

## **Course on United Nations as English for Specific Purpose**

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### **Abstract**

While the UN values promotion of multilingualism, English remains to be the main global common language of communication at the UN Headquarters and throughout the network of the UN organizations around the world. If one aspires to become an international civil servant to work at a UN organization, having the English proficiency in reading, writing, speaking and listening is a must. This paper describes an approach to teaching pragmatic language and communication skills useful for a career at an UN organization with broader applicability to other types of international career. At the same time, such instruction of the language usage is integrated into the study of sustainable development in the context of the United Nations, which is a crucial point in the so-called English for Specific Purposes (ESP) according to Rahman (2015). The instructor tries to illustrate different ways in which English is used at the United Nations and how a non-native can acquire the necessary skills while learning the substantive issues. In the context of the course on QPPI523 entitled “United Nations and Sustainable Development”, the assignments given to students resemble the actual tasks given to junior-level professionals at the UN Secretariat and sometimes in the field offices. This article explains the type of learning-by-doing, similar to on-the-job training that the students will benefit from.

### **Context**

#### ***English Language at the United Nations***

The United Nations has celebrated its 75<sup>th</sup> anniversary in 2020. Japan became its full member in 1956. Currently, the UN has 193 member States and has six official languages – English, French, Spanish, Russian, Chinese and Arabic. Among them, English language is the principal common working language used. Proficiency in the four areas of English language abilities – writing, reading, speaking and listening – therefore is a fundamental requirement to be recruited and to carry out basic tasks at the UN. The proficiency in another official language may be a requirement depending on the location of a particular office. Otherwise, in most job descriptions, the job description states that “the knowledge of another official language is an advantage”.

English proficiency required at the UN is not limited to the kinds of proficiency tested in the Japanese Certificate Exam (*Eiken*). It is a wider range of communication, analytical, synthesizing, conceptualizing and drafting skills, some of which are specific to certain tasks given to staff members depending on his/her role, level and nature of work. The UN system

consists of the UN Headquarters and its five regional commissions, as well as more than 30 affiliated programmes, funds, 15 specialized agencies. UN Development Programme (UNDP), UNICEF and UNFPA, for example have their headquarters in New York but works primarily through their offices in more than 150 countries and territories.

Much of pragmatic English skills required at an UN organization, needs to be learned through practice on the job, while the general proficiency in the language is a minimum requirement to be recruited. It is important to respect and acquire diplomatic or administrative protocol, understand different formats, style, and choices of words particular to the UN through proactive observations, searching for prior samples and through accumulated experiences of working in teams and learning from senior officials. There is no textbook that gives a young recruit helpful instructions which can be applicable in every circumstances.

### ***Japanese at the UN***

Japanese staff at the UN has always been under-represented at the United Nations. The quota for each national is determined through a complex formula that considers some base figure, the membership status, assessed/actual contribution to the regular budget, geographical representation, population, and other weighting factors. According to such formula calculation, the current number of Japanese staff at the UN Headquarters is half of the assessed quota. Until the recent history, ICU seemed to have been relatively better represented among the Japanese staff. While there is no research undertaken in this regard, the Liberal Arts orientation, bilingual and internationally diverse environment of the ICU with its emphasis on English language proficiency, rich exchange programs, flexible entries for students coming from abroad may have contributed to the record.

Recently, the Government of Japan has enhanced its support to increasing the number of the government-funded Junior Professional Officers (JPO) and in parallel, several Japanese universities have started dedicated programs to prepare interested students for careers as international civil servants, or UN professionals. Requirement for a JPO requires having a Master's degree and a minimum of two years of work experience.

