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FUTURE ORIENTATIONS FOR THE CDCC PROJECT
FOR THE REMOVAL OF LANGUAGE BARRIERS IN THE CARIBBEAN

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I. Background and Introduction

The Caribbean Development and Co-operation Committee (CDCC) at its first and second sessions decided to work toward the removal of language barriers which were considered as a major impediment to co-operation and development in the Caribbean. As a result, a consultant was commissioned by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Economic Commission for Latin America and the Caribbean (ECLAC) to prepare 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 from 4-7 April, 1978.

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

(a) 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, language teachers, especially teachers holding pivotal positions in universities, teacher-training institutions and perhaps senior secondary schools";

(b) A series of national level workshops similar to the one mentioned above as well as other training courses "to facilitate the widest possible acceptance of the modern approaches accepted at the subregional workshops 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 of activities and institutions in the field.^{1/}

In compliance with recommendation (a) above, it was planned to hold the subregional 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 financial resources the workshop was not held. These constraints continued to impede the implementation of the recommendations on the removal of language barriers.^{2/}

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

Objectives and organization

The Workshop was designed to sensitize participants to the issues involved in language planning and language policy. Work was organized as a series of concentric circles, aimed at

^{1/} Report of Third Session of the CDCC, Belize 12-18 April, E/CEPAL/CDCC/44 Rev.3 pp.13-14-15.

^{2/} See Reports of the fourth, fifth and sixth sessions of CDCC.

(a) The Caribbean Language Institute was highly desirable;
and

(b) The Institute should not seek to compete with or replace existing institutions such as the national language institutes or the Caribbean Examination Council (CXC).

Following the Regional Workshop, the Netherlands Antilles together with eight other member countries of the CDCC obtained UNESCO Participation Programme funds for the holding of national workshops. Workshops, organized by the Ministry of Education of the Netherlands Antilles, were held in Saint Lucia, Saint Christopher/Nevis, St. Maarten, Barbados and Guyana.

As regards interpretership and translation, subsequent to recommendation (c) above of the third session of the CDCC the Secretariat in its progress report on the Removal of Language Barriers (E/CEPAL/CDCC/108) stated that there had so far been no activities aimed at meeting the short-term needs of member governments in this matter, and requested that

"With respect to the preparation and implementation of a course of the training of translators/interpreters agreed upon in 1978, the Committee may wish to advise the Secretariat on its timeliness"

At the eighth session of the CDCC the Committee expressed support for the holding of courses for interpreters and translators, and at the ninth session one delegation suggested wider use of interpreters and translators from the member countries of the CDCC in order to stimulate activity in this field.

The latest position of the CDCC is summarised in paragraphs 93 and 94 of the Final Report of the Ninth Session of the CDCC (LC/CAR/G.156) as follows:

professional upgrading in terms of evaluation and elaboration of materials; teaching of different language skills in the context of:

(a) Sensitization through reflection on curriculum objectives, adaptation of pedagogical approaches to needs of particular groups and particular communicative needs - functional and instrumental learning, language for communication, language for special purposes. This reflection would therefore include problems of teaching outside the formal school system - adult education, autodidactic learning, etc.; and

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

The mandates for the programme on the removal of language barriers imply a set of structural changes, which at this first stage of implementation were operationalized around the role foreseen for the participants. Each participant was expected on his/her return to become the nucleus of a pressure group in favour of rational language planning on the part of his/her government, as well as the possessor of wider horizons in relation to the range of possible language teaching objectives and the methods and materials available for their achievement.

Consequently, the main themes of the exercise, methodology and language planning, were entrusted to well known specialists, operating as team leaders; and very specific complementary topics were allocated to other teacher-trainers.

In its communication offering to host and finance the subregional workshop, the government of the Netherlands Antilles announced "... the vivid interests of the Government of the Netherlands Antilles to offer the seat of the Caribbean Language Institute⁰⁸. It later requested that participants in the Workshop be empowered to represent their governments' opinion on this subject. During the discussion which took place the chief ideas which emerged were:

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 costs 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?

As a possible alternative to the creation of the Caribbean Language Institute, it was suggested that the Secretariat could seek funds for the appointment of a full-time trainer/researcher.

It will be seen from this summary of the evolution of this priority programme that certain conflicts have arisen between policy or implied policy on the one hand and the directions taken by concrete realisations on the other. These conflicts have been imposed by the availability of funds and the source of the initiatives taken to obtain them. It may be best to deal with them by the areas into which the realisations fall.

