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PROGRESS REPORT ON THE
PROGRAMME ON THE REMOVAL OF LANGUAGE BARRIERS



UNITED NATIONS

ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN
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I. INTRODUCTION

1. The Caribbean Development and Co-operation Committee (CDCC) at its first and second sessions decided as a matter of priority to work towards the removal of language barriers impeding co-operation and development in the Caribbean. A consultant was subsequently commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Economic Commission for Latin America and the Caribbean (ECLAC) to carry out an "Initial Survey of Foreign Language Teaching Policies, Facilities and Methodology in the Caribbean". The report on the survey was considered at a meeting of experts in Belize, 4-7 April 1978.

2. At its third session held in Belize, the CDCC expressed its satisfaction with the work accomplished and gave the highest priority to the activities proposed. The Committee recommended:

(a) The organisation of a "Caribbean Regional Workshop on Modern Approaches to the Teaching of Foreign Languages (involving) the widest possible participation of relevant policy-makers, language teachers, especially teachers holding pivotal positions in universities, teacher-training institutions and perhaps senior secondary schools";

(b) A series of national level workshops as well as other training courses "to facilitate the widest possible acceptance of the modern approaches accepted at the subregional workshop, and, hence, the improvement of language teaching in the national systems"; and

(c) Preparing and implementing a course for the training of translators/interpreters.

In addition the Committee decided that the establishment of a new Caribbean institution dealing with linguistic and language studies should be deferred until detailed studies had been prepared and considered by the Committee, in order to avoid duplication and unnecessary proliferation.<1>

3. In compliance with recommendation (a) above, it was planned to hold the regional workshop in the Dominican Republic in 1978. To this end the same consultant was engaged to prepare a report on the substantive aspects of a Caribbean workshop on modern techniques of foreign language teaching, and a system of national workshops organized around a Caribbean language teaching resource group. This report was duly submitted but for lack of

<1> Report of the third session of the CDCC, Belize 12-18 April 1978, E/CEPAL/CDCC/44.Rev 3, pp. 13-15.

financial resources the workshop was not held at the time. These constraints continued to impede the implementation of the recommendations on the removal of language barriers.<2>

4. At the seventh session of CDCC, held in Port-of-Spain in January 1983, the Netherlands Antilles' delegation gave an undertaking to assist in implementing the project, and in May of the same year confirmed the offer:

"Considering the high objectives of the Committee towards the promotion of intra-Caribbean co-operation and considering the vivid interests of the Government of the Netherlands Antilles to offer the seat of the Caribbean Language Institute...., pleased to convey to you and through you the Committee as requested by member countries during the seventh session, Port-of-Spain, that the Government of the Netherlands Antilles has decided to finance the Regional Workshop of the Project Removal of Language Barriers and to provide the co-ordination of the foreseen project".<3>

II. THE CARIBBEAN REGIONAL WORKSHOP

5. The Regional Workshop took place from 29 August to 9 September 1983 under the sponsorship of the Caribbean Development and Co-operation Committee (CDCC) Secretariat and the Government of the Netherlands Antilles, with the collaboration of the United Nations Educational, Scientific and Cultural Organization (UNESCO) which financed the travel costs of the participants to and from the host country.

6. One participant from each of the following member countries attended: Antigua and Barbuda, Bahamas, Belize, Barbados, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Montserrat, Saint Christopher/Nevis, Saint Lucia, Saint Vincent and the Grenadines and Trinidad and Tobago, in addition to the host country the Netherlands Antilles.

7. The workshop was designed to sensitize participants to the issues involved in language planning and language policy. The work was aimed at professional upgrading in terms of evaluation and elaboration of material and the teaching of different language skills. These issues included:

(a) Sensitization through reflection on curriculum objectives, adaptation of pedagogical approaches to the needs of the particular groups and particular communicative needs -

<2> See reports of the fourth, fifth and sixth sessions of the CDCC.

<3> See document E/CEPAL/CDCC/108

functional and instrumental learning, language for communication and language for special purposes. This reflection included problems of teaching outside the formal school system - adult education, auto-didactic learning, etc.; and

(b) All the above viewed in the context of language policy and planning needs the study of long, medium and short-term needs of the region and of individual countries.<4>

8. One of the conclusions of the workshop was that a series of national workshops should be organized, in order to maintain the momentum generated at the regional level and stimulate increased activity in the field of foreign languages at national levels.