### ***ICU to prepare students for international career***

In 2019, ICU Graduate School launched the Diplomatic and International Public Service (DIPS) program as one of the three 5-year accelerated Master's programs, which is one of the requirements for applying for a Junior Professional Officer (JPO). The DIPS is designed for students to acquire both the theoretical knowledge and practical skills needed for pursuing careers either in diplomacy or in international organizations like the United Nations. The practical skills addressed here can be considered as learning aspects of language and communication skills fit for the Specific Purposes (ESP)[ See Laurence, 2015; Rahman, 2018]. This could give an edge to the potential candidate for the UN or similar international organization. The ESP being taught at QPPI523 certainly has applicability to careers not only at UN organizations, but also to international cooperation or consulting agencies, policy research organization, NGOs and the like – proven by those coming from such background to the UN often possessed those skills.

QPPI523 course on “United Nations and Sustainable Development” provides substantive focus on multilateral diplomacy, Sustainable Development Goals (SDGs) and issues related to

vulnerable countries like Least Developed Countries, Africa and Small Island Developing States. At the same time, this course has been designed to help students become familiar with some of the most frequently given assignments for junior professionals, especially at the Headquarters, and to learn how to approach each type of such assignments. Through undertaking different assignments, students in the class would learn practical skills such as summarizing, synthesizing, strategic writing and be exposed to various types of drafting, while sharpening critical thinking and analytical skills in relation to the substantive content of the course.

The purpose of this paper is to introduce the experimental methods of teaching pragmatic English and communication skills as part of teaching the substance of sustainable development in the context of the UN. Part I provides an overview of the role of the UN in the area of sustainable development and how the professional staff is assigned to carry out different functions. Part II focuses on how the class assignments in QPPI523 have been designed to experience and learn how the actual on-the-job assignments are carried out. Appendix B provides a comparative overview between the language skills needed at the UN and those addressed in class.

### **Part I. English used at the United Nations Headquarters**

It is important to understand the organizational and functional setting where the language and communication skills are applied. The UN has a convening power. It provides a venue for high-level speeches, discussions and debate on key issues, exchange of views and sharing of lessons learned and good practices, briefings by experts and multi-stakeholder consultations. The multilateral diplomacy of negotiations, consensus-building and conflict-resolution in the context of the UN, are particularly intriguing. While UN can only be considered as effective as its member-States and stakeholders have the will to allow it, its convening power does help to set global agenda, facilitates global discussions intended to lead to global consensus and political commitments. The prominent stage and key roles played by the UN are supported by the dedicated staff with the knowledge, skills and experiences to provide the necessary support.

#### ***Protocol***

The United Nations honors protocol that reflects the unique dynamics of multilateral diplomacy in action. A prominent example is the Protocol and Liaison Service within the Department for General Assembly and Conference Management (DGACM) which serves the protocol needs of the delegations coming from the respective national capitals as well as their Permanent Missions in New York. The DGACM also facilitates the protocol and sets guidelines for the Secretariat, including those of the Secretary General, the Deputy Secretary-General, the President of the General Assembly along with the liaison offices of the specialized agencies and related organizations stationed in New York. The Service applies an orderly, uniform set of rules and governing codes of behavior in diplomatic forums, meetings and ceremonies.

At the official meetings, the official substantive statement of the Chair may be drafted by the substantive office or by the Permanent Mission of the country he/she represents, the protocol languages of procedural nature are prepared by DGACM. Examples of such include:

- Mr. Secretary-General, your Excellencies, distinguished delegates, ladies and gentlemen,..
- I declare open the XXth session of the Second Committee of the General Assembly.
- Allow me to first thank the delegations for the confidence you have entrusted me in conducting this session as your Chair... (after the election of the officers) ... and count on your full cooperation in ....
- Turning on the first item on the agenda, do you have any comments on the agenda?
- May I take it that the agenda is adopted as it is presented to you? ..... I hear no objection; it is so decided (Bangs the Gable)
- Distinguished delegate of XXX speaking on behalf of XXX (*Group of nations is usually given the priority to speak*), you have the floor.....

