Candidate guide for the 2022 United Nations competitive examination for positions as English Editors, Translator/ Précis-Writers, Verbatim Reporters and English Linguists

2022 English CELP

United Nations

Candidate guide for the 2022 United Nations competitive examination for positions as English Editors, Translator/Précis-Writers, Verbatim Reporters and English Linguists[1] (2022 English CELP)

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This guide provides background information aimed at explaining what the English documentation units are looking for in candidates who take the 2022 English CELP, as well as specific tips for preparing for each exercise in Part 1 of the examination. The goal is to enable candidates to perform to the best of their ability by explaining what to expect, especially in the editing and summary-writing exercises, which candidates are usually less familiar with.

[1] English Linguists perform a combination of editing, translation and précis-writing work according to their specializations and the needs of the Service. These positions are located in the English Translation and Editorial Service in New York.

I. Background

Work of the English documentation units at the United Nations

Thanks to the unique role that the English units play in upholding multilingualism at the United Nations, the language professionals who join them have the opportunity to perform a range of functions over the course of their careers.

- Most official documentation submitted for translation is in English, so editing, i.e., bringing documents into line with official norms, is an important part of the workload at many duty stations (read about editing at the United Nations).

- English units translate a very broad range of documents, from reports on nuclear disarmament to letters to the Secretary-General, and there are opportunities to translate from non-official languages as well. For example, the team in New York translated from Bulgarian, Dari, Dutch, German, Icelandic, Italian, Lithuanian, Polish, Portuguese and Serbian in 2021 – although, of course, nearly all translation work is from the official languages (Arabic, Chinese, French, Russian and Spanish).

- English is the one source language common to all translators in the other language units so is often used as the relay language for translation. English units therefore must have staff who can translate from at least two of the other five official languages and aim to ensure that each unit can cover all five languages (read about translation at the United Nations).

- In the same way, the records produced by the English Verbatim Reporting Section serve as the basis for the other five language versions (read about verbatim reporting at the United Nations).

- Most speakers of languages other than the other five official languages use English when they participate in meetings. This, together with the fact that members of the English units must have excellent knowledge of at least two other official languages to cover their diverse translation workload, means that the English units are responsible for producing the official summary records of many meetings (referred to as précis-writing), since they can understand first-hand most of what is said in a meeting (read about précis-writing at the United Nations). The team in Geneva produced summary records for over 430 meetings in 2021. The summary records produced by the English units are then translated into the other five languages. In addition, the team in Nairobi produces analytical reports of meetings held all over the world, which are then translated into the other five languages, often during the meeting itself.

We need language professionals who have:

- A native command of English and the ability to write clear and correct English
- An excellent knowledge of at least two other official languages (knowledge of more official languages and of non-official languages as well is very welcome)
- The analytical and drafting skills needed to produce good summaries
- A willingness to learn, flexibility and the ability to work under pressure and as part of a team

How we recruit

The English units recruit through combined competitive examinations to identify language professionals with the potential to perform all the functions mentioned here: editing, translation, verbatim reporting, précis-writing and report-writing. Educational, linguistic and other eligibility requirements are set out in the job opening corresponding to the examination.

Candidates who succeed in the examination are placed on a roster and then offered staff positions as they become available at one of the duty stations mentioned in the job opening. The combination of languages and skills required varies slightly by location. Over the course of their careers, members of the English units may perform only one function or all of them, just as they may serve at only one duty station or at several, depending on their skills, interests and the positions available at given points in time.