9. Following the regional workshop, an Interim Co-ordinating Committee was set up comprising the Minister of Education of the Netherlands Antilles, representatives of the Instituto Lingwistiko Antiano of the Netherlands Antilles, a Social Affairs Officer of the CDCC Secretariat, the representative of UNESCO/CARNEID and the consultant to the CDCC Secretariat who was responsible for organizing the regional workshop.

Two undertakings were identified:

(a) The organization of follow-up national workshops aimed at upgrading the skills of foreign language teachers; and

(b) The creation of a Caribbean Language Institute charged with the responsibility of conducting research in modern methods and techniques of foreign language teaching as well as production of corresponding teaching materials.

III. THE NATIONAL WORKSHOPS

10. The Government of the Netherlands Antilles applied to the UNESCO Participation Programme Fund for assistance in order to fund the national workshops. This application was co-signed by nine CDCC member countries: Saint Vincent and the Grenadines, Grenada, Cuba, Guyana, Jamaica, the Dominican Republic, Belize, Dominica and Trinidad and Tobago. In 1984 UNESCO contributed the maximum amount of the Programme Fund of \$25,000 to this activity.

11. Consequently, a programme of national workshops was carried out in the following countries during the period 1984-1987:

1984:	Saint Lucia
1985:	Saint Christopher/Nevis and Saint Maarten, Netherlands Antilles
1986:	Barbados and Guyana
1987:	Jamaica, Trinidad and Tobago and Grenada.

<4> op. cit.,

12. The themes and objectives of the national workshops were determined by the individual countries but were directly related to the programme of the 1983 regional workshop. Planning and preparations were done at the national level by the focal points (the participants) who had attended the regional workshop; financial support and assistance in identifying resource personnel were provided by the Ministry of Education, Netherlands Antilles which developed as the focal point for this phase of the programme. The CDCC Secretariat has become more directly involved in the organization of the workshops during the last two years.

13. With the exception of the Jamaica National Workshop, all national workshops have focused on the upgrading of the knowledge and skills of foreign language teachers. The Jamaica National Workshop incorporated all the national institutions and organizations involved in foreign language training and sectors of the society which utilised the services of these organisations. That workshop addressed the need for co-ordination of the existing institutions and organizations.

14. One strategy which has been employed to improve the process of implementation of the workshops, has been to encourage selected countries to plan their own workshops by participating in recent national workshops. This strategy has been pursued with respect to the Guyana, Jamaica, Trinidad and Tobago and Grenada workshops. Suriname was invited to participate in the Guyana workshop in 1986; Haiti and Grenada were invited to participate in the Jamaica Workshop and Saint Vincent and the Grenadines and Antigua participated in the Grenada Workshop.

15. The intention is to provide the participants with increased exposure to the aims and objectives of the Programme and obtain commitments to convene their own national workshops.

16. The Grenada National Workshop, which was held on 8-11 September 1987 marked the end of the first series of workshops which has been convened with UNESCO funding.

17. The continuation of the national workshops and the initiation of activities outlined in a new project document will depend on the outcome of present and future requests for funding. However, it must be borne in mind that the workshops are only one aspect of the Programme for the Removal of Language Barriers and have in general been limited to foreign language teachers as the main target group. This focus initiated in 1983, can continue effectively if it is located within the context of the broader needs of the Caribbean subregion for the elimination of language barriers.

IV. FUTURE ORIENTATIONS

18. A series of meetings were held during the period 1985-1986 between staff of the CDCC Secretariat and officials of the government of the Netherlands Antilles. Consultations also took place during the last three national workshops and a recent mission to the Dominican Republic, Jamaica and Haiti (1986). The main purpose of those discussions was to rationalise the development of the programme and to discuss the future orientations.

19. A major consideration was the latest position of the CDCC as stated in the Final Report of the ninth session of CDCC (LC/CAR/G.156) which refers to the establishment of the Caribbean Language Institute:

"The Secretariat was advised that the feasibility study should analyse the following aspects related to the establishment of the Caribbean Language Institute:

(a) How was the Caribbean identity of the proposed institute to be assured?

(b) How would it be funded and how would recurrent cost be financed?

(c) How would it relate to existing national language institutes?

(d) What would be the scope of its operations in the short, medium and long-term? and

(e) If funding were to be obtained for this project would institution building necessarily be the best use of the funds at this time?"