The United Nations Institute for Training and Research (UNITAR) with its Headquarters in Geneva and offices in NY, Hiroshima among others, provides training for diplomats in protocol and etiquettes, effective writing skills in multilateral diplomacy, negotiating, drafting and adopting UN resolutions, etc. For students, it suffices at first to become familiar with certain languages of UN protocol.

### ***High-Level Statements***

During the high-level week of the General Assembly session, which is usually the third week of September, heads of State have traditionally gathered in New York. As the heads of State takes the world stage, he/she is not only addressing the immediate audience in front of them but also making a pitch to his/her respective national constituencies through the media. The UN Secretary-General delivers statements quite often at the opening of high-profile conferences and meetings, events, commemorations. He would also make public statement immediately after significant world, regional or national incidents, natural disasters, major human calamities, etc.

When the topic is very political or sensitive, extra caution is needed in the interpretation of certain phrases, and to be aware of the evolution of a particular concept or terminology, as appropriate. The term “sustainable development” is a good example. In the 1980’s, it was often translated as “environment” in the Japanese context. Gradually and especially after the adoption of the Sustainable Development Goals (SDGs), the “sustainable development” concept has become better understood to be “development that is sustainable” through generations while balancing or integrating three pillars: economic and social development, as well as environmental protection.

### ***Covering meetings***

Diplomatic negotiation is both a skill and art. In understanding the multilateral diplomacy and learning about the SDGs, it is important to learn about the dynamic history of how SDGs came about, building upon several decades of the evolution of sustainable development from 1987 Brundtland Report on “Our Common Future”, to “Agenda 21” adopted in the 1992 Rio Conference, the Millennium Development Agenda (MDGs) adopted at the Millennium Summit in 2000, “the Johannesburg Plan of Implementation” adopted in 2002, the United Conference on Sustainable

Development (Rio+20) in 2012 which outlined the need for sustainable development goals in the “Future We Want” and finally the adoption of the SDGs in the context of 2030 Agenda at the SDGs Summit in 2015. For each of these major conferences, there were a whole host of negotiation process at the national, regional and global levels, in parallel to a series of work by groups of experts and various stakeholders. The negotiation process at different stages required strong leadership, attained trust and creativity by the Co-Chairs with the support of the Secretariat, to ensure fairness, inclusiveness in exploring ways to build consensus and compromises, when necessary.

When the Secretariat supports and covers a conference, inter-governmental forums, standing Committee meetings, and meetings for special purposes, the substantive Secretariat staff assigned to the meetings usually take notes in a group of four per half-day session. Working in a group of four has certain logic. Each note taker listens differently to the same set of interventions and takes note differently, making respective judgements on what are considered as key messages. The raw notes do not need to be shared and thus it is not even required to be legible to others but the author him/herself. The next step is for the four team members to work together to produce one summary. There is a merit to compare notes, so as to complement the others while making sure not to miss any key points. Another group of four takes over the subsequent session while the first group goes back to the office to prepare a summary of the half-day session. Attributions are noted in the margin for the Secretariat’s use to be reminded of who made those points, but the final summary usually reflect no attributions. The working style for each team may also differ – some prefer to physically come together to compare notes and one person to put them together; some work independently but work on a document in a shared drive, similar to working collectively on a Google Doc. The summary is finally sent to the overall coordinator who edits, ensures consistency in style and language, and does quality control.

The Conference service staff prepares verbatim record of meetings which is issued after the meeting. The verbatim record stays faithful to note who said what. The press conference that used to be issued was a synthesized version of who said what kind of the meeting record that appeared the next day. For the substantive staff – *substantive means the office dealing with the subject matter like sustainable development* – the job is to synthesize the main points of the discussions. Similar views expressed by different delegations will be grouped together in such a manner as, “Many agreed that...” or “some expressed concern for...”. If there was an announcement of a particular initiative, the summary might be identified to a particular country, but otherwise a single viewpoint is usually phrased as “one delegate felt that...” The summary of discussion of a formal meeting could form a basis of the “zero draft” of an eventual outcome document after also incorporating inputs received from other sources.