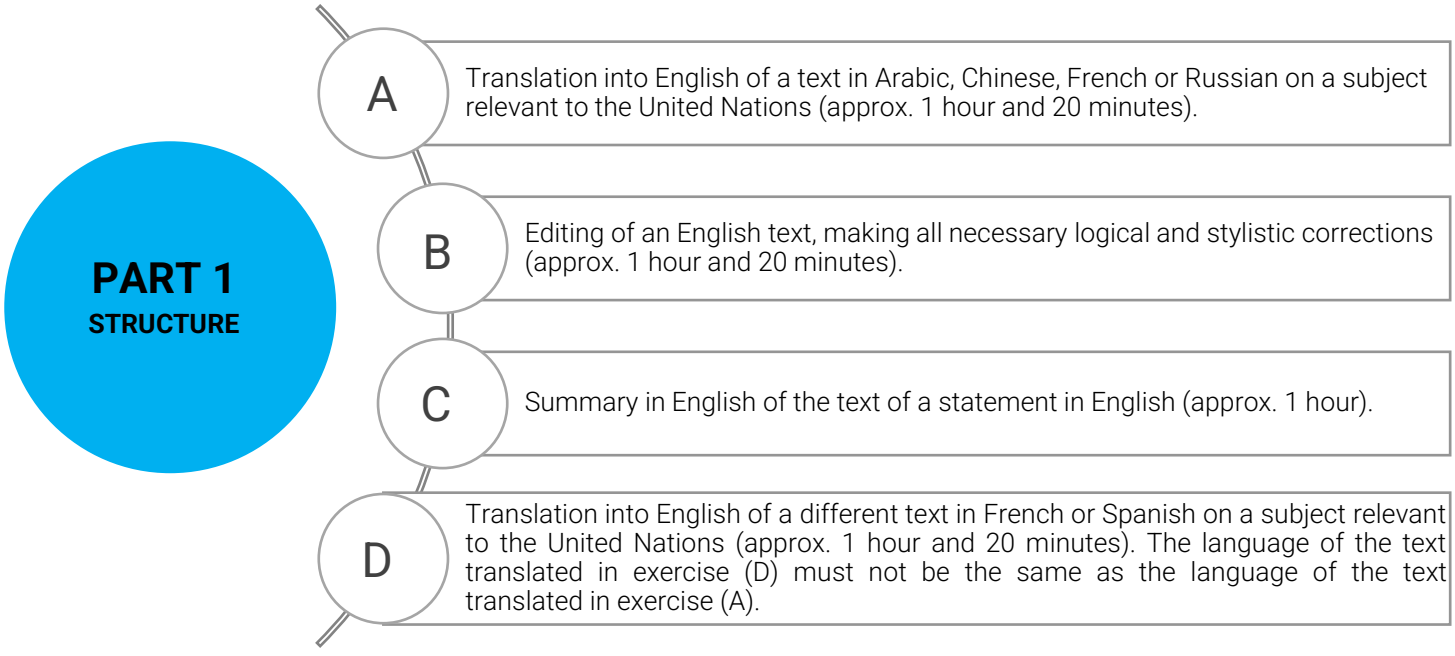
II. The examination

Competitive examinations for language positions are multiple-hurdle examinations: candidates who meet the eligibility requirements (as shown in their application) are invited to Part 1; those who succeed in Part 1 (four skills tests) are invited to Part 2 (two skills tests under proctored conditions); those who are successful in Part 2 are invited to Part 3 (one skills test and competency-based interview).

The entire examination is conducted online.

Part 1

The structure of Part 1 is expected to be as follows:



Notes:

- The entire examination is conducted online.
- If you meet the eligibility criteria (as shown in your application), you will be invited to Part 1 of the examination and given access to a trial version of the online testing system a few days before Part 1, which is tentatively scheduled for late November 2022.
- See the tips below for how to practise for Part 1. The United Nations does not provide past examination papers for you to practise on because the content and structure of the exams vary over time.
- In the exam, you will have to attempt the exercises in order and will not be able to start the next until you have completed (submitted) the previous one.
- You will have to complete all four exercises within a certain time window; each exercise will be individually timed. Details will be provided nearer the date.
- The order in which the exercises are done in no way reflects their relative importance: you must pass all exercises to be invited to Part 2.
- You may use any tools and (non-human) resources during Part 1, but, of course, you may not consult or obtain help from anyone else.
- In Part 2, your performance will be proctored using video and screen-recording software and you will have access only to specific resources.
- Detailed rules and procedures will be provided nearer the time.

A career as a member of the English units at the United Nations is one of variety and continuous learning.

