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Recording Agreement for the Research Purposes

This Agreement is made between Michael Rada (Charles University, Prague, Czech Republic) and:

Interviewee name:

in regard to the recorded interview that took place on:

Date

- All the information gained from the interview will be used only for the research purposes at the Charles University.
- The Interviewee owns a copyright in his/her contribution.
- The Interviewer undertakes to store the recording and the associated paperwork securely. The copy of this form will be stored alongside the recording.
- The Interviewer understands that the consent of all copyright holders must be given before the recording is published in any form by any party.

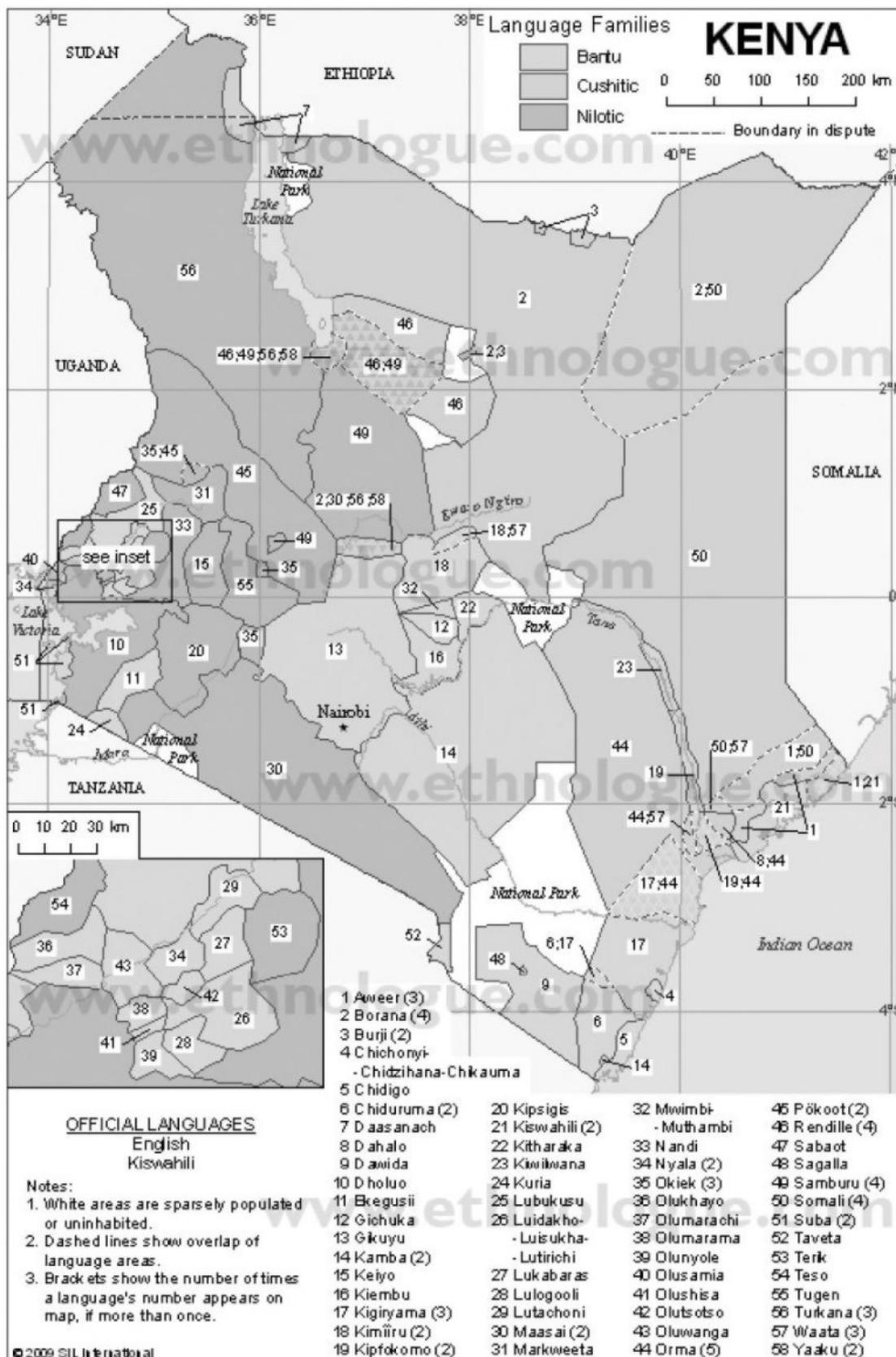
The annotation of the research project:

The research subject of this project is a comparative perspective on interpreting in Tanzania, Kenya and New Guinea. The leading motivation to focus on these countries are their colonial history, language diversity and a recommendation that the co-researcher, J. Getta, received during her research project on interpreting in Namibia. Tanzania became a German colony in 1885, after WWI it was taken over by the British. Communication was inevitable between both powers and the locals. Kenya is home to one of the UN headquarters and may provide a comparison with the already researched South West Africa, and an insight into interpreting practice during the implementation of the 2030 Agenda. Research in New Guinea, which was under both British and German rule, revolves around the comparison of interlingual communication between two areas on a single island under different rule. With 800 languages Guinea has almost the greatest language diversity in the World. The aim is to research the role of interpreting and to focus on the Unserdeutsch language, a remnant of the German rule, threatened by extinction. The project will result in an academic publication. The findings will fill the gaps in the research of interpreting and be of use for other linguistic and historical disciplines. It will help the international promotion of the Charles University in European and global context.

The Interviewees signature:

The Interviewers signature:

Příloha č. 2



Příloha č. 3

President Kenyatta's full speech at the 6th Devolution Conference in Kirinyaga
[5. 3. 2019]

Dostupné z: <https://www.youtube.com/watch?v=U-XbWXU5QGM>

President Uhuru Kenyatta speech on Madaraka Day 2019

[1. 6. 2020]

Dostupné z: <https://www.youtube.com/watch?v=f92-ahTdlDw>

Uhuru Kenyatta full speech 91st Annual St John Inspection Parade at State House

[23. 6. 2019]

Dostupné z: <https://www.youtube.com/watch?v=61oHO3ovmQ>

UHURU KENYATTA SPEECH AT INAUGURAL AFRICAN WOMEN LEADERS NETWORK

[19. 8. 2019]

Dostupné z: <https://www.youtube.com/watch?v=5LR0XQ-OO2E>

[FULL SPEECH] President Uhuru Kenyatta's address to the UN General Assembly 2019

[25. 9. 2019]

Dostupné z: <https://www.youtube.com/watch?v=OimgEpQCgQY>

President Uhuru Kenyatta's speech during Mashujaa Day 2019 celebrations

[20. 10. 2019]

Dostupné z: <https://www.youtube.com/watch?v=DK3RGTAaHtc>

LABOUR DAY 2020: President Uhuru Kenyatta's full speech [1. 5. 2020]

Dostupné z: <https://www.youtube.com/watch?v=WTzVO9Rr-oo>

[FULL SPEECH] President Uhuru Kenyatta's address during 57th Madaraka Day

[1. 6. 2020]

Dostupné z: <https://www.youtube.com/watch?v=5SIyIVglArA>

[FULL SPEECH] President Uhuru Kenyatta issues new COVID-19 measures for the next 30 days

[27. 7. 2020]

Dostupné z: <https://www.youtube.com/watch?v=JVUfyoR7In0>

President Uhuru Kenyatta address of the nation: Full speech

[28. 9. 2020]

Dostupné z: https://www.youtube.com/watch?v=r0_j0ssTAQ8

Příloha č. 4

Alif Translate Company
View Park Towers, 19th Floor, Monrovia Street, Nairobi, Keňa
web: <https://aliftranslate.com/>

CAN Translators
web: <https://www.cantranslators.com/index.htm>

Document Translation and Interpretation Services
Chania Avenue, Kilimani, Nairobi, Keňa
web: <https://translationserviceskenya.com/>

Elite Translators
44456 - 00100, Nairobi, Keňa
web: <http://elitetranslators.co.ke/>

Kenn and Associates
Kirichwa Gardens RD, Nairobi, Keňa
web: <https://www.kennassociates.co.ke/index>

Seamless Events
Upper Hill, Duplex Apartments
Suite .60, Next to Hill Park Hotel.
Lower Hill Road
web: <https://seamevents.com/>

Tamarind Language Services
Shelter Afrique Centre, Longonot Rd, Nairobi, Keňa
web: <https://tamarindlanguages.com/>

Translation Services Ltd
Valley Arcade Shopping Mall, Nairobi, Keňa
web: <https://kenyatranslation.com/>

Příloha č. 5

Gigiri Declaration

We, the delegates attending the first pan-African conference on the training of translators, conference interpreters and public service interpreters, held at the United Nations Office at Nairobi from 23 to 25 February 2009,

Acknowledging with appreciation the catalytic role played by the United Nations through the United Nations Office at Nairobi in organizing the conference and the valuable basis for discussion provided by the pre-conference report,¹

Recognizing the scarcity of highly skilled professionally-trained language specialists in Africa, the prospect of additional demand arising from new regional and international forms of governmental and parliamentary cooperation, and the importance of ensuring their availability for more effective communication,

Noting that today such specialists regularly have to be recruited from other continents,

Emphasizing that potential translators and interpreters should be selected exclusively on professional criteria,

Noting the scarcity of adequate facilities in Africa for training African students desirous of attaining the required level of skill that would qualify them to practise as professional translators and interpreters,

Noting also the collective goodwill of all stakeholders gathered at the conference to help establish centres of excellence in Africa, in the framework of the project aimed at organizing the training of translators, conference interpreters and public service interpreters in Africa,

Recalling the commitments made during the conference to turn words into action,

Recognizing the need to ensure African ownership of the above-mentioned training project,

Welcoming with deep appreciation the offer made by the African Development Bank to provide technical and financial support for the feasibility study of the project, and to help to mobilize additional support for financing the project,

Welcoming also with deep appreciation the offers made by the European Commission, the European Parliament and the staff of the European Masters in Conference Interpretation to provide technical and pedagogical assistance for the project as envisaged,

Declare:

1. That quality shall be the defining characteristic in the training conducted by practising professionals at the centres of learning, using objective and independent methods of evaluation.
2. That a broad multilingualism reflecting all the languages used by regional and international organizations on African soil should be at the centre of consideration.
3. That, to monitor the implementation of the report adopted at the conference², an initially open-ended coordination committee comprising representatives of the stakeholders (universities, international organizations and donors), should be established at the conference, mindful of regional, geographic and linguistic representation to ensure an appropriate consultative process.
4. That the African Development Bank shall take the lead in coordinating the project and preparing a feasibility study on the implementation of this project and present the findings of the feasibility study within six months following the conference.
5. That the interim report on the feasibility study shall be presented to the coordination committee for its review in Tunis on 2 July 2009.
6. That the centres of learning shall commit to implementing common training programmes at the Masters level structured along the models of existing successful programmes such as

¹ First Pan-African Conference on Training of Translators, Conference Interpreters and Public Service Interpreters in Africa.

² Ibid

the European Masters in Conference Interpretation and to involving, as trainers, practising professionals of the highest quality.

7. That the centres will actively cooperate with international organizations, established training institutions and qualified practising professional translators and interpreters in the area of training and internships.

8. That as a first step, a pilot project for the training of conference interpreters, in the spirit of multilingualism, shall be put in place at the University of Nairobi, in September 2009, with the support of the European Commission's Directorate-General for Interpretation and European Parliament's Directorate-General for Interpretation and Conferences.

9. That support by international organizations will be provided on the assumption that no minimum number of trainees will be required to set up training courses.

10. That the coordination committee shall convene a follow-up meeting at an appropriate date, but not later than May 2010, to review among other things, the outcome of the feasibility study, the experience gained from the Nairobi pilot project and the way forward.

Příloha č. 6

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF ARTS IN INTERPRETATION

1.0 INTRODUCTION

This is a postgraduate degree programme that is designed to equip students with the theoretical and practical skills necessary for them to become professional interpreters. Apart from equipping them with the knowledge and understanding of the discipline of interpretation, the programme also has a strong practical element in which students will interpret texts from various fields and cultural contexts. The course is designed for practicing interpreters, linguists, professionals from various fields and all those keen on improving their interpretation skills or starting a career in interpretation. The programme offers interpretation training in various languages including English, Kiswahili, Arabic, French, German and Chinese.

This is a professional course that is designed to meet the highest international standards in order to produce professionals who can fit anywhere in the global market. It is intended to fill a training gap in this area since there is no other institution in the region that offers such a course despite the acute need of interpreters for organizations such as the African Union, the European Union and the United Nations among others.

The objectives of the programme shall be:-

- a. To expose students to various aspects of the profession of interpretation.
- b. To equip students with the necessary skills to deliver quality interpretation in various situations.
- c. To produce highly qualified interpreters for the local and international market.

2.0 ADMISSION REQUIREMENTS

- 2.1 The common regulations for the Masters degree in the University of Nairobi shall apply.
- 2.2 The minimum qualifications for admission to the M.A. degree programme in Interpretation shall be a Lower Second Class Bachelors degree or equivalent, obtained from an institution recognized by the University of Nairobi Senate. In addition, holders of a Lower Second Class degree must have a relevant working experience of not less than 2 year.
- 2.3 Candidates seeking admission into the programme shall be expected to have:
 - 2.3.1 An excellent command of their A- Language over a wide range of topics

and registers*

- 2.3.2 An in-depth knowledge of their working languages (B and C).
- 2.3.3 At least any of the following language combinations:
- a. A-CC or A-BC or A-A.
 - b. A-B for less widely used languages in the light of market requirements.
- 2.3.4 Admission into the course shall be subject to success in a senate approved aptitude test (see description of the same in appendix I).

*** Guide to language classification**

- A: The interpreter's A- language is any language strictly equivalent to a native language, into which the interpreter works from all her or his other languages in both modes of interpretation: simultaneous and consecutive.
- B: A language other than the interpreter's A-language, of which he or she has perfect command and into which they work from one or more of their languages. Some interpreters work into a "B" language in only one of the two modes of interpretation.
- C: Languages of which the interpreter has a complete understanding and from which he/she works.

3.0 EXEMPTIONS AND TRANSFER OF CREDITS

- 3.1 A candidate may be exempted from taking some course units and be allowed to transfer credits of the same up to a maximum of one third (1/3) of the taught units provided that these are from institutions recognized by the University of Nairobi Senate.
- 3.2 A candidate seeking transfer of credit shall send a formal application to the Director, Board of Postgraduate Studies through the Dean, Faculty of Arts, justifying and supporting the request.
- 3.3 Transfer of credits shall be processed only after payment of the prescribed fees.

4.0 COURSE DURATION AND STRUCTURE

- 4.1 The Master of Arts degree course in Interpretation shall consist of coursework, examination and a Research Paper. These shall be covered in a minimum of four (4) semesters of fifteen (15) weeks each and a maximum of twelve (12) semesters and this maximum may be extended only with prior approval by Senate.
- 4.2 Candidates shall be required to register and pass in fourteen (14) taught course units prior to embarking on the Research Paper which shall be equivalent to four (4) course units.
- 4.3 Candidates shall be required to take a minimum of two (2) course units and a maximum of four (4) course units in each semester.
- 4.4 The Research Paper shall be done in the final semester and topics for the Research Paper shall be identified by candidates in consultation with their supervisors, subject to the approval of the department.

4.5 This is a professional course that is more oriented towards practical work rather than research. The Research Paper shall, therefore, have the weight of four (4) course units which, together with the fourteen taught course units, shall make a total of sixteen (16) units for the entire course.

4.6 Due to the practical and professional nature of this programme, a course unit shall last the duration of 60 hours per semester in order to give ample time for practical work.

4.7 The range of course units to be offered in any given semester shall be determined by the department and shall be drawn from the list of Senate-approved courses.

