string matching and full-text searches in repositories and databases, machine translation, automatic hyperlinking of UN document symbols (which greatly facilitates research), and quality assurance features (such as the flagging of inconsistencies in numbers, dates, and other text features, and divergence from official terminology). These tools have not only improved the consistency of target texts and reduced the overall time translators might need to spend on a translation; they have completely altered how UN translators work: from how they physically view and interact with the source text, to their access to lexical and other resources, the alternatives they consider (and hence the decision-making process), what they focus their intellectual energy on, the distribution of their time across the various subtasks of translation, and how they produce and revise the target text. Also, by providing instant access to highly relevant specialized reference material, eLUNa partially removes the requirement for translators to be "experts" in the subject matter or to read many pages about it to find the solution to the translation problem at hand. Most UN translators now work from the machine translation output, which for certain document types is very good because the machine translation systems have been trained on the vast corpus of highly coherent, high-quality translations produced by the United Nations in the past.[5] Like reprise text, machine translation is thus in its way facilitating mastery of many aspects of UN style. The challenge now is catching meaning errors in a well-drafted suggested target text. Those errors are largely generated by the machine's inability to understand context, something that only humans can learn. Helping translators acquire that understanding is therefore a major component of translator training at the UN today.

With such a variegated and changing workload and given the constant evolution of the technological tools and working methods used in translation, continuous professional development (CPD) is not a choice for UN translators; it is a necessity, as is the constant adaptation of translator training. At the time of writing, the UN translation services in New York are exploring new strategies and approaches. These and the overall framework within which training is imparted and learning is supported are presented below.

Newcomer training

UN translators are recruited through rigorous competitive examinations,[6] which comprise a series of challenging exercises that enable the organization

to identify candidates who most clearly display the skills and aptitudes sought. Successful candidates are rarely recent university graduates; the vast majority are over 35, and nearly all have several years' experience as professional translators. The focus of training is therefore on the unique aspects of UN translation. These include: the need for a thorough understanding of the workings of the Organization; the wide range of subjects covered by the documents translated; full appreciation for (and ability to achieve) both intra- and inter-textual consistency; respect for precedence and authors' or readers' wishes; understanding when (and when not) to stick closely to the original, preserve ambiguity, and diverge from previous versions; and the requirement to use in-house style and official terminology. A willingness to gain more than a lay person's understanding of a range of subjects, to master new tools, and to appreciate the perspectives of others is essential.

The other main areas of training are how to meet productivity requirements, including by making the best use of reference materials and technological tools, and terminology creation. The time-saving features of the latest language technologies have enabled services to increase their productivity, as noted by Member States, who revised the workload standard accordingly in December 2020,[7] and managing individual and service productivity is a priority. Understanding the UN approach to terminology is essential for all translators because the UN translation services are responsible for maintaining UNTERM, the official UN terminology portal.

The Division's learning and development strategy is aligned with the principles set out in the *Organizational Learning Framework* developed by United Nations system organizations, which states that learning should be strategic, part of the culture, a shared responsibility and more than training, and with the *2021–2022 Global Learning for the UN Secretariat Learning Needs Assessment*, which affirms that learning must support mandate implementation, be user-centred and leverage new learning technologies.

A major challenge is the sheer volume of knowledge that needs to be acquired by UN translators for them to be able to translate the range of document types processed by their service to the standards required. Not only are there multiple, and sometimes complex, topics to understand, but different authors (usually UN bodies, committees, or working groups) have slightly different priorities and often their own "sensitive" subjects that require the use of particular terms or phrasing. Different document types might require attention to different aspects of the target text according to unique notions of quality. Negotiated texts may be deliberately ambiguous, in which case translators have to convey those nuances and avoid overinterpretation or inappropriate explicitation.

Much of the initial training is based on ensuring translators know upfront what reference tools and guides to use for each new translation job so that they are aware of which approach to take, what to look out for, and whom to consult. They then receive feedback when the job has been completed. In this way, learning is needs- and learner-driven. This experiential learning is

complemented with talks on relevant subjects, guided self-study, and self-paced online learning activities. Mastery of the various features of the tools used by the Division, such as eLUNa, and the electronic workflow system, gDoc, is through demonstrations, training videos, and workshops given by service focal points. Training of new translators is a responsibility shared among the more experienced colleagues (the revisers and senior revisers) in the service and the experts (in relevant subjects or technical skills) in the service, the Division, or other departments.