## **Different Styles of Drafting**

UN has been notorious in producing many documents. Based on accumulated policies and practices, the UN Secretariat has developed the Editorial Manual (now online) which provides guidelines and “is intended to serve as an authoritative statement of the style to be followed in drafting, editing and restructuring United Nations documents, publications and other written materials.” [11]

The UN Editorial Manual is important in ensuring certain standard and norms of operation of many UN functional commissions, committees, meetings of all sorts supported by different part of the UN secretariat from the editing, translating teams to substantive servicing and conference services; as well as facilitating the collecting, synthesizing, coordinating written inputs from a wide range of multi-lingual and multi-cultural stakeholders which take part in the deliberations at the United Nations.

Drafting skills are the most critical of English language skills for most UN staff at any level. Apart from the UN language courses, there is a drafting course for non-native staff which can be enrolled on a voluntary basis. At the first class of one such class, the instructor showed a sample document drafted by a staff member. In that sample, the entire page of the document was one convoluted paragraph. The instructor said that this was an example of what “not to do” and such unreadable texts sometimes produced by the Secretariat was the reason why delegations request training in drafting for UN staff.

### ***Report of the Secretary-General (SG’s report) and other substantive documents***

One of the most frequently prepared official documents by the Secretariat is the SG’s report, which is usually mandated by UN General Assembly resolutions or decisions of other major organs like ECOSOC.

There are other types of documents prepared to help intergovernmental deliberations. Some examples may include Background papers, Issue papers, Discussion papers, all of which are intended to help guide discussions on particular topics.

### ***Country Profiles***

The Departments that analyze national information in relation to the respective political, security, economic, social, humanitarian issues often have “Desk Officers” who are supposed to check the media, analyze national, regional and international information on a regular basis. A desk officer may be assigned to specialize on one country or a group of countries. Desk Officers are expected to be up-to-date with emerging and ongoing issues and are able to gather as precise and reliable data and provide policy analysis on demand.

An output of such gathered information may take the form of Country Profiles which may be updated online, form a basis of publication such as trends analysis and more. It is important to know where to find the information, to make good judgement on what is relevant or not, and be on alert for any new developments that needs higher level attention.

### ***Background papers/Issue papers***

This type of paper serves as a basis for discussion of a particular meeting by helping to bring all the participants to the same page. It is usually between 2 to 3 pages and provides the context

and the purpose of the meeting and outlines the substantive issues for consideration. The issues may take the form of questions to be addressed.

### ***Talking Points (TPs)/Briefing Notes***

Among many types of internal documents and papers, one crucial internal paper is the TPs. The so-called “Talking Points” or sometimes “Briefing Note” are prepared for a very senior UN officials like the Secretary-General (SG), Deputy Secretary-General (DSG), Under-Secretary-General (USG) who is the head of the Department and sometimes for Directors in preparation of a planned visit to a country or when he/she is expected to receive a VIP from a country like the head of State, a Minister or a group of high-level delegation. The TPs are often requested with extremely short deadline.

In the anticipation of the General Assembly high-level week in the third week of September or the high-level segment of the High-level Political Forum in July or planned missions to a country or region at any time, the SG, DSG or USG receive requests from various delegations for bilateral consultation opportunities. The office of these senior officials will then request relevant offices to prepare the TPs. Sometimes for one visit, multiple TPs are requested to different offices from political perspectives, on sustainable development dimensions, and/or on specific themes like gender, humanitarian issues, statistics, financing, etc. A particular set of draft TPs goes through several layers of clearance and then consolidated by the Office of the Secretary-General or another high office concerned.