5.0 COURSE OUTLINE

<i>Core Courses</i>		
<i>Code</i>	<i>Title</i>	<i>Hours</i>
CLI 501:	Theory of Interpretation	60
CLI 502:	Consecutive Interpretation	60
CLI 503:	Simultaneous Interpretation	60
CLI 504:	Terminology Development for Interpretation	60
CLI 505:	Interpreting in Specialized fields	60
CLI 506:	Practical Interpreting	60
CLI 507:	Sight Interpretation	60
CLI 508:	Interpretation and Emerging Global Issues	60
CLI 509:	Research Methods	60
CLI 510:	Research Paper	240

<i>Electives</i>		
<i>Code</i>	<i>Title</i>	<i>Hours</i>
CLI 511:	International Organisations and Interpretation	60
CLI 512:	Voice Training for Interpreters	60
CLI 513:	Social and Psychological Aspects of Language	60
CLI 514:	Information Technology for Interpreters	60
CLI 515:	Interpretation and the Media	60
CLI 516:	Public Speaking	60
CLI 517:	Intercultural Communication	60
CLI 518:	Ethics for Interpreters	60

6.0 EXAMINATION REGULATIONS

6.1 Written examinations.

6.1.1 The common regulations governing examinations for the Masters degree in the University of Nairobi shall apply.

6.1.2 Examinations for each taught unit shall be held at the end of the Semester.

- 6.1.3 Each unit shall be examined by continuous assessment tests and end-of-semester examinations
- 6.1.3 Each examination shall be graded out of 100% with a pass-mark of 50%.
- 6.1.4 Each end-of-semester examination shall constitute 60% of all the marks in each course unit, while the continuous assessment shall constitute 40%.
- 6.1.5 The end-of-semester examinations shall be entirely performancebased. Candidates shall be given interpretation-based tasks on the basis of which they will be graded.
- 6.1.6 Continuous assessment shall be based on written course work to test theoretical knowledge.
- 6.1.7 A candidate who fails to obtain 50% in any course unit may, on the approval of Senate, be allowed to resit or retake the failed unit when it is next offered.
- 6.1.8 A candidate shall be allowed to resit or retake a unit for a maximum of two times.
- 6.1.9 A candidate who fails in the second resit or retake or fails to complete the course within the prescribed time shall, on the recommendation of the Board of Examiners, and approval by Senate be discontinued.
- 6.1.10 A candidate who fails to attend two-thirds (2/3) of the lectures in any course unit shall not be allowed to sit for the examination in that course unit.

6.2 Research Paper

- 6.2.1 The Research Paper shall be examined according to the requirements of the University of Nairobi.
- 6.2.2 Candidates shall be required to submit a written Reseach Paper to the Board of Examiners for examination four (4) weeks before the end of the second semester of the second year.
- 6.2.3 The Research Paper shall be graded independently out of 100 marks, with a pass mark of 50%.
- 6.2.4 A candidate who fails to obtain the pass mark in the Research Paper shall, on the recommendation of the Faculty Board of Examiners, be allowed to re-submit it up to a maximum of two (2) times within a period of six (6) months.
- 6.2.5 Any grade obtained after resubmission shall be recorded as 50%.
- 6.2.6 A candidate who fails to obtain a pass in the Research Paper at the second resubmission or fails to complete the course within the prescribed period shall, on the recommendation of the Board of Examiners and approval of Senate, be discontinued.

7.0 DEGREE AWARD

A candidate who passes both the taught courses and the Research Paper shall be awarded the degree of Master of Arts in Interpretation of the University of Nairobi.

8.0 COURSE DESCRIPTION

CLI 501: Theory of Interpretation

History of interpretation, models of interpreting, interpretation as a decision process, mental processes in creative interpretation, action frame of the interpreter, strategies for interpreting neologisms, hypotheses of interpretation, omissions, evaluation and re-evaluation, culture-specific concepts, the interpreter as a language planner, the role of interpretation in communication, the process of cognition including attention, perception, memory, reasoning,

thinking, imagining and speech; cognition and the interpreting process; the interpreter's skills in listening, speech production and spontaneity; variations of the interpreting process depending on context; factors that influence the interpretation process: speed of speech delivery, noise, content; the Paris school (interpretive Theory), the three phases of interpretation: incoming discourse, non-verbal phase, reproduction of the message, deverbialization, merits and demerits of the Paris School.

CLI 502: Consecutive Interpreting

Meaning of consecutive interpreting, skills of consecutive interpreting: listening skills, active and passive listening, concentration skills, principles of notetaking, memorization, comprehension and identification of main ideas, consecutive interpreting guides, analysis of messages, visualization and the reformulation of the messages in the target language, presentation of message, voice projection, different kinds of texts and messages, practical sessions of consecutive interpreting of different kinds of texts and messages in different settings.

CLI 503: Simultaneous Interpretation

Concepts of simultaneous interpretation; description of communicative and cognitive aspects; simultaneous interpretation renditions; forms and realizations of simultaneous interpretation; the interpreter's environment; introduction to relevant interpretation tools: electro-acoustic transmission equipment.

CLI 504: Terminology Development for Interpreters

Principals of lexicography; basic principles of terminology development; international guidelines and standards for terminology development; acceptability of terminology; the use of terminology databases and dictionaries; ad hoc and systematic terminology; typology of terminology: medical, scientific, legal, military, religious, political terminology; strategies of developing knowledge and competence in the use of terminologies from various fields.

CLI 505: Interpreting in Specialized Fields

Essential terminology of selected specialized fields: law, medicine, international relations, environment, technology, economics, psychology; correspondence and accuracy in source and target languages; registers and interpretation; problems of finding linguistic equivalents when interpreting Language for Special Purposes (LSP); practical interpretation of materials from different specialized fields: legalese, journalese, commercial language, language of technology, science and research.

CLI 506: Practical Interpreting

Rhetorical skill development in interpreting; training of prosodic aspects: intonation, rhythm, stress patterns, tempo; logical realization: non-verbal communication and speech conventions; listening comprehension exercises, memory exercises; quality control; evaluation of interpreters' competence; practical sessions of simultaneous interpretation of different kinds of texts and messages in different settings; relay interpretation as booth provider and recipient; language independent cognitive skills; language independent analytical skills training exercises; process and strategies of simultaneous interpretation.

CLI 507: Sight Interpretation

Development of general language skills: reading, writing, textual analysis and vocabulary; building the interpreter's capacity to develop correct, coherent and fluent interpretations; fast reading, skimming, scanning and reading comprehension exercises; processing information fast; working with complex texts; correction of grammatical and logical errors in texts; cohesion and coherence in source texts; interpretation of tables, pictures, graphs; use of commercial, economic, scientific and technical texts; description of the constraints in sight interpretation.

CLI 508: Interpreting and Emerging Global Issues

International crime: terrorism, drug trafficking, human trafficking, child labour and child prostitution, money

laundering and arms smuggling; climate change: global warming, environmental degradation, green-house gas emissions, environmental conservation and sustainability; population explosion and control issues; health issues: HIV & Aids, cancer, malaria, tuberculosis, ebola, avian flu, armed conflict: proliferation of illicit weapons, conflict resolution and peace initiatives; human rights, women's rights, extra-judicial killings, the rights of children and the disabled.

CLI 509: Research Methods

Writing research proposals, methodologies, techniques and research designs in interpretation, the fundamental tools of quantitative research in interpretation, data analysis, statistical design and methods; basic measurement concepts; design and methods, designs for descriptive and experimental research, individual and group research projects, instructions in the logic and applications of statistical packages and their limits, advanced methods; multiple regression, applied research methodologies in interpretation; the design of field investigation, the use of self report measures; network analysis.

CLI 511: International Organizations and Interpretation

Characteristics of international organizations (IOs); history of International organization; role and conventions of interpretation in international organizations; rationale and instances of international cooperation; typology of IOs, examples in Africa and the world; institutional structures of IOs; issues of relevance in the contemporary world; politics and IOs; unilateralism, bilateralism and IOs; sovereignty and jurisdiction; the role of diplomacy.

CLI 512: Voice Training for Interpreters

Functions of respiration, phonation and articulation, terminology of voice and speech production, voice production and acoustics in indoor and outdoor interpretation, philosophies and methodologies in voice and speech production; postural considerations, gender differences, vocal maturation, voice malfunction, effects of disease, environmental and pharmaceutical agents, patterns of voice use, professional uses of voice, effecting change in use of voice, vocal rehearsals, public speaking, accent modification, developing warm-ups for booths, practical sessions in interpretation.

CLI 513: Social and Psychological Aspects of Language

Cognitive psychology: perception, memory, language functions, pattern recognition human intelligence and artificial intelligence; motivation and emotional intelligence; cognitive foundations of attitudes; human communication techniques; group dynamics, language acquisition and learning, government activities, business, industry, games and sports, leisure, arts, stress and tension control, leadership, power, influence, politics and interaction styles.

CLI 514: Information Technology for Interpretation

The use of computer technology tools in interpretation; practical skills in the use of different computer software in handling, managing, sharing, processing and interpreting materials; computer-assisted interpretation and the use of on-line sources: The Internet, dictionaries, electronic translators, search engines, and databanks; computerized translation including machine (automatic) translation; using various translation tools and software; word processors: compatibility and portability issues; spellcheckers; embedding diagrams, charts and graphics in interpretation work.

CLI 515: Interpretation and the Media

Different types of media; the influence of various media on interpretation; skills needed for live or simultaneous interpretation for large audiences on radio, television, conferences; audio-visual media channels; voice techniques in interpreting for multimedia: voice-over in documentaries and interviews, dialogue techniques in documentaries, interviews, and theatre; challenges of interpreting for the media; practical interpretation of texts and verbal discourses from different genres: news reports, weather reports, sports commentaries.

CLI 516: Public Speaking

The evolution of public speaking; purposes of public speaking, choice of topic; message content and organization; audience analysis; speech preparation and delivery: gathering and using information; modes of delivery; presentation skills; speaker confidence; audiovisual aids; verbal and non-verbal communication; types of speeches: informative speeches, persuasive speeches; speaking to manipulate, to entertain; speaker-audience interaction; speech presentation; language choice and use; style and rhetoric; evaluation and feedback; speech communication, ethics and public speaking.

CLI 517: Intercultural Communication

The relationship between language and culture, culture specificity and its manifestations in discourse/text, the interpreter's role as a cultural mediator; interpretation and cultural differences; aspects of culture that are problematic to interpret including: religious beliefs and practices, the question of gender, material resources, natural and geographical features, the arts, food.

CLI 518: Ethics for Interpreters

An overview of ethical theories: virtue ethics, egoism, utilitarianism, Kantianism; ethics, morality and law; fundamental aspects of ethics: ethical judgment, moral reasoning and dilemma, moral principles; standards of ethical judgment; professional ethics: obligations of the interpreter to the client; maintaining high standards of interpretation; faithfulness to the content in the source language; disclosing conflict of interest.

Příloha č. 7

Description for the Aptitude Test

Section 1: Grammar and Comprehension

This section aims at assessing the linguistic capabilities of the candidate in languages A and B. The question involves reading a passage on general knowledge in language A. The candidate will then be required to read and render it in language B in writing. The passage will be used to judge grammar, comprehension, standard terminology, punctuation and sequencing of information and retention of meaning. Some questions will be asked at the end of the passage. The questions will be answered in language A. Some answers to the questions may be directly from the passage while others may be implied.

Section 2: Listening and Speaking Skills

This section aims at assessing the capability of a candidate to listen, understand and speak. The candidate will listen to a speech of a maximum 2 minutes in language B. The candidate will be required to present the same speech in language B.

Section 3: Problem Solving

Clarity of some fundamental mathematical principles is evaluated in this section. Questions may include ratios, percentages, averages, basic trigonometry, fundamental algebraic expressions and profit and loss calculations.

Section 4: Summary and Note taking.

This section aims at assessing the candidates' summary, analytical and note taking skills. The candidate will be presented with a speech/passage in language A. The candidate will listen/read, take notes and provide a summary of the same in language C.

Section 5: Voice Test (For Interpretation Course)

This test is specifically for those applying admission into M.A Interpretation. The test aims to assess the candidate's voice quality, projection, amplitude and pronunciation. This will involve the candidate giving a short speech on a topical issue.



**First pan-African conference on the training of translators,
conference interpreters and public service interpreters in Africa
Nairobi, 23–24 February 2009**

Report of the first pan-African conference on the training of translators, conference interpreters and public service interpreters in Africa

Introduction

1. The first pan-African conference on the training of translators, conference interpreters and public service interpreters was held at the United Nations Office at Nairobi from 23 to 25 February 2009.

I. Opening of the session (agenda item 1)

2. The session was opened at 9.55 a.m. on Monday, 23 February 2009 by the Chair, Mr. Rudy van Dijck, Chief, Division of Conference Services, United Nations Office at Nairobi.

3. Two members of a Kenyan acrobatic team and what were termed “physical linguists” addressed participants in Kiluhya, a local Kenyan language, to demonstrate the importance of interpreting to enhancing understanding.

4. Opening statements were then delivered by Ms. Anna Tibaijuka, Director-General of the United Nations Office at Nairobi and Executive Director of the United Nations Human Settlements Programme (UN-Habitat); Mr. Miguel Ángel Martínez Martínez, Vice-President of the European Parliament and Vice-Chairman of the African, Caribbean and Pacific-European Union Joint Parliamentary Assembly; Mr. Kilemi Mwiria, Assistant Minister of Higher Education, Kenya, on behalf of Ms. Sally Kosgey, Minister of Higher Education, Science and Technology of Kenya; Mr. Shaaban M. Shaaban, Under-Secretary-General, Department for General Assembly and Conference Management, United Nations Headquarters; Mr. Leonard Orban, Commissioner on Multilingualism, European Union; and Mr. Valentin Mbarga Ndi, Head, Corporate Languages Services Unit, African Development Bank, on behalf of Mr. Donald Kaberuka, President of the African Development Bank.

5. The Director-General, in her opening statement, noted that the subject matter of the conference was at the core of international organizations’ activities and that the training of language specialists, especially in the most sought-after language combinations, was of great interest to all. She pointed out that, over the past 10 years, the number of qualified language staff available to international organizations, especially in Africa, had fallen. In that regard, the convening of the current conference was timely and fitted well with the outreach programme to universities. She added that, although the outcome of the initiative would not be immediately felt, it would leave a worthy legacy for future generations.

6. She drew attention to the report compiled by Mr. Noel Muylle, which highlighted the lack of suitably qualified language staff on the African continent and the difficulties encountered by aspiring African translators and interpreters in obtaining specialized training from relevant institutions in the West. The project to establish training programmes in Africa that would set international standards was intended to redress that imbalance and she noted with approval the participation of universities from within and outside Africa. In view of the importance of securing support from international organizations for the project, she said that it was gratifying to see the presence of so many representatives at the conference and expressed the hope that there would be time to reflect on the type of support needed and how it could be mobilized.

7. In his opening statement, Mr. Mwiria said that the major role of language, including interpretation and translation, could not be overemphasized. Of all the earth's species, humankind employed the most complex and varied means of communication to pass on messages to their kind. He stressed that communications could be used to good or disastrous effect and urged interpreters and translators to countercheck their use of words, phrases, expressions and body language to promote peace and understanding.

8. As a country with 42 ethnic and language communities, Kenya appreciated the role of local languages in forging cultural and traditional ties for identity, and for communications between family members and local populations, among others. Language was part of every individual's cultural heritage and was key to shaping opinions and character, and enhancing respect, understanding and cooperation between communities and individuals. He expressed the opinion that in a world that had become a global village thanks to information technology and languages, Kenyan universities were sufficient to the task of contributing to the development of language services on the continent.

9. In his opening statement, delivered as a recorded message via an electronic medium, Mr. Martínez Martínez expressed his firm belief that Africa required the kind of universities that would provide it with much-needed specialists in various fields, and that the current conference would go some way towards filling that gap. He noted that, as the structures of the African Union were drawing closer to those of the European Union, it was of particular importance for those institutions to take due consideration of multiculturalism and multilingualism. He expressed the conviction that, in spite of the often violent struggles that had succeeded colonialism on the continent, in future years Africa would prove to be a close partner of Europe. He said that, until then, most linguists had been trained in Europe, but expressed the hope that each continent would soon have the capacity to meet its own training needs. In that regard, he stressed that it was imperative for such training to be of the highest quality and carried out by qualified professionals.

10. He pointed out that the European Parliament had been the first institution to use an e-learning system, suggesting that it could be used to give academic support to universities by teleconference and by extension could be of assistance to the current project. He stressed that translation was equally as important and complex as interpretation, and offered the support of the European Union in that regard. He drew attention to the role played by public service interpretation in courts and hospitals, among other spheres, noting its growing importance in the light of rising immigration. He concluded by pledging the support of the European Parliament for the current initiative.

11. Mr. Shaaban, in his opening statement, said that one of the main goals of his department was to provide high-quality language services to all Member States as efficiently and cost-effectively as possible, using the best professionals. In recent years, however, international organizations had been experiencing a decline in the numbers of qualified interpreters and translators, particularly for some language combinations and, in an effort to combat that problem, his department had embarked upon an outreach to universities project.

12. He described the project as having three dimensions: giving a higher profile to language career opportunities at the United Nations; helping candidates to prepare more effectively for the competitive language examinations; and exploring avenues of cooperation between international organizations and training institutions. In that regard, his department had developed a model memorandum of understanding on cooperation in training candidates for competitive language examinations conducted by the United Nations and consequently, within a short period of time, intensive cooperation programmes had been developed with several major universities and were already producing tangible results. He expressed the belief that such a model could also be of use for Africa.

13. His department fully supported measures to build interpretation and translation capacity in Africa, he said, expressing the hope that the current conference would be able to identify sources of financial support, in particular from the African Development Bank and the European Union, for the universities that would be recommended as centres for training translators and interpreters in Africa. He said that the current project was of more than practical importance in that it also had developmental, social and educational dimensions as part of the drive to meet African capacity-building needs, and expressed the hope that other United Nations sections would contribute to the success of the endeavour. He went on to outline the requirements that needed to be met by United Nations language staff and added

that his department was willing to provide detailed advice as to how those requirements could be structured into university curricula.