Workshops

The UNESCO/ECLAC "Initial Survey" on which CDCC policy may be said to be originally based emphasized that the development of foreign language-teaching must be regarded, not as a prerequisite, but as a concomitant of efforts in all fields

and must be informed by a philosophy which recognizes: the interpenetration of all areas of development, the necessity for full mobilization and participation of populations and the constant stimulation of Caribbean attitudes.

The Initial Survey also stated that "of the recommendations that follow, those that relate to the short-term are those pertaining to language teaching for the purpose of current technical assistance projects, the upgrading of language-teaching institutions already in existence, and the rationalization of ad hoc services already in use, such as interpretership and translation services".

Those that relate to the medium-term will be the ones pertaining to reforms in school systems and the creation of machinery for new functions outside the school systems, for example, schools of interpretership, curriculum development, research and materials production.

Long-term recommendations concern national language planning and policy. The Subregional Workshop organized in Curaçao sought, in addition to the upgrading of teachers in the formal education system, the creation of pressure groups in favour of national language policies by member governments, as well as a consciousness of the need for language learning and teaching outside the formal school system. At the Subregional Workshop it was proposed that the participants attending the Workshop were to be the core of an expanding group of specialists who could be called upon at short notice by a co-ordinating body to contribute their skills to workshops and training programmes at the national level as the need arose, and that such workshops and programmes would also relate to specific and immediate developmental needs, outside as well as inside the formal education system.

While teachers are certainly a primary target group for all such exercises, the upgrading of teachers and teaching in the school system alone is a relatively long-term consideration.

The national workshops have focused on school teachers and education officials. To date they have not considered immediate communication needs and have not catered for the staff of adult language institutes whose objectives may be considered to be less long-term, relating as they do to specific target groups and the teaching of language for special purposes.

The orientation of the existing workshop programme has been towards teaching in the formal education system, and, within that, towards the disciplines with the least immediate practical impact upon regional language barriers, such as Creole studies, sociolinguistics and literature. The fundamental importance of these is fully recognised^{3/} but the framework and machinery for their treatment are not the same as for foreign language teaching.

The Caribbean Language Institute

The "Initial Survey" presented to the third session of CDCC along with the Report of the Belize Expert Meeting made the following recommendations:

(a) Foreign language institutes should be created in Jamaica and Trinidad and Tobago. They should be based on the Jamaican Language Training Centre and the Trinidad and Tobago Language Institute. Their functions should be teaching, research and development for all levels of the education system, for the public and private sector and for technical co-operation purposes. This must include curriculum development and teacher training through seminars and workshops as well as

^{3/} See Chapters V and VII, and Recommendations XII, XII(d), XXIII and XXVI of Initial Survey.

advice to education authorities. Their operations should be combined as closely as possible with existing government training programmes and the work of the University of the West Indies (UWI);

(b) Language institutes should be created in Cuba and the Dominican Republic, with similar functions to those in Jamaica and Trinidad and Tobago, similar relationships to existing local institutions, and with the emphasis, as far as regional objectives are concerned, on Spanish teaching.

(c) The four institutes should, among them, service the entire subregion, and financing should be determined on this assumption;

(d) A Caribbean language institute should be created to coordinate the work of the national institutes and all other bodies in curriculum development, research, teacher training, testing, etc. It should advise, and maintain close relations with, other subregional bodies such as the Caribbean Examination Council. It should be the link between national language institutes and other national bodies on the one hand and external or international organizations, such as the Organization of American States (OAS), on the other. It should be closely linked to other subregional agencies in related fields and to the CDCC Secretariat;

(e) An Institute of Creole Studies should be created in Haiti, probably based on the present Centre de Linguistique Appliquée. This institute should be the centre for research and planning in the field of Creole language study, bilingual education in Creolophone societies, and Afro-Caribbean culture; and

(f) Language-teaching needs arising out of technical co-operation programmes should be provided as far as possible on a subregional basis and by the language institutes recommended in

this study, since they will be best equipped to respond flexibly to varied needs, and since language training should wherever possible be carried out in countries where the languages concerned are spoken.