Practices vary, but all services have special arrangements for new translators. Usually new recruits are mentored by a reviser, who is often their first reporting officer (the line manager responsible for managing their performance). The "mentors" play a key role in making sure that new recruits receive adequate guidance for each job, familiarize themselves with the tools and other resources available, understand their responsibilities and the expectations of them, and know where to obtain help with a given translation assignment (since colleagues have different areas of expertise). The mentor and the first reporting officer also help new recruits make the most of the feedback that they receive from revisers for the different translation jobs they do.

The role of revision

Revision and the associated feedback is a key training tool. Being task-, translator- and context-specific, it is a means of passing on specialized in-house knowledge in a direct and meaningful way.[8] In the early stages, revision consists of thorough checking of the translation against the original. Care is taken to assign new translators appropriate jobs that support their learning and development, while ensuring they receive sufficient experience in a given area to build proficiency and speed, as well as exposure to the range of documents translated by the service.

Written feedback is systematically provided for all jobs done by new translators as part of the harmonized quality assessment framework recently introduced in the Division. Often the reviser (or the translator's mentor) and the translator meet to discuss things that come up in the revision. These meetings, in which they go over the translation together and decide on solutions that ensure it meets the quality expectations for that type of document, are learning opportunities for both the translator and the reviser. In this way, the intricacies of UN translation are mastered, and an understanding of the service's expectations and the clients' priorities is acquired. The discussions are also opportunities for translators to obtain practical tips from their more experienced colleagues.

As soon as it is apparent that their work does not need revising, as shown by the standardized quality evaluation forms completed by all revisers for each job, translators begin to translate on a "monitored self-revision" basis, which means that their work is checked more lightly or

on a more ad hoc basis, and then on a fully self-revised basis. This can occur at different times for different document types and language combinations. Translators are expected to reach monitored self-revision status for most document types translated by their service within the first two years, which constitutes the standard initial probationary period. This does not mean that they work alone without much input from revisers from then onwards. On the contrary, translators and revisers are expected to consult and seek advice from one another as needed throughout their careers. Another function of the revision and feedback during the initial period after recruitment is to raise translators' awareness of what areas they might need help with and to make sure they know how to get it. As with most professions, conscious incompetence is a major step upwards on the learning ladder and in the development of the necessary instincts for UN translation, such as knowing when something in a text probably requires further investigation.

Knowledge development and transfer

The individualized mentoring, revision, and feedback for newcomers is complemented with talks and presentations given to all translators and revisers on specialized subjects that are relevant to their work. These may be on new issues on the international agenda (e.g. cybersecurity), the workings of one of the authoring entities (e.g. the Security Council), or subjects of general interest (differences between legal systems). When given by translation service colleagues, these are highly practical, translation-focused learning activities and may include workshops where the lessons are applied to sample translations. When given by outside experts (e.g. the talks given by members of the International Law Commission), they furnish translators with relevant expert knowledge and a broader perspective.

Different services take different approaches to subject-matter specialization. Some encourage specialization in translation of the documents of certain meeting bodies (e.g. the Counter-Terrorism Committee); others in broader subject areas, such as climate change or human rights. The sheer range of document types and topics covered means, however, that all UN translators become masters of several subjects over the course of their careers. This is one of the many rewards of the job.

Skills development

The development of relevant skills, including core skills like revision, evaluating translation quality using the Division's new framework, giving feedback, and technological skills, is similarly supported through presentations and practical workshops. Some of these are language-specific and organized at the service level (e.g. quality control of translations done by external language service providers). Others are provided by the Office of Human

Resources (e.g. performance management) or external experts (e.g. project management).

Individual productivity management, i.e. translating at the required pace, is supported largely by arming translators with knowledge of the relevant procedures, processes, and tools as soon as possible and providing them with instant "at-your-fingertips" access to the reference materials they need, so that they can develop efficient working practices. Time management training is also provided to raise awareness of personal inefficiencies and possible time-saving measures. Understanding the service's workflow and their role in it, as well as how work is assigned, and having a good grasp of quality expectations and of how productivity is calculated have also been found to help translators pace themselves well and meet output requirements.

Technological skills are honed through *ad hoc* workshops and regular updates on the latest features of the tools used. The UN translation services have been training staff to leverage CAT tools for over 15 years, and both gDoc and eLUNa are developed in-house by teams led by translators from the Documentation Division. Training activities aim to ensure that all staff are proficient in using, and not just familiar with, the tool's advanced features, such as uploading custom bitexts and advanced syntax searches. Advanced understanding of the Division's tools (and of language technologies in general) is also important for another reason: the suggestions made by translators are the driving force behind new features that are incorporated into gDoc, eLUNa, and UNTERM and thus play an important role in the ongoing development of these vital tools.