20. In addition, for a number of reasons the Programme was faced with the problem of the non-functioning of the co-ordinating committee which was established in 1983 and the economic reality of the Caribbean subregion.

21. All the above indicated the need for a change of direction in the future development of the Programme.

22. A major suggestion arising out of the discussions was the need to maximize the use of existing resources through the creation of an effective network of language training institutions and personnel.

23. Also, it was felt that, simultaneously, the co-ordinators had to consider both short-term objectives and the creation or consolidation of infrastructure for the achievement of long-term objectives in order to maximize the participation of all CDCC member countries in the Programme.

24. The need to seek funding for the continuation of the Programme's activities was also considered.

25. In the light of the above the Director of the Instituto Lingwistiko Antiano of the Ministry of Education, Netherlands Antilles, with the collaboration of ECLAC Secretariat prepared a draft project proposal for the Removal of Language Barriers for the period 1987-1990. The purposes of the proposal were:

(a) To conceptualise the future orientations of the programme; and

(b) To provide the basis for mobilising funds for its continuation.

26. The proposal has since been subject to a number of revisions and has been presented to two international organizations with requests for funding either through the Secretariat or the Government of the Netherlands Antilles. It is hoped that funds will be forthcoming during the early part of next year (1988).

V. THE CARIBBEAN LANGUAGE INSTITUTE (CLI)

27. The proposal projects a different concept of the Caribbean Language Institute than that previously envisaged. It emphasises national infrastructural development for language planning and policy development and a simultaneous networking of existing institutions involved in language training in the Caribbean subregion.

28. The new concept encompasses and extends the original objectives of the Programme. The concept is stated in the project document as follows:

The CLI will be initiated with a National Chapter/Committee in each Member State. The National Chapter/Committee of the CLI (NCCLI) will consist of representatives of the following institutions in each country: the Ministry of Education, the Ministry of Culture, the Ministry of Foreign Affairs, the University, the Teachers' Training College, Language Associations, Language Centres, Institutions for Adult Education, and the UNESCO National Commissions. Delegates of the various NCCLIs together will constitute the Co-ordinating Committee of the CLI (CCCLI), whose president will be, on an interim basis, the Minister of Education of the Netherlands Antilles or his representative. The Antillean Language Institute (ILA) and the CDCC Secretariat will work in close co-operation to constitute the Secretariat of the Co-ordinating Committee. The Co-ordinating Committee will meet every two years.

1. Proposed Activities of the National Chapters of the Caribbean Language Institute (NCCLIs)

The creation of the NCCLI's will be the means to achieve closer co-operation with national governments in the identification of their needs and in the implementation of the project.

(a) The Language Plan

The NCCLIs will do research on attitudes towards foreign languages in their countries and on their countries' language necessities, so as to formulate short and long-term language plans for consideration and possible adoption by their governments.

Detailed instructions for this plan will be provided to the NCCLIs. It should contain, in any case, the language or languages to which a country wants to give priority. These languages should be designated first, second, third foreign language and so on. The plan should contain the proportion of the total effort to be allocated to each of these languages in terms of curriculum time, materials and personnel.

The NCCLIs will be expected to complete the National Language Plans within a period of two(2) years after the national workshops have been held.

The Language Plan is a necessary tool to ensure that the foreign language activities in the country are relevant to the needs of the country. It should keep students and teachers motivated because they will have clearer insights into the usefulness of their efforts. It should ensure that the utmost advantage is taken from all language training programmes, including bilateral programmes.

(b) Other tasks of the NCCLIs

(i) To carry out investigations on the needs for translation and interpretation services of the CDCC member states;

(ii) To organize the formation of groups of local translators and interpreters;

(iii) To create a mechanism at the national level from which all translation and interpretation can take place and/or be co-ordinated;

(iv) To stimulate research on translation needs;

(v) To encourage the use of computers in language training and language planning;

(vi) To identify training needs of foreign language teachers;

(vii) To organise workshops/seminars/conferences or otherwise cater for those needs; and

(viii) To create a national data bank on language teaching-learning, language teaching personnel and language resource material. The data bank will be linked to the Regional Data Bank of the CLI and the proposed Caribbean Network of Regional Information Systems.