The CDCC then took the decision mentioned in recommendations (a) to (d) above. That is to say, it specifically postponed the thorny problem of where a Caribbean Language Institute should be sited, with all its attendant political pitfalls;^{4/} and it is dealing with the question of Creole Studies quite separately under the programme on Creole Discourse and Social Development.

The problem of the siting of a Caribbean Language Institute arose again at the ninth session of CDCC which requested the Secretariat specifically to analyse the questions of (a) ensuring the Caribbean character of such an institute; (b) its relations with existing institutes and (c) the question of the desirability of spending money on an institute in the accepted sense of the word.

In lieu of the creation of the Caribbean Language Institute, the Secretariat, for reasons of economic realism, has considered the possibility of a networking solution to the problem, making use of the services of the existing institutes and resource persons available in the region.

^{4/} It was also at this Meeting that the Dominican Republic expressed its interest in having the Caribbean Language Institute sited on its territory.

This approach avoids the commitment to establishing the Caribbean Language Institute anywhere until the questions of its feasibility and the desires of potential hosts are fully ventilated,^{5/} and certainly until economic conditions warrant it.

Translation and Interpretership

The need for a school, or even a course, for interpreters and translators is not a datum or a prima facie objective of a short or even long-term project for elimination of language barriers, but merely one of a set of possible conclusions concerning measures to be taken after determination of needs. What is needed are interpretership and translation services, and training courses, short or long-term, as only one possible and perhaps not even necessary way of providing them.

Indeed, the history of CDCC policy in this matter is oriented toward the determination of needs and the provision of services, in that order. The "Initial Survey" recommends that,

(a) The formation of an itinerant group of interpreters and translators should receive high priority because it should be achievable reasonably quickly and without excessive cost, especially in a context of co-operation, because it will reduce expensive

^{5/} There are foreign-language teaching institutes in Cuba, the Dominican Republic, Jamaica, Grenada, Suriname and Trinidad and Tobago, in addition to private foreign-language schools and such institutions as the Alliance Française, the Instituto Andrés Bello, the US-run English-teaching institutes and the British Council. There are institutes devoted to mother-tongue education, sociolinguistics, Creole studies, etc., (though they may have the equivalent of "language" or "linguistic" in their names.) in Haiti, Saint Lucia, Curaçao, Aruba and Suriname.

dependence on outside sources and because of the effect of such career outlets on student motivation in the education system;

(b) The problem of translation is part of the larger problem of access to, and diffusion of, information. A study of the relations between these problems at the subregional level should be carried out as soon as possible. Such a study will probably be facilitated by the outcome of the UNESCO/CDCC Meeting of Librarians and Documentalists held in Port-of-Spain from 29 November to 2 December 1977. The language centres recommended in this study should work closely with a centre or centres for technical documentation and research;

(c) Countries of the subregion, in their efforts to set up translation services, should consider the utility of summaries and abstracts, as opposed to full translations of certain material for certain specific uses, and attempt to provide such services as well;

(d) Each country of the subregion should undertake a survey as the first step in the creation of a pool of interpreters and translators. Guidelines for this investigation, and the examinations for certification of interpreters and translators; should be developed under the guidance of a Regional Institute of Foreign Languages; and

(e) Each country of the subregion should take steps to update and/or adopt legislation governing the legal requirements for translations and certification of translations in its judicial and fiscal systems (e.g. Customs and Excise) and the consular functions of this subject should be included in any exercise directed at the co-ordination of legislation on a subregional basis, and consular conventions should take account of the need for legislation regarding translations.

At the expert group meeting in Belize, the recommendation was made by Mr. Luis M. García,^{6/} an interpreter from the Dominican Republic, that the first step to the provision of services must be a survey of Caribbean countries, covering existing services, volume of use, relative workload of the three main language pairs and projection of demand. He also recommended that such measures be related to the building of a profitable career market.

It has already been mentioned that the CDCC Secretariat made reference to existing services and questioned the immediate need for courses,^{7/} and that at CDCC IX the Cuban Delegation, representing the country which has made the greatest advances in meeting its perceived needs in this area, suggested that a solution lay in the greater use of existing Caribbean expertise in the field.