14. In his opening statement, delivered as a recorded message via an electronic medium, Mr. Orban expressed his regret at being unable to attend the Conference in person owing to prior commitments. He stressed his delight at the initiative to organize the conference in Africa, which, he said, demonstrated that multilingualism issues were coming to the fore on the continent. Multilingualism had played a vital role in the European integration process since the outset of the European Community some 50 years earlier and could be used as a tool to achieve social cohesion. He underlined the importance, in an era of rapid political integration and economic globalization, of high-quality language mediation, translation and interpretation to facilitate understanding, transparent negotiations and communication. He stressed the need to raise the awareness of political decision makers on the role of translation and interpreting in intercultural mediation.

15. He highlighted the importance of multilingualism in Africa, a continent with a diversity of over 1,000 languages, where most of its citizens were by definition bilingual or multilingual given the continuous interaction of both African and European languages. He noted that the 2007 joint Africa-European Union strategy had provided an ideal framework for cooperation between the two continents and stressed the need to strengthen education systems at all levels as part of that strategy. He expressed his conviction that Africa could benefit from the European experience that, based on a wide network of universities cooperating with European institutions, had culminated in a European Master of Arts degree in conference interpreting and another in translation. Noting that training professional translators and interpreters had never been easy and that putting training programmes in place would be both costly and time-consuming, he stressed the importance of Africa producing its own language specialists instead of importing them. He expressed the hope that the current conference would constitute a starting point for deeper cooperation between international organizations, universities and stakeholders.

16. Mr. Mbarga Ndi thanked the United Nations Office at Nairobi and, in particular, Mr. van Dijck, for the excellent preparations and facilities for the Conference. He conveyed the regret of Mr. Kaberuka at having been unable to attend the meeting owing to prior commitments, but extended his greetings and support for the initiative under way. He described the importance of languages for the Bank emanating from the meeting in 1963 of its founding fathers in Khartoum to adopt an agreement establishing the bank, in the heyday of African nationalism, and their vision that it should be a multilingual organization employing the most important languages used in Africa as its official languages. He said that language services played a strategic role in the conduct of the Bank's business, informing the identity of the Bank and mirroring the cultural diversity of Africa. He drew attention to inter-institutional language activities in which the Bank was involved as a means to enhance its services and stressed the importance of language professionals' commitment to total quality.

17. He said that the exploratory analysis produced by the United Nations Office at Nairobi on the training of translators, conference interpreters and public service interpreters in Africa clearly demonstrated the need for quality translators and interpreters on the continent. The project to establish a pan-African reference framework and consortium of centres of excellence and capacity-building in academic training of language specialists in Africa was of strategic interest to the Bank and its regional member countries and should be pursued until it was fully implemented. He underlined the Bank's commitment to take the lead as the main sponsor of the project based on its experience of over 40 years. While Mr. Muylle's report constituted an excellent working paper, he stressed the importance of redefining the project, elaborating key themes and categories of expenditure and total cost estimates; as the premier development finance institution in Africa, the Bank was prepared to support the funding of a study in that regard. He noted that the launch date for the project of October 2009 appeared premature, especially in view of the Bank's formal project review process, and he emphasized the importance of designing a project that would endure. Noting the importance of striking a balance between the regions and cultural areas in Africa, he expressed his concern at the lack of a Francophone university among the core institutions chosen to be responsible for the project and underlined the need to correct that situation. In closing, he urged participants to engage in a spirit of true partnership and wished them fruitful deliberations.

II. Organization of the session

Attendance

18. The meeting was attended by representatives of the following: Africa Region Training Committee, African Academy of Languages, African Development Bank, African Union, African Virtual University, Ain Shams University, Faculty of Al-Asun, Association Internationale des Interprètes de Conférence, Common Market for Eastern and Southern Africa, Economic Community of West African States, Embassy of Algeria, Embassy of Ethiopia, Embassy of Yemen, European Commission, European Parliament, École supérieure d'Interprètes et de Traducteurs (ESIT), General Secretariat of the African, Caribbean and Pacific group of States, Group Kenya Education Nouvelle, Herzen State Pedagogical University School of Interpretation and Translation, Hochschule Magdeburg-Stendal, Instituto Camões, International Criminal Court, International Criminal Tribunal for Rwanda, Kenya Institute of Education Nairobi, Kenyatta University, Maseno University, Ministry of Education of Kenya, Moi University, Nelson Mandela Metropolitan University, Obafemi Awolowo University, Pan-African Parliament, Parliament of the Republic of South Africa, Stellenbosch University, Tamarind Translations Ltd., United Nations Headquarters, United Nations Office at Nairobi, United States International University in Nairobi, University of Buea, University of Geneva, University of Ghana, University of Leuven, University of Lyon, University of Nairobi.

III. Presentation of the report

19. Mr. Muylle outlined the genesis of the study that he had prepared at the request of the United Nations Office at Nairobi and how he had undertaken it, noting the shrinking number of translation and interpretation personnel, and the needs for succession planning, for highly qualified interpreters and translators, especially in Africa, and for an assessment of the training programmes available to see how they met current requirements. He gave an indication of the support for the initiative from various international bodies and pointed out its relevance to the development strategy of the African Union and to activities to attain the Millennium Development Goals.

20. Commenting on the results of the study, he highlighted the absence, paucity or contradictory nature of the findings and drew attention to the frequent confusion between language teaching and graduate training in translation and interpretation skills, the need for quality and not quantity in training and for dedicated departments in universities for translation and interpretation.

21. Asserting that there was a need for change, he pinpointed the areas for consideration as quality control, accreditation for candidates for employment, the need for in-service training and refresher courses, the wider dissemination of vacancy information, curriculum development for professional training, funding possibilities for any future initiative on training, the possibilities of internships for students in training and virtual or e-learning.

22. During the ensuing discussion, the representative of Portugal made a plea for an intercultural project not based solely on the complex United Nations model of languages, which had been devised, he said, as a compromise position for Governments some years previously, but one that would take into account the language needs of Africa and the current lack of qualified personnel. He linked the current debate with development aspects in Africa and the role of multilingualism in development.

23. A representative of the Directorate-General for Interpretation, European Commission, expressing support for the initiative suggested that there was no optimal model to follow, but rather that any action should reflect country needs. Stating the European Union philosophy of multilingualism, he outlined the Union's experience in using many languages for translation and interpretation and the challenges that that entailed in terms of lack of specialists, citing the examples of languages added to the European Union over the years with each successive enlargement, such as Finnish and Romanian.

24. The representative of the General Secretariat of the African, Caribbean and Pacific group of States referred to the list prepared by the United Nations Educational, Cultural and Scientific Organization of the threats to languages, commenting that language death

entailed significant cultural loss and that at least 10 per cent of African languages were in decline. He drew attention to the lack of centres of excellence for training in Africa. Agreeing with that comment, a representative of the Obafemi Awolowo University described translators as the mediators between cultures and the outside world, stressing the necessity of their existence.

IV. Theme No. 1

A. What is professional translation? Training of translators in Africa

25. The first panel comprised Mr. Abdel Mustafa, United Nations Economic Commission for Africa; Mr. Miklós András Mátyássy, Head of the Hungarian Language Department, European Commission; and Mr. Yasser Chaddad, Lecturer, French Department, Ain Shams University, Faculty of Al-Asun, Cairo. The panel was moderated by Mr. Steve Odera, Chief, Translation and Editorial Section, United Nations Office at Nairobi.

1. Short presentations

26. Mr. Chaddad made a presentation describing his professional path from language training in Cairo to further translation and interpretation training in Paris before beginning work as a translator for the United Nations. He stressed that he encountered many differences in expectation between the three stages and saw therein one of the causes of the chronic shortage of translation and interpreting skills in African and Arab countries, leading him to the conviction that specialized translation and interpretation training, as opposed to simply language teaching, was crucial.

27. Mr. Mátyássy made a presentation that focused on the emphasis given to in-service professional training for the 1,750 translators who worked in the 23 official languages of the European Union. Such professionals typically underwent 10 days' training per year to ensure that the European Union met its obligation to have all documents available in the mother tongue of each member State, while ensuring the overriding need for translating from English was met. He stressed the high reliance on information technology tools and partnerships with key universities throughout Europe, which had led to the formative development of a European Masters degree in translation, which aimed to have a network of universities develop coordinated programmes to turn out highly trained translators in consultation with employers to ensure that their needs were met. Challenges for the future include developing and maintaining high-quality training in 23 languages and identifying new areas of special training to embrace European Union enlargement and integration, together with long-term planning to deal with the problem posed by the retirement of existing translators and interpreters.

28. Mr. Mustafa gave a presentation that focused on the difficulties in attracting and retaining skilled translators and interpreters to the Commission, located in Addis Ababa. He recalled a previous training experience for African translators undertaken under the auspices of the United Nations in the early 1990s and deplored that, in spite of its resounding success, it had not been repeated since that date. He welcomed the current conference as a means of encouraging not only training for excellence in translation and interpreting, but also as a means of discussing possible incentives for retaining African talent in Africa and reducing the Commission's reliance on outsourcing freelancers from Europe and the United States of America.

2. Open feedback on panel presentations

29. A representative of the École supérieure d'Interprètes et de Traducteurs (ESIT) said that the chronic shortage of translation and interpreting skills in Africa was related to the difficulties that African students encountered in gaining visas to study in Europe. She stressed that, while that underscored the need for training in Africa, exchange programmes to enhance experience and cultural understanding were also vital, so work was needed at the political level to help to resolve visa issues. She further stressed the importance of government educational policy in encouraging translation and interpreting skills for the future, citing the effect on universities of the decision by the Government of the United Kingdom of Great Britain and Northern Ireland to make learning a second language beyond

the age of 14 optional. She cited the need for both intellectual maturity and linguistic competence in expressing the opinion that translation and interpreter training should be a postgraduate qualification.

30. An interpreter working for the United Nations Office at Nairobi contrasted the European Union approach with the apparent lack of emphasis on professional training at the Office. Difficulties in attracting and retaining professional staff in Africa might be tackled by enhanced professional training opportunities.

31. A representative of the Pan-African Parliament suggested that, since training translators and interpreters was necessarily a lengthy business, it should start early in school life rather than at the postgraduate level. He felt that the European Commission model of training was desirable and said that institutionalization of training through cooperation between universities and employers in creating and funding effective training would greatly benefit African language professionals. A shortage of translators and interpreters was also acknowledged by another representative, who suggested that increased commitment from African Union Governments, together with cooperation with universities, would be helpful.

32. A representative of the University of Lyon described a training course at the Massachusetts Institute of Technology that encouraged language learning through cultural familiarization and norms and offered to share details with interested representatives.

33. A representative of the International Criminal Court said that languages in Africa were considered to be secondary in prestige to science, management and information technology, and that efforts must be made to redress that in high school. A representative of Stellenbosch University also lamented the lack of priority accorded to language skills in the public domain. Saying that postgraduate language training was limited in South Africa, she urged pooling of resources and knowledge between universities in Africa with support of government institutions.

34. A representative of Nelson Mandela University said that she saw the current project as a platform to develop students, key industries such as tourism and conferences, and ultimately the national economy. She stressed that those externally focused benefits should not obscure South Africa's need for translation and interpreting skills internally, as the Government and industry endeavoured to operate in 11 languages. She suggested that language had a role to play as a tool in democracy.

35. A representative of Nairobi University made a plea for employer organizations that worked with African Governments to persuade key figures of the importance of language and translation skills. She likened training translators and interpreters to an investment on the scale of building a road or irrigation scheme and lamented Anglophone Africa's failure to train students in languages other than English.

36. Expressing an aversion to an overreliance on government intervention, a representative of the Hochschule Magdeburg-Stendal said that she would prefer a partnership approach and appealed for partners to work with her university to produce more specialists in some African languages for which there was a current dearth of qualified personnel.

37. On the issue of lack of competent personnel, a representative of a commercial translation agency said that her agency used students from university courses to make up the shortfall and that that gave them exposure and experience in the profession. In that context a representative of Nairobi University, asked whether it might be possible to inaugurate internship programmes to give students practical exposure.

38. A freelance conference interpreter expressed concern that the professionals working as translators appeared to be excluded from the current process and said that the various professional associations were interested in participating, but were concerned that current training was overly academic and that there was a disconnect between the academic and the professional aspects of the interpreting and translating professions.

39. A representative of the Parliament of South Africa expressed agreement with the position that professional training should be moved out of language departments and commented on the lack of skills in multiple languages in his country that meant that the recruitment of suitable staff had proved extremely difficult. He expressed regret that there was an insistence on the postgraduate level as a standard of entry, arguing that it would be better to take people of proven aptitude and give them training on the job.

40. A representative of Kenyatta University said that the focus was on language teaching, without specialist training in translation or interpretation and that there should be an assessment of real needs of Africa.

41. A representative of Geneva University expressed the view that any new training in Africa should be carefully thought out as mistakes would be difficult to correct once implementation was under way, pointing out that the status of the profession was at stake. She expressed the view that if translation training were to continue to be a part of language departments, then the necessary respect and status of the profession would be lacking and that a balance was required between the discipline and pragmatic considerations. A representative of the European Parliament agreed with that latter position.

42. In closing, Mr. Odera summarized the positions put forward and welcomed the useful and positive comments made, hailing the richness of the debate. He also announced that the United Nations Office at Nairobi would be willing to offer one internship to every university having a relevant programme for a period of three months each.

V. Theme No. 2

A. What is professional conference interpreting? Training of conference interpreters in Africa

43. The session took the form of presentations by panellists followed by a question-and-answer session, moderated by Mr. Moss Lenga, Assistant Secretary-General, General Secretariat of the African, Caribbean and Pacific group of States. Presentations were made by Ms. Olga Cosmidou, Director-General, Directorate-General for Interpretation and Conferences, European Parliament; Mr. Hossam A. Fahr, Chief Interpreter, United Nations Headquarters; Mr. Marco Benedetti, Director-General, Directorate-General for Interpretation, European Commission; Mr. Hugues Souop Djoyou, Advanced School of Translators and Interpreters, University of Buea.

1. Short presentations

44. In her presentation, Ms. Cosmidou explained that the European Parliament worked in 23 languages, making it a significant user of interpretation services. She pointed to four main challenges faced: recruitment (with limited resources it was difficult to recruit high-quality interpreters); programming (finding the right combination for each meeting); quality control; and training (partnerships with universities providing training for interpreters).

45. She said that, given the shortage of interpreters and that all international organizations were in competition for the same pool of professionals, the current initiative was a step in the right direction. She expressed particular concern about the shortage of interpreters whose mother language was English and said that there was a need for such interpreters to be trained in Africa to work in African organizations and elsewhere. She outlined some problems common to interpreter training programmes: the fixing of a minimum enrolment threshold for courses; allowing poor students to pass the course; basing appointments purely on academic distinction and not taking due consideration of practical skills; restricting the access of teachers to freelance interpreting work. She expressed the belief that the teaching of conference interpretation should be independent of language courses within universities and said that, if the principle of quality could be guaranteed, the European Parliament stood ready to provide assistance for training courses in Africa that could take the form of fellowships to students, assistance with training, providing representation on examination panels and offering internships for graduates with European Union languages.

46. In his presentation, Mr. Fahr said that the United Nations faced the same challenges and problems as the European Union, such as the shortage of English-mother-tongue interpreters. He outlined the United Nations recruitment process for interpreters and stressed the rigorous nature of the entrance examination. He went on to outline the various issues faced on a daily basis by United Nations interpreters in their work, referred to the kinds of training undergone by interpreters and stressed the need for “on the job” training in view of the wide range of topics covered on the agendas of international conferences. He concluded by saying that interpretation had a long and honourable history in being instrumental in

ending wars and that it was timely that they had gathered together to help Africa to build its capacity to end wars through clear communication and mutual understanding.

47. Mr. Benedetti described the evolution of the language services of the Directorate-General for Interpretation from the use in its early years of the languages of the six founding States to the 23 official languages currently in use in servicing some 12,000 meetings annually. He set out the skills required by high-quality interpreters, such as a sound knowledge of language, a talent for communication, excellent analytical skills and an inquisitive nature, and stressed the importance of high-level postgraduate training of students with the prerequisite talents by practising interpreters.

48. He suggested that Africa should learn from the wealth of European experience; the Directorate-General cooperated with many parts of the world in the context of European Commission cooperation programmes. The Joint Africa-European Union Strategy 2007 should provide the framework for the initiative to strengthen the training of interpreters and translators in Africa and he stressed the commitment of the Directorate-General to contributing know-how, human resources, training and experience in establishing postgraduate-level courses and its comprehensive speech repository, among other things, in that regard. He underlined his support for a proposal that a pilot project should be developed, possibly at the University of Nairobi, and the willingness of his organization to participate in its development. In closing, he expressed his belief that the current conference represented the dawn of a new era; he was confident, he said, that the stakeholders concerned would work together to support the training and development of language specialists in Africa.