(c) Activities of the Co-ordinating Committee

The Co-ordinating Committee will develop out of the different national language plans a Common Caribbean Language Plan and Policy which will guide the development of activities at the subregional level. Its more particular activities will be:

(i) The linkage of the national data banks into a Regional Caribbean Data Bank on Language training, language institutions inside and outside the region, and of language training personnel in the region;

(ii) It will receive funds and distribute them to the NCCLIs for the implementation of their national language plans and activities in accordance with pre-determined plans;

(iii) It will provide support for activities to be pursued at the subregional level such as the (v) The development of training materials, assistance in curricula development, etc.;

(iv) It will be responsible for facilitating increased exposure to the countries where the foreign languages are spoken;

(v) The CLI should maintain specific contacts with language programmes and language institutions; and

(vi) It will publish a quarterly called: Bulletin of the Caribbean Language Institute.

29. The project aims at creating on a national as well as a regional level the infrastructure to accomplish increased communication among CDCC member countries. Besides enhancing nationally the quality of foreign language teaching and learning, the network of the Caribbean Language Institute will seek to strengthen the ties between CDCC member countries. <5>

<5> See project document - Appendix.

CONCLUSIONS

30. Preliminary discussions on the formation of National Chapters of the Caribbean Language Institute have already been initiated in Jamaica, Trinidad and Tobago and Grenada, i.e. in the countries within which workshops were held in 1987.

31. Attempts are being made to encourage the participation of relevant regional organizations within the programme. Preliminary discussions towards this end have recently been held with the newly appointed Co-ordinator of CARNEID and an official of the Caribbean Examination Council (CXC). Discussions will be held in the near future with the CARICOM Secretariat. Thought has also been given to the incorporation of non-CDCC/Caribbean countries into the Programme.

32. It is hoped that governments will take up the challenge to organize National Chapters of the CLI in the near future in order to fulfil the objectives of the programme. The National Chapters can be initiated under the auspices of the Ministry of Education.

33. The CDCC Secretariat and the Government of the Netherlands Antilles will continue to provide support for the activities of the Programme until the CLI is a well-established and functioning subregional network.

APPENDIX

*ECLAC/CDCC Secretariat

Port-of-Spain, Trinidad

Caribbean Subregional Project Proposal

REMOVAL OF LANGUAGE BARRIERS IN THE CARIBBEAN

*Economic Commission for Latin America and the Caribbean, the
Secretariat of the Caribbean Development and Co-operation Committee.

PROJECT SUMMARY

PROJECT TITLE : Removal of Language Barriers.

GEOGRAPHICAL COVERAGE : ECLAC/CDCC Member countries.

PROJECT LANGUAGE : English, Spanish, French, Dutch and Caribbean Creole Languages.

PROJECT SITE OF ACTIVITY : ECLAC/CDCC Secretariat, Port-of-Spain, Trinidad and Tobago and Instituto Lingwistiko Antiano, Ministry of Education, Curacao, Netherlands Antilles.

STARTING DATE : Last quarter 1987

COMPLETION DATE : Last quarter 1990

DURATION : 40 months

TOTAL BUDGET : US\$300,000.00

CONTRIBUTIONS : UNECLAC: 86,000 (In kind)
DONORS:

IMPLEMENTING AGENCY : UNECLAC Subregional Headquarters for the Caribbean. Trinidad and Tobago

CO-OPERATING AGENCY : Ministry of Education,
Netherlands Antilles.

PARTICIPATING GOVERNMENTS: CDCC Member governments, Antigua and Barbuda. The Commonwealth of the Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Saint Christopher/Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname and Trinidad and Tobago. CDCC Associate Member Governments Montserrat, the British Virgin Islands, the Netherlands Antilles and the US Virgin Islands.

NATIONAL LEVEL ORGANISATIONS : Ministries of Education, Culture and Foreign Affairs, Language Institutes, University Faculties, Language Teachers Associations.

I. DEVELOPMENT OBJECTIVE

The creation of mechanisms for the removal of language barriers in the Caribbean in order to facilitate closer collaboration in the area of economic and social development among member countries of the Caribbean Development and Co-operation Committee (CDCC).

II. OBJECTIVES

The implementation of the project would promote the development of a programme of communication and exchange of information in the official languages of the Caribbean sub-region.

The project will focus on the major official languages used in the sub-region: English, Spanish, French and Dutch, to a lesser extent. Due consideration will be given to creole languages.