In addition, it should be noted that the training of interpreters and translators is a highly practical operation, so practical indeed that (in the short and medium-terms at any rate) it might well not be classed as a part of language teaching at all. The relationship of interpretership and translation training to language is analogous to the relationship of a doctor's internship training to biology, physiology and the other components of his theoretical studies - that is, the relationship of pre-requisite skills to their application. Many of the components of interpreters' and translators' programmes are not linguistic at all - they are law, economics, international relations, conference procedure, etc., and so are peripheral to the main

^{6/} Translation and Interpretation services (An Aid for the Integration of the Caribbean Nations) prepared by Luis M. García, Manpower S.O.S. Dominican Republic (paper presented to Belize meeting on Removal of Language Barriers, 1978).

^{7/} Progress Report on Language Barriers Project, E/CEPAL/CDCC IX/108 of 2 December 1983.

concerns of foreign language institutes, and, a fortiori, even more peripheral to those of non-foreign language teaching linguistic institutes.

There is a tendency for conflict therefore between the needs and policies enunciated in this area which relate to services and the determination of needs, and the original proposal to establish, without such determination, a school of interpretership and translation to be linked to a Caribbean language institute, the need of which is itself not determined.

The goals of the language barriers programme in the matter of interpretership and translation are the following:

(a) To provide interpretership and translation services to assist in the developmental activities of the Caribbean subregion and each of the countries in it; and

(b) To stimulate the professions of interpretership and translation in the subregion and provide career outlets for citizens of its countries.

In deciding how to achieve these goals, certain factors must be taken into consideration. These factors are:

(a) The skills and background required by interpreters and translators; and

(b) The extent to which they exist, are utilised in the subregion and their sources of renewal.

The demand can only be accurately determined by surveys. But some tentative answers (varying in accuracy according to the question) can be given now.

(a) Skills

(i) Interpreter

The basic qualities required by an interpreter^{8/} are:

- a. bilingualism (preferably trilingualism) or near - bilingualism^{9/};
- b. a wide, but not necessarily deep, knowledge of current events and of a considerable range of subjects;
- c. the capacity to assimilate rapidly a lexicon pertaining to an unfamiliar subject;
- d. the basic knack (Perhaps inborn but capable of being improved by instruction and practice) of speaking one language while listening to another;
- e. good vocal technique; and
- f. practice.

(ii) Translator

- a. a high degree of literacy;

^{8/} This account is restricted to simultaneous conference interpreting and does not extend to consecutive interpreting or non-conference interpreting, though of course there is considerable overlaps in the skills required for all the categories of work.

^{9/} "Near bilingualism", for a linguistic scientist, is of course a cop-out term, since true bilingual competence cannot be determined objectively from performance, but only inferred from bio-data (hence the emphasis on linguistic background questionnaires in the student selection procedures of interpretership schools). However, people who are not full bilinguals (i.e. who have learnt rather than acquired their second language) are sometimes competent interpreters, particularly in "grande equipe" situations (i.e. where they interpret only into their better language).

- b. a very good passive knowledge of one language, including mastery of a variety of written styles and registers;
- c. a very good active knowledge of one or more other languages;
- d. a knowledge of a wide range of subjects; and
- e. access to a large information infrastructure in the form of dictionaries and other reference works.

In practice this usually means, (assuming that the person concerned is not a product of a school of translation or interpretership) maturity; a university level education; and either very good results in his/her language training or a period of residence in the foreign country concerned, or both (usually both).

This means that in most of the Caribbean these services have in the past been performed (in varying degrees depending on the setting) by:

- (a) Interpreters and translators from outside the subregion, whether freelance or on the staff of international organizations;
- (b) Foreigners, whether professional or not, resident in the region (e.g. wives of citizens);
- (c) Locals with the necessary background in travel and education (e.g. wives of professionals) in other areas; and
- (d) Language teachers at secondary or university level.

With the increase in work (the extent of which remains to be determined) in the subregion resulting from independence and integration movements, there has been a trend, in the market economy countries of the Caribbean at least, toward the formation of groups and even agencies to provide the services, though none has full-time staff. One or two subregional organizations and government departments employ a full-time translator or two. In the Dominican Republic there are a few groups and individual freelance interpreters and

translators, and there are several in other Spanish-speaking, but non-CDCC member countries, in the wider Caribbean such as Venezuela, Colombia and Puerto Rico. In Jamaica and Trinidad and Tobago there are groups (one in each country) which regularly seek and sometimes obtain interpretation and translation work from sub-regional and international organizations. In Barbados, university teachers are sometimes employed at conferences and by local offices of international organizations.