Specific templates for preparing Talking Points are issued by the senior office concerned which outline the details of the size, font and spacing. A typical set of TPs will have the structure of the half-a page Background and actual TPs, the total to not exceed two pages. Let’s say a Pacific country is seeking a meeting with the SG on Climate Change, the Background section should provide an overview of the Climate Change situation of that country and the Pacific region and the latest issues of priority concern to the country. The actual TPs presented in bullets can literally be phrased in such a way for the senior official to read off from them, if need be. Typically, the SG/DSG/USG thanks the President (or other VIP) for coming, and after listening to his/her counterpart expresses understanding for the situation described and acknowledges the request or specific needs expressed. Finally, the readiness of the UN to cooperate and provide any assistance needed is stated. The issues to be raised seldom come as surprise as some advance consultation among the assistants from both parties usually takes place.

### ***Concept Note***

Another type of document often used is a concept note when planning an event or making a project proposal. A concept note is also brief but provides several key elements – e.g. long-term and immediate objectives, justifications, target beneficiaries, proposed activities, expected outcomes, estimated budget and other resources required, possible implications and other indirect consequences. Once approved in principle, a concept note needs to be elaborated into a full project document or in case of an event, used for fund raising, draft invitations and program and plan monitoring and evaluation method.

## **Part II: Writing Assignments given at QPPI523**

Effective drafting skills are closely related to the reading and listening comprehension skills. By working in a team with more senior staff, a junior professional at UN learns what to listen for, how to pick up the key messages and how to synthesize various written inputs. Some of the writing assignments given in class are designed for students to experience drafting different types of writing undertaken at the UN.

In QPPI523 course, some documents available online on the UN website are provided as reference documents, as they constitute real time learning materials. These include the Global Sustainable Development report, the SG's Report on the progress made in the implementation of SDGs and other relevant background papers and discussion papers available for the most recent HLPF.

### ***Preparing a summary of statements individually***

One of the first assignments given to individual students in QPPI523 is to watch the video of a specific statement by the Secretary-General on UN TV and summarize the key messages into one or two paragraphs. The point of the summarizing assignment in the course is to listen for and take notes of the main messages in the statement of 10-15 minutes long to prepare a summary of one to two paragraphs. The speaker needs to be identified and the context in which the statement needs to be mentioned first, then the key messages follow, often by paraphrasing. Students are to submit an initial draft for comments and then the subsequent revised draft will be graded.

ICU historically offers one-year intensive simultaneous interpretation course. In addition to learning the art of interpreting simultaneously, the training helps students to focus on understanding and interpreting the key messages of the speaker rather than translating the exact words. Such skill is very much applicable to learning the skill of effective note-taking and preparing the summary.

### ***Group summary of a meeting session***

It is not the aim of the course to teach negotiation skills but it does help to be familiar with the collective decision-making processes to better understand the background of SDGs. It also helps to know the history when listening to the sessions of the High-Level Political Forum (HLPF)<sup>8</sup>, which is tasked to monitor the progress made in the implementation of the SDGs. The groups of students are usually assigned to listen to the general statements made on a particular theme in the context of HLPF session, held under the auspices of either the Economic and Social Council (ECOSOC) or the General Assembly. Group assignments are teamwork and can thus be considered as a consensus-building exercise.

The group summary assignment in QPPI523 tries to resemble the actual team exercise described above and thus is more complex. A group of students is assigned to listen to a segment of a High-Level Political Forum (HLPF) session explained below, takes individual notes then come together to produce a group summary. The segment of the session might be an hour and a half to two hours long, instead of the normal three hours in the actual setting. The advantage of

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<sup>8</sup> The establishment of the HLPF was mandated by Rio+20 in 2012 and started to convene in 2013 under the Economic and Social Council (ECOSOC) annually and under the UN General Assembly every four years.



viewing the recorded session is that one can take a break and return, which is not possible in a real session. It helps to deal with the limited concentration span of any individual.

Each group would be asked to present the final summary in class and share with the others how they went about working together, what aspects worked well or where they faced challenges. The lesson learned regarding this exercise so far was not to assign a session which is too long to a group. The busy students had divided up the session to additional segments for each to listen, take notes and then bring the parts together without each listening to the same entire session. In following such a method, the objective of complementing each other would be missed.