III. Preparing for the translation exercises

Without translations of United Nations documentation, Member States would not be able to share ideas, information and views, reach collective decisions or take joint action. Intergovernmental deliberations and proceedings would grind to a halt. Given the importance of the work done by the Organization, United Nations translations need to be both timely and reliable. A late translation is of no use at all, and an inaccurate one can lead to misunderstandings or delays, possibly with dire consequences.

Accordingly, in the translation exercises in Part 1, we will be looking for: (a) your solid understanding of the two source languages that you choose to translate from, as displayed in your ability to capture the meaning of the original in your translation; (b) your ability to use correct, clear, idiomatic English; and (c) your ability to translate well and fast.

Instructions

- The source text will be approximately 450-500 words (or equivalent) long.
- Your translations will be judged on how accurately they convey the meaning of the original texts. This means that there must be no mistranslations, omissions, unnecessary additions or serious shifts of emphasis. Aim to capture all the detailed levels of meaning in the original.
- Your translations will also be judged on the style of writing used. Make sure that you write in clear, idiomatic English, using the proper register, correct terminology and correct grammar, spelling and punctuation.
- Don't worry about United Nations spelling or punctuation rules, just be consistent in the type of spelling and punctuation that you use.
- Your translation should be in final form, with no translator's remarks, questions or alternative renderings.
- Keep track of time and make sure you finish because **incomplete translations will not be graded** by the examiners.

Tips

- Practise translating texts 500-550 words long in 80 minutes (including 10 minutes final readthrough time) so that you get a feel for the pace that you will need to maintain. Speed really does come with practice.
- Practise translating from both your source languages.
- Do a rough draft first, then go back and polish and check things in dictionaries, etc. That way you do not risk being eliminated for not finishing.
- You might like to familiarize yourself with United Nations documents, which are available in all six languages in the Official Document System. Please note that United Nations websites are not translated by United Nations translation staff and are not representative of the type of work that we do or the type of translations that we produce.

Your translation checklist

- Is it **accurate**? Have you captured all the meaning of the original? Check that you have not accidentally distorted the meaning of the original by trying to write nicely.
- Have you used the **correct terminology** for the text in question?
- Is it **complete**?
- Is the **style appropriate**? Have you produced a readable translation that conveys the message of the original clearly in natural-sounding English? Are the tone and register appropriate?
- Is it written in **good English**? I.e. in grammatical, idiomatic English, using standard spelling and punctation conventions? (It doesn't matter if you use US or UK spelling or Oxford commas or not; just be consistent).

See also general tips at: Competitive examinations for translators, editors, précis-writers and verbatim reporters.

IV. Preparing for the editing exercise

Editors work on a variety of document types that cover the range of issues before the United Nations. Their aim is to ensure that the language is clear and translatable, including in terms of grammar, syntax, spelling and logic, and that the text has no redundancy or inconsistencies in terminology, style and structure. They conduct research to confirm, insofar as possible, that the information presented is accurate, and use an array of electronic tools, including the *Editorial Manual Online*. Mindful of political sensitivities and nuance, they generally adhere closely to the original text and avoid rewriting, thereby preserving the author's voice and tone. Editors usually need to work within tight deadlines, at the same time ensuring that their output meets the high standards of quality required by the Organization.

Instructions

The editing exercise is designed to assess your knowledge of English grammar and syntax, as well as your ability to apply general knowledge and logic to detect inconsistencies. You will have 80 minutes to work on the one text:

- In the first portion, the issues will be underlined, and your task will be to correct only those issues.
- In the second portion, the issues will not be underlined, and your task will be to detect and correct them.

In both portions:

- Focus on detecting inconsistencies and poor grammar and applying consistent spelling and punctuation.
- Use the track-changes function.
- **Do not** include queries or comments to support your editing decisions.
- **Avoid** unnecessary rewriting. Reordering within a sentence is fine, if necessary.
- **Do not** rearrange the order of the sentences within the paragraphs or the order of the paragraphs within the text.
- Keep track of time and make sure that you finish because incomplete papers will not be graded by the examiners.

