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наименование ОПОП

ФТД.03
шифр дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Дисциплины
(модуля)

Перевод в сфере международного сотрудничества

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Утверждено на заседании кафедры
иностраннных языков
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И. о. заведующего кафедрой иностранных
языков


подпись

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ФИО

1. Критерии и средства оценивания компетенций и индикаторов их достижения, формируемых дисциплиной (модулем)

Код и наименование компетенции	Код и наименование индикатора(ов) достижения компетенции	Результаты обучения по дисциплине (модулю)			Оценочные средства текущего контроля	Оценочные средства промежуточной аттестации
		<i>Знать</i>	<i>Уметь</i>	<i>Владеть</i>		
ОПК-4. Способен осуществлять межъязыковое и межкультурное взаимодействие в устной и письменной формах как в общей, так и профессиональной сферах общения	4.1. Способен понимать значение культурных особенностей стран изучаемого языка. 4.2. Демонстрирует готовность к толерантному общению в условиях межкультурной коммуникации; использованию способов предупреждения возможных трудностей межкультурного диалога, обусловленных культурными стереотипами. 4.3. Корректно использует модели типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межъязыковой и межкультурной коммуникации.	Языковые и культурные нормы языкового общения.	Демонстрировать готовность к толерантному общению в условиях межкультурной коммуникации.	Моделями типичных социальных ситуаций и этикетные формулы, принятые в устной и письменной межъязыковой и межкультурной коммуникации	Комплект заданий в рамках практических занятий	Контрольное задание
ПК-3. Способен выполнять устный последовательный перевод	ПК-3.1 Способен осуществлять устный последовательный перевод и устный перевод с листа с соблюдением норм	Стратегии перевода в соответствии с особенностями коммуникации и целью перевода, основными положениями	Осуществлять устный последовательный перевод и устный перевод с листа с соблюдением норм лексической эквивалентности,	Нормами международного общения.	Комплект заданий в рамках практических занятий	Контрольное задание

	лексической эквивалентности, грамматических, синтаксических и стилистических норм текста перевода и темпоральных характеристик исходного текста. ПК-3.2 Определяет стратегию перевода в соответствии с особенностями коммуникации и целью перевода, основными положениями профессиональной этики устного переводчика; нормами международного.	профессиональной этики устного переводчика.	грамматических, синтаксических и стилистических норм текста перевода и темпоральных характеристик исходного текста.			
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2. Оценка уровня сформированности компетенций (индикаторов их достижения)

Показатели оценивания компетенций (индикаторов их достижения)	Шкала и критерии оценки уровня сформированности компетенций (индикаторов их достижения)			
	Ниже порогового («неудовлетворительно»)	Пороговый («удовлетворительно»)	Продвинутый («хорошо»)	Высокий («отлично»)
Полнота знаний	Уровень знаний ниже минимальных требований. Имели место грубые ошибки.	Минимально допустимый уровень знаний. Допущены не грубые ошибки.	Уровень знаний в объёме, соответствующем программе подготовки. Допущены некоторые погрешности.	Уровень знаний в объёме, соответствующем программе подготовки.
Наличие умений	При выполнении стандартных заданий не продемонстрированы основные умения. Имели место грубые ошибки.	Продemonстрированы основные умения. Выполнены типовые задания с не грубыми ошибками. Выполнены все задания, но не в полном объёме (отсутствуют пояснения, неполные выводы)	Продemonстрированы все основные умения. Выполнены все основные задания с некоторыми погрешностями. Выполнены все задания в полном объёме, но некоторые с недочётами.	Продemonстрированы все основные умения. Выполнены все основные и дополнительные задания без ошибок и погрешностей. Задания выполнены в полном объёме без недочётов.
Наличие навыков (владение опытом)	При выполнении стандартных заданий не продемонстрированы базовые навыки. Имели место грубые ошибки.	Имеется минимальный набор навыков для выполнения стандартных заданий с некоторыми недочётами.	Продemonстрированы базовые навыки при выполнении стандартных заданий с некоторыми недочётами.	Продemonстрированы все основные умения. Выполнены все основные и дополнительные задания без ошибок и погрешностей. Продemonстрирован творческий подход к решению нестандартных задач.
Характеристика сформированности компетенции	Компетенции фактически не сформированы. Имеющихся знаний, умений, навыков недостаточно для решения практических (профессиональных) задач. ИЛИ Зачетное количество баллов не набрано согласно установленному диапазону	Сформированность компетенций соответствует минимальным требованиям. Имеющихся знаний, умений, навыков в целом достаточно для решения практических (профессиональных) задач. ИЛИ Набрано зачетное количество баллов согласно установленному диапазону	Сформированность компетенций в целом соответствует требованиям. Имеющихся знаний, умений, навыков достаточно для решения стандартных профессиональных задач. ИЛИ Набрано зачетное количество баллов согласно установленному диапазону	Сформированность компетенций полностью соответствует требованиям. Имеющихся знаний, умений, навыков в полной мере достаточно для решения сложных, в том числе нестандартных, профессиональных задач. ИЛИ Набрано зачетное количество баллов согласно установленному диапазону

3. Критерии и шкала оценивания заданий текущего контроля

3.1 Критерии и шкала оценивания практических работ

Перечень практических работ, описание порядка выполнения и защиты работы, требования к результатам работы, структуре и содержанию отчета и т.п. представлены в методических материалах по освоению дисциплины (модуля) и в электронном курсе в ЭИОС МАУ.