The project has been formulated to achieve to short, medium and long term objectives and will encompass the formal education system, adult language training programmes as well as the development of national and regional language policies.

The emphasis will be on the creation of a network which will utilise the services of existing institutions and resource persons available in the subregion.

Short-term Objectives

The short-term objectives of the project proposal are as follows:

a. To increase the number and improve the skills of translators and interpreters in CDCC member countries; and to rationalize their efforts, so as to better facilitate the accessibility of information sub-regionally.

b. Formation of national groupings or committees which will become the focal points for the development of foreign languages at the national level and serve as the basic units of a subregional network.

c. Training of foreign language teachers in modern approaches to language teaching-learning by means of national and subregional seminars/workshops.

d. Development of a data bank of language institutions, organisations and resource personnel in the subregion to provide support for language training and technical co-operation programmes at the subregional level.

Medium and long-term Objectives

In the medium and long-term the programme for the removal of language barriers will be geared towards the attainment of the following objectives:

a. The improvement of language teaching by the use of modern approaches and the creation of interest and sensitivity towards the official languages used in the Caribbean; the significant enhancement of the willingness to speak and listen to them and the augmentation of the number of people who communicate in them in order to facilitate the sharing and exchange of development information between CDCC Member countries, so as to avoid duplication of activities and to promote increased co-operation.

b. The provision of interpreting and translation services to assist in the development activities in the subregion and in each of the countries, through improved communication and increased availability of information.

c. The improvement of national language planning and policy to reflect developmental needs as identified for various user communities.

d. The establishment of an effective network of national and subregional level organisations and institutions in the form of the Caribbean Language Institute which will promote collaboration among them toward the elimination of language barriers in the subregion.

III. BACKGROUND AND JUSTIFICATION

At its constitution in Havana in 1975, the Caribbean Development and Co-operation Committee (CDCC) was immediately faced with language barriers ensuing from the fact that there are four official languages of its member countries: English, Spanish, French, and Dutch. It was realised that special efforts would have to be made to overcome the resulting language barriers so as to establish subregional co-operation as envisioned by the constitution of the CDCC.

At the second session held in Santo Domingo, Dominican Republic, in 1977, the Committee agreed to engage a consultant to carry out an initial survey on foreign language teaching policies, facilities and methodology in the Caribbean. This study was submitted for evaluation to a group of Caribbean language specialists and government representatives at a CDCC meeting convened in Belize in 1978. On the basis of the work accomplished, at its third and fourth sessions the Committee recommended:

1. The organization of a "Caribbean Regional Workshop on Modern Approaches to the Teaching of Foreign Languages" involving the widest possible participation of relevant policy-makers and language teachers,

especially teachers holding pivotal positions in universities, teacher-training institutions and senior secondary schools.

2. A series of national level workshops similar to the subregional one mentioned above as well as other training courses to facilitate the widest possible application of the modern approaches accepted at that workshop and, hence, the improvement of language teaching in the national systems.

3. The development of courses for the training of translators/interpreters.

It was envisaged that these three activities would eventually lead to the creation of a Caribbean Language Institute which would organize the promotion and co-ordination of teacher-training programmes in the region.

However, in spite of the political will expressed by the member states, the urgency of the situation and the offers of assistance made by several countries to contribute human resources and physical facilities, the lack of financial resources impeded implementation.

During 1982 the project was presented for consideration to the Government of the Netherlands Antilles which had just become an Associate member of the CDCC. At the seventh session of CDCC held in Port-of-Spain in 1983, the delegation of the Netherlands Antilles informed the meeting that its Government had established a Working Group to consider the implementation of the project. The Netherlands Antilles hosted the Sub-regional Workshop on the Removal of Language Barriers from 29 August to 9 September 1983, in Curacao, with financial co-operation from the United Nations Educational, Scientific and Cultural Organization's Caribbean Network of Educational Innovations for Development (UNESCO/CARNEID); the Netherlands Antilles provided the co-ordination for the continuation of the project activities. The Minister of Education of the Netherlands Antilles as the ad hoc Co-ordinator of the project, supported by other member states of the CDCC, requested financial assistance from the UNESCO under the Participation Programme 1984-1985.

This application was approved by the UNESCO General Conference, and US\$25,000 was allocated to the project in 1984. This amount was used to carry out national workshops in the following member states: Saint Lucia, Saint Christopher/Nevis, St. Maarten, Netherlands Antilles, Barbados, Guyana, Jamaica, Trinidad and Tobago and Grenada.