Note

You will **not** be expected to:

- Check the accuracy of the information provided – your logic and general knowledge should suffice.
- Check the names of entities or institutions – but watch out for inconsistencies.
- Apply the rules set out in the *Editorial Manual Online* – just be consistent in whatever rules (e.g., for capitalization, spelling and punctuation) you do apply.

Tips

Look at the examples below, which are grouped according to some of the types of error that United Nations editors encounter. The problematic wording is underlined. For the sake of visibility, underlined incorrect punctuation is also highlighted. As you can see, the edits are minimal, serving to eliminate the errors without significantly altering the original sentences.

1. Grammar/syntax/clarity

Example	*Issue*	*Editorial fix*
In collaboration with experts in the field, the statistics of the World Health Organization are updated daily.	misplaced modifier	In collaboration with experts in the field, ~~the statistics~~ the World Health Organization ~~are updated~~ updates its statistics daily.
Criteria in the human development index is used to categorize countries according to four tiers.	subject-verb agreement	Criteria in the human development index ~~is~~ are used to categorize countries according to four tiers.
The round table Chairs of the intergovernmental bodies discussed strategies to support international human rights law.	syntax	The ~~round table~~ Chairs of the intergovernmental bodies represented at the round table discussed strategies to support international human rights law.
In its statement, the Member State reiterated it's request to expand the scope for using the services of the university.	grammar punctuation	In its statement, the Member State reiterated ~~it's~~ its request to expand the scope for using the services of the university.
The President of the country that was in South America during the flooding was unable to attend the meeting.	grammar punctuation clarity logic	The President of the country, ~~that~~ who was in South America during the flooding, was unable to attend the meeting. [*Note: punctuation had to be fixed accordingly*]
The report contains a set of sustainable development tools use recommendations.	clarity	The report contains a set of recommendations on the use of sustainable development tools. ~~use recommendations.~~
The international community was responsive to the mandate to assist the most vulnerable.	clarity	The international community ~~was responsive~~ responded to the mandate to assist the most vulnerable.
With the spread of COVID-19, health practitioners had to adapt to an increasingly complex set of regulations. This prompted many hospitals to adopt new policies accordingly.	clarity (unclear pronoun)	With the spread of COVID-19, health practitioners had to adapt to an increasingly complex set of regulations. This trend prompted many hospitals to adopt new policies accordingly.
The results of the survey confirmed that the project not only was necessary but achievable.	grammar	The results of the survey confirmed that the project was not only ~~was~~ necessary but also achievable.

2. Word choice

Example	*Issue*	*Editorial fix*
The in-depth analysis of select indicators, at both the global and world level, was supported by an array of charts and maps that provided a snapshot view of the progress made.	redundancy	The in-depth analysis of select indicators~~,~~ at ~~both~~ the global ~~and world~~ level~~,~~ was supported by an array of charts and maps that provided a snapshot ~~view~~ of the progress made.

Example	*Issue*	*Editorial fix*
The effective implementation of sustainable forest management is critically dependant upon adequate resources, including financing, capacity development and the transfer of environmentally sound technologies.	incorrect word	The effective implementation of sustainable forest management is critically ~~dependant~~ dependent upon adequate resources, including financing, capacity development and the transfer of environmentally sound technologies.
Peacekeepers worked expediently to implement the changes resulting from the decision to drawn down their forces.	incorrect word	Peacekeepers worked ~~expediently~~ expeditiously to implement the changes resulting from the decision to drawn down their forces.
Less delegates attended the conference in 2020 than had in 2019, as a result of the pandemic. The hotels in the area reported a lesser occupancy rate.	incorrect word	~~Less~~ Fewer delegates attended the conference in 2020 than had in 2019, as a result of the pandemic. The hotels in the area reported a ~~lesser~~ lower occupancy rate.
The members of the panel urged the need to adhere to compliance with United Nations treaties.	redundancy	The members of the panel urged ~~the need to adhere to~~ compliance with United Nations treaties.
The weather forecast was a deception to those who were expecting rain.	logic (false friend)	The weather forecast was ~~a deception~~ disappointing to those who were expecting rain.
The individual was brought before the local court to be persecuted for his flagrant abuse of human rights.	incorrect word logic	The individual was brought before the local court to be ~~persecuted~~ prosecuted for his flagrant abuse of human rights.
Rising anthropogenic underwater noise levels effect the health of the sea environment.	incorrect word	Rising anthropogenic underwater noise levels affect ~~effect~~ the health of the sea environment.
Two-thirds of the population needed assistance.	spelling	~~Two-thirds~~Two thirds of the population needed assistance.