Learning technologies and knowledge management tools

The availability of multilingual web-based knowledge management tools and learning management systems means that the knowledge imparted by talks and presentations is now increasingly being captured and shared through digital media. The Division's translation services have similarly shifted the production of their manuals, style guides, and other reference materials from hardcopy to electronic formats. These are now made available through a dedicated online knowledge hub called "Athena". This searchable repository of structured guidance on key aspects of UN translation, from style and usage conventions to administrative procedures and background information on different document types, in all six official languages, is becoming a one-stop-shop for translators. By systematizing the collection of resources and making them constantly accessible, Athena is enabling the contextual knowledge required for UN translation to be transferred and built faster than in the past. As such, it is a key learning and development resource.

Self-paced online training

The Division's online training tool "SPOT", which derives its name from "self-paced online training" and is built in Moodle, was launched in

April 2020. SPOT currently contains over 500 common and language-specific interactive lessons and learning resources developed by small teams in each of the translation services. Courses are usually taken at the suggestion and direction of mentors or first reporting officers. The different modules cover a range of topics, from the workings of the Organization to revision and gender-inclusive language. The aim is to complement and supplement other more traditional training activities; many are designed for use in blended learning activities. By providing reusable learning resources that can be worked through at a time, place, and pace that is convenient for the learner, SPOT has proved particularly useful not only for the training of newcomers, but also for refresher training (e.g., for staff returning from parental leave or returning to a topic they have not worked on in a while), and for staff on cross-assignment (e.g. from another duty station) or working in different time zones.

Online training

In 2020–2021, in-person classes and workshops were also almost exclusively online activities due to the COVID-19 pandemic. The obligation to shift operations online since March 2020 means that all UN staff have become adept at making effective use of the shared-screen, breakout-room, chat and recording features of MS Teams for imparting and receiving training. It also means that organizers of training increasingly make training opportunities open to far more colleagues than previously, when activities were limited by the location of the trainer or the seating capacity of the meeting room. Talks on cross-cutting topics, such as the latest advances in language technologies or developments in international law, are now regularly organized across duty stations (i.e. with the United Nations Offices at Geneva, Nairobi and Vienna). The capacity to record online training activities has also enabled services to capture them for subsequent reuse through their knowledge-sharing platforms, such as Athena and SPOT.

The planning and organization of CPD

New training initiatives are needs-driven. They are essentially determined by the topics being considered by Member States and changes in the tools, projects, working methods, and mandates that shape the work of the translation services. New skills development through cross-assignment to other functional areas can also be a priority for some services, such as the English Translation and Editorial Service, whose translators are called upon to not only translate, but also produce summary records of official meetings and edit original submissions. For staff members involved in project and performance management, the development of the associated skills is a key aspect of their CPD. Many of these needs are met through the regularly available training courses offered by the Office of Human Resources.

Chiefs of Service assess training needs regularly and prepare annual learning and development plans for the service as a whole. Most services have a designated training officer or focal point, and there is a Knowledge Management Coordinator in the Office of the Director of the Division who organizes training sessions at the Division level, collects data on learning and development activities, and maintains a curated list of learning opportunities (including a catalogue of online resources). All members of the translation services, regardless of how long they have been with the Organization, decide on learning and development goals with their first reporting officers for inclusion in their individual work plans. Like all UN staff, translators must devote at least five days each year to their professional development. Given the nature of the job and the constant mastery of new subjects and new tools that it requires, the number of translator-hours devoted to learning is considerably higher.

CPD opportunities

Translators with experience or a particular interest in a relevant area, whether it be outer space, terminology creation, or human resources management, are encouraged to develop their expertise through formal and informal study and to share their knowledge with colleagues. They are also encouraged to add more of the official languages to their repertoire by taking advantage of the language courses provided to all UN staff free of charge (provided they do not repeat a level). Some UN translators have, over the course of their careers, managed to become proficient in all six official UN languages, which is no mean feat given the different language families involved. Many also pursue external studies, availing themselves to the extent possible of the funds available under the Secretariat-wide "Upgrading of substantive and technical skills" programme. In recent years, the programme has been used to fund training in international humanitarian law, environmental politics, organized crime and corruption, financial accounting, communication, leadership, and terminology management, as well as attendance at relevant conferences.