49. Mr. Djoyou pledged the support of the Advanced School of Translators and Interpreters of the University of Buea for the current initiative. He described the background of the School, which had been established by the Government of Cameroon in 1985 and accorded university status in 1993. It was the only public higher education institution in Cameroon training translators and interpreters for the public and private sectors, civil service and international organizations, among others. He noted that the School was initially set up to respond principally to the needs of Cameroon as a bilingual country.

50. The School included three divisions: two for translation and interpretation, respectively, and a division for research, retraining and service provision. It offered Master of Arts programmes in both translation and interpretation, which were conducted over a two-year period. The courses were oriented to professional vocational training and the teaching personnel comprised mainly professional interpreters from national institutions. He described the School's many partnership agreements, including with the universities of Quebec, Ottawa and Rwanda, and important components of any training programme for interpreters and translators, such as practical training, courses on economics, law and international organizations, together with highly competent teachers. He noted that the School conducted a strict candidate selection process and provided advice on alternative career choices to students who were unable to complete the training course. He stressed that the School's graduates had found employment all over the world and that it responded to the particular challenges of training interpreters in Africa.

2. Open feedback on panel presentations

51. An interpreter working for the United Nations Office at Nairobi proposed that a psychology component should be included in any training programme for conference interpreters, given that the profession was extremely stressful and that a tough mindset had to be built up as a survival technique.

52. A freelance conference interpreter questioned the shortage of English-mother-tongue interpreters in view of the fact that he, one such interpreter, had experienced a significant period of unemployment and wondered whether a market survey had been carried out to analyse language requirements.

53. A representative of the École supérieure d'Interprètes et de Traducteurs (ESIT) made the point that, while the issue of quality was of paramount importance, it had to be understood that quality came at a price. She went on to praise the Advanced School of Translators and Interpreters programme for its approach in making the teaching of translation and interpretation independent of other university departments and for its policy of using practicing professionals as teachers.

54. In response to the issue raised by the freelance interpreter, Mr. Benedetti evoked the worldwide shortage of English-mother-tongue interpreters, which the European Commission was making efforts to correct by establishing training centres in various parts of the world. He expressed unhappiness at the attitude to language teaching in Anglo-Saxon countries, commenting on the difficulty of training linguists emerging from the United Kingdom education system.

55. In response to the suggestion that a psychological component should be included in training programmes, Ms. Cosmidou agreed that the life of an interpreter could be stressful and that the frequent travel could put strain on family relationships, but was not convinced that a course in psychology would be the answer. As to availability of work, she noted that interpreters had to be willing to travel to wherever the work happened to be, changing their domicile if necessary. She added that interpretation courses should be established in locations in which there were conference centres, since staffing could become a problem if the training centres were set up in universities that lacked conference centres nearby. She was of the view that interpretation services were costly because quality came at a price and the principle of quality must never be compromised.

56. A representative of Obafemi Awolowo University suggested that, while it was important to have separate facilities for the teaching of translation and interpretation, language departments in universities should not be alienated and that they played an important role in themselves.

57. A representative of the Pan-African Parliament said that the qualities that made a good interpreter should be identified and that the training programmes should be designed accordingly. He added that the programmes should be oriented to the needs of the African continent.

58. A representative of the European Commission commented that the issue at stake was not the shortage of interpreters but the shortage of good interpreters. He added that what was termed the “baby boomer” generation of interpreters was on the verge of retirement and therefore the problem was acute. He made the point that, while everyone agreed on the need for quality, language proficiency and analytical skills in the profession, the question of aptitude could not be ignored and that the selection process for entry to training should be rigorous.

59. The representative of the African Development Bank expressed the belief that the structure of the training programmes should follow the guidelines set out in Mr. Muylle’s report and called for a market survey to be carried out by the technical team of the African Development Bank to determine the geographical balance of the training centres. He expressed the hope that a number of centres of excellence could be set up to train interpreters and voiced approval for the proposal made by Mr. Benedetti for the establishment of a pilot project that could be undertaken while the financial package was being put together.

60. A representative of the Herzen State Pedagogical University, St. Petersburg, provided an overview of the background and curriculum of its school of interpretation and translation. The school had been established one year earlier and provided intensive 40-hour a week courses over a period of 10 months in three areas of specialization: conference interpreting, conference translation and combined interpreting and translation. The latter, while controversial, responded to the particular situation in the Russian Federation whereby interpreters were invariably obliged to undertake some translation work periodically. While practical training in interpretation and translation accounted for most of the course work, theoretical courses had been added to the curriculum, including on economics, banking and finance, international law, world culture, covering the basic notions of the given field of activity and including a glossary of key terms in English, French and Russian. Students were also given some language training on the oral and written registers used by the media and international organizations. She expressed her gratitude for the support provided to the school by the language services of the United Nations, the European Commission, the Ministry of Foreign Affairs of the Russian Federation and the municipal government of St Petersburg.

61. A representative of the Instituto Camões stressed the significance of the Portuguese language on the African continent where it was an official language of various intergovernmental bodies. While demand for Portuguese interpreters in Africa was high,

supply was not proportional; most Portuguese interpreters had to be imported to Africa at high cost. Any training project for interpreters in Africa should therefore include Portuguese, even at the pilot stage. His organization had employed new technologies to overcome geographical barriers and train students in far-flung locations, he pointed out. He suggested that, as Portuguese was not the mother tongue of the vast majority of Portuguese interpreters, the A-C-C language combination should be adapted to enable the participation of students with an A-B combination. He highlighted the need to undertake a census of trainers and noted that his organization was exploring ways to establish a system of accreditation for existing freelance interpreters and had launched a virtual training course to improve their skills.

62. Ms. Cosmidou stressed the significance of differentiating between the professions of translator, conference interpreter and liaison interpreter; the importance of not allowing political decision makers to take decisions on the technical aspects of the proposed initiative according to their political considerations; and ensuring that the initiative included interpretation and translation training in at least six or seven languages.

63. Mr. Benedetti echoed the sentiments expressed by Ms. Cosmidou with regard to differentiating between the three professions and suggested that liaison interpreting might also include legal and court interpreters. He noted in that regard that a report by a study group on the issue of court interpreters would be launched on 5 March. He agreed with sentiments expressed by a previous speaker that it was important to ensure that linguists were not directed towards activities that did not correspond to their particular aptitudes.

64. In closing, Mr. Lenga noted that the need for quality in interpretation had been highlighted by many speakers and that measurable quality was crucial; he asked representatives, as conference interpreters, whether they were ready to be assessed in that regard.

VI. Theme No. 3

A. What are virtual training, e-learning, e-teaching and open educational resources? How to integrate virtual training into interpretation and translation

65. The session took the form of presentations by panellists followed by a question-and-answer session, moderated by Ms. Barbara Moser-Mercer, Director, Interpreting Department, Ecole de traduction et d'interprétation, University of Geneva. Presentations were made by Ms. Moser-Mercer and Mr. Bakary Diallo, Rector, African Virtual University, Nairobi.

1. Short presentations

66. Ms. Moser-Mercer gave a slide presentation on technology-enabled learning for translation and interpreter trainees, suggesting that that method of learning was the way of the future. She stressed the need for focus on an integrated approach, and examined the concept of adaptive expertise, under which people were trained to adjust easily to new and unusual situations, yet were still able to perform at the highest level. In such a scenario, she suggested, traditional learning methods were outmoded and inappropriate for a globalized society. She evoked what she termed "communities of practice" whereby learning took the form of social participation, in which students leveraged one another's knowledge and expertise.

67. She then introduced the history and concepts of e-learning or computer-supported collaborative learning in which students shaped their own learning spaces and were free to join and form communities and create, consume, remix and share material under the guidance of a monitor. She described its learning philosophy as social constructivism and blended learning: online and face-to-face. In conclusion, she drew attention to and gave details of the five workshops being organized for the United Nations Office at Nairobi in conjunction with the École supérieure d'Interprètes et de Traducteurs (ESIT) on aspects of virtual learning.

68. In his presentation, Mr. Diallo introduced the African Virtual University, which delivered its courses purely via electronic media, and explained what was meant by e-

learning before going on to give details of a multi-country project operating in 10 African States and involving 21 universities. The project had been inaugurated in 2005, with funding mainly from the African Development Bank. He touched on the four elements of the programme: establishing e-learning centres in participating countries, capacity enhancement, teacher training and mainstreaming gender. He then summarized the objectives, which included improving the quality and number of teachers, especially in science and mathematics, increasing research, boosting regional cooperation and preparing materials. In conclusion, he touched upon the achievements of and the challenges encountered by the project and the lessons learned.

2. Open feedback on panel presentations

69. A representative of the European Parliament offered support in terms of technical assistance if e-learning were offered as an additional part of a teaching syllabus, given that it had, in conjunction with the Instituto Camões in collaboration with the universities of Lisbon and Geneva, organized the first inter-institutional e-learning course.

70. A representative of the Instituto Camões called for Portuguese to be given more prominence in the current project, even though it was not a United Nations language.

71. In response to a question from a representative of Kenyatta University as to the type of training that could be provided, whether initial training or in-service training, Ms. Moser-Mercer noted that any form of training of adaptive experts would require according trainees significant responsibilities.

72. In response to a question from a representative of the European Commission regarding the challenges facing e-learning, Ms. Mercer-Moser noted that one of the main difficulties would be doing away with antiquated teaching methods that no longer held relevance in the modern, globalized knowledge society. Endorsing her view that challenges and shortfalls came down to context, Mr. Diallo pointed out that credibility, the high drop-out rate and securing initial investments with which to launch e-courses also posed problems. He suggested that the electronic aspect of such teaching should not be seen as driving the process, rather it would be better to emphasize the underlying pedagogy.

73. In response to a question from a representative of the Parliament of South Africa as to the non-existence of the African Virtual University in South Africa, Mr. Diallo said that the University worked in tandem with institutions in each country and was hoping to expand to South Africa in the near future, given the high demand for the University's presence there.

74. A representative of the École supérieure d'Interprètes et de Traducteurs (ESIT) questioned whether virtual learning was appropriate or even possible in the early stages of interpretation training, given her view that a sense of communication must be engendered among learners. In response, Ms. Moser-Mercer stressed that training had to be designed to ensure that the best of face-to-face and e-learning were blended in such a way that all areas of a syllabus were covered appropriately, and suggested that written feedback from trainers may be better retained and acted upon than face-to-face. Mr. Diallo acknowledged that e-learning presented some challenges, including the possibility of students cheating in online evaluations, but stressed that mechanisms such as use of examination centres for crucial assessments could help.

75. Issues concerning infrastructure in Africa, including telephones, bandwidth and internet connectivity, availability and affordability were raised by representatives of Ain Shams University and the European Parliament. Ms. Moser-Mercer conceded that infrastructure presented a challenge to e-learning in Africa, but emphasized the importance, in that light, of trainers respecting the learner's environment by, for example, not sending extremely large files. Mr. Diallo agreed that adequacy and cost of infrastructure was a major problem, exacerbated by the policies of some African Governments towards technology and bureaucracy concerning licences. It was further emphasized that, while current technology could enable various platforms and tools of e-learning to work together, it was vital for the African Virtual University to adopt international standards in its choice of programmes and software to ensure maximum compatibility globally.

76. A representative of the Instituto Camões raised concerns about levels of computer literacy among both learners and trainers, which he feared might not extend to working with

portals and institutions. Both Ms. Moser-Mercer and Mr. Diallo acknowledged the process of persuading teachers to change their methods of teaching could be challenging and was unlikely to achieve complete buy-in, but stressed that good leadership could encourage transition among staff and students, with an active change management component to preparing institutions for increasing e-learning of central importance.

77. In response to a concern expressed by a representative of Maseno University that virtual training might be rather abstract and needed to be made relevant and of practical value, Ms. Moser-Mercer and Mr. Diallo stressed the need to harness best practices from both e-based and face-to-face learning to maximize the value of training.

78. Ms. Moser-Mercer requested the African Virtual University to make available a web page that representatives could visit to post their replies and suggestions to the question of identifying issues that were likely to be central in the roll-out of a virtual training and interpretation programme and suggesting ways in which information could be gathered on each of the issues. She expressed the hope that she had convinced participants that virtual learning could be successful and urged them to log on and make progress in that regard.

VII. Theme No. 4

A. What is interpreting for the public service? Training of interpreters for the public service in Africa and concept of Africanophonie

79. The session took the form of presentations by panellists followed by a question-and-answer session, moderated by Ms. Justine Ndongo-Keller, Chief, Language Services Section, United Nations International Criminal Tribunal for Rwanda. Presentations were made by Mr. Suleiman Sangare, Programmes and Projects Office, African Academy of Languages; Ms. Lily Oker, paraprofessional interpreter and translator, International Criminal Court; Ms. Christiane Driesen, Senior Lecturer, Fachbereich Kommunikation und Medien, Hochschule Magdeburg-Stendal; and Mr. Oscar Tanifum, United Nations International Criminal Tribunal for Rwanda.

1. Short presentations

80. In his presentation, Mr. Sangare greeted participants in Bambara and said that their obvious incomprehension demonstrated the need to set up training centres for translators and interpreters using African languages. He outlined the aims of his organization, which had been established in 2001 with the object of promoting and enhancing the status of African languages following the guidelines of the African Union and within the policies of the New Partnership for Africa's Development, adding that it operated both at the continental, regional and national levels. He stressed the importance of cross-border languages as an integrating factor on the African continent and expressed the belief that multilingualism was an essential part of the pan-African vision, underlining the sense of belonging and identity. His organization intended to offer training in translation and simultaneous conference interpretation services, mainly between African languages but also crossing over to European languages, as part of a pan-African project.

81. He called for the establishment of a pan-African centre to recognize and give space to African languages and promote their use in the workplace. Without linguistic integration at the grass-roots level, there could be no economic integration, he said, before stressing the need to recognize that a pan-African centre must be structured to serve the continent's specific needs.

82. In her presentation, Ms. Oker described the background to her introduction to interpreting. She noted that the International Criminal Court had designed a training programme for African languages when the realities of their needs and the lack of qualified interpreters and translators in the languages required had become apparent. In addition to the Court's working languages of English and French, the languages of Congolese Kiswahili and Acholi had been required.

83. She explained that, during the two phases of the training programme, students had learned about court terminology, the basics of court interpreting and the duties and roles of an

interpreter, among other things. She described a problem peculiar to local languages; as Acholi was neither taught in schools nor an official language, there was no existing legal terminology for the language. It had been necessary, therefore, to develop the legal terminology required on the basis of scant resources, including an out-of-date dictionary written by an Italian priest in the 1960s. In addition, as Acholi was used primarily in a family setting, it had been necessary to respond to problems of non-equivalence that required, for example, the description of one word that did not exist in Acholi by six or seven words. Sexual terms had been problematic and students had relied on colleagues from other international courts and tribunals to assist them in that regard. In closing, she expressed the hope that the initiative for Africa would draw on the Court's experience in training language specialists.

84. Mr. Tanifum gave a presentation on behalf of Ms. Ndongo-Keller. He began by noting there had been little formal training in the field of public service interpreting in Africa, and recalled that, although language was enshrined among the rights specified in the establishment of the Tribunal, court proceedings began without language issues being resolved, sometimes necessitating a search for interpreters while the court was in session. That delayed the proceedings and hampered the Tribunal's progress. He described how first-degree holders underwent initial training in interpreting Kinyarwanda in Kigali, followed by 6–8 months of intensive training in Arusha, where the Tribunal sat. He described how, in addition to the linguistic requirements of interpreters, there were many legal and ethical matters to be understood and cultural obstacles, such as detailed discussion of sexual matters, to be overcome. He stressed the challenges of training unschooled interpreters for such a crucial and sensitive role but insisted that, whatever the circumstances, there was never room for compromise on quality. He closed by expressing his belief that the needs of public service interpreting in Africa must be identified and met, and that the considerable translation and interpretation talent on the continent should most appropriately be trained by other interpreters and translators, rather than in university language courses.

85. In her presentation, Ms. Driesen, speaking of her experience in the field and her commitment to having public service interpretation fully recognized as an equal of conference interpretation, described the various aspects of interpretation for the public service, such as in the legal, health and immigration sectors. She explained that each had varying requirements and rules, but that all provided a communication flow between a person or body of authority and an individual who might be deaf or did not speak the language of the other party. Pointing out that the person requiring interpretation was usually challenged by the process taking place and that often a social and cultural gap needed to be bridged, she spoke of the interpreter's burden of responsibility and of the essential need for confidentiality and for full preparation.

86. Giving details of the system in Europe, she expressed the view that over time there would be a specialization in training to respond to the various sectors. Variations in trends in migratory flows in Europe were also necessitating changes. At present many interpreters were not fully trained and were drawn from the ranks of first-generation migrant who might have some problem with European languages, or second-generation migrants who often were less familiar with the language of their parents. She also bemoaned the level of remuneration and the status of the profession, stating that many regarded the public service interpreter as a second-class citizen compared with the conference interpreter. She described aspects of the training given in various European university interpretation departments and spoke of the difficulties in covering some of less common languages. She concluded with the hope that the current initiative could eventually help to redress imbalances and suggested that the Erasmus programme could be used to facilitate student exchanges between European and African universities.