Оценка/баллы	Критерии оценивания
<i>Отлично</i>	Содержание переводимого текста передано полностью и правильно, соблюдены стиль и нормы переводящего языка, допускается одна полная ошибка (не смысловая)
<i>Хорошо</i>	Содержание переводимого текста передано полностью, соблюдены стиль и нормы переводящего языка, допускаются две полные ошибки (в том числе одна смысловая)
<i>Удовлетворительно</i>	Содержание переводимого текста передано полностью, соблюдены стиль и нормы переводящего языка, допускаются три полные ошибки (не более двух смысловых)
<i>Неудовлетворительно</i>	Содержание переводимого текста передано полностью или неточно, стиль передан с нарушениями, нормы переводящего языка соблюдены, допускаются четыре полные ошибки (не более трех смысловых)

3.2 Критерии и шкала оценивания посещаемости занятий

Посещение занятий обучающимися определяется в процентном соотношении

Баллы	Критерии оценки
15	посещаемость 75 - 100 %
5	посещаемость 50 - 74 %
0	посещаемость менее 50 %

4. Критерии и шкала оценивания результатов обучения по дисциплине (модулю) при проведении промежуточной аттестации (зачет)

Если обучающийся набрал зачетное количество баллов согласно установленному диапазону по дисциплине (модулю), то он считается аттестованным.

Оценка	Баллы	Критерии оценивания
<i>Зачтено</i>	60 - 100	Набрано зачетное количество баллов согласно установленному диапазону
<i>Незачтено</i>	менее 60	Зачетное количество согласно установленному диапазону баллов не набрано

5. Задания диагностической работы для оценки результатов обучения по дисциплине (модулю) в рамках внутренней и внешней независимой оценки качества образования

ФОС содержит задания для оценивания знаний, умений и навыков, демонстрирующих уровень сформированности компетенций и индикаторов их достижения в процессе освоения дисциплины (модуля).

Комплект заданий разработан таким образом, чтобы осуществить процедуру оценки каждой компетенции, формируемых дисциплиной (модулем), у обучающегося в письменной форме.

Содержание комплекта заданий включает практико-ориентированные задания.

Комплект заданий диагностической работы

Компетенция ОПК-4	
1	Письменный перевод текста с английского языка на русский: I. Preamble 1. We, the Ministers of Energy and the Heads of Delegations from the BRICS countries, met at the 9th BRICS Energy Ministers Meeting under the Presidency of the Russian Federation on the 26th of September 2024. 2. We welcome the expansion of BRICS and reaffirm our desire to jointly, in the spirit of continuity, enhance energy security and promote just and inclusive energy transitions to ensure economic growth and well-being of the peoples of our countries. The complementarity of our energy systems will foster closer cooperation for the benefit of each of our economies. 3. We emphasize that ensuring universal access to affordable, reliable, sustainable and modern energy for all, in line with the Sustainable Development Goal 7 (SDG 7), is a priority on the global energy agenda. We will explore the most efficient way in order to eradicate energy poverty and ensure universal access to energy, through modernization of national energy systems, diversification of energy sources and efficient use of all fuels and advanced technologies while making efforts to reduce environmental impact and greenhouse gas emissions in line with national circumstances, needs and priorities. II. Energy Security 4. We recognize the crucial role of energy security in promoting social and economic development and achieving the SDGs. 5. We reaffirm our aspiration to work together on energy security, as outlined in the BRICS Energy Security Report, prepared by the BRICS Energy Research Cooperation Platform (BRICS ERCP) in 2023. 6. We reaffirm the importance of mutually beneficial dialogue taking into account different national circumstances, needs and priorities. We also recognize that security and predictability of energy supply and demand are important for energy planning, de-risking investments and sustainable development of the energy sector. 7. We express concern about arbitrary restrictions on energy trade and investment in the energy sector, as well as selective approaches to developing energy systems which undermine the open and non-discriminatory functioning of energy markets, destabilize global and regional value chains and pose a threat to security of the critical energy infrastructure, including transboundary infrastructure, and ultimately prevent effective reduction in the global energy carbon emissions. 8. We intend to promote energy cooperation among the BRICS countries. We emphasize that guaranteeing universal access to affordable and reliable energy and ensuring energy security is a crucial foundation for economic development, social stability, national security, and the welfare of all nations worldwide. We stress the importance of enhancing energy security and market stability by strengthening value chains, promoting open, transparent, and competitive markets, and ensuring the protection of critical energy

	infrastructure. 9. We will prioritize stable and reliable supply of energy at affordable prices to consumers through diversification of the energy mix using national resources and trade in energy, in line with our sustainable development goals. 10. Taking into account the need to ensure the accessibility of energy sources, we plan to increase our efforts and investments in energy connectivity, development of energy infrastructure and energy technologies ensuring energy security and sustainability. In order to ensure open, competitive, non-discriminatory, and free international energy markets, we will consider ways to use national currencies in the trade of energy goods.
2	Письменный перевод текста с английского языка на русский: III. Just and Inclusive Energy Transitions 11. We share a vision that just and inclusive energy transitions should be made in accordance with SDG 7 considering equitable approach, common but differentiated responsibilities and respective capabilities. 12. We recognize the right of countries to plan and determine the pace and scale of their energy transition pathways taking into account different national circumstances, needs and priorities, including, but not limited to, climate and natural conditions, as well as the structure of the economy and energy mix, in line with their sustainable development goals and climate commitments. 13. In line with technological neutrality, we recognize the role that the widest variety of sustainable and transitional fuels can play in facilitating the energy transitions while ensuring energy security. 14. In this respect we reaffirm that the efficient use of all energy sources and technologies, including but not limited to renewable energy, biofuels, hydropower, fossil fuels, carbon abatement and removal technologies, nuclear power and hydrogen produced from zero or low-emission technologies, is critical for just and inclusive transitions to more flexible, resilient and sustainable energy systems. 15. We call for the adoption of common, consistent, clear, fair, transparent and internationally recognized guidelines and methodologies for assessment of carbon intensity, energy classification, and mutual recognition of taxonomies. 16. We also share the importance of increasing cooperation in energy efficiency through improved coordination between existing BRICS mechanisms. 17. We express concern that financial and technological constraints could significantly slow the progress in the global energy transition. In this regard, we stress that non-discriminatory access to technologies and low-interest finance is essential for sustainable development. 18. Synergy and collaboration between all energy industry stakeholders including governments, private sector and international financial institutions are crucial to support achieving a just, balanced and orderly energy transition that leaves no one behind. 19. We appreciate the efforts of the Russian Presidency in preparing the BRICS Just Energy Transition Report which we agree to finalize shortly during the Russian Presidency. 20. We underscore the importance of skills development to ensure just and inclusive energy transitions. We encourage the creation of a work stream to foster cooperation on this issue within the BRICS ERCP, note the successful workshop on energy skills in Obninsk held in June 2024, and also support the expansion of the BRICS ERCP report on skills for the energy transition prepared in 2023, to cover the new BRICS member countries.
3	Письменный перевод текста с английского языка на русский: IV. Energy Access 21. With the aim of ensuring access to affordable, reliable, sustainable and modern energy for all we highlight the importance of resilient global supply and value chains and