In this context what is remarkable is the fact that few or none of the interpreters and translators working in the Caribbean are drawn from among those who have professional training, in spite of the fact that a certain number do possess such training, in most cases obtained through scholarships provided by their own governments. The reason for this anomaly is simple, in a context where there has been no effort to organise the use of trained interpreters or even to give them sporadic practice, a brain drain has set in - on the one hand toward interpretership jobs outside the subregion, and on the other toward other professions. Trinidad and Tobago and Barbados are examples: of four trained interpreters from those countries known to the writer, one is a staff interpreter with the European Economic Commission (EEC) in Brussels, one is a hotel manager in a remote location, which makes even infrequent interpreting jobs impossible for her to accept, and two are now diplomatic officers in foreign missions of their countries. Of three trained translators, all are teachers, and their chances of freelance work are minimal because in both countries the work available is almost always from rather than into their active language. Among the other things, this indicates the limited extent to which the two countries concerned are organised to use material in Spanish or French.

In Cuba, there is both a national enterprise which provides interpretation and translation services and a number of government departments which have their own services, as well as a well developed training programme.^{10/}

This distinction between state initiative in Cuba and private enterprise elsewhere has interesting consequences for the problem of rationalising the provision and use of interpretation and translation services in the CDCC Member States. In the English-speaking countries the majority of opportunities for employment of interpreters come from conferences sponsored by international organizations.^{11/} But such organizations have agreements with international associations of interpreters and translators and must not only request bids in open competition but must ensure that contracts are awarded in accordance with the criteria laid down by these associations. But in order to qualify for membership Caribbean interpreters must fulfil certain conditions, for example, having worked 200 hours under the Association's conditions relating to composition of teams and level of remuneration, and being proposed and seconded by two members with the same language combination as the applicant. Now most Caribbean interpreters cannot fulfil these criteria, because the countries economies cannot support the financial conditions. Furthermore, they cannot take the tests

^{10/} See Initial Survey, Chap. V., p. 37., as well as "Creation of Mechanisms Outside the Education System to Co-operate in the Elimination of Language Barriers (Translation, Interpretation etc.)" prepared by the Cuban delegation to the Belize expert meeting.

^{11/} In the Dominican Republic and the non-CDCC Caribbean countries there is a considerable market resulting from conferences held by private international organizations (e.g. professional and learned associations), because those countries have traditionally promoted such events as part of their tourist effort. Such efforts in the English-speaking countries, backed by the existence of language services, could certainly increase the number of such conferences.

administered by the international organizations to interpreters who wish to be put in their books as "locals" because they would have to go to the headquarters of the organization to do so.

It is therefore clear, even without hard data on supply and demand, that the region is not geared to use the capacity it already possesses in the field of interpretership and translation and to foster the growth of these activities.

But none of the problems is by any means insoluble, though their solution calls for various individual and joint actions on the part of governments and of the local professional groups. In the Dominican Republic, for example, the local interpreters groups have come to an accommodation with international associations by agreeing to use some of the members of those associations in conferences in that country, and some countries outside the Caribbean have been able to insist in the use of a proportion of local interpreters and translators alongside staff ones at conferences in their territory sponsored by international organizations. The 1985 CASTALAC Conference in Brasilia is an example.

As regards translators, there is also a brain drain, but here too the answer lies in co-ordination. Organizations such as CARICOM, information networks such as CARSTIN, and other entities have requirements for translation, or even summaries of documents in foreign languages which they either do not fill or try to fill by ad hoc means and in isolation. Caribbean offices of international organizations are mainly required by their rules and budgets to send documents to headquarters for translation and wait months for them, when services are available in the countries concerned.

At headquarters the documents may well be translated by a translator of Caribbean origin who is part of the brain drain. There must certainly be enough translation work in the aggregate

in the Caribbean to keep quite a pool of translators busy full-time, and this could well be achieved by a series of integration measures on the part of governments, and regional and international organizations which would involve co-ordination, communication and budgetary and administrative readjustments rather than additional financial expenditure.