2. Open feedback on panel presentations

87. Before moving on to the question-and-answer session, Ms. Ndongo-Keller said that some questions had been raised by the presentations, such as how many and which languages should be part of the training of public service interpreters. She pointed out that they were in a region in which the grey market was flourishing and that those who chose to work in that area were able to find work because they were prepared to accept rates that professionals refused. She called upon participants to reflect on those issues and to realize the dangers involved in a situation where inadequately qualified people could find employment as conference interpreters.

88. A freelance conference interpreter agreed that, even though he himself had once been without work for three months, there was indeed a shortage of interpreters in the English booth. On the issue of how to ensure quality, he cited the example of Cameroon, which gave legal recognition to the profession of conference interpreter, thereby preventing unqualified people from joining the employment market. He also expressed the belief that the establishment of a pan-African university Master of Arts degree would help to protect the profession's integrity.

89. An interpreter working for the United Nations Office at Nairobi expressed the view that the possession of a Master of Arts degree would not provide protection from the grey market. She said that in Europe the grey market was thriving and was peopled by those who had legal titles. As to community interpreting, she pointed out that the salaries for that profession in Europe were much lower than for conference interpretation and that young graduates who wished to become public service interpreters for idealistic reasons ended up leaving the profession and entering the more lucrative world of conference interpreting. She therefore suggested that thought should be given to ways in which to improve the image of the profession of public service interpreting.

90. A representative of the Pan-African Parliament said that he worked in three languages, none of which was his mother tongue, which demonstrated that in the world of language work it was important to draw a distinction between ideals and reality. He pointed out that, to work for a regional office of the African Union or to undertake field work for the United Nations, it was necessary to be able to work both in translation and interpretation.

91. A representative of the Parliament of South Africa expressed the belief that a distinction should be drawn between public service interpreters in general and court interpreters in particular. He pointed out that, in South Africa, court interpreters were extremely highly paid, more so than Parliament interpreters. On the issue of specialization, he said that in the South African Parliament there were three core functions within language work – reporting, translating and interpreting – and that their language professionals, for whom they had coined the phrase “language practitioners”, had to be competent in at least two of those fields.

92. Responding to issues raised, Mr. Tanifum noted that the situation of Cameroon was peculiar in that the country was officially bilingual and had been training and using interpreters for a considerable time; accreditation, he said, was of the utmost importance to securing the integrity of the profession. He emphasized the role played by employers in recruiting sub-standard interpreters. He noted that, in the country in which he had trained, Canada, conference interpreters had undertaken further specialized training to become court interpreters and he suggested that public service interpreters should be subject to the same pay and conditions as conference interpreters if their training was similarly rigorous. He said that the cross-over between interpretation and translation happened in a great many organizations and that many conference interpreters were engaged in translation work to positive effect.

93. Ms. Driesen noted that her engagement with the public courts aimed to inform her teaching work; it was crucial, she said, to be aware of the requirements on the ground. She emphasized the importance of homogeneity across the profession and of not discriminating between categories of interpreters. The hiring of liaison interpreters rather than conference interpreters was simply a cost-cutting measure for employers, she said. She underlined the important role played by professional associations with regard to norms and codes of ethics, practices and conditions of work, among others, in attaining proper legal status for the profession. She said that normal university language syllabuses could not respond to the needs of the market, especially with regard to language combinations on offer.

94. One participant wondered whether it was useful to continue categorization in interpretation training, but equally, how young people could be attracted to training given the problems described in relation to public service interpretation.

95. A representative of the United States International University in Nairobi stated that translation and interpretation training was extremely specialized and thus needed specialized training. To implement the present initiative would need vision, commitment and patience and adequate support.

96. A representative of the European Commission, expressing his organization's full support

for the initiative, said that while recognition of public service interpretation as a profession was not at the discretion of the Commission as it fell within the purview of the member States, work on the standardization and homogenization of course content between the various institutions would help in the process towards recognition.

97. A freelance conference interpreter, on behalf of an interpreter working for the United Nations Office at Nairobi, asked whether the African Master of Arts programme in interpreting and translation necessarily have to be predicated on the European Masters degree in interpreting and translation or whether there would be flexibility in terms of the curriculum. It was also asked whether thought had been given to continuous training for African interpreters and to the relative merits of strengthening existing academic institutions to offer translation and interpretation qualifications as opposed to establishing new institutions. Ms. Ndongo-Keller referred the questioner to the project report, where further information in that regard was available.

98. The representative of the General Secretariat of the African, Caribbean and Pacific group of States stressed his conviction of the value of the project and that the training given to all translators and interpreters should be the same, after which qualified graduates could choose their specialization in conferences or public service. He emphasized the overriding importance of quality training to ensure accuracy and integrity in their work.

99. A representative of a commercial translation agency reported that only rarely did the agency supply translators in response to requests from the public service, largely because rates of pay were extremely low. He suggested that a policy component was necessary to the process to ensure that employers and clients understood the value and hence the price of professionals.

VIII. Closing session

A. Presentations of conclusions by moderators

100. The conclusions, as set out by the moderators, are included in the annex to the present report.

101. The representative of the University of Buea requested the use of the university's expertise and experience in designing training for translators and interpreters as a valuable resource to be included in the conclusions of the theme examining training of conference interpreters in Africa.

B. Presentation on the International Annual Meeting on Language Arrangements, Documentation and Publications

102. Mr. Igor Shpiniov, Secretary of the International Annual Meeting on Language Arrangements, Documentation and Publications, gave a presentation in which he described the meeting as an international network of organizations employing translators and interpreters. He explained that the working group on training could offer methodological and advisory support to universities and other institutes of learning, and that the group had detailed knowledge of resources for the translation and interpretation industry that ranged from qualified trainers, through areas of particular specialization and expertise to procurement advice. In addition, the working group on training was, through close contact with employing organizations, able to offer to universities a clear picture of current and future employer requirements, thus helping them design appropriate training. He stressed his belief that the current conference was best place to lead the project, and pledged full support, looking forward to continued exchange, cooperation and coordination when the project coordinating committee met again following the meeting to be held in Tunisia in late June or early July 2009. He also referred participants to the website of the International Annual Meeting on Language Arrangements, Documentation and Publications for more detail on cooperation with universities and said that a memorandum of understanding that was an example of such cooperation had been posted recently.

C. Discussion on financial mechanism for the project

103. The Chair suggested that, since there had been a proposal by the African Development Bank for a feasibility study on the project that would perforce deal with funding, no further discussion of the financial mechanism should take place at that time.

D. Other matters

104. A representative of the University of Nairobi, on behalf of a group of universities, presented a draft declaration on cooperation. A representative of the University of Buea, however, expressed the opinion that it was not a final declaration and that the intention was to establish a network for cooperation and coordination. The Chair proposed that funding for a meeting of universities to consider further cooperation and coordination between them should be investigated. That proposal was accepted.

105. Participants had before them a draft declaration, which they discussed extensively. The Gigiri Declaration was adopted, as orally amended, and is set out in annex II to the present report.

106. It was agreed that the present report would be presented for adoption at a subsequent meeting.

E. Closure of the meeting

107. Following the customary exchange of courtesies, the Chair declared the meeting closed at 7.20 p.m.

Annex I

Conclusions

Training of translators in Africa

- Young and upcoming translators in Africa experienced difficulties in obtaining the skills required to perform as true professionals, including with regard to visa formalities and financial considerations, and training facilities on the continent were generally lacking
- A training programme should provide for the exchange of experiences, including through exchange country visits
- There was a need for greater cooperation between organizations and universities to ensure that they could adequately prepare students for the rigours of the market
- Including some elements of a training programme within a main university might be problematic; those elements might better be tackled by establishing stand-alone training institutions
- There was a need to consider carefully the level of teaching staff required
- Existing models of training programmes in Europe could be followed
- In addition to language training, students required appropriate aptitude and skills
- More prominence should be given to the teaching and learning of languages in Africa from an early age by Governments at the national level and at the international level through organizations such as the African Union

Training of conference interpreters in Africa

- There should be differentiation between the teaching of languages and the teaching of translation and interpreting; a sound knowledge of languages did not suffice to become an interpreter
- Training must be specific, and appropriate and levels of training should be specified for high quality
- Although the number of years for the proposed course had not been defined, the course should be at the postgraduate level, specifically the Master of Arts level
- All interpreters should be trained equally and differentiation between their chosen areas of work undertaken at a later stage
- While there was considerable enthusiasm for the development of the proposed training programme, there was a need to undertake an analysis of various elements, including the capacity of interpreters, market demand, work conditions, global attitudes to the profession
- The involvement of high-quality professionals as teachers was key to the success of the proposed training programme
- General training should be provided in addition to language training prior to specialization
 - Centres of excellence should commit themselves to providing a platform to enable universities to coordinate and harmonize their activities
 - Multilingualism was crucial to the success of the training programme
 - European universities were committed to providing input to an African Master of Arts training programme
 - Interpreters should be proud of their profession

Integration of virtual learning into interpretation and translation postgraduate training in Africa

- Sound teaching should provide the basis of any good e-learning environment and would ensure a minimal attrition rate;
- The e-learning environment should be adapted to the skills to be imparted;
- There were technological challenges that must be overcome and adapting to the technological infrastructure on the continent was of paramount importance;
- The credibility of the project had to be established up-front to all stakeholders, especially to universities and financial sponsors;
- The initial investment in terms of technical and human resources was often considered to be the most daunting challenge; the implementation and evaluation of a pilot project would ensure that problematic issues were identified at an early stage;
- Investment in human resources was key to the success of an e-learning programme; •

Managing change was of crucial importance to the implementation of an e-learning programme;

- While the challenge was considerable, the implementation of an e-learning programme for Africa was feasible if the above-mentioned conclusions were taken into account.

What is interpreting for the public service? Training of interpreters for the public service in Africa and concept of Africanophonie

- All would-be interpreters should undertake similar training with specialization thereafter

Příloha č. 9

Trvalý odkaz na přímý přenos z jednání Národního shromáždění a Senátu.

Parliament of Kenya. [online] [cit. 2. 3. 2021]

Dostupné z: <http://www.parliament.go.ke/>

Příloha č. 10

Transkript – rozhovor

Respondent: Theophan Marube

Místo: Tamarind Translation Ltd., Kilimanjaro Avenue, Nairobi, Keňa

Datum: 16. července 2019

MR: It is 16 July 2019. We are sitting in the office of Tamarind Translation Co. in Nairobi. Together with us is Theophan Marube, Tamarind Translation CEO. He gave us his consent with recording. We will send him a transcript to confirm. The interview is starting right now.

We want to cover following issues: the past, present and future of interpreting. Now, as we are in a company which is really occupied with practical terms of interpreting and translation we are going to discuss the market situation in Kenya or, in broader horizons, in Eastern Africa. We are starting with particular questions. We may start with situations in which interpreting services are required or where do you offer your interpreting services?

TM: Yes, thank you very much for coming to our office. We are a leading language agency in East Africa. We provide a lot of interpreting services. Most of these tend to be commercial and we work with international organizations, UN agencies, African Union, regional economic commissions, for example East African Community. We used to work with international NGOs and international development agencies like IFAD, USAID. In terms of the international agencies or NGO, the UN is our main customer for they do many development work. They need our assistance, translations and interpreting. They need interpretation as a matter of necessity. They need this for example in their workshops, during their major annual conferences where they bring together different actors. Sometimes we do what is called consecutive interpretation and whispering interpretation if there is an important person who is not fully Anglophone.

Let me summarize what we do: UN agencies, international development agencies as I mentioned, diplomatic bodies, some embassies if there is Swahili of course and finally, I should also mention we have some local NGOs that also contact us time to time to provide interpretation for local languages in addition to Swahili. They also have international partners from time to time, they arrange small workshops. They invite us to facilitate them. That is the scope of interpreting services we offer.

MR: We can therefore say it is on a global scale.

TM: Yes, it is. Most of international organizations based here and agencies that work across the region, too. One example may be an office of the World Bank in Nairobi that has project across Africa. And sometimes we also have the New York office asking us to facilitate an event here in Nairobi. It is both local and global.

MR: What types of interpreting are most common?

TM: Most of the time we do simultaneous interpretation. We also have our own equipment for simultaneous interpretation. We set up the room a day in advance and then we go in and work for the project we are hired for. In terms of interpreting, it is the most common type.

MR: So you also offer the facilities. The booths and technology. And service staff, too?

TM: Yes, we have technicians who are located on spot, as well a project manager who ensures the communication with the client.

MR: How many interpreters are there normally in the booth?

TM: We try as much as possible to respect the UN standards, meaning that you have two interpreters per language. If there are French and English, we have two interpreters for each language. However, most clients are not willing to pay for four, so we then work with the bare minimum of two. You have then two people in the booth. That gives you only one booth. We have then two interpreter desks, one for English, one for French.

MR: How about the direction of interpreting? Do your interpreters interpret only into their mother tongue or also into to foreign one?

TM: That is one of our key quality insurance procedure. If we have two (interpreters), one native Anglophone and one native francophone then each of them should ideally work into their native language. But if there are only two of you, and the floor is sometimes fully English then they help each other and interpret in both directions.

MR: What are the most common languages? French, English? We also read Swihili.

TM: Yes, because we work with international organizations, UN agencies. And English and French are the official UN languages. Therefore, most time it is French, followed by Spanish. And of course English. But from time to time we have Chinese, Russian, German and of course Arabic. But also the African Union which has Portuguese as an official language and it is also very demanded – so Portuguese and English. And Somali is also actually demanded because of the regional crisis. You have press meetings and negotiations, either locally or in neighbouring countries. They are mostly run by AMISOM And sometimes we are requested to provide Somali interpreters. We offer English-Somali and Swahili, then with French, therefore you need to have very skilled Somali interpreters who are found mostly in Kenya for they are immigrants who work and live here.

MR: Somali is demanded by the NGOs, I suppose.

TM: Yes, but also by the high-level UN bodies involved in the peace process in Somalia.

MR: Which means for the negotiations between Somalia and Kenya.

TM: Not really, among the actors that come together to talk about what can be done to improve the life of people in Somalia.

MR: Are there any specific cultural issues that have to be reflected?

TM: If you mean regarding Somalia, then yes. For that we observe that you must be very clear about what kind of Somali you are talking about. There is apparently a variety of Somali language. The Somali spoken in Mogadishu is not the same one that is spoken in Somaliland and other states. It is one country with numerous language varieties. One type is preferred in one state and the other one in a different state. So even in terms of translation, we have to ask our clients which variety they prefer. If the meeting takes places in Somaliland then you have to find translators and interpreters from that area who are able to provide the necessary variety of Somali. It is better if the communication is provided in the particular regional variety. These territorial issues are to be taken in account. This makes the meeting much smoother, especially if you have consecutive interpreting at smaller meetings with actual face to face interaction of all parties.

But you were talking about culture. What did you have on mind in terms of cultural challenges?

MR: An example from Europe. Interpreting between Czech and German. The cultures are very similar. But if you translate and interpret from and into English that has really many international speakers then they reflect their own culture in English. It means there are some messages that have to be decoded by the interpreter.

TM: Absolutely. That is why we always stick to native speakers. For example, if the clients go to Somaliland they need an interpreter who is a native speaker of the regional variety and can capture all important details. Then there is the question of interpreting the message into English. And that may be something different. Then we have to examine whether the interpreter grew up or studied in Kenya, the UK or US. All our interpreters have at least Bachelor's degree and it doesn't have to be in interpretation. It can be that they studied at an Anglophone university and this provides their skills. It is maybe a challenge, indeed. But – an example – a gentleman who works with us for most of the time studied journalism in the UK and US and developed many scripts in English. So his level of English is really high. And because they are natives they can render the cultural issues. I hope that answers your question.

MR: Yes. And do they trust interpreters? There are cultures that do not want to hire an interpreter for he is somewhere in between. They believe he may take sides with the other party. Is it a major issue in Africa?

TM: Yes, a big issue. An example of interpretation mission we had in a refugee camp – it had to do with Dinka people, a dominant group in South Sudan. Dinka is a dominant language but there is another one – Nuer. These two represent the biggest communities in the country. That refugee camp was in Kenya and the interpreter was going to walk with some international humanitarian groups to facilitate the discussions. She said that we had to promise her the group she was going to talk to were Dinka for she could not go to the other group. We said we had no clue whether she was going to go to Dinka or the other group – the customer was to decide. But I said I could ask them. And I asked the client: which group are you going interact with? Our interpreter has concerns regarding the other group. They said it were Dinka. I said, fine. There was no problem, we can go. But then they made me think that there are issues that have to do with ethnic belonging, allegiances, probably linked to the recent history which was not very good in terms of the civil war. Therefore, there seem to be some hostilities between these two communities, therefore the interpreter cannot actually go there – as soon as she would say her name the group could leave or do something more sinister. So, those are the problems. But they are very limited to what we call community interpreting which is more grass root oriented. But at international levels or workshops then this is hardly an issue. As I said at the beginning, we do simultaneous interpretation in these cases.