	increased investment in energy infrastructure to ensure basic access to energy and eradicate energy poverty contributing to achieving the goals of the 2030 Agenda for the Sustainable Development. 22. We note that half a million premature deaths of women and children annually is due to indoor pollution and reaffirm our support for clean cooking and call for increased financing, enabling government policies and multilateral partnerships to target universal access to clean cooking by 2030. V. Technological Cooperation 23. We agreed to deepen cooperation in the field of joint development of technologies that contribute to the just energy transition. We believe that the key condition for reducing the impact on the environment is to collaborate on existing, accessible and new advanced technologies. 24. To accelerate the transition to cleaner and more sustainable energy systems we agree to further cooperate, on a voluntary basis, in the field of standardization and regulatory harmonization, in particular on mutual recognition of requirements and certification procedures. In this regard, we welcome the workshop on hydrogen, as well as the round table discussions on technology cooperation, which were held this year as part of the activities under the auspices of the BRICS ERCP. 25. We reaffirm and recognize the importance of resilient, diversified and sustainable global supply and value chains, including beneficiation of critical minerals at source, as well as development of technologies, critical for energy transition. We recognize the advantages of localizing the value chain of processing energy resources and other raw materials domestically for the benefit of our economies while respecting sovereignty of countries over their natural resources. 26. We agree to deepen cooperation and promote investments, on a voluntary basis, for joint development of technologies and efficient technical appliances that contribute to the just energy transition. All the technologies like that would lead to lowering environmental impact are of priority.
4	Письменный перевод текста с английского языка на русский: VI. Global Energy Issues 27. BRICS energy cooperation is becoming a critical factor in strengthening multilateralism, promoting energy security and developing global energy sector. Through joint efforts we will be forming a more equitable and sustainable model of energy development, based on the principles of equity and mutual respect for the sovereignty of states, with due consideration of their interests, which is in line with multipolarity. 28. We welcome the informal consultations among the BRICS countries on energy related issues in international platforms and fora. We will foster this dialogue to promote the interests of the BRICS countries on the global level and in order to enhance the role of BRICS in addressing current issues of the global energy agenda. VII. BRICS Energy Dialogue 29. We note with satisfaction the progress in the implementation of the “Road Map for BRICS Energy Cooperation up to 2025”, which serves as the basis for building an energy dialogue among BRICS countries. Taking into account the expansion of BRICS membership and significant changes in the global energy landscape, we agree to continue working on its update under the Brazilian Presidency with a view to its extension until 2030. 30. We acknowledge the work of the BRICS ERCP and intend to continue and expand research activities, as well as develop work streams for the purpose of practical implementation of the agreements reached. 31. We support the development of intra-BRICS cooperation on the youth track and welcome the holding of the BRICS Youth Energy Summit.

	VIII. Final Provisions 32. We express our appreciation to the Russian Federation for organizing the 9th BRICS Energy Ministers Meeting. We look forward to continuing and strengthening our energy cooperation under the Presidency of the Federative Republic of Brazil in 2025.
5	Письменный перевод текста с английского языка на русский: Rio de Janeiro Declaration Strengthening Global South Cooperation for a More Inclusive and Sustainable Governance Rio de Janeiro, Brazil, 6 July 2025 1. We, the Leaders of BRICS countries, met in Rio de Janeiro, Brazil, from 6 to 7 July 2025 for the XVII BRICS Summit held under the theme: “Strengthening Global South Cooperation for a More Inclusive and Sustainable Governance”. 2. We reaffirm our commitment to the BRICS spirit of mutual respect and understanding, sovereign equality, solidarity, democracy, openness, inclusiveness, collaboration and consensus. As we build upon 17 years of BRICS Summits, we further commit ourselves to strengthening cooperation in the expanded BRICS under the three pillars of political and security, economic and financial, cultural and people-to-people cooperation, and to enhancing our strategic partnership for the benefit of our people through the promotion of peace, a more representative, fairer international order, a reinvigorated and reformed multilateral system, sustainable development and inclusive growth. 3. We welcome the Republic of Indonesia as a BRICS member, as well as the Republic of Belarus, the Plurinational State of Bolivia, the Republic of Kazakhstan, the Republic of Cuba, the Federal Republic of Nigeria, Malaysia, the Kingdom of Thailand, the Socialist Republic of Vietnam, the Republic of Uganda, and the Republic of Uzbekistan as BRICS partner countries. 4. We underline the significance of the adoption of the BRICS Leaders’ Framework Declaration on Climate Finance and of the BRICS Leaders’ Statement on the Global Governance of Artificial Intelligence, as well as endorse the launch of the BRICS Partnership for the Elimination of Socially Determined Diseases. These initiatives reflect our joint efforts to foster inclusive and sustainable solutions to pressing global issues.
6	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York The President: In accordance with rule 39 of the Council’s provisional rules of procedure, I invite Ms. Rosemary DiCarlo, Under-Secretary-General for Political and Peacebuilding Affairs, to participate in this meeting. The Security Council will now begin its consideration of the item on its agenda. I now give the floor to Ms. DiCarlo. Ms. DiCarlo: On behalf of the Secretary-General, I want to thank you, Madam President, for your leadership in organizing today’s discussion. This debate comes at a moment of exceptional relevance. Today, we face the highest number of armed conflicts since the Second World War. The number of civilians killed in these conflicts is the highest in decades. Our reality is clear: when conflicts erupt, children are among those most severely affected. We have been reminded of this truth over the last two days. Schools in Israel, the United Arab Emirates, Qatar, Bahrain and Oman have closed and moved to remote learning owing to the ongoing military operations in the region. And we are aware of the reports from the Islamic Republic of Iran about the death of possibly dozens of children allegedly as the result of a strike that hit an elementary school in the town of Minab. United States of America authorities have announced that they are looking into these reports. Globally, one in every five children is living in or fleeing a conflict zone. This adds up to 473 million children. Grave violations against children