3. Inconsistencies

Example	*Issue*	*Editorial fix*
In its efforts to promote inclusive learning opportunities, the Government of Kenya produced education materials for non-governmental organizations serving remote areas of the country. The government expressed its appreciation to the Non-Governmental Organizations for their participation in the project.	inconsistency (capitalization)	In its efforts to promote inclusive learning opportunities, the Government of Kenya produced education materials for non-governmental organizations serving remote areas of the country. The **G**overnment expressed its appreciation to the **n**on-**g**overnmental **o**rganizations for their participation in the project. ***NB:*** It is not so much a matter of whether the underlined wording should be in upper or lower case – since we do not expect you to be familiar with United Nations editorial style – but that there should be consistency in the way you edit. Maintain consistency in whichever style you use throughout the text.

Example	*Issue*	*Editorial fix*
Member States; organizations of the United Nations system, non-governmental organizations, academic institutions; as well as other relevant stakeholders were invited to commemorate the International Day of Women in Diplomacy	Inconsistency (punctuation)	Member States~~:~~, organizations of the United Nations system, non-governmental organizations, academic institutions~~;~~, as well as other relevant stakeholders, were invited to commemorate the International Day of Women in Diplomacy.
The delegates discussed the following issues: (a) Economic statistics; (b) Data and metadata; (c) Climate change statistics; (d) Programme questions; (e) Disaster-related statistics; (f) Household surveys; (h) Business and trade statistics; (i) National accounts. 3. After the discussion, the delegates reported to their capitals and reconvened to finalize the wording of the related resolution.	inconsistency (paragraphs, subparagraphs)	1.The delegates discussed the following issues: (a) Economic statistics; (b) Data and metadata; (c) Climate change statistics; (d) Programme questions; (e) Disaster-related statistics; (f) Household surveys; (~~h~~g) Business and trade statistics; (~~i~~h) National accounts. 2. ~~3.~~ After the discussion, the delegates reported to their capitals and reconvened to finalize the wording of the related resolution.
The Office of the United Nations High Commissioner for Human Rights helped the Government to establish a centre dedicated to advocating efforts at the community level. The center is located near the capital.	inconsistency (spelling)	The Office of the United Nations High Commissioner for Human Rights helped the Government to establish a centre [or center] dedicated to advocating efforts at the community level. The center [or centre] is located near the capital. ***NB:*** You are not expected to follow the spelling rules set out in the *Editorial Manual Online*, but you should be consistent in the spelling you use for the same word.

4. Errors of logic

Example	*Issue*	*Editorial fix*
The funds raised by developed countries ranged from $2 to $10 million.	logic (denomination context)	The funds raised by developed countries ranged from $2 million to $10 million.
Switzerland changed its name to Eswatini in 2018.	Logic (geographical context)	~~Switzerland~~ Swaziland changed its name to Eswatini in 2018.
Poverty, conflicts, inequalities and limited access to basic services increased at the height of the pandemic.	logic (comparisons)	Poverty, conflicts~~,~~ and inequalities increased at the height of the pandemic, while ~~and limited~~ access to basic services was further limited.

V. Preparing for the summary-writing exercise

The purpose of the summary records produced by the English units is to provide concise official records of what representatives of Member States or institutions said at meetings, i.e. of the statements that they delivered orally. The readers of such records are the people who attended the meeting, those who missed it, people with a professional interest in what happened, researchers and the public.

Summaries of statements therefore need to accurately reflect the main points made, include sufficient detail to illustrate those points and be written in a logical, coherent and intelligible style.

Accordingly, in the summary-writing exercise in Part 1, we will be looking for your ability: (a) to identify main ideas; (b) to judge the amount of detail to include; and (c) to write correctly and clearly in English.