MR: Let us stay at community interpreting for a while. Could you share any of your experiences with it? Could you name any issues such as taboos or anything of this kind that is reflected in interpreting for communities?

TM: There are many issues we could mention. One of them is a lack of trust and the fact that the people do not understand the role of interpreter as I have mentioned. Then of course the tribal leaders want to act on behalf of their communities so you get only a little glimpse of the real state of things for they only betray what they want to and what they believe to be in the best interest of their community. Other members may not be taken into account. So this may be one serious example of very common problems at community interpreting.

MR: Thank you. No back to the types of interpreting. Do you do consecutive interpreting as well?

TM: Yes, we do consecutive interpreting.

MR: But less than simultaneous...

TM: Yes, we do not like it much because our customers tend to be – as I said – in conference and workshop situations. So, it is not efficient at all, because it means that you are whispering to someone's ear and are trying to follow the presenter from the floor and you are constantly present next to them and a part of the process. But then we also know that we have board meetings and shops or industrial meetings when you go to visit factory. There is an interpreter facilitating that for a short time. But even for that we try to eliminate barriers – someone having

to speak consecutively – we have mobile portable equipment that actually can be used for that purpose. So, the interpreter has a headset and we have a technician. So the person talking can be heard directly by the interpreter and they are able to interpret. And we can do that in multiple languages. The best example of that is when we went to visit a project by the World Bank in Kenya about climate adaptation. We had people who were speaking in their local language and then we had delegates speaking Spanish and French. So we had a Spanish and French interpretation team, both equipped with the portable equipment and we were able to receive the people speaking the local language and we could interpret them into English and then into French and Spanish. We try to avoid consecutive interpreting, especially if it is intensive and requires a lot of accuracy. But we do that as well.

MR: You mentioned you used some languages as mediation languages. So you use relay, as well and a frequently I suppose.

TM: Most of meetings in Nairobi are French/English or Portuguese and French/English. And most times you have multiple languages involved and it means relay. Last week we had for instance Portuguese/French so it means that relay had to be there. Is it what you are asking about?

MR: I suppose so. Let us say the speaker speaks Portuguese but there is no interpreter who has Portuguese and English, therefore it must be Portuguese – French – English and vice versa.

TM: Yes, exactly. We have quite a number of such UN or AU oriented events and they have multiple official languages. And Portuguese is an AU official language. So, whenever we have a member states meetings this fact must be respected and you have multiple booths and relay arrangements.

MR: What about *sight* translation? (pozn. neporozumění termínu)

TM: We are not too strong in that. We have this tendency on the market when a customer is looking for a sign language interpreter they would want to go to deal with the sign language companies that have sign language interpreters. So, the few who ask us say you have French, Portuguese but do you have sign interpreters? Yes, sure, we can get them. There is a very good database of sign language interpreters whenever there is a need of sign language interpreters we can get them. But it is less than 5 % of our business.

TM: Yes, thank you. But actually I meant sight interpreting. But anyway, we wanted to ask about sign interpreting, too.

TM: I see. I do not know what you mean. It could cover anything from workshop...

MR: I will show you. You have text in English and I would tell it in Czech by reading it in English. I would transfer the message.

TM: What is the context? Is it a conference or in a hospital?

MR: It may be a conference. There is a speaker and you get the speech in advance. Just to greet the people. In order to avoid consecutive or simultaneous interpretation you get the text and you tell the message in the target language.

TM: After he pronounces himself?

MR: Or even before. He does not have to be on spot. You take the text, you say 'I am the interpreter and I am going to interpret the speech of Mr XY' and you transfer the message.

TM: I understand what you are saying. Every time we do this is when for example there is an event but there is no time for speeches and the customer does not want to spend money on the the facilities and there will be one

speech only. So just for few minutes, 5-10 minutes. They give us the speech in advance. It is supposed to be quick. So it is consecutive but it is on sight. Is this what you meant?

MR: Partly.

TM: Do we talk about documents?

MR: Speeches.

TM: I will tell you something. We have a customer who was at a client in Nairobi. We had a Skype call. There was a document to translate, you look at it but it is on Skype.

MR: You do not read it properly but you have a material to understand it better.

TM: It helps you to understand the message regarding very specific information given.

MR: And do you get enough materials prior to a meeting?

TM: It is something we insist on every time because we know it is fifty per cent of quality. So we know that if you walk in blind there is ninety per cent chance that you will not achieve quality. So immediately we set up a contact with our client and we ask to give us the material, program, speeches, PowerPoint presentations or anything that can help us to understand what the meeting is all about. I would say that 95 % of the time we get the material in advance. But there are confidential meetings – high level, security or product launch where you will not get them. You come to the booth and get the material there. So yes, we get them but there are some exceptions when we are told it is not possible and the customer always gives us a reason why.

MR: It is the same everywhere. If it is confidential they will not give you anything in advance. And after the event you have to show that you have deleted all the documents they sent to you. They provide them on a flash disc.

TM: Most of the time we ask for the material we always tell the customer that we guarantee confidentiality. And it makes them confident that we are committed to confidentiality.

MR: We talked a bit about the education. Do you have any possibilities to become better in your profession, to take any courses or do you offer any courses? Or any workshops for interpreters?

TM: Yes, I should say so. Tamarind Translations also opens door for boosting skills of interpreters. There is a strong tradition of freelancing. There are people who take translation and interpretation as a side activity. Yet there are few opportunities in this sector for Kenyans are polyglots. We started to invite very good linguists that are not probably very established in their profession. We partnered with Google for example for localization training and we have worked with them for four years so we have a good localization team that comes from that partnership. But we also established Tamarind Linguist Forum which is meant to create a community for translators and interpreters to exchange ideas. What usually comes out of these discussions are training and development. We offer a lot of online opportunities for training. I can offer a course in New York while being based in Nairobi. What happens in those forums is that people exchange ideas about anything in terms of training. I am glad that there is also an opportunity at the University of Nairobi. I think that is the best thing that happened in the field – especially in terms of interpreting because there was no interpreting school that offered Master's degree in this field. You had to go to Cameroon or South Africa. When this came in with the support of the UN – and I am one of the first students – so the UN and the University of Geneva came up with the Centre of Translation and Interpretation in Nairobi. And there has been a very good, certified and qualified individuals we worked with – and of course in different places. So with that certification it became easy for individuals who have been in the field and interpreted for many years to go back and get certified in a two-year course. But as said I think most

people take the courses online. In South Africa, there are a lot of online courses and I also came across Portuguese translators and interpreters who work with the University of New York, I think. Therefore, yes, we have opportunities for people to train and grow. And I should mention we also ensure that we keep in touch. So once every year we celebrate the International Translation Day on 30 September and we invite them here. We invite expats to talk about the issues of interpreting and there is an event we call the World Café where many issues are tackled by different expats – one of them is always training and self-development. And we have professors from the University of Nairobi that normally come to tackle this topic – what you can do, how much it costs and so on. We also have people who talk about technology. I will probably talk about that later but technology is also one of our strong points in translation – or promoting technology in translation.

And when we are talking about these kinds of exchanging experience among the translators' and interpreters' community there was a conference this year in Nairobi organized by the association of interpreters and translators. It was for the first time it took place and we also took part in the discussions held there to bring in our point of view.

MR: I see. I suppose the association was EAITA, was it not?

TM: Exactly. They were formed a few years ago and some of our freelance translators and interpreters are their members.

MR: We are going to talk to them, too. One of the last questions. How many employees do you have? Both full time and freelance?

TM: Full time – now we have seven. Part-time – that are technicians – about four or five. Let us say there are ten staff members. But of course we have a freelance business model so all our technicians are freelancers, all our translators and interpreters are freelancers. So we talk about global network of about one thousand translators and interpreters.

MR: We read that Tamarind was established in Sweden. Now it has an office in Kenya. Are these the only two offices in the World or are there others, too.

TM: There are only two. But let me say that the Swedish office no longer exists because it was sold. So we are the only Tamarind office now. But that is the recent development.

MR: Is there a serious competition on the market?

TM: Yes, there is. There are professors from universities that have loyal customers for many years. Some of them have their own equipment for interpreting and they registered their own companies. But we also noticed that there are companies that offer what we consider as quality services. We offer well elaborated structure and ambition to always deliver quality and the fact that we are only focused on translation and interpreting. Because some of the others do other things like event management and training. So we just focused on translation and interpretation, equipment and technical issues – such as SDL Trados. We are the re-sellers of SDL Trados in 15 African countries. And we proudly promote technologies in translation – but that is really only for translation.

MR: Yes, we know. But I wanted to ask about this because we have one lecturer who made a lot research papers regarding this and localization. He is a big fan of these technologies.
Do you use CAT tools?

TM: Yes. As I said we are the re-sellers of SDL Trados. It is considered to be the top CAT tool. They do a fantastic job in innovations and help translators getting the most efficient tools for their work. So yes, we use them. We have the latest versions of that and that means we push most of our suppliers to use it instead of manual translations. It also covers providing consistency and cutting the research time. So yes, we use the tools.

MR: Do you use any other tools such as Memsorce?

TM: Because we have a contract, we cannot sell or use anything else unless we cancel the contract.

MR: But there are cases in which you are not allowed to use these machine translation tools, aren't there? Sometimes it is forbidden, or not?

TM: We are very careful in this, whether we talk about machine translation or computer assisted translation unlike the general public. And we do not absolutely use machine translation for any of the work we do. That is not the purpose. Machine translation is good for someone who is traveling, if you are in a foreign country and you just want to say if you want some coffee – I may ask how to say it in Czech and show the waiter. But it is not for translation. For this reason we do not use machine translation. But we have translation technologies that help us receive and process files, establish word count, create glossaries having comfortable editing tools. SDL editor for instance.

MR: But you turn off the machine translations.

TM: SDL has no machine translations.

MR: But Memsorce does.

MR: Another question. There have been Chinese investments in Kenya for some years now. Is there a higher demand for translations and interpreting from and to Chinese?

TM: Yes, we have noticed the demand for Chinese on the market. Especially at conferences. We also get translation work. But when the Chinese come to launch a project – and there are many – sometimes there are high level interaction and negotiations. As you understand not many Kenyans can speak Chinese. That means that we really have to provide very qualified individuals in this field. And I am glad that we have the Confucius Institute and the University of Nairobi as partners. So we have been able to time to time to request some of their staff work with us.

MR: Chinese interpreters and translators are also freelancers.

TM: Yes. Some of them tend to be Kenyan students that go to China and they acquire a very high qualification there. They must have Mandarin and after some training they can start with interpretation. I think there are two universities providing Chinese studies at Master's level in Kenya. So for interpretation into English we have no problem. Where we get challenges most of the time is when we need a native Chinese speaker to run our conference speaking towards Chinese. Sometimes our customers allow us to fly them in from China and some of them have no problem doing that because they understand the quality will affect the Chinese direction in that kind of meeting. There is an increase in demand of that language, especially in the last two years compared to the situation before 2015. And now we can find locals who would match the required standards and we do not have to fly them in because. Last week we had a request for Mandarin. They told us they needed a textbook translation and that means you cannot get this without a native, the Mandarin reader will tell whether it is properly written. So this is the development and I think with time we will be able to achieve that.

MR: A question about newspaper. We noticed that most newspapers are in English. Are there any in Swahili?

TM: Yes.

MR: I suppose they are independent. The articles are not translated. They are really written originally in Swahili.

TM: Yes and no. For example, the main Swahili publication is called Taifa Leo. It is actually published by the national newspaper, by the leading newspaper, The Standard. It is their sister publication. There is a shared pool of reporters. I have seen that most of the time they do a lot of translations to have articles in Swahili a few hours later, the big stories. The beauty of this is that they have online portal, so most stories are written directly and posted online. So if you do not find it in a copy you find it online on Taifa Leo. I think that The Standard also has a Swahili portal and translates those documents to some extent, some 60 per cent.

MR: How about the television? Is it more English or Swahili?

TM: Definitely English. But there are stations with Swahili programmes or purely Swahili TV stations.

MR: How about interpreting on the TV? I am talking about political speeches etc. Are they provided with simultaneous interpretation? To put more specifically: do the TV station provide simultaneous interpreting?

TM: It depends on what languages you are talking about. English is the universal language of the media in Kenya with a portion of Swahili programmes of stations. But there is surely no interpreting between English and Swahili provided on the TV. Not that I can recollect on any such case. Then of course there are smaller local TV stations in Kikuyu, Luo etc. Yet English really rules the public realm. And therefore very little or almost nothing, as far as I know, is interpreted from it and vice versa.

MR: Not even political speeches?

TM: No as far as I know. Surely not into or from Swahili. It would be perceived as something unnecessary in most cases.

MR: What is the first language of people in Kenya? Swahili or English? Or both? How about interpreting between them?

TM: If you say first language it is very complicated to respond. Because as I told you we speak many languages. And we had this debate last year. In February we had professors who came to discuss this: what is the mother language of Kenyans? I am not born speaking Swahili but English. And there are forty-one languages in Kenya. Yet, English is the official language. So when I went to school I started in English. I also started Swahili. So I am not a native Swahili speaker. There are people who speak Swahili only. So, it is an academic question. All the time I spent at school and university, when I started working all was in English. English became something like my first language. Because ask me how often I speak my mother tongue in the course of the day. So there is a mix, there is the language of instructions, the language of work and so on that tends to be the first language for the translator. If you ask me I am an English and French interpreter and translator. But what is my native language? I am not going to tell you that my native language is my mother tongue. The language of instruction for me is English. I studied in the language, I wrote my thesis in it and I have been practicing interpreter for fifteen years. So I believe this is the case when we are talking about interpreters and translators and about African languages. But in Kenya we speak Swahili a lot because Swahili is an official language. It is a lingua franca. Especially for ordinary people who did not go to school or studied so much. So Swahili is the unifier. Everyone speaks Swahili. Almost everyone. But you would not speak Swahili with your grandmother. When you come among people you speak Swahili. And at school you speak English. So it is a very complex thing for us. We tell our team you must decide what your native language is and be best at it. Then you are not going to have three of them. As for interpreting between English and Swahili, it is therefore something rather unusual at least in Kenya. It mostly applied at court interpreting when the parties ask for this if they feel the necessity. Otherwise, in other situations, it would be perceived as something strange. In my experience, people understand and speak both and need no interpreting between them, it is really rather about code-switching. Translation is surely more frequent and that is what we do on a daily basis. And conferences are mostly held in English. Then of course there is the AU where Swahili is also an official language. Yet I do not know the frequency of interpreting between Swahili and English or other languages. I hope that answers your question.

MR: Yes, thank you very much for your time. It was very informative. This was Theophan Marube, managing director of Tamarind Translation Ltd. Thank you very much.

Příloha č. 11

Transkript – rozhovor

Respondent: Pedro-José Espinosa

Místo: United Nations Complex, Nairobi, Keňa

Datum: 25. července 2019

MR: It is 25 July 2019 we are sitting at the UN Complex in Nairobi with Mr. Pedro-José Espinosa who is the Chief interpreter at the UN Nairobi. We can start with our questions. Could you describe the scope of your work and agenda?

PE: The UN is a political body that was created to allow states to communicate among themselves. The UN has two main programmes here in Africa – environment programme which has a lot importance and the Human Habitat Settlements programme. I provide interpretation to those UN meetings. To all UN meetings that take place in the six official languages: Arabic, Chinese, English, French, Russian and Spanish. My work is to manage the team of interpreters into those languages that I have here. There is twenty of them. And I manage recruitment of interpreters if they are needed for meetings here. I send my interpreters abroad or to recruit other interpreters abroad, mostly for meetings that have to do with environment.

MR: Are these meeting only in the official languages or are there any exceptions? For instance, in Swahili for we are in Kenya.

PE: No, Swahili as such no. It has never been used at the UN. There are exceptions that are applied at delegations that request their own interpreter: For instance, when they speak Japanese and bring their own interpreter that temporarily joins the team. And that lasts for a few days. Or they need an exception when the delegation that wants to speak Farsi and in that case they provide an interpreter with Farsi into English who works temporarily in the English booth and we just work from one of the UN languages. The responsibility of the UN interpreter is to be able to work only with the assigned UN languages. Germany also sometimes has a German booth, especially in New York – we have not had it here. But yes if you want bring an extra language there is such an option. Portuguese is often requested for it is an official language in Africa as a result of colonization together with other three big languages. There is French of course in North and West, English in the East and South, you also have Afrikaans in South Africa and Portuguese is for example in Cape Verde, Mozambique. The main languages spoken in other organizations are English, French, Arabic and Portuguese.

MR: What types of interpreting do you use?

