

## Title of post: Translator

### Example Posts

Translator, school teacher, professor, student, interpreter

### Reporting Line

Field Team Leader,  
Information analyst

### Requirements

Good knowledge of the visited area and local habits

### Education

Bachelor degree or higher qualification

### Language

- Excellent written and oral command of English or French (or appropriate international languages – could be Arabic, Spanish, Portuguese, Russian or Chinese depending on context)
- Excellent knowledge of the local language(s)

*Translators can be used both during field visits to support assessment teams and for translation of assessment report findings.*

### Skills

- **International Language** - Knowledge of the structure and content of the International language including the meaning and spelling of words, rules of composition, and grammar.
- **Foreign Language** - Knowledge of the structure and content of the foreign language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.
- **Active Listening**: Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Speaking**: Ability to convey information effectively in a language that affected persons understand, while not changing the meaning of the original explanation.
- **Reading Comprehension**: Understanding written sentences and paragraphs in work related documents.
- **Social Perceptiveness**: Sensitivity to and awareness of others' reactions and understanding why they react as they do.
- **Coordination**: Adjusting actions in relation to others' actions.
- **Time Management**: Managing one's own time and the time of others.
- **Critical Thinking**: Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. Ability to listen to and understand information and ideas presented through spoken words and sentences:
- **Monitoring**: Monitoring/assessing performance of oneself , other individuals, or organizations to make improvements or take corrective action.
- **Writing**: Communicating effectively in writing as appropriate for the needs of the audience.
- **Active Learning**: Understanding the implications and importance of new information for both current and future problem-solving and decision-making related to relief interventions:

### Ability

- **Speech Recognition**: The ability to identify and understand the speech of another person.
- **Oral Expression**: The ability to communicate information and ideas in speaking so others will understand.
- **Oral Comprehension**: The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Written Comprehension**: The ability to read and understand information and ideas presented in writing.
- **Speech Clarity**: The ability to speak clearly so others can understand you.
- **Information Ordering**: The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Written Expression**: The ability to communicate information and ideas in writing so others will understand.
- **Auditory Attention**: The ability to focus on a single source of sound in the presence of other distracting sounds.
- **Hearing Sensitivity**: The ability to detect or tell the differences between sounds that vary in pitch and loudness.

### **Role description and responsibilities**

- **Translation:** She/he will translate or interpret written, oral, or sign language text into another language for others during assessment activities. Listen to speakers' statements to determine meanings and to prepare translations. Identify and resolve conflicts related to the meanings of words, concepts, practices, or behaviors. Translate messages simultaneously or consecutively into specified languages, orally or by using hand signs, maintaining message content, context, and style as much as possible. Adapt translations to assessment team members' cognitive and grade levels. Translate any document or discussion accurately; provide assessment team members with a grammatically correct, well-expressed final version of the translated text. Read written materials, such as legal documents, scientific works, or news reports, and rewrite material into specified languages. Ensure that the messages transmitted are properly understood by the addressee. Reproduce exactly the messages received. Point out verbally any significant changes made when translating from one language to another. Do not disclose sensitive content outside the assessment team
- **Facilitation:** Under the supervision of the team leader, liaise with local authorities to present the assessment team and the field activities. Assist the field team leader or administrator during staff meetings.
- **Revision:** Recommend adequate wording according to the local customs; high standards of accuracy, consistency and faithfulness to the spirit, style and nuances of the original text: Proofread, edit, and revise translated materials. Check translations of technical terms and terminology to ensure that they are accurate and remain consistent throughout translation revisions. Refer to reference materials, such as dictionaries, lexicons, encyclopedias, and computerized terminology banks, as needed to ensure translation accuracy. Compile terminology and information to be used in translations, including technical terms such as those for legal or medical material.
- **Interpreting the Meaning of Information for Others:** Translate or explain what information means and how it can be used.
- **Identifying Objects, Actions, and Events:** Identify information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Getting Information:** Observe, receive, and otherwise obtain information from relevant sources.
- **Monitor Processes, Materials, or Surroundings:** Monitor and review information from materials, events, or the environment, to detect or assess problems.
- **Establishing and Maintaining Interpersonal Relationships:** Develop constructive and cooperative working relationships with others, and maintaining them over time.
- **Communicating with Supervisors:** Provide information to supervisors and co-workers
- **Organizing, Planning, and Prioritizing Work:** Develop specific goals and plans to prioritize, organize, and accomplish tasks at hand.
- **Analyzing Data or Information:** Identify the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

### **Work style**

- **Dependability:** Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- **Integrity:** Job requires being honest and ethical.
- **Attention to Detail:** Job requires being careful about detail and thorough in completing work tasks.
- **Independence:** Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
- **Cooperation:** Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- **Self Control:** Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- **Adaptability/Flexibility:** Job requires being open to change (positive or negative) and to considerable variety in the workplace.
- **Concern for Others:** Job requires being sensitive to others' needs and feelings and being understanding and helpful.
- **Initiative:** Job requires a willingness to take on responsibilities and challenges.
- **Persistence:** Job requires persistence in the face of obstacles.

Assessment Coordinator:	Translator:
Name: _____	Name: _____
Position: _____	Position: _____
Signature: _____	Signature: _____
Date: _____	Date: _____