Instructions

- You will be given the transcript of a statement that is about 700 words long and, possibly, some background information to provide context, such as who is speaking at what event.
- You will be told to summarize the statement in 300-350 words and to include all the main points. The word counter in the online testing system will enable you to make sure that your summary is within the guidelines. Note that candidates who produce summaries that are too short or too long will be penalized, possibly heavily.
- Do not change the order of ideas.
- The transcript of the statement will not be in paragraphs, but your summary must be structured in paragraphs. Do not use bullet points or write just one paragraph.
- You are free to use the wording of the original if it is grammatically and stylistically correct. Statements are delivered orally, so the transcripts often contain slightly awkward constructions and slips in grammar. These must not be transferred to the summary.
- Start your summary with “The speaker said that” and continue in the past tense using reported speech.
- In the exam you do not need to check or correct the names of any institutions (ministries, NGOs, committees, etc.) or events (international meetings, conferences, etc.) or agreements (conventions, treaties, etc.) mentioned in the statement.

Don’t be too worried about the summary-writing exercise.

We understand that not all candidates will be used to writing in reported speech and few will have experience of summary writing. We are looking for your analytical skills and your ability to write correct English. Aim to produce a summary that is a well-written, logical, stand-alone text that accurately reflects what the speaker said.

1. Identifying main ideas

Think of main ideas as:

- The key information that the speaker wanted to transmit (basic facts)
- The key message that the speaker wanted to get across (views, recommendations, requests)
- The aspects that the speaker would be upset if you did not include them.

- Ways to identify main ideas:
  - Think of the readers of summary records. What should they read in the summary of the statement to get an accurate picture of what was said?
  - Look for clues in the statement; often speakers deliver a main idea and then provide evidence to support it.
  - One way to identify main ideas is to imagine that someone has just asked you "What did they say?" in a social situation where you have to respond quickly (e.g. at the cinema. just as the movie is starting). You will necessarily tell them only the important bits.
  - Practise identifying main ideas in speeches. Bear in mind that the transcript of the statement that you have to summarize in the exam will not be in paragraphs.

2. When to include detail

- Include only details that support main ideas (the word limit in the exam will help you to know whether to include details).
- Do not include pleasantries or platitudes.
- Practise identifying main ideas and supporting details; you might consider going over a speech and colour-coding them differently.

3. Writing concisely

- Look for opportunities to merge the content of two or more sentences. Linking words in the statement will suggest which ideas go together.
- Recast sentences and select words to say the same thing more succinctly. For example:

  "make huge efforts to" could be reported in the summary as *"strove to"*

  "action needs to be taken by all parties with a view to further advancing the progress that has already been made in the area of the empowerment of women in recent time" could become *"all parties must build on the recent progress in women's empowerment"*

- Use more general terms. For example:

  "*The Director, Assistant Director and other members of the research team met five times in September, four times in January and eight times in March with farmers unions, peasant associations, agrochemical companies, landowners, livestock market managers, local government officials, conservation groups and indigenous communities to assess the impact of sustainable farming practices in the region.*" Could be reported in the summary as: "*The research team had met with a wide range of stakeholders on several occasions to assess the impact of sustainable farming in the region"*.

  Depending on the context and if was an important detail, *"wide range of stakeholders"* could also have been rendered as *"representatives of both the public and the private sector, including NGOs*"

4. Reported speech

- The basic rule is to write one tense back and watch out for time references.
- If you are not that familiar with reported speech, read "Indirect or reported speech" in the Editorial Manual Online, practise and have the guidance open during the exam.

- Once you have started your summary with “The speaker said that…”, just keep writing in reported speech. Do not repeat “The speaker said that…” every new sentence or paragraph. There is no need, as it will make your summary very awkward to read.
- Practise rewriting a statement in reported speech (without summarizing until you are familiar and confident with reported speech).

See also Competitive examinations for translators, editors, précis-writers and verbatim reporters for general tips and précis-writing for sample summary records and summaries of a statement.