Additional funds will be needed to complete the second phase of the programme, that is, to assist the remaining CDCC member countries to organize their national workshops. These countries are: Antigua and Barbuda, Bahamas, Belize, Cuba, Dominica, Dominican Republic, Haiti, Montserrat, Suriname, Saint Vincent and the Grenadines, the British Virgin Islands and the United States Virgin Islands.

The Antillean Language Institute of the Ministry of Education, Netherland Antilles has been the co-ordinating agency for the National Workshops, with the assistance and co-operation of the ECLAC/CDCC Secretariat.

IV. THE CARIBBEAN LANGUAGE INSTITUTE

The main instrument proposed for the achievement of the project's objectives during this stage of the programme will be the Caribbean Language Institute (CLI).

The CLI will be initiated with a National Chapter/Committee in each member state. The National Chapter/Committee of the CLI (NCCLI) will be comprised of representatives from relevant institutions in each country such as, the Ministry of Education, the Ministry of Culture, the Ministry of Foreign Affairs, the University, Teachers' Training Colleges, Language Associations, Language Centres, Institutions for Adult Education and the UNESCO National Commissions.

Delegates of the various NCCLIs together will constitute the Co-ordinating Committee of the CLI (CCCLI), whose President will be, on an interim basis, the Minister of Education of the Netherlands Antilles or his representative. That Ministry and the CDCC Secretariat will work in close co-operation to constitute the Secretariat of the Co-ordinating Committee. The Co-ordinating Committee will meet every two years.

The establishment of this infrastructure is essential to the long-term development of the regional network.

1. Proposed Activities of the National Chapters of the Caribbean Language Institute (NCCLIs)

The creation of the NCCLIs will be the means to achieve closer co-operation with national governments in the identification of their needs and in the implementation of the project.

(a) Preparation of the Language Plan

The NCCLIs will do research on attitudes towards foreign languages in their countries and on their countries' language necessities, so as to formulate short and long-term language plans for consideration and possible adoption by their governments.

Guidelines for preparing this plan will be provided to the NCCLIs by the ECLAC Secretariat and the Ministry of Education, Netherlands Antilles. It should contain, the language or languages to which a country wants to give priority. These languages should be designated first, second, third

foreign language and so on. The plan should contain the proportion of the total effort to be allocated to each of these languages in terms of curriculum time, materials and personnel.

The NCCLIs will be expected to complete the National Language Plans within a period of two (2) years after the national workshops have been held.

The Language Plan is a necessary tool to ensure that the foreign language activities in the country are relevant to the needs of the country. It should keep students and teachers motivated because they will have clearer insights in the usefulness of their efforts. It should ensure that maximum advantage is gained from all language training programmes, including bilateral programmes.

(b) Other tasks of the NCCLIs

(i) To carry out investigations on the needs for translation and interpretation services of the CDCC member states;

(ii) To organize the formation of groups of local translators and interpreters;

(iii) To create a mechanism at the national level from where all translation and interpretation can take place and/or be co-ordinated;

(iv) To stimulate research on translation needs;

(v) To encourage the use of computers in language planning and language training;

(vi) To identify training needs of foreign language teachers;

(vii) To organise workshops/seminars/conferences or otherwise cater for those needs; and

(viii) To create a national data bank on language teaching-learning, language teaching personnel and language resource material. The data bank will be linked to the Regional Data Bank of the CLI.

2. Activities of the Co-ordinating Committee

The Co-ordinating Committee will develop out of the different national language plans a Common Caribbean Language Plan and Policy which will guide the development of activities at the regional level. Its more particular activities will be:

(a) The linkage of the national data banks into a Caribbean Regional Data Bank on language training, language institutions inside and outside the subregion, and language training personnel in the subregion;

(b) It will receive funds and distribute them to the NCCLIs for the implementation of their national language plans and activities; and

(c) It will provide support for activities which can be pursued at the subregional level such as the development of training materials, assistance in curricula development etc.

(d) It will be responsible for facilitating increased exposure to the countries where the foreign languages are spoken. This includes:

(i) fellowships to students who excel in language studies to visit countries (preferably in the Caribbean) where the languages studied by these students are spoken;

(ii) teachers and students exchange programmes.