PE: We mostly provide only simultaneous interpreting. From time to time when there are visits by high-level delegations such as Secretary General or special envoys or rapporteurs from Geneva, we might provide what we call whispering interpretation. And from time to time we have to provide consecutive interpreting that does not happen that often.

MR: It is then similar to the EU.

PE: Yes, very much.

MR: Do you have booth for the SI?

PE: Of course, this is a fully equipped conference venue. We have two thousand capacity hall with eight or ten booths. Several smaller rooms with two to four booths.

Each of the UN four office in the World has a full interpreting equipment. Each office has a different agenda: New York for political matters Geneva for peace matters, Vienna for international development, crime, nuclear safety, Nairobi for environment and human development – these big meetings take place here. We have thousands of delegates and some fifty staff members in charge of organizing these events.

MR: Are the interpreters full-time employees or freelancers?

PE: The interpreters I manage are full-time. It so happens that there is another type of conference I manage here. Those are technical seminars organized by UNIP or by UN Habitat for experts that come here to learn. The UN has the most knowledgeable experts in certain fields. They organize practical trainings. When my colleagues are busy then my colleagues work with three languages. Freelancers do not. I can only recruit freelancers only with English and French. So we use a proportion of freelancers but it depends on the meeting.

MR: Where you recruit them?

PE: We have created a whole set of examination in Nairobi that have been on for three years. We recruit mostly from Nairobi. Then Addis Abeba has a bunch of good interpreters, too. There is the Economic Commission of Africa over with conference equipment, too.

MR: How do you recruit interpreters? What are the requirements?

PE: The permanent or freelancers?

MR: Permanent and then freelancers.

PE: Permanent interpreters have to have three working languages or Arabic or Chinese and then you only work from ZH into EN or FR. And from EN and FR into your language. That covers three working languages. The only chance is that. And you need to pass a competitive examination which takes place for whole of the UN once in two or three years per language. When there is no need we do not organize one. The need is facilitated in New York, Geneva, Vienna and here. So there was for instance an examination for interpreters with French and Russian and nobody passed. We are organizing a new one now. For the permanent interpreters there is a selection on dossier they send. We check if they are eligible to do the exam. There are a few places where the exam takes place and now we are contemplating the idea of doing distance exams. The rate of success of that exam is about 10 %.

MR: There is a pre-selection test.

PE: Yes, and then there is an interview and there is roster.

MR: And freelancers?

PE: For freelancers, what I do is that they do a freelancer exam that we organize. There is a roster and I make a call with them. There is an evaluating system. The permanent evaluate the work of freelancers. We have of course criteria such as accurateness, completeness, countersense etc. And I also recruit freelancers because they are recommended to me when I need a new interpreter. There is a hub of interpretation registered by other institutions such as the European Parliament, Commission – if one of them recommends a colleague to me I take him or her into account. It is either a test or recommendation. Not all the freelance interpreters may have actually studied interpreting. They are professionals in other fields such as business or international relations but they might have a considerable practice and it is worth taking them into account and examining them.

MR: Yes, I think this has been all we were supposed to cover. Thank you very much for your time.

Příloha č. 12

Transkript – rozhovor

Respondent: Josephat Gitonga

Místo: Centre for Translation and Interpretation, University of Nairobi, Nairobi, Keňa

Datum: 18. července 2019

MR: It is 18 July 2019. We are sitting at the Centre for Translation and Interpretation of the University of Nairobi with Josephat Gitonga, the Head of the Translation section. We are going to have an interview about the work of the Centre, how students are trained and the objectives they have and other related issues. We can start with the first question.

How many years does the Centre for Translation and Interpretation exist? How did it come to existence?

JG: Thank you. The Centre was established in 2010. We are there about nine years, almost ten now. It was started in collaboration with the UN and University of Nairobi to make sure that we have translators and interpreters within the African market.

MR: Why so? Was there a lack of skilled professionals?

JG: There was an obvious lack of qualified interpreters and a kind of remedy was required. The UN office in Nairobi had an interest in training of professionals in Africa. The establishment is, however, a complex issue that can be divided into more phases. All started before the actual establishment of the Centre in November 2010. There was elaborated a project in 2007 to 2008 regarding translating and interpreting in the African market and their needs. The objective was to carry out a comprehensive analysis and come up with possible solutions of the objective lack of trained interpreters. It was crowned by a respective report published by Noël Muylle from the UN, so called Muylle report. As you can see, all this took place prior to the Centre's establishment which might be therefore perceived as a direct impact of the project. It is its direct impact, in fact. And we have been since then collaborating with the UN, but also the EU and the University to train our students in MA programmes – but now also in PhD for a few years. There is also a group of five collaborating universities in Africa. This project had various stakeholders as I have mentioned – the UN, EU – namely DCS in Nairobi and DG SCIC. There was also the African Development Bank as an important participant. And the practical terms of the project were run under the auspices of the University of Geneva and supported by other universities within the EMCI consortium. As far as I remember – the name the project carried was Nairobi Project.

MR: If I understand it well, the establishment was not initiated by the University of Nairobi at all. It was not an implication or amplification of linguistics or humanities.

JG: No, it was not. The University of Nairobi, in particular the Centre of Linguistics, was eventually chosen to set up the programme and establish the Centre of Translation and Interpretation. However, it was a complicated process before we got where we are today. The University took part in the talks about the need of setting up interpreting studies in the region of East Africa but the initiative came from other parties.

MR: Was the University of Nairobi the only Kenyan university that was involved in the talks?

JG: It was not. There were other universities, too. There was for sure the Kenyatta University and the others are mentioned in the official records.

MR: Were these talks based on an official basis among all participants since the very beginning?

JG: They were. In February 2009, there was the First pan-African conference on the training of translators and interpreters held at UNON. I brought the list of the stakeholders from the conference report. You should also look

into the Gigiri Declaration that outlined the role of all stakeholders, including the University, our University, that was eventually chosen to house the Centre. It was a very important step forward.

MR: I see. On the list we can see – as mentioned – the EU. Namely the European Commission, the European Parliament – probably represented by DG LINC. The African Union, UN Headquarters and UNON – the Nairobi office.

JG: Yes, that is correct. The University of Geneva and ESIT were eventually commissioned to set up the training plan and practical terms as I said. As we were talking about other candidate universities, we can see them mentioned in the report, too: The United States International University in Nairobi and Kenyatta University. But eventually, the University of Nairobi came out to be the best choice.

MR: I see. To complete the list of stakeholders, we can also see AIIC and AIIC Africa Region as stakeholders. But you also mentioned African universities taking part in broader terms of the project, too. What are those other participating African universities? What kind of co-operation do you mean by that? It is the PAMCIT consortium also supported by the EU?

JG: If we talk about translation studies there are, besides The University of Nairobi, Pedagogical University of Maputo, Mozambique, The University of Ghana, Gaston Berger University in Senegal and University of Egypt – but that is not yet fully incorporated into the system, therefore officially five.

MR: It means basically the PAMCIT consortium as you can find these on its list. We could therefore call it Pan-African collaboration with many countries throughout Africa.

JG: Yes. And one more university – Buea University in Cameroon which is the oldest in translation studies and teaching in Africa. And as you say, this is indeed a Pan-African collaboration in order to provide training for interpreters.

MR: Regarding the University of Buea, do you know by any chance when the translation studies were established?

JG: Not really. But some forty years ago. When we went there to attend a conference recently they told us forty years in terms of translation studies.

MR: Before 2010 was there any chance to learn translating and interpreting or to be trained in the field?

JG: Very good question. In terms of translation studies there were subjects dedicated to teach translation on undergraduate and on Master's level. But these were only one-unit courses within many courses of philology. As for me, I studied the Swahili studies, I am a Master in Swahili studies. But the translation component was only one unit out of the fourteen I did. But I was interested deeper in translating.

MR: It is the common way it starts. You mentioned the Centre was established in 2010. How did you choose the professors? Did they have any translation or interpreting training before they started lecturing? Or were they scientist in the field of linguistics and culture?

JG: At the establishment of this centre, those who were teaching translation courses were hired and provided by third parties. And generally it is linguistics department that supplied professors because within translation there are also other courses that we teach – besides basically practical translation. But for practical purposes and in-depth translation, the core work of the Centre, we got pedagogical assistance by the DCS UNON and DG SCIC. This applies especially and mostly for interpreting for there was not a single interpreting course within philology before the establishment of the Centre. The subject was completely new for us with no previous history or experience. The professors who worked as trainees came both before and after establishment of the centre – in 2009, 2010 and 2012. They were mostly from FTI in Geneva and ESIT Paris. There was for example Barbara

Moser-Mercer. I am sure you heard of her. She is a prolific interpreting scholar. The last training and assistance were, however, provided by AIIC professionals with practice from the African market which was a highly valuable asset for our students and one of the objectives. Our lecturers were also directly trained by the EU, they went to Brussels and Ghana to get the expertise in training and pursue PhD in Swahili studies and translation in order to teach seminars at the Centre. And currently, the new lecturers at the Centre received their PhD from the Centre itself – I am in fact one of them, PhD in translation. Other lecturers were also unsurprisingly provided by the Centre of Linguistics of the University.

MR: And do the students have possibilities to go the UN or EU departments in Brussels even today to develop or improve their skills? Can they get internships? How about any financial support?

JG: Yes. Our students now have the privilege of going to the UN for taking up some classes there and receive another practical training and try working with the equipment they have at the UN. Some of them were taken to Brussels for a week or so for training and they came back to assist the rest, depending on their capability, availability and on their commitment to translating and interpreting that is usually higher than in others. This co-operation is really useful because it focuses on the practical aspects.

MR: I see. How about financing the Centre?

JG: If you talk about sources then students have to pay for their studies. This is however only one, yet important, part of our income. Nevertheless, the Centre is dependent on the support of the UN and the EU. The University agreed to establish the Centre, and gave five million shillings for rebuilding the selected buildings that are no longer used, anyway – the original building was elsewhere and rather distant, now we are right next to the campus. Yet the representatives of the University do not see it as rentable for we do not have as many students as other departments. Therefore, we do not have such high subsidies. The equipment such as computers or library were for instance provided by the UN office in Nairobi.

A part of the University managing board was sceptical during the process – a newly elected part – and asked whether it was useful to establish such a Centre. Eventually, they consented.

MR: I see. What are the languages students can study at the centre?

JG: We offer the UN recognized languages but we included Swahili as an African language. The University agreed to collaborate – and it was one of their conditions – when we agreed to promote our own language which is Swahili. Among those offered languages there are Portuguese, English, French, Spanish, Arabic, Chinese and German – currently with two students. The students should be fluent in at least two of those languages or have one of them as a main or native language and others on C level.

MR: Yet German is not a UN language. Portuguese neither. But it is an official language of several African countries. Why do you offer German?

JG: A good question. We see German as an important language and there are many German investments and development projects in Kenya.

MR: You mentioned two students with German. What language combinations do they have?

JG: Both of them English and German. Yet both have German C. I do not know their other C or B language I am sorry, but there is undoubtedly one.

MR: That is all right. It makes sense. How about students with Russian? Russian is also a UN language. Do you plan to teach Russian?

JG: Well, it is not officially on offer so we do not have any students. Now, when we have a student interested in a certain language and we do not have an expat person to train it, the UN come in very handy. They also provide lecturers on a regular basis. So we do offer a language if we know we can outsource a trainee. However, they do not appear on the official offer. And there is technical training – I give for instance a course how to translate, how to use machines to translate. But for the language and accuracy itself we would have a Russian native speaker, a professional provided by the UN to teach the translation itself. This has not happened, yet, though. The interest in Russian is rare.

MR: What is the most common combination if you can tell generally?

JG: That is for sure English and French B followed by English and Spanish B.

MR: How about Chinese?

JG: We currently have no students with Chinese. However, we have a few graduates.

MR: How about the lecturers? Are they native speakers?

JG: Yes, this is exactly the case when we outsourced trained interpreters from the UN office and they provided their assistance as it stands in the contracts we signed with them.

MR: The demand on Chinese has been growing. Is it possible to expect higher interest of students?

JG: The demand is growing and China expands a lot here. But the language, Mandarin, is quite difficult, or it is said to be, therefore, in my opinion, not many Kenyans will study it here. But there are now a few Kenyan interpreters that are able to interpret with Chinese. And there are also amateur interpreters, mostly Kenyan students who attended an exchange programme with a Chinese university and managed to learn Mandarin on a high level. Though, they are not trained interpreters and it is not their main work. They studied other subjects.

MR: The students – undergraduate and Master – do they study both interpreting and translating or do they choose one of the disciplines?

JG: They pick one of them. But we have no undergraduate programmes. We have two MA and two PhD programmes – translation or interpreting. The students are taught together in some courses, but there are totally separate courses. They get the degree according to the discipline they registered for.

MR: What is more popular? Translating or interpreting?

JG: At first, interpreting was popular. But in terms of training and requirements for training, such as being in the lab and of course because of the demands that are quite high and are believed to be strict and stressful as the profession itself we do not receive quite as many students as we expected. But translation attracts many because when studying translation you have time to check your work. But if you have to be in a booth interpreting simultaneously, or consecutively with all demands and if you keep failing or making mistakes then the interpretation becomes a bit unpopular. But it is something we market very much in comparison to translation.

MR: We were talking about Master's and PhD. What about Bachelor's programmes? You said there are currently none on offer. Do you plan to offer any? It is the undergraduate in other words.

JG: We do not offer them, that is true. But I think that we will have them very soon. It should cover certificates and short courses where the government requires that those involved in translation and interpretation handle expertise – for immigration for instance. But for interpreting you have to go through a full course. But there are

those who cannot do it. So now we are in the process of coming up with a syllabus for that and an online course which is supposed to be dedicated to community interpreting. It should be launched in 2020.

MR: MA or BA? I mean the online course.

JG: Definitely MA which stems from our current curriculum and organization.

MR: We shall definitely discuss curriculum later. Let us say I would like to study at your department. I should have enrolled on a Bachelor degree – regardless of what kind of field it is?

JG: Yes. As soon as you have two working languages you are competent in and can easily handle. Either one A and the other one B, or you have two C-s then you interpret to A as I have mentioned. We allow both. And before we admit you we have to do an aptitude test. So that we know exactly if you can handle those two languages. If you pass that test then you proceed. If not, we give you some time for improvement in the language, we assist you. Then you bring the languages on a level you can proceed with.

MR: What are the requirements for the applicants? Two foreign working languages. Anything else? Any culture-oriented test? Text summarization?

JG: We do have such tests. It is structured this way. If you are tested you must write and speak in that language. We give you a topic you have to discuss in three minutes. We then assess the competences. Then you have to summarize an article without losing the meaning. After all these parts we give you a rank of your skills. So our aptitude test is similar to what you have mentioned. We also ask about current affairs: we give you a current topic and you are supposed to talk about it for some three minutes. We can tell whether the student is really interested.

MR: It is almost like at the institute in Prague. The exam is therefore both written and oral?

JG: Yes, exactly. For interpreting it is both.

MR: What do the final exams look like?

JG: We have what we call continuous assessment test which is either written or oral, depending on translation or interpretation and takes place every month. It computes to 40 % of your pass mark, the main exam makes up 60 % of your pass mark. You have to get at least 50 % of the points in the semester tests. If you combine passed continuous assessment tests and semester tests you get 100 % of the requirements. In order to obtain the degree you have to pass all the continuous assessment tests and semester tests. That applies to both translation and interpreting. In interpreting students are moreover subjected to exams in consecutive and simultaneous interpreting. This assessment takes place under the auspices of us the University, the UN and EU.

MR: What types of interpreting do you teach? Simultaneous, consecutive and any other types such as sight translation?

JG: Yes, we do. People focus on conference interpreting. But in Africa there is a need of local interpretation. You do not need to be at a conference to interpret. We have for instance Cuban doctors who come to Kenya and need interpretation. We are focusing on that and we have changed our syllabus and put in an aspect of that local interpreting needed in Africa.

MR: In other words, you mean community interpreting. Is it on a high demand?

JG: Very high. That is also why we plan to launch the mentioned online course for community interpreting that would however be enrolled with an ordinary diploma. This is the intention. The course is due to start in September

2020. In terms of training it is yet to see how attended this intended course will be because community interpreting is not seen as prestigious.

MR: If we understand it well. The course is intended for those who may work for international institutions and organizations. And somebody has to create the dialog between the organizations and the locals – they should be the mediator able to communicate for the sake of both parties and should be aware of the actual communication needs.

JG: Exactly. And when you look at the market you can see multinational companies coming to Africa. And most of the market is constituted on the local level. Therefore, you have to make sure the communication works. In the banking sector for instance the international bank branches are set up in rural areas and communicate. So the community interpreting market is growing. I am actually a beneficiary of community interpreting. There are some lawyers from the Mau Mau movement for independence. The people cannot speak Swahili. Now, I go with the lawyers to the community and interpret there.

MR: Do you interpret between Swahili and a local language?

JG: Yes, Swahili and Kikuyu.