### ***Country Profile***

The course tries to promote the understanding of the challenges faced by vulnerable countries in relation to the SDGs implementation. Particular focus is given to vulnerable countries such as the least developed countries, countries in Africa and small island developing States (SIDS). At the start of the course, each student is randomly assigned to be a “desk officer” for one of these countries that he/she is not familiar with. The student needs to research on that country based on information available from different UN and government sites and particularly the Voluntary National Reports prepared and submitted by the country to the HLPF over the years.

On the basis of the accumulated information on the country, the student is asked to prepare a Country Profile of the country in about two pages. The country profile is not intended to provide the general information such as the population, geography, history, government, etc., but rather focus on three SDGs – SDG-1 on Poverty as it is the overall priority goal; SDG-13 on Climate Change which affects the entire world in one way or the other; then another SDG of the student’s choice. The Country Profile is to include a Data Box, again not on general data available for the country but relevant data available related to the three SDGs. This exercise requires critical thinking, analysis and synthesis of reading materials available and good judgement in deciding what is relevant. This also resembles actual assignment given to a UN staff.

### ***Issues Paper***

One assignment at an advance stage of the QPPI 523 course is to prepare an Issue paper addressing integrative nature of three SDGs. While each SDG has its own significance, it is paramount to comprehend the linkages among different SDGs which require integrative approaches to address them. One excellent example from the current events is how COVID-19, the health crisis (SDG-3), is impacting on poverty eradication efforts (SDG-1), education (SDG-4), gender issues (SDG-5), employment (SDG-8) and so on. This exercise follows the Country Profile assignment.

### ***Talking Points (TPs)***

The TPs assignment for students comes after the Country Profile exercise, so the student is supposed to have become familiar with the country’s sustainable development situation. The final product is also short. Yet, the students have so far found this exercise to be most challenging and has struggled to grasp the approach. Some ended up with a product similar to a speech and others came out too critical in tone, which would never be acceptable. Initial draft is commented on, general mistakes discussed in class and each student is given another chance to improve it for grading, by which time he/she begins to get the handle of what is required for TPs.

***Project Concept Note***

The final group assignment is to collectively prepare a project concept note. All the previous analytical assignments serve as the basis.

**Final Remarks**

Unless one has been recruited as the language specialist such as simultaneous interpreters, translators or editors, there is no specific training to be able to effectively use English in conducting your UN jobs as a professional. One gradually learns and adapts as he/she carries out the given tasks independently or in teams. He/she will learn to ask questions and consult colleagues in and outside your office. Networking and creating open channels of communications may be a good way to learn.

English is spoken in many different ways at the UN due to the influence of other languages. One can easily detect the nationality or mother tongue of a person when you become familiar with the respective accents. There are also differences in the style of speaking including the length of speaking, inter-personal distance in speaking, how much non-verbal signs they use, how direct or indirect the speaker conveys the same message. In such a multi-cultural setting, it is amazing to experience working in a team of diverse nationals to collectively achieve a successful event, share tasks of a common project, produce a document based on the agreed division of labour – in essence to work out differences to achieve a common goal. ICU's interdisciplinary and liberal arts education with the strong emphasis in strengthening English skills is very suitable for preparing students for global careers like the United Nations.

**The Author**

The author has 35 years of experiences working at three different entities of the UN system, the United Nations Development Programme (UNDP), Centre for Science and Technology for Development (CSTD) and the UN Department for Economic and Social Affairs (DESA)'s Division for Sustainable Development. The author is a 1977 graduate of ICU where she entered as a September student.