	verified by the United Nations increased by a staggering 25 per cent from 2023 to 2024. Rape and other forms of sexual violence rose by 35 per cent. These horrific figures should impel us to do more to protect children in conflict. I pay tribute to the First Lady of the United States for her work to give visibility to the issue of children in conflict and particularly for her personal engagement to reunite Ukrainian children with their families. When conflicts do not rob children of their life and physical security, they deprive them of their right to have a quality education and a future of opportunities. A total of 234 million children in crisis and conflict situations currently need educational support; 85 million are completely out of school. In violent conflicts, schools can be one of the only safe spaces that protect children from recruitment, trafficking and exploitation. Schools can safeguard health and hygiene, provide psychosocial support and connect families to essential services. Education in conflict zones is life-saving and life-sustaining. And yet, schools, teachers and education infrastructure continue to suffer violence. In 2024 alone, the United Nations verified a total of 2,374 attacks on schools and hospitals.
7	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York The President: I thank Ms. DiCarlo for her briefing. I shall now make a statement in my capacity as First Lady of the United States. First, my heartfelt condolences go to the families who have lost their heroes, who sacrificed their lives for freedom. Their bravery and dedication will always be remembered. I extend my earnest wishes for a swift and smooth recovery to all those who have been injured. They are in my thoughts and prayers during these challenging times. The United States stands with all the children throughout the world. I hope that soon peace will be theirs. Ambassador Waltz, I am grateful for the distinguished honour to preside over the Security Council as the United States assumes its presidency. I thank Under-Secretary-General DiCarlo for welcoming me here today. Her generosity reflects the dignity with which she holds her post. I thank the delegations of the United Kingdom, France, the Russian Federation, China, Greece, the Democratic Republic of the Congo, Denmark, Panama, Liberia, Somalia, Colombia, Pakistan, Bahrain and Latvia for their warm welcome. Collectively, their mission to maintain security while upholding the responsibility of preventing conflict during times of both war and peace is significant, must be applied evenly and should never be carried out lightly. Peace does not need to be fragile. Enduring peace will be achieved when knowledge and understanding are fully valued within all societies. The value placed on education by a nation's leaders shapes the core of their country's belief system. A nation that makes learning sacred protects its books, its language, its science and its mathematics; it protects its future. This leads to something powerful, to greater understanding, moral reasoning and tolerance of others — peace. Children raised in a culture rooted in intelligence develop confidence, innovate, build, compete and maintain a deep value system. Their knowledge fosters empathy for others, transcending geography, religion, race, gender and even local norms. They become caring people. But children raised in a culture rooted in ignorance are surrounded by disorder and sometimes even conflict. These societies are filled with rigid thinkers who embrace prejudice and shun human dignity. When a nation restricts thought, it restricts its own future. Education is widely recognized as a fundamental human right, and yet today, so many children and young adults are banned from attending secondary schools and universities. The cost is not abstract. Imagine the loss of potential to our collective humanity — new medical breakthroughs, advancements in food security, groundbreaking technologies, all gone. A society that excludes vast segments of its population can realize only a fraction of its potential. Societies ruled by knowledge and wisdom are therefore more peaceful. We must cultivate a just, moral imagination for the