The skills and knowledge acquired through formal external studies, in-house programmes, or self-study are shared with colleagues through special presentations or workshops, including the Division's popular "lecture series", or through the creation of learning resources in the SPOT online training platform.

DD lecture series

The Documentation Division lectures, which are organized by staff for staff, are informal lunchtime talks and hence not bound by the mandate for training to be needs-driven and strategic. Although often highly relevant to the job, many lectures are of more general interest to professional

linguists. As such, they play a role not only in sharing knowledge, but in stimulating intellectual curiosity and encouraging learning in general. Staff and invited speakers from within and outside the Organization have spoken on a huge range of subjects, from "What is collaborative revision?" and "Machine-readable documents" to "The human and the herd: language and the imaginary geographies of COVID-19" and "The logical case for love in public policy". Like other training activities, the lectures have been reaching broader audiences since they shifted online and are now being recorded and hence preserved for posterity, building a fascinating library of knowledge resources.

Research

Research into relevant topics that can have a positive impact on operations is also encouraged. Small research projects are sometimes pursued under the skills-upgrading programme. Larger ones have been funded through the UN sabbatical programme, whereby staff can be granted up to four months of paid leave to conduct the research. Recent research topics include how to develop valid scoring rubrics for recruitment exams; translation quality standards; and the development of a remote outreach programme for language students at African universities.[9] Findings are shared with colleagues through written reports and oral presentations.

Communities of practice

Translator training and the continuous professional development of translators at UN Headquarters is a shared responsibility and a collective endeavour that draws from and reaches beyond the translation services themselves. The Documentation Division and each of its six translation services can be considered communities of practice, as can the groups of translators that form collaborative learning networks focusing on the translation of certain documentation or certain aspects of translation and editing work, such as language technologies or terminology development, or activities like recruitment. According to staff surveys, this is one of the rewarding and stimulating aspects of being a UN translator.

Shifting focus of CPD

With instant access to well-organized, up-to-date terminological and reference materials, and high-quality machine translation output to work from, CPD is shifting its focus from the mastery of UN style, which is now to a certain extent machine-delivered, especially for some document types and languages, to mastery of the thematic knowledge required to become expert reviewers of partially automated outputs. Acquisition of that knowledge is increasingly less dependent on it being shared by individual revisers

through feedback on work done as services take advantage of web-based tools to capture, organize and transfer knowledge in a more efficient way. Technological tools are essentially empowering translators to access knowledge more quickly, as and when it most suits them. In this way, translators are increasingly in control of their own learning. Training has become less about transferring knowledge from one generation to the next and more about showing translators how to find the knowledge they need. Enhancing understanding of natural language processing and related subjects will undoubtedly become increasingly important.

In short, learning, and hence training, are essential components of UN translation. The content covered in CPD activities and the modes of delivery and methods used have evolved considerably, especially in recent years. Translator training will undoubtedly continue to evolve as part of the constant pursuit by the UN translation services of greater effectiveness and efficiency in their delivery of high-quality multilingual documentation in support of the Organization's pursuit of peace and security, human rights, and sustainable development for all.

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Notes

1 For information on the services provided by the Department for General Assembly and Conference Management, visit: www.un.org/dgacm/ (Accessed 27 May 2022)
2 United Nations General Assembly, *Proposed strategic framework for the period 2018–2019*, Programme 1: General Assembly and Economic and Social Council affairs and conference management, A/71/6 (Prog.1) (Accessed 27 May 2022).
3 The international days and weeks observed by the UN can be found at: https://www.un.org/en/observances/list-days-weeks (Accessed 27 May 2022).
4 One for each official language. There is also a small German Translation Section funded separately by the German-speaking Member States.
5 These are available to the public through the United Nations Parallel Corpus (https://conferences.unite.un.org/uncorpus) (Accessed 27 May 2022).
6 Information on the competitive examinations can be found at: www.un.org/dgacm/en/content/recruitment.
7 See *A/RES/75/252 (2020): Questions relating to the proposed programme budget for 2021*. (para.8 on increased throughput productivity of translation services to 5.8 pages (1,914 words) from 5 pages (1,650 words) a day; paras. 40 and 99 on new technologies) at: https://undocs.org/en/A/RES/75/252 (Accessed 27 May 2022).
8 In recognition of the important role played by revision in CPD, the productivity standard for revision was not increased from 12 pages (3,960 words) per day, when the workload standard for translation was increased in 2021.
9 Information on the university outreach programme and the translation internships offered by the UN can be found at: https://www.un.org/dgacm (Accessed 27 May 2022).

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