At ICU, the author majored in intercultural communication, had one-year intensive course on simultaneous interpretation under Professor Mitsuko Saito and had also pursued interest in international relations particularly under Professor Sadako Ogata. The senior thesis was on comparing US and Japanese diplomatic negotiation styles. While being an ICU student, the author worked part-time at the International Conference Services, Inc. in Tokyo during her senior year. As a graduate student in the USA, she benefited from interning at the UN Headquarters during the summer break and after obtaining the master's degree, was sent to Haiti office of UNDP as a Junior Professional Officer (JPO) for two years and then moved to the UN Headquarters in New York where she assumed different functions.

<p style="text-align: center;"><b>Annex A; Table of Contents</b></p>
<p style="text-align: center;"><b>Analysis of UN English/Skills</b> (focused just on the UN English/Skills needed)</p> <ul style="list-style-type: none"><li>• Brief Introduction paragraph</li><li>• Sub-sections (e.g. Protocol Language and Knowledge Required)</li><li>• Concluding paragraph for section</li></ul>
<p style="text-align: center;"><b>Analysis of ICU Course:</b></p> <ul style="list-style-type: none"><li>• Brief Introduction paragraph (context...)</li><li>• Subsections here would be the same/similar/directly connected to the subsections in the previous UN Literature review. Each subsection (e.g. Protocol) could<ul style="list-style-type: none"><li>○ Briefly explain how taught/connects to UN</li><li>○ Evaluate - is the course effective in teaching/preparing students for this UN English language/skill. Are there any weaknesses - needs for improvement?</li></ul></li><li>• Concluding paragraph for section</li></ul>
<p style="text-align: center;"><b>Conclusion (of paper)</b></p> <p><b>Here are some common points that can be made in the conclusion</b></p> <ul style="list-style-type: none"><li>• Restate the purpose of the paper</li><li>• Summary: main points and highlights from the body paragraphs.</li><li>• Significance: the relevance and implications of the paper's findings.</li><li>• Offering recommendations for practice or policy</li><li>• <i>Final Remarks</i></li></ul>
<p style="text-align: center;"><b>Author's Bio ✓</b></p> <p>The author has 35 years of experiences working at three different entities of the UN system, the United Nations Development Programme (UNDP), Centre for Science and Technology for Development (CSTD) and the UN Department for Economic and Social Affairs (DESA)'s Division for Sustainable Development. The author is a 1977 graduate of ICU where she entered as a September student.</p>
<p style="text-align: center;"><b>References (APA style)</b></p>
<p style="text-align: center;"><b>Appendix B</b> <b>Comparative Table of Skills Required at the UN vs. Skills Taught at QPPI523</b></p>

**Appendix B**

**Comparative Table of Skills Required at the UN vs. Skills Taught at QPPI523**

<b>Language Skills required at the UN</b>	<b>Skills addressed in Class</b>
Overall aim	
Develop strong drafting skills required for different purposes, format, and styles.	Several writing assignments that require learning fit-for-purpose writing styles
Skills-oriented assignments	
Summarizing oral statements focusing on key messages	Listening to 10-15 minutes high-level statement, taking notes and summarize the key message in one paragraph
Summarizing meeting deliberations in a team	Preparation of 1-2 page summaries of a session of 1.5 to 2 hours long, working in a group
Analytical, synthesizing, strategic writing skills: Case 1: Issue paper/Background paper	Drafting an Issue paper based on research, focusing on a set of issues and policy analysis, then presenting them in a structured manner to serve as a background for consideration/discussion of a particular theme
Analytical, synthesizing, strategic writing skills: Case 2: Country Profile	Preparation of Country Profile on the assigned country which learn analyzing and synthesizing relevant information, selective presentation of data and use of strategic writing skills
Preparing Talking Points which requires diplomatic and analytical judgement and effective writing skills	Understand the purpose and learn the art of preparing Talking Points, following specific guidelines, to be able to brief senior officials on the sustainable development situation of a given country
Conceptualizing ideas	Drafting a concept note for a project proposal – working in a team
Presentation and clarification	Group presentation of the ideas behind a concept note; answering questions
Critical review of a concept note	Critical review of each other's team project concept note

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