(e) The CLI should maintain specific contacts with programmes and institutions such as the following:

(i) language programmes emanating from its Member States;

(ii) hispanophone, anglophone and francophone cultural institutions, organisations and associations;

(iii) important language teaching institutions throughout the world;

(iv) Caribbean communication and information agencies and organisations;

(v) teacher training colleges in the Caribbean;

(vi) universities in the Caribbean;

(vii) the Caribbean Examinations Council;

- (viii) creole promotion institutes in the Caribbean;
- (ix) international and other institutes for training interpreters and translators;
- (x) the Esperanto-Movement;
- (xi) youth organizations in the Caribbean;
- (xii) existing cultural movements like the Caribbean Festival of Arts (CARIFESTA); and
- (xiii) other public and private organizations which have specific language needs.

(f) It will publish a quarterly called: Bulletin of the Caribbean Language Institute.

V. OUTPUT

In line with the objectives of the project, it is expected that the following will be achieved:

1. Increase in number and improvement in the level of foreign language training in the CDCC Member States.
2. Increase and improvement in translation and interpreting services in CDCC Member States.
3. The creation of National Language Institutes in all CDCC member states - a total twenty(20). These National Institutes will be incorporated into a subregional Caribbean Language Institute.
4. The preparation of twenty(20) National Language Plans which will determine language needs and define language training policy at the national level.
5. The preparation of a Caribbean Language Plan which will determine language training needs at the subregional level and assist in the establishment of mechanisms for the development of translation and interpretation services.
6. The sensitization of the general Caribbean population to the importance of bilingualism and multilingualism, including creole languages, as a means of increasing the knowledge of cultural diversity existent in the subregion; and, in the long-term, ensuring the preservation of language-associated cultural heritage.

7. Increased knowledge of languages should in the long-term facilitate economic and social collaboration, increased Caribbean cultural awareness and stimulate intra-regional trade and development among CDCC Member States.

VI. COMMENTARY ON THE PROJECT

The project aims at creating on a national as well as on a Caribbean subregional level the infrastructure and mechanisms necessary to accomplish increased communication among CDCC member countries. Besides enhancing nationally the quality of foreign language study and teaching, the network of the Caribbean Language Institute will seek to promote collaboration with regard to language training and use.

By questioning their linguistic past and future together in the process of language planning the Caribbean peoples may continue to discover their common qualities and their common strengths. The project should be considered to be worthwhile, once the mechanism has been set in motion to improve language communication among Caribbean peoples.

The subsequent phases of the programme will, on the one hand, maintain and intensify this communication and, on the other hand, will influence collaborative action through increased knowledge and contact between the various agencies and persons involved.

During the second and subsequent phases of the project a set of institutions will be created and maintained by the network of the Caribbean Language Institute. Some of these include: the translation and cross-publication of Caribbean literature and other works in the different geographical and language sectors of the Caribbean; student exchange; teachers exchange; summer courses; cultural festivals and language contests; instrumentalization of the creole languages i.e increasing the use of these languages in formal and official communication; and, interconnected government translating centres.

It is estimated that some ten years after these institutions have been set in motion the first indications of change should be noted.

VI. WORKPLAN FOR 1987 - 1990

- A. Preparation of the Bulletin of the Caribbean Language Institute - 1987-1990
- B. The holding of national workshops (1987-1990) in the following countries:
 - 1. 1987: 1 Workshop - last quarter 1987: Antigua and Barbuda,
 - 2. 1988/1990: Eleven(11) workshops: Cuba, Belize, Suriname, Saint Vincent and the Grenadines, Montserrat, Haiti, United States Virgin Islands, British Virgin Islands, Dominica, Bahamas and Dominican Republic.
- C. The creation of National Chapters of the Caribbean Language Institute (Last quarter 1988 - 2nd quarter 1990).
- D. Preparation of Twenty(20) National Language Plans (1987-1990).
- E. Drawing up of the Common Caribbean Language Plan. (1989-1990)
- F. Second Half 1990: First meeting of the Co-ordinating Committee of the Caribbean Language Institute to:
 - 1. Determine the budgets of the NCCLIs.
 - 2. Determine the Common Caribbean Language Policy and its budget.
- G.
 - 1. The training of interpreters and translators (1988-1990)
 - 2. The Creation of a pool of interpreters and translators (1989 -1990)