Your summary checklist

- Is it **accurate**? Would somebody reading your summary have an accurate idea of what the speaker wanted to convey in their statement? Have you distorted the message of the original at all? – if so, fix it.
- Is it **complete**? Have you captured all the main ideas? Or did you miss something important? If so, work it in, in the right place.
- Is it the **right length**? Too long? – use the concise-writing tips to shorten your summary. Too short? Are you sure that you have captured all the main ideas or messages? What supportive ideas, details or descriptors could be worked in to create a fuller summary of the right length?
- Is it in **reported speech**? Have you applied the logic of reported speech (essentially writing one tense back) consistently throughout your summary? Did you start with “The speaker said that…” and then continue in reported speech?
- Is it written in **good English**? I.e. in grammatical, idiomatic English, using standard spelling and punctation conventions? (It doesn’t matter if you use US or UK spelling or Oxford commas or not; just be consistent.)
- Have you used the same **tone and register** as the speaker?

Check out the annotated summary below, which is intended to illustrate what the instructions and tips presented here mean in practice.

Annotated summary to illustrate the tips and instructions

The text is based on an original statement, but heavily adapted for demonstration purposes. The speaker is a woman.

Grey = pleasantries
Yellow = main ideas
Green = supporting details to possibly include
Blue = linking words suggest what goes with what

- Pink = typically signal change in topic
- Note: **the past tenses of reported speech in bold.**

Things to note	*Statement transcript – 711 words*	*Summary – 334 words*
▪ Pleasantries are not included in the summary. ▪ See how the idea conveyed in the 19 words from "can be" to "continent" is re-expressed in 11 words. ▪ You can use wording of the original, provided that it is correct English and appropriate. ▪ Improvement in style: "distinctive" instead of "distinct" in last sentence. ▪ Note: no need to repeat "The speaker said" after the first time that it is used here.	Madam Chair, It is a pleasure for me to be here today and I would like to start by proudly sharing with you that my country can be considered as the country with the most diverse ethnic and linguistic population of the South American continent. Indigenous peoples, divided over four different groups of Amerindian peoples, are an integral part of the population. In addition, we count among the population the tribal and forest dependent peoples consisting of six tribes of Maroons, the descendants of Africans, who freed themselves from slavery during colonial times. Both the indigenous and tribal peoples have established communities in the hinterland of the country who were living based on their respective African and Amerindian customs and traditions. My country's adherence to non-discrimination and equality is based on the very fabric of our very diverse multi-ethnic society. These principles are solidly embedded in our Constitution and hence mainstreamed in national legislation. Respect for cultural diversity and peaceful co-existence are therefore distinct characteristics of our society.	The speaker said that her country **had** the most ethnically and linguistically diverse population in South America. It **included** four distinct groups of indigenous Amerindian peoples and six tribes of Maroons, all of whom **had established** communities living according to their own customs and traditions. Non-discrimination and equality **were** solidly **embedded** in the Constitution, and respect for cultural diversity and peaceful coexistence **were** distinctive characteristics of society.