	next generation, for our children, building an infrastructure of understanding.
8	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Brown II (Liberia): Liberia thanks you, Madam President, for bringing your important voice and distinguished office to the issues of children in conflict and their much-needed access to education and technology. We also thank the United Kingdom for its effective stewardship of the Security Council during the month of February and Under-Secretary-General DiCarlo for her instructive briefing. We warmly welcome the United States as it assumes the presidency for March and thank the United States delegation for convening this timely meeting. In today's world, the intersection of children, technology and education defines not only individual futures but, as rightly noted by you, Madam President, the trajectory of peace itself. In conflict settings, when classrooms fall silent and connectivity is severed, the loss is not only educational; it is generational. Efforts that restore learning, expand safe digital access and protect children from technological exploitation are therefore investments in stability and human dignity. Today Liberia will speak from a past that taught us what conflict steals and what education restores. We remember all too well what it means to be the child the world sought to protect, the classroom without a roof, the generation told to wait for peace before being allowed to learn. Fourteen years of civil conflict destroyed our schools, dispersed our teachers and recruited children before they were literate. From all this, we learned a painful truth: when education collapses during conflict, the conflict does not end, it simply mutates. This is why Liberia approaches today's discussion not as a development debate but as a matter of international security. Around the world, more than 224 million children living in crisis settings are currently out of school, according to global education partners. Many who spoke before me quoted even grimmer statistics. This is not therefore just an educational emergency; it is a security emergency, a protection emergency and a generational emergency. A child denied learning in a conflict zone is exposed not only to illiteracy but to recruitment, manipulation and exploitation disguised as survival. Similarly, a community deprived of education does not simply lose opportunity; it actually inherits instability. In these contexts, digital education is simply not a luxury; it is actually a stabilizer and a prevention policy. Across West Africa, post-conflict recovery has shown us that the path from ceasefire to resilience actually runs through the classroom. Within the Economic Community of West African States, we have seen that rebuilding infrastructure alone is insufficient; rebuilding human capital is what prevents relapses into conflict. Increasingly, this rebuilding must be digital.
9	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Kariuki (United Kingdom): Let me begin by welcoming you, First Lady, to the Security Council and thanking you for your leadership on this important issue. I also congratulate the United States on assuming the presidency of the Council for the month of March. It has our full support. And I thank Under-Secretary-General DiCarlo for briefing us today. I will make three points. First, protecting children's right to safe, inclusive, quality education is critical. And yet around the world, education systems are collapsing in conditions of conflict. In Gaza, 97 per cent of schools have been damaged or destroyed, and more than 650,000 children have been out of school for more than two years. In the Sudan, one in three schools has been damaged or destroyed, and 8 million children are out of school. In Ukraine, 4.6 million children face barriers to learning as a result of Russia's illegal and unprovoked full-scale invasion. The current conflict in the Middle East poses further risks. Children and civilian infrastructure, including schools,

	need to be protected. Parties to conflict must adhere to their obligations under international humanitarian law. The United Kingdom supports the implementation of the Safe Schools Declaration and urges other Member States to commit to it. We are also proud to support global efforts to safeguard children's education in crises, including through our support for UNICEF and the Global Partnership for Education. Secondly, emerging technologies can play a transformative role in sustaining learning for children affected by conflict and displacement. While not a substitute for in-person schooling, digital tools, remote learning platforms and artificial-intelligence supported systems can help children to keep learning when classrooms are destroyed or inaccessible and to access psychosocial support. But we also need to manage the risks of technology to children in conflict. For example, in Colombia, armed groups are increasingly using online platforms to recruit children. The United Kingdom is committed to ensuring accountability for grave violations against children in conflict, including through our support for the United Nations monitoring and reporting mechanism. Technology companies and governments also have a key role to play in strengthening safeguards against such risks. Thirdly, conflict disproportionately affects girls' education. Girls are more likely to be out of school than boys in conflict settings. As a result, they face heightened risks, including risks of exploitation, child marriage, trafficking and sexual and gender-based violence. The United Kingdom is proud to support girls' education in crises, including the more than 7 million supported through the Education Cannot Wait fund. And we call on the private sector, working with Governments and civil society, to ensure technology meets the particular needs of girls whose education is affected by conflict.
10	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Mohamed Yusuf (Somalia): Let me begin by thanking the United States for convening this meeting. I welcome you, Madam First Lady, and commend your leadership in presiding over today's timely and important discussion. I also thank Under Secretary-General DiCarlo for the insights, which remind us that the challenges before us are immense, but so too are the expertise, commitment and compassion around this table. We gather to confront a profound challenge: ensuring access to technology and education for children whose lives have been shattered by conflict. In today's world, digital opportunities can mean the difference between hope and despair. Yet, for millions of children affected by war, education remains out of reach. When schools are closed or destroyed, children lose not only their chance to learn, but also the protections and connections that help them recover and thrive. In these moments, children become even more vulnerable to exploitation, trafficking and instability. Nowhere is this more urgent than for the children of Gaza. Their resilience in the face of unimaginable loss and daily hardship inspires us all. We cannot allow them, or any child living through conflict, to be left behind. As we look ahead, I would like to propose the following. First, we must recognize technology as a lifeline for children in crisis. Even when disaster shuts down traditional classrooms, digital tools can keep education alive. Advances in artificial intelligence and robotics are transforming how children learn, equipping them for a fast-changing world. Yet with this promise comes responsibility: the very tools that open doors must not expose children to new dangers. We must build safeguards, educate families and teachers, and remain vigilant against those who would use technology to harm. Secondly, we must make the protection of schools and learning spaces an absolute priority, as reaffirmed by resolution 2601 (2021). Schools must be safe havens, never targets. Attacks on educational facilities rob children of their right to learn and strip communities of hope and stability. We must reaffirm our commitment to upholding