It could therefore be perfectly possible to outline, agree and implement a series of measures to ensure maximum use of interpreters and translators from CDCC countries in the first instance, the wider Caribbean and Latin America as a whole, in that order. It is important not to attempt to be completely exclusive in the matter, since traditionally interpretation, even translation, is an internationally mobile profession, and any arrangements made among governments, with international organizations and with professional associations, while fostering the development of the professions concerned both in a market economy and a centrally planned economy context, and in the context of freelance operation and staff appointments, should also ensure high quality and foster rather than hinder the chance of Caribbean interpreters and translators to work outside the region as well. Conditions should be created where they have preferential opportunities in the subregion as well as whatever conditions seem to be necessary to ensure quality, whether for the benefit of those at present working or to maintain an adequate flow of competent newcomers. The means of achieving this, whether by using existing schools in the Caribbean on a TCDC basis encouraging self-improvement activities by local professional associations, or setting up specific short or long-term programmes or both remains to be determined after existing activity is rationalised and present and future supply and demand are determined. Should such courses be necessary, what is certain is that their non-linguistic components (i.e. international relations, etc.) should have a strong Caribbean emphasis.

Conclusions and Recommendations

Both the distortions of emphasis which have arisen in the implementation of the priority programme on the Elimination of Language Barriers and the perennial, and however more severe, limitation of financial resources indicate that a change of direction is necessary.

This change of direction would consist of a concentration on what is immediately practicable, both in terms of short-term results and the laying down of infrastructure for long-term purposes; and on what is financially feasible.

It is therefore recommended that

(a) In the short-term the CDCC should work toward the establishment of a network of existing national institutes for the fulfilment of the proposal for a Caribbean Language Institute in the Initial Survey of Foreign Language Teaching in the Caribbean (Document CDCC/LB/1). The network should have the purpose of identifying and utilising the capacities of the various existing institutions for the benefit of all short, medium and long-term activities directed toward the elimination of language barriers in the subregion; promoting collaboration among them to those ends, fostering the creation for development of further national institutes when necessary and serving as a link with other institutions and networks elsewhere in the world. It should also assume the task of co-ordination of on-going subregional programmes, notably the follow-up to the Curaçao Subregional Workshop;

(b) Emphasis in the follow-up workshops should now be placed on adult language teaching programmes within the context of

immediate developmental needs, and therefore on techniques related to language for special purposes, national syllabuses, needs analyses, etc;

(c) A study should immediately be undertaken to determine supply and demand, both present and projected, in the area of interpretation and translation, and to recommend to governments those measures to be taken singly, jointly and in consultation with subregional and international organizations and international professional associations for the improvement of available services in these areas and the creation of viable professional opportunities for Caribbean translators and interpreters, including what measures may be necessary to ensure quality and continuity of supply; and

(d) The network should be set up and co-ordinated, and the interpretership and translation study be carried out, by the CDCC Secretariat in Port-of-Spain. This co-ordination would take the form of:

- (i) consultations with governments and language institutes for the establishment of the network, drafting the necessary conventions and other instruments and co-ordinating the network once it is in operation;
- (ii) co-ordinating existing activities within the priority programme on the Elimination of Language Barriers; and
- (iii) carrying out the interpretership and translation study, making the necessary proposals to governments, and co-ordinating such action as may be decided upon for organization of services and/or hiring of personnel.

Ways and Means

If the Secretariat is to carry out these tasks it will require the services of a specialist. The most effective way to obtain these services would be through the provision of a post, of P-4 level, for the purpose, with sufficient provision for the considerable travelling which

would be required. Because of the length of time required for the establishment of a post in the United Nations regular budget, however, and because of the immediate nature of the recommendations herein, it would be advisable to seek to carry them out by means of a consultancy (or consultancies, in view of the time span involved, which would be the better part of two years) pending approval of a post. For this, and perhaps for the post as well, extrabudgetary funding would have to be sought.

The funding agencies which at first glance seem most likely to respond to such an approach are: International Development Research Centre (IDRC), which is already funding the Creole Discourse project; Agence de Co-operation Culturelle et Technique (ACCT); the Inter-American Development Bank (IADB); the Caribbean Development Bank (CDB) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). IDRC is not only the most flexible bilateral source in terms of the projects it funds, but belongs to a bilingual country with a great interest and experience in the solution of language barriers problems. The ACCT is francophone in orientation but its only two non-francophone members are in the Caribbean (Saint Lucia and Dominica) and it has recently embarked with those two countries on a project for writing French teaching materials for primary schools. UNESCO already has programmes within which Caribbean projects in the area of language could be funded. Any consultancy funded by UNESCO would presumably be a UNESCO consultancy, as was the original one under which the Initial Survey was prepared, with ECLAC participation if funds were available.