Things to note	*Statement transcript – 711 words*	*Summary – 334 words*
▪ "Madam Chair" and similar expressions often signal a change in topic or that something important is about to be said. ▪ The previous section (now a paragraph) provided contextual/background information; here the speaker turns to the action that her Government is taking. ▪ See how the précis-writer combined the ideas in the first two sentences. The repeat of "consultation" highlighted in blue hinted at this possibility. ▪ Only Governments can place things on the national agenda, so it was not necessary to mention them doing so in the summary.	Madam Chair, Consultation and cooperation with indigenous and tribal peoples is valued by the Government to protect and safeguard their involvement in the formulation of public policies. We recognize that consultation is important for ensuring wide-support and creating a collaborative environment of mutual trust. The Government has placed the issue of the recognition of the collective rights of our indigenous and tribal peoples high on its agenda. In the National Development Plan 2018-2022, the Government commits itself to exert all efforts to address the matter of land demarcation for our indigenous and tribal peoples. In this regard I wish to note that a conference was convened in 2018 to discuss land rights and another in 2019 to discuss mechanisms for consultation, in addition to a wide range of other associated issues. The President of the Republic in his recent address to Parliament has indicated that the consultations with the indigenous and tribal peoples will be continued and that a third national conference will be convened in due course. The purpose is to achieve broad-based functional insights than can ensure a harmonious solution to the matter of the demarcation of the land and territories of our indigenous and tribal peoples. It is also important to note that the Government is advocating for an approach that involves all segments of national society and which can be placed within the constitutional parameters.	The Government **valued** consultation and cooperation with indigenous and tribal peoples as means of safeguarding their involvement in public policymaking and ensuring a collaborative environment and mutual trust. The recognition of the collective rights of indigenous and tribal peoples **was** high on the national agenda. In the 2018-2022 national development plan, the Government **had pledged** to address the matter of land demarcation. Two conferences **had been held** in 2018-2019, to discuss, inter alia, land rights and consultation mechanisms. A third conference **would be held** in due course. The aim **was** to achieve broad-based insights that **could** ensure a harmonious solution to the issue, applying an inclusive, constitutionally sound approach.
▪ These sections were merged because the content of the first part (the commitment) sets up the recommendations that come next (see in summary "had reaffirmed … should therefore") ▪ Names of agreements and events ("Outcome Document", "World Conference…" and "Global Sustainable Development Forum") left as in the original.	Madam Chair, My country has actively participated in the lead up to the World Conference on Indigenous Peoples, including in the negotiations for the Outcome Document. We welcome the Outcome Document of the World Conference because it provides us a renewed commitment to further promote and uphold the rights of indigenous peoples and to work in consultation and cooperation with indigenous peoples on matters affecting them.	The Outcome Document of the World Conference on Indigenous Peoples **had reaffirmed** the commitment to promote their rights and to consult and cooperate with indigenous peoples on matters affecting them. The rights of indigenous peoples **should** therefore be properly reflected in the United Nations development agenda. Coordination within the United Nations system on indigenous issues **would be** equally important. The recommendations of the 2021 Global

Things to note	*Statement transcript – 711 words*	*Summary – 334 words*
▪ "last year's" has been captured as "2021" in the summary to make it clear to readers in many years' time, but "the previous year's" would have worked as well. ▪ "should" and words such as "important" and "essential" tend to signal things that need to be included (see red text). ▪ "should" in reported speech remains as "should", but "will" becomes "would". See Indirect or reported speech" in the *Editorial Manual Online*. ▪ Improvement in style: "progress … on indigenous peoples" is changed to "progress … in regard to indigenous peoples". ▪ Platitudes and pleasantries are not included.	Madam Chair, We are close to the end of another International Decade of the Worlds Indigenous People. As we deliberate the future framework to guide the UN development agenda for the next generation or so, we strongly believe that the rights of indigenous peoples should be well reflected. Of equal importance will be the coordination within the UN system on indigenous issues. In the final recommendations of last year's Global Sustainable Development Forum, the importance was highlighted of the participation of indigenous peoples in the achievement of sustainable development. It was also recognized that the traditional knowledge, innovations and practices of indigenous peoples make an essential contribution to the conservation and sustainable use of biodiversity, addressing the effects of climate change in the pursuit of improving social well- being and sustainable livelihoods. The discussions on future agendas should therefore include the establishment of clear indicators to measure progress of sustainable development policies and programmes on indigenous peoples. The international community has an opportunity this time around to correct the omission in the development agendas to date where no indicators were included to measure that progress despite their importance. In closing Madam Chair, My country remains committed to take all necessary measures to ensure the involvement of its indigenous and tribal peoples in all matters affecting them, just as the Government remains committed to engaging actively in all forums and agreements on their rights, within the UN system and beyond. I thank you for your attention.	Sustainable Development Forum **had highlighted** the importance of the participation of indigenous peoples in the achievement of sustainable development and **had recognized** the important contribution traditional knowledge and practices made to the conservation and sustainable use of biodiversity in the pursuit of improved well-being and sustainable livelihoods. Discussions on future development agendas **should** therefore include the establishment of clear indicators to measure the progress of sustainable development policies and programmes in regard to indigenous peoples. Such indicators **had been** missing from previous agendas, and the international community now **had** the opportunity to correct that omission.