	international law and ensuring that schools, teachers and students are protected at all times, especially in conflict zones such as Gaza, where more than 97 per cent of schools have been damaged or destroyed, and 91.8 per cent of all education facilities will require either full reconstruction or major rehabilitation to become functional again. Thirdly, we must close the digital divide with creative, context-appropriate solutions. For millions, barriers such as a lack of devices, electricity or access to the Internet are real. And nowhere is this more urgent than for the developing world, in particular on our continent, Africa. By working with technology innovators, educators and local communities, we can tailor solutions to reach even the most impacted children.
Компетенция ПК-3	
1	Письменный перевод текста с английского языка на русский: Strengthening Multilateralism and Reforming Global Governance 5. We reiterate our commitment to reforming and improving global governance by promoting a more just, equitable, agile, effective, efficient, responsive, representative, legitimate, democratic and accountable international and multilateral system in the spirit of extensive consultation, joint contribution and shared benefits. In this regard, we take note of the adoption of the Pact of the Future at the Summit of the Future, including its two annexes, the Global Digital Compact and the Declaration of Future Generations. Bearing in mind the need to adapt the current architecture of international relations to better reflect the contemporary realities, we reaffirm our commitment to multilateralism and upholding the international law, including the Purposes and Principles enshrined in the Charter of the United Nations (UN), in their entirety and interconnectedness as its indispensable cornerstone, and the central role of the UN in the international system, in which sovereign states cooperate to maintain international peace and security, advance sustainable development, ensure the promotion and protection of democracy, human rights and fundamental freedoms for all as well as cooperation based on solidarity, mutual respect, justice and equality. We also reiterate our commitment to ensuring greater and more meaningful participation and representation of Emerging Markets and Developing Countries (EMDCs), as well as Least Developed Countries (LDCs), especially from Africa and Latin America and the Caribbean, in global decision-making processes and structures and making them better attuned to contemporary realities. We also call for achieving equitable geographical representation in the Secretariat of the United Nations and other international organizations in a timely manner, as well as increasing the role and share of women, especially from EMDCs, at all levels of leadership and responsibilities in these organizations. We stress the need for the selection and appointment process of UN executive heads and senior positions to be guided by the principles of transparency and inclusiveness, and carried out in accordance with all the provisions of Article 101 of the UN Charter, with due regard for recruiting staff on a geographical basis as wide as possible and the increased participation of women, and adhere to the general rule that there should be no monopoly on senior posts in the UN system by nationals of any State or group of States.
2	Письменный перевод текста с английского языка на русский: 6. Recognizing the 2023 Johannesburg-II Leaders' Declaration, we reiterate our support for a comprehensive reform of the United Nations, including its Security Council, with a view to making it more democratic, representative, effective and efficient, and to increase the representation of developing countries in the Council's memberships so that it can adequately respond to prevailing global challenges and support the legitimate aspirations of emerging and developing countries from Africa, Asia and Latin America, including BRICS countries, to play a greater role in international affairs, in particular in the United Nations, including its Security Council. We recognize the legitimate aspirations of African countries, as reflected in the Ezulwini Consensus and Sirte Declaration. We stress that the United Nations Security Council reform is to lead to the

	amplified voice of the Global South. Recalling the 2022 Beijing and 2023 Johannesburg-II Leaders' Declarations, China and Russia, as permanent members of the United Nations Security Council, reiterate their support to the aspirations of Brazil and India to play a greater role in the United Nations, including its Security Council. 7. In light of the 80th Anniversary of the United Nations, we recall UNGA Resolutions 75/1, 77/335 and other relevant resolutions, and reiterate our commitment to provide the United Nations with all the required support it needs to discharge its mandate. We emphasize the strong call for reforms of the principal organs of the United Nations with a view to achieving concrete progress. We recommit to instill new life in the discussions on reform of the UN Security Council and continue the work to revitalize the General Assembly and strengthen the Economic and Social Council. We look forward to the successful conclusion of the 2025 Review of the Peacebuilding architecture.
3	Письменный перевод текста с английского языка на русский: Promoting Peace, Security and International Stability 17. We express concern about ongoing conflicts in many parts of the world and the current state of polarization and fragmentation in the international order. We express alarm at the current trend that has seen a critical increase in global military spending, to the detriment of the provision of adequate financing for development to developing countries. We advocate for a multilateral approach that respects diverse national viewpoints and positions on crucial global issues, including sustainable development, the eradication of hunger and poverty and contributing to the global response to climate change, while expressing deep concern over attempts to link security with the climate change agenda. 18. We note the current global context of polarization and distrust and encourage global action to strengthen international peace and security. We call on the international community to respond to these challenges and associated security threats through politico-diplomatic measures to lower conflict potential and stress the need to engage in conflict prevention efforts, including through addressing their root causes. We underscore that security among all countries is indivisible and reiterate our commitment to the peaceful resolution of international disputes through dialogue, consultation and diplomacy. We encourage the active role of regional organizations in conflict prevention and resolution and support all efforts conducive to the peaceful settlement of crises. We highlight the importance of mediation and preventive diplomacy as essential tools to avoid crises and prevent their escalation, in accordance with the Purposes and Principles of the UN Charter. In this regard, we agree to explore avenues for cooperation on the prevention of armed conflicts, UN peacekeeping missions, African Union peace support operations, and mediation and peace processes.
4	Письменный перевод текста с английского языка на русский: Deepening International Economic, Trade and Financial Cooperation 42. We welcome the results of the "Strategy for BRICS Economic Partnership 2025". The Strategy provided guidance and set the framework for the BRICS cooperation and collaboration on sectoral developments, strategies, programs and roadmaps by members. We look forward to the conclusion and implementation of the Strategy for BRICS Economic Partnership 2030, which will aim at consolidating mandates and guiding principles for the cooperation of the BRICS on issues relating to Multilateral Trading System, Digital Economy, International Trade, Financial Cooperation and Trade and Sustainable Development. 43. As we commend the adoption of the BRICS Trade and Sustainable Development Framework, we reaffirm our commitment to strengthen cooperation in trade with a view to promoting inclusive growth and sustainable development. We reiterate the importance of ensuring that trade and sustainable development policies are mutually supportive, and aligned with WTO rules.

