

CDCC/LB/8

ENGLISH  
ORIGINAL: SPANISH

ECONOMIC COMMISSION FOR LATIN AMERICA  
Office for the Caribbean  
CARIBBEAN DEVELOPMENT AND CO-OPERATION COMMITTEE

Meeting on Removal of Language Barriers  
Belize City, Belize  
4-7 April, 1978

SOME STRATEGIES FOR INTER-CARIBBEAN CO-OPERATION  
IN THE SHORT-AND MEDIUM TERM

Prepared by  
Pedro Ureña Rib  
Universidad Autónoma de Santo Domingo  
Dominican Republic

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation.

3. The following table provides a summary of the key findings from the audit.

4. The results indicate that there are several areas where improvements are needed.

5. The management team has agreed to implement the following corrective actions.

SOME STRATEGIES FOR INTER-CARIBBEAN CO-OPERATION  
IN THE SHORT- AND MEDIUM TERM

INTRODUCTION

The CDCC Secretariat note on Section 2 (Centre for teaching English, French and Spanish and for cultural research in Caribbean countries) outlines the Centre's objectives, the teaching cycles, the objectives of the expert meeting to be held in Belize from 4 - 7 April, and its opinions on the cultural research aspect which should form part of the Centre.

The original idea put forward is to set up a Centre which, will use its units (universities and educational institutes) to co-ordinate the scattered individual efforts made in the area in the fields of language-teaching and cultural research.

There are many institutions doing excellent work in these areas. For obvious reasons of economic underdevelopment, however, these activities cannot be disseminated, and far less made use of, by other countries in the area which share many common factors.

During the Belize meeting,

1. The present infrastructure of language-teaching in the sub-region will be evaluated,
2. Immediate action projects will be considered for improving the language skills of groups of experts concerned with inter-Caribbean co-operation, and
3. Medium- and long-term strategies for increasing actual teaching of the three official languages of the CDCC will be studied.

I. Immediate action projects for increasing the foreign language skills of groups concerned directly or indirectly with inter-Caribbean technical co-operation:

I. 1. This activity must be carried out in two stages. The first should take place in the native country of the expert receiving the foreign language instruction, and the second should take the form of residential periods of work and study in the country or countries whose language is being learned.

During the first stage, inter-Caribbean co-operation could help by requesting experts from the international agencies (UNESCO) to assist the advanced language-teaching institutions in improving the quality of their teaching, and in their study programmes and their adaptation for the specific purposes of on-the-spot training of teaching staff, audio-visual teaching material, bibliographies, etc. In the same context, the countries of the area could send one or more teachers in active service, known to have an excellent knowledge of their subjects, to the different institutions to provide teaching services for periods of six months to a year, and take over the task of training the local staff and teaching these groups.

Second stage:

I. 2. WORK AND STUDY RESIDENTIAL PERIODS

Once the expert has completed the above study cycle in his own country, he could go to work in the country whose language he has learned in an office similar to that to which he belongs in his own

country, and at the same time complete a second study cycle of the language in an educational institution coming under the exchange plan.

II. Medium- and long-term strategies, to increase teaching in practice of the three official languages of the CDCC in the member countries:

The medium-term strategies adopted must be co-ordinated in such a way as to serve as a basis for setting up the Centre proper.

The main objective of this stage should be:

1. To improve present structures of language-teaching in the Universities and teacher-training institutes;
2. To bring qualified teachers and those whose experience is practical up-to-date in teaching methods and subjects;
3. Exchanges, residential periods for students in the countries whose language is being studied.

II. 1. The improvement of present teaching structures should be accompanied by the technical assistance referred to in the immediate action strategies. This assistance will influence the curricula for degree and diploma courses in institutions responsible for teacher-training and the setting-up, definition and organization of course levels in the intermediate languages cycle.

Another effect of this assistance would be to increase the aids - audio-visual and teaching material (laboratories, bibliographies, etc.) at present available to the institutions concerned.

II.2 The bringing up-to-date in methods and content of the teaching staff in active service could be performed initially by experts from the actual countries who have the necessary academic qualifications and substantial experience in work of this kind.

The holding of the seminars in applied linguistics should be encouraged. These would consider the adaptation of the methodologies being applied and would provide the teacher with the necessary instruments for improved classroom performance. Such seminars should be continued through a constant exchange of information on different aspects of language-teaching.

### II.3. Teacher exchange

To arrange the exchange of teachers in active service among language teaching institutions in the region.

For example, a Dominican English teacher could, for the period of one year, work as a teacher of Spanish in a similar institution in one of the region's English-speaking countries. Simultaneously with improving the language he teaches, this English teacher will provide a valuable service to the country adopting him in being responsible for several groups of students. This activity should be co-ordinated in such a way as to produce a balance in the contributions of the institutions with minimum spending on the necessary salaries and travelling expenses.

II.4. Similar measures could be taken with regard to students who could be given monitor posts in the institutions adopting them.

Experiments have been made in which the students cover their travelling-expenses and are accommodated by local students; they take classes in the University and perform advisory and monitoring activities vis-a-vis local students.

### III. Long-term measures

The strategies mentioned in I and II must be sufficiently well co-ordinated, with annual evaluations of their progress, for these efforts to contribute to the eventual establishment of the Centre.

A survey is required of research activities, and bilateral or multilateral agreements in cultural matters signed by the countries of the region, similar to that on language-teaching infrastructure.

An agency responsible for the work of co-ordination and for the surveys must therefore be set up.

This agency could work under a Director-Co-ordinator with a minimal team which would be responsible for contacts with institutions, the signing of bilateral and multilateral agreements, and the setting up of language clubs or councils which would draw the private sector into the Centre's activities. The foundations would thus be laid for establishing a "Centre for the study of the languages and culture of the Caribbean." This is the primordial objective, and the Centre would be responsible in the future for controlling all these activities.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

Furthermore, it is noted that the records should be kept in a secure and accessible format. Regular backups are recommended to prevent data loss. The document also mentions that the information should be reviewed periodically to ensure its accuracy and relevance.

In addition, the text highlights the need for clear communication between all parties involved. Any discrepancies or questions should be addressed promptly to avoid misunderstandings. The overall goal is to maintain a high level of integrity and accountability in all financial dealings.

The second part of the document provides a detailed overview of the current financial status. It includes a summary of the total assets and liabilities, as well as a breakdown of the various accounts. This information is crucial for understanding the overall health of the organization.

The data shows a steady increase in revenue over the past quarter, which is a positive sign. However, there are also some areas where expenses have increased, particularly in the marketing department. It is important to analyze these trends and identify ways to optimize spending.

The document concludes with a set of recommendations for the future. It suggests implementing more rigorous budgeting processes and exploring new revenue streams. The goal is to achieve long-term financial stability and growth.

Finally, the document outlines the next steps for the management team. It includes a list of action items and a timeline for completion. This ensures that all necessary tasks are assigned and tracked.

The management team is expected to meet weekly to discuss progress and address any challenges. It is also recommended that they provide regular updates to the board of directors. This will help ensure that the organization remains on track with its strategic goals.

In conclusion, this document serves as a comprehensive guide for managing the organization's finances. It provides the necessary information and recommendations to ensure success in the future.