	44. We welcome the discussions of the BRICS Task Force on PPPs and Infrastructure regarding the mitigation of exchange rate risk and the preparation of projects for climate resilient infrastructure, aiming to improve project readiness and increase private investment. Additionally, we welcome ongoing discussions on an information hub for infrastructure projects that can foster collaboration and enhance information sharing, and we encourage the Task Force to further explore this initiative.
5	Письменный перевод текста с английского языка на русский: Combating Climate Change and Promoting Sustainable, Fair and Inclusive Development 81. We stress our commitment to uphold multilateralism as necessary to address challenges threatening our shared planet and future such as climate change. We resolve to remain united in the pursuit of the purpose and goals of the Paris Agreement and the objectives of the UNFCCC and call on all countries to uphold their existing commitment as Parties to the UNFCCC and its Paris Agreement and to maintain and scale up their effort to combat climate change. We further reaffirm our steadfast commitment, in pursuit of the objective of UNFCCC, to tackle climate change by strengthening the full and effective implementation of the Paris Agreement, including its provisions related to mitigation, adaptation and the provision of means of implementation to developing countries, reflecting equity and the principle of common but differentiated responsibilities and respective capabilities, in light of different national circumstances. In this regard, we express our full support to the Presidency of the United Nations Framework Convention on Climate Change (UNFCCC) COP-30, which will take place in the city of Belem, in Brazil, highlighting the importance of action and cooperation on all pillars of the UNFCCC as applicable considering each country's membership and commitments thereunder. We also underscore our full commitment to a successful COP30 that will catalize progress in implementing the UNFCCC and its Paris Agreement. We welcome India's Candidacy to host COP 33 in 2028. 82. We call for a strengthened global response to climate change, in the context of sustainable development and poverty eradication. Understanding the urgency of climate change, we endorse the BRICS Climate Leadership Agenda as a statement of our resolve to exercise collective leadership through mutual empowerment, by advancing solutions that support BRICS development needs and priorities, while accelerating action and enhancing cooperation towards the full implementation of the UNFCCC and its Paris Agreement. We underscore that this outcome demonstrates that multilateralism and Global South cooperation can shape a more inclusive and sustainable governance for a better future.
6	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Ahmad (Pakistan): I welcome and thank the First Lady of the United States, Mrs. Melania Trump, for presiding over today's meeting, the very first for the United States presidency this month. The convening of this meeting underlines the importance that the presidency attaches to this subject. Let me also thank Under-Secretary-General DiCarlo for her briefing. Pakistan welcomes the Fostering the Future Together initiative of the United States First Lady, aimed at building a global coalition committed to enhancing children's wellbeing through the promotion of education, innovation and technology. Pakistan is pleased to join this initiative. The issue before us is not simply about innovation and technology — it is about safeguarding human dignity and ensuring that conflict does not steal the future of an entire generation. Across conflict zones around the world, including situations of foreign occupation, notably Palestine and Jammu and Kashmir, millions of children are growing up amid rubble and chaos, rather than in classrooms and in calm. Schools have been destroyed, damaged or militarized.

	Teachers have been displaced and digital networks disrupted. Education systems, already fragile, have been pushed to the brink of collapse. The Secretary-General's most recent report on children and armed conflict (S/2025/247) paints a deeply troubling picture. It documents alarming levels of grave violations against children, including attacks on schools and hospitals, problems of recruitment and abduction and the denial of humanitarian access. The scale and intensity of these violations have increased worldwide. The erosion of education in conflict settings is not incidental; it is often systematic, compounding trauma and perpetuating cycles of conflict. When education is interrupted over extended periods, it creates generational consequences that extend far beyond the immediate conflict. We need to appreciate that education is not merely a service; it is a stabilizing and securing force. When education is denied, children become more vulnerable to exploitation, trafficking, recruitment and radicalization. When protected, education fosters resilience, critical thinking and hope. Colleagues have mentioned technology. If harnessed responsibly, technology can help bridge this divide. Digital platforms and mobile learning tools can reach displaced or isolated children in conflict situations. Remote instruction can sustain continuity when physical classrooms are inaccessible. Emerging technologies, including artificial intelligence, offer opportunities for personalized learning and inclusive education. Yet technology must be governed with vigilance, for access without safeguards poses risks. Digital environments can expose children to exploitation, disinformation, misinformation, hate speech, surveillance and abuse.
7	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Ms. Pavļuta-Deslandes (Latvia): Let me start by congratulating the United States on the beginning of its presidency of the Council and for starting it with the First Lady of the United States, Mrs. Melania Trump, presiding over this meeting. We wish you a warm welcome, Madam President, and thank you for your leadership. I extend my sincere appreciation for the excellent work of the United Kingdom as the Council's President in February, and I thank Under-Secretary-General Rosemary DiCarlo for her briefing. We would like to take this opportunity to thank the First Lady of the United States for her dedicated efforts and personal commitment to the return of Ukrainian children who have been abducted, forcibly transferred and deported by Russia, and we welcome the First Lady's initiative, Fostering the Future Together. It is indeed important and urgent that the Council focus on children in conflict and their access to education and technology, as almost 500 million children live in conflict-affected countries. Digital technologies are reshaping childhood. They offer children new ways to learn and stay connected. But for millions of children in conflict across continents, access to education or even basic connectivity is scarce and completely out of reach. These are children whose lives have been upended by war and conflict — displaced, forced to flee, living in constant fear and facing danger and violence every day and with no schools to go to, as in the Sudan, the Middle East and Haiti. Some children are spending years in shelters underground because of bombardments, with classrooms transferred underground in the dark and the cold, as is the case in Ukraine. In this context, I would like to underscore our support for the work of the United Nations, namely UNICEF, UNESCO and the Office of the Special Representative of the Secretary-General for Children and Armed Conflict, whose mandate is vital not only to safeguarding children's access to education in conflict but also to addressing grave violations committed against them. Let me

	highlight three points. First, war and conflict have a profound impact on education. Children in conflict-affected countries are far less likely to complete primary school than their peers elsewhere. It is not hard to imagine what their future will be without education: they will become easy targets for recruitment, exploitation and further violence. Indeed, digital technologies can serve as a lifeline to ensure the continuity of education when traditional systems are disrupted.
8	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Alfaro de Alba (Panama): Panama congratulates the delegation of the United States on assuming the presidency of the Security Council for the month of March and wishes it every success in these sensitive functions. We also thank Ms. Rosemary DiCarlo for her presentation and the United States delegation for convening this timely debate on the role of technology in ensuring access to education for children affected by armed conflict. This vision is fully aligned with the priority agenda of the First Lady of the United States, under the Fostering the Future Together initiative. By fortunate coincidence, just a few days ago, we had the privilege of convening an Arrria-formula meeting on the occasion of Red Hand Day, focused precisely on promoting safe, inclusive and continuous education as a tool to prevent the recruitment and use of children in armed conflict. That conversation left us with a clear lesson: education. Education is not only a right, but also a valuable prevention tool. When a child remains connected to their educational process, whether in the classroom or through digital means, their exposure to recruitment, exploitation or manipulation is significantly reduced. Today, millions of children continue to have their education disrupted by attacks on schools, forced displacement or the militarization of the civilian environment. In this context, technology has gone from being a complementary tool to becoming a lifeline. Open platforms and distance learning, radio and television broadcasts and artificial intelligence-supported solutions, when used responsibly, are useful for maintaining continuity of learning in some of the world's most complex environments. Initiatives such as the Global Digital Learning Gateway UNESCO and UNICEF, and the development of artificial intelligence competency frameworks for teachers reflect a growing recognition of this. Technology can help reduce gaps, but only if it is accessible, inclusive and ethical. Experiences on the ground confirm this. In Ukraine, according to data verified by UNICEF, the conflict has affected thousands of educational facilities, forcing more than 1 million students to rely on hybrid or remote learning modalities to continue their education. The distribution of digital devices and teacher training have shown that connectivity, combined with adequate training, can sustain education systems, even under fire. In Afghanistan, where more than 2 million girls remain excluded from secondary education, the use of community digital hubs and educational radio and television programmes has made it possible to bring learning into the home, reducing risks and maintaining support networks. In Gaza, where much of the education system has been devastated, UNESCO's launch of a virtual campus higher education programme has offered thousands of students an opportunity to continue their studies from outside the conflict zone. In recent days, children in several Middle Eastern countries have had to resort to virtual educational platforms as their education is negatively impacted by the effects of another armed conflict.
9	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mr. Fu Cong (China): I welcome your presence, First Lady Melania Trump, and your presiding over today's meeting. I thank Under-Secretary General DiCarlo for her

	briefing. Children are the most vulnerable group in armed conflict and require the most protection. Incessant conflicts around the world today have led to rising cases of violations against children in recent years, which China finds deeply disturbing. The denial of children's right to education due to conflict not only affects the healthy development of children themselves but also erodes the foundation of national stability and undermines development. The international community must give priority attention to this issue, build consensus and work together to improve access to education for children in conflict zones. I would like to make four points. First, strengthening child protection is the top priority. China strongly condemns all attacks that target children and urges all parties to conflicts to fulfil their obligations under international humanitarian law, protect children from the scourge of war and uphold the most basic principles of human conscience. Attacks on schools are one of the six grave violations against children identified by the United Nations and should be strongly condemned and resolutely opposed. The international community should respond to incidents of harming children and damaging schools with more robust investigations and accountability efforts and work together to prevent more atrocities. Secondly, ending conflicts completely is the fundamental solution. China calls on all parties to the conflicts to prioritize the interests and well-being of the wider population, end hostilities and violence as soon as possible, resolve their differences through dialogue and consultation, stay committed to political settlements of hotspot issues and bolster conflict mediation. The Gaza conflict has cast a dark shadow over an entire generation of Palestinian children. Israel must fully comply with the ceasefire agreement, completely lift restrictions on humanitarian access, and end the suffering of children in Gaza. Haitian gangs are forcibly recruiting large numbers of children, turning them into expendable tools of conflicts.
10	Последовательный перевод текста: Children, technology and education in conflict, UN, Security Council, 10113rd meeting Monday, 2 March 2026, 3 p.m. , New York Mrs. Zalabata Torres (Colombia): Allow me to begin by extending a special greeting to the First Lady of the United States, Mrs. Melania Trump, and acknowledging her leadership in promoting initiatives aimed at the well-being of children, a topic of shared interest. I also thank Ms. Rosemary DiCarlo for her valuable briefing. Colombia recognizes the potential of digital transformation for new generations. In conflict situations, where schools have been destroyed, are inaccessible or do not offer safe conditions, technology can help ensure access to education and educational continuity, facilitate the provision of essential services such as psychosocial support and expand the availability of quality information, especially in marginalized populations facing multiple and intersectional forms of discrimination. However, access alone is not enough. A truly inclusive digital transformation requires closing existing gaps both between and within countries. This involves strengthening digital and technological infrastructure, ensuring connectivity, and promoting the transfer, development and installation of capacities and knowledge. In contexts such as Haiti or Palestine, the destruction or limited availability of basic infrastructure, including digital connectivity, also affects the ability of humanitarian actors and United Nations agencies to ensure educational continuity and essential services for children affected by conflict. It is equally important to advance digital literacy, enabling everyone to make critical and safe use of technological tools and turn them into learning opportunities. Otherwise, access to technological tools lacks real impact. This also involves addressing intersectional and structural factors that perpetuate inequality, such as poverty, social exclusion and the persistent gender digital divide, which is exacerbated in contexts of conflict. In contexts such as Afghanistan, for example, restrictions on women's and girls' access to, and participation in, educational and digital spaces demonstrate how

	gender gaps continue to limit opportunities and deepen vulnerabilities, especially when they intersect with social, economic and cultural factors that exacerbate exclusion. These situations highlight that access to technology is closely linked to the provision of essential services, development and stability, which are fundamental elements for international peace and security. We must also understand that the digital environment has become a new space of vulnerability for children and adolescents. Armed groups and criminal networks are increasingly using digital platforms to recruit, manipulate and exploit minors. Added to this are phenomena such as the spread of hate speech and misinformation, which can exacerbate violence and increase risks to children, particularly affecting girls and adolescents exposed to gender-based digital violence. This requires cooperation with the technology sector, effective prevention and response mechanisms and a human rights-centred approach.
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