MR: What languages or combinations would you offer for this community interpreting course?

JG: We would like to cover all Kenyan languages for the course should primarily focus on needs of communication in Kenya. But there are many factors that have to be taken in account. We are sure to provide lecturers who have considerable practice with interpreting, especially conference interpreting, and who are proficient in some of tribal languages of Kenya. There will surely be no problem with providing Kikuyu, Luo and Luhya. These tribes belong to the biggest ones. A problem may occur with providing skilled lecturers for other tribal languages that are not that prominent. Many of the also have no proper written form or regulator and this is also an obstacle to some extent.

MR: And the combination? Would it be with English or with both English and Swahili?

JG: Primarily with English but surely not only. The language situation in Kenya is more complex as you may know. When we are to teach community interpreting we should seriously ask the question of native languages. What are the interpreter's native languages? They should work with them to provide reliable communication. English is the widest spoken language in Kenya, the language of instruction but it is not the native language for most people. But English is not the issue, though. The real issue are the tribal languages with many specific features. Therefore, to answer your question as clearly as possible: the interpreters who are supposed to enrol in the course should be native speakers of the tribal languages with excellent English or Swahili knowledge. However, the question of Kenyans and their native language is highly complex and difficult to answer and it surely requires a broad academic approach.

MR: We discussed that in another interview, too. Do you have any suitable lecturers at the moment?

JG: Yes, we have candidates for Luo, Kikuyu and Somali.

MR: How about the combination of English and Swahili?

JG: This is not to expect really. It is really rare even for conference interpreting. The market in Kenya has no such pressing need. In conference interpreting it is quite unusual to enrol in such a combination. It is mostly English and Swahili with another B or C language. In that case the former ones are considered as the A language. But as I said the overall language situation in Kenya is rather complex. This is one of its reflections. On the other hand,

the combination of English and Swahili is definitely used in the African Union. It is therefore a combination that should be encouraged.

MR: It is clear why the course will focus on Kenya. Do you, however, plan to teach some general principles of community interpreting?

JG: Good question. The course will inevitably cover the principles of community interpreting with focus on the whole of Africa. Clearly, each country and culture has its particular issues but there are general traits. Moreover, we could become a research centre on community interpreting for African needs. This is, however, that may happen later. Some current subjects also teach basics of community interpreting, too.

MR: Let us concentrate in practical terms now. You mentioned Cuban doctors. They are in many more countries in South America. They mostly speak only Spanish. Now, how does it work in practical terms: is there interpreting between Spanish and Swahili or Spanish and English?

JG: It is Spanish and English. Or the person here has to know Spanish, Swahili and English. So he listens even a local language – there are many languages in Kenya. The person may speak Kikuyu. The person transfers it into Spanish directly. So now it does not go through multiple transfer Swahili – English – Spanish. It is done directly between the local language and Spanish.

MR: Are the doctors only in rural areas?

JG: Just very far from the cities in rural areas.

MR: There are also Czech doctors in western Kenya, in the Itibo village. I heard an interview with them where they mentioned they had nurses as the interpreters. This leads to the next question: Is it possible for professionals from other field to enrol on a basic course of interpreting at the university?

JG: This is why we are going to open even short courses for those nurses now. The nurses do interpret and the question is how the patient and doctor get provided with quality interpreting. It is through training, courses. Who can offer this? It is the university. We have to offer such a course. The government is pushing us. The university is pushing us as the Centre to start those courses. But this would surely have a different structure than the online community interpreting course.

MR: A very good idea. We were talking about local languages, too. It was not possible to obtain a certificate in interpreting with local languages before the online MA course or these short-term courses are launched? And how long does this course last?

JG: No, it is something new that was initiated by multiple factors. And the length depends on the university procedures and processes.

MR: Is this going to be for instance a one-month or one-year course?

JG: The minimum we can train – for it is going to be a diploma course – will be two semesters. One or three months are too short. The university regulator The Commission for University Education is fishing out certificate courses. But you can argue and negotiate exceptions and get a longer or shorter period of training. Especially if we talk about courses for nurses. We have a very high need for trained court interpreters and interpreters in hospitals. These are key areas where the communication has to be provided properly – you get somebody jailed or freed because of interpretation or somebody gets the right treatment or not because of lack of communication.

MR: It is important in the Czech Republic, too. Do you think the online course we talked about may be a good supplement to regular training? Is it a way to teach students? Should it be offered as a standard way of teaching for all courses?

JG: It may be a way but in one moment – and it applies to the intended course, too – we would have to do practical training, anyway. There is a need to handle the equipment if you are to use it and sometimes you might need to train on the voices, the way they speak, how to compress statements into minimal intelligible form. And get used to different situations, to get yourself in. With online there might also be a need for a shorter period of contact with the trainers. So we will try this with this one community interpreting course. But we also offer distance courses – either you are in class or commute on a regular basis.

MR: Regarding the seminars or lessons, can you name any particular subjects the interpretation students have? Do they only have the seminars for interpreting or do they have other specific seminars? Such as speaking technique, grammar, translation and interpretation theories? Simply, what do the curriculum and organization look like?

JG: You have actually mentioned them. First we get them into the theory of translation and interpretation. We also take them through the international organizations for them to know how and where they operate. It involves the vocabulary used in those international organizations. We also take them through language enhancement: grammar, voice training and public speaking. We also have a seminar for audio-visual translation. We want to see whether they are able to translate for media houses to provide them with subtitles and voiceovers. We give them a basis on that. We also teach them on the machine translation and programmes of translation we use: Trados and MemoQ. So it is not only about pen and paper. We have quite a number of theoretical seminars but the practical seminars are primarily what students take. Because they are here for the practice not theory. I can also provide you with a list of regulation and description of the current curriculum. The main objective of the University was that we should not teach languages. As it turned out however, a certain degree of language training is inevitable. Speaking generally about the curriculum, its organization is based on the EMCI structure – which confirms the fact it was set up by FTI and ESIT.

MR: How about other subjects? Can students of your Centre read other subjects? Let us say law, medicine etc.? Can they combine the subject at the University?

JG: Yes. The plan can be adjusted. And if there is such a situation, we outsource professors. Recently we had two students who are good at law and they wanted to study translation. We invited the professors from the School of Law to come and take them through the seminars. We had another engineering student who wanted to acquire translation qualification – and we invited an engineering professor to help out. So if you want to receive an expertise, we outsource professors of the particular field to get you through the field and simultaneously you are taught here the way to use language.

MR: Thank you. What about research? Do the students conduct research or something of this kind?

JG: At the end of the third semesters – and masters have four – the last one is dedicated to research. They go out, they bring in a topic, propose and consult it. Their proposal is assessed and if they pass they conduct the research and defend the results in their thesis. And this is a part of the total mark they get at graduation.

MR: What are the topics? Can you name any?

JG: Now for instance, I am supervising research regarding Mistranslation in subtitles in Kenyan News.

MR: We were talking about that yesterday, actually. For we had other interviews before. Yesterday, the lady in the EU delegation told us that sometimes she can see discrepancies between the translations in the subtitles and the media. So, it is an issue, isn't it?

JG: It is. I am also interested in proposals for improvement for the media houses. Luckily, we have two students who passed and are focused on this topic.

MR: How about interpreting on Kenyan TVs or interpreting of political speeches? Is it provided?

JG: No, as far as I know. Politicians, top politicians, all speak English in public and in the parliament.

MR: There is no interpreting or summary into Swahili on spot?

JG: No, there is nothing like that if you watch speeches. The journalists can ask questions in Swahili and the politicians answer in. But no interpreting is provided on spot.

MR: And in the media? Simultaneous interpreting between English and Swahili.

JG: Mostly not. People simply use both and most of them understands them to considerable extent. The media in general – both English and Swahili speaking – do not provide interpreting between them. What they however provide is interpreting into Kenyan sign language.

MR: Interesting fact. Do you have any database these thesis? Some that would cover not only this topic but others too? It would be interesting for us to see the research subjects, to read it and get any inspiration. In Prague, the topics are almost identical. They differ in marginal details. Nice but not interesting – in other words, Europe is covered. The research is complete. Therefore, we are in Kenya and we want to learn about practical terms of interpreting, teaching and training of interpreters here in East Africa. Because East Africa has not been fully covered yet. There were research projects in West Africa, in Morocco, in South Africa. But East Africa is still generally untouched in this matter.

JG: Our group or the way we train our translators and interpreters focuses on three main areas. Environment for instance. This has not been incorporated into translation or interpretation. We want to cover contemporary Kenyan life. We want to focus on the main issues. There is interpretation in all sorts of not yet thoroughly described situations of traditional life in Kenya, there is interpretation for medical purposes or in legal field.

One of our students is now focusing on distortion of meaning during court interpreting from a local language into Swahili and into English. There are taboos in the language you cannot say. And what is therefore said means totally something different. And if the interpreter is not trained they he cannot derive the meaning.

MR: These are the cultural differences. Could you name another cultural difference or a specific issue?

JG: In Kikuyu you cannot mention sexual activities in public. You therefore use coded language such as metaphors or euphemisms. For example, they say "He/she did not give me a tobacco snuff for three months", in the West they would say "She has not given me ugali for three months." And there was a scenario in Kise where they said it this way and then the judge asked: "Do not you feed your husband?" Then the wife said: "No, he eats and even remains". Then comes the moment you realize it is not about meal, the verbs do not match. It is upon the interpreter to decode these meaning. Therefore, the clinics run by international or foreign NGOs with foreign doctors really need interpreters or the medical staff must be able to interpret and decode such information even if the patient speaks English – or they try to. There may come a woman wounded by a machete and the doctor asks: Where do you have these cut wounds from? The woman replies: My husband attacked me for I gave him no ugali. The doctor may see other older wounds and ask where they come from and the women may reply that every time she gives no more ugali to her husband he attacks her. Ugali is a meal. Why would anybody attack a woman because of this? You see, it is a code. And the doctor has no chance to decode this, therefore the nurse must interpret it – even if all this were said in English. Very often, people mix English and Swahili which means that they use the Swahili metaphors in otherwise English spoken text.

MR: Highly interesting. Some of your students do the research. Surely about this, too. Could we see the results of the research somewhere?

JG: Yes. You can go through some finished research. But the one I have mentioned is ongoing.

MR: An interesting thing to mention in our research for you do not see this much in Europe. There are different aspects of decoding or pragmatics.

JG: Yes, these difference are in Africa too. One should know what is meant by metaphors etc. People do not often expose their secrecy in public. Swahili is very polite in nature. You cannot tell a pregnant woman she is pregnant. You would say that she is "heavy". And you must be aware of this.

MR: A definitely important topic for the research. More important than the language. I think we have asked about all essential issues. Do you have anything to add?

JG: Yes. This filed is very interesting and it attracts a lot of attention of the government and also of the public. There are many cases at courts when petty offenders are jailed because of misunderstanding at trials because of lack of interpretation. And the judge thus assess the answers in a wrong way. This is an issue in Kenya.

MR: By the way, we were in Tamarind Translation you co-operate with.

JG: Yes, Theophan Marube was one of our first students. He is very active in the field.

MR: He told us they organized Tamarind Linguist Forum that tries to bring together professionals and mentioned participation of the Centre's lecturers. Are you frequent attendants?

JG: Yes, there were our professors who bring their valuable insight each year and I myself took part in, too. Though, I have not held a presentation, yet.

MR: Yes, we talked to him and sent him some materials. If you would like to receive them we will gladly send them to you as well.

Thank you very much for your time and the interview.

Příloha č. 13

Transkript – rozhovor

Respondent: Salome Nduku, Alfred Mtawali

Místo: CJ Restaurant, Nairobi

Datum: 26. července 2019

MR: It is 26 July 2019. We are sitting in CJ Restaurant in Nairobi together with Salome Nduku and Alfred Mtawali from the organization EAITA. What does the abbreviation mean?

AM: East Africa Interpreters and Translators Association.

MR: Thank you. We are going ask several questions and cover activities and objectives of the association. What was the purpose to establish the association?

AM: First of all, we started in September 2015. Before that, all translators and interpreters were active in a kind of isolation with no professional organization. In case of any issues or trouble regarding their work they had no advocate who would stand by them. The main goal was therefore to come together and act in our professional interest towards clients. But it is also about maintaining and increasing standards in our profession so that everyone is committed to the standards.

MR: As for your members, can they be employed by any agencies or can they be freelancers only?

SN: In our view, translation agencies are customers. It works this way here. Our members are freelancers. Our association only takes individuals, we do not gather agencies. But obviously, our members work for these agencies – and individuals – for a variety of clients.

MR: What legal basis does your association have? An NGO for instance?

SN: We are registered under the Society Act of Kenya. This registration took place in June 2016. So we had been established for some time already and pursued official recognition. We are clearly an association, not a profit making entity, not an NGO. Our association covers interests of like-minded people and other organization in pursuit of market improvement in East Africa – our main goal. So, we are not an NGO but either a profit making entity.

AM: One of the goals is also co-operation and exchange of experience and ideas. We offer a platform for this.

SN: Absolutely, if we look at the objectives and propositions of our members they want to bring respect for our profession. Here, not everybody understands what translators and interpreters do and thus they cannot appreciate or understand the job. There is therefore an interest in gathering people who work in these professions. Sometimes if you say you are an interpreter or translator they ask whether there is really a job like that. Do you make money of that? Do you do this in church on Sunday? We want to teach the market about what we do and its value. This also covers the recognition of individuals: is the person really eligible and qualified to do the job? Do they have professional references?

There are clients unwilling to pay – of course we have no weight as an association, yet we can point at legal issues and standards. We also organize events to facilitate networking, experience sharing, CAT tools training. We simply come together and help each other.

MR: How many members do you have?

SN: Currently about eighty but not only in Kenya, in the whole region.

AM: From Kenya, the others from Congo, Rwanda, Tanzania, Burundi.

MR: How many members established the association?

SN: Less than twenty. It was ten who established the association. Very soon there were sixteen of us – we are among them.

MR: What types of events do you organize?

SN: Workshops. In February this year we had our first international conference whose acronym is AITCO. There were more than one hundred participants from over fifteen countries. Africa, Europe and beyond. And before that we already organized workshops. CAT tools training for instance. For us, equipping our members with skills plays an important role. The next international conference will take place next February in Tanzania. All information about the conference is published on social networks and our website for you have to promote as much as possible to get participants. I think that the first year was successful and we really managed to bring participants almost from all around the world so that they could share their experience and discuss topics they consider important for the job.

MR: Are all your members professionally trained in interpretation or translation? Can they be only linguists who translate?

AM: There are those who are trained in a very formal academic way – linguists or translators. But there are also people qualified in different fields, yet with considerable experience in translating or interpreting. They work or worked in business, law, international relations, – or better – in international companies in various fields of the market.

SN: Yes, for those who are not formally trained as translators, the experience should speak for their skills and somebody should give evidence or they are assessed.

MR: It means you do not directly train anybody to become an interpreter. They have to be interpreters already. Or at least have considerable experience.

SN: Yes. We also have membership for students who are in the process of training. But speaking generally, if you want to become a member, you have to be an interpreter or translator already as we said. Maybe in the future we might take part in the education process of new translators and interpreters but now we do not anything of this kind. We do not educate anybody from scratch. But of course we might co-operate with academic institutions.

MR: Such as the Centre for Translation and Interpretation of the University of Nairobi.

SN: Yes, some of our members are actually graduates of the CTI. However, I do not know the exact figures at the moment. The CTI is quite new as well.

MR: Yes, we spoke to their staff. Established in 2010 within a broader international co-operation. What are the common languages offered by your members?

AM: We have English, French, Swahili, Portuguese, Spanish, German – very rare.

SN: Yes, and the local languages. The most frequented are Dholuo and Gikuyu for they are the biggest tribes of Kenya. But others, too.

MR: I suppose they do all types of interpretation – consecutive, simultaneous, whisper in terms of the forms. How about community interpreting besides the common conference interpreting? It is a hot topic in interpreting studies.

AM: Simultaneous is most common if we talk about the form. At conferences obviously. As for the community interpreting, our members do it. They speak the local languages. But you cannot do exclusively this. You would not simply make enough money.

SN: But there are sign language interpreters who are full-time employees in media houses. And the market request keeps growing in Kenya. And they also work in churches. If you watch the news and see broadcasting of a sermon you will spot the sign language interpreter on spot. It has become really mainstream. Our association has different objectives but shall definitely move in this direction, too. But the sign language interpreters have their own organization.

MR: Do you have your own library? The Czech association for interpreters and translators offers one. And they have a magazine, too. It may be a way for the future as well.

SN: No, we do not have anything like that.

MR: Talking about the library, is there a database where your members can share glossaries in order to help each other?

SN: We do this very informally. In the sense that members share glossaries and terminology etc. The languages vary and the members do it on a personal basis. But in the future we would like to centralize it and bring a system into this where members could get oriented easily.

MR: I found information about exams on your website. Could you elaborate on that?

AM: Yes, if you want to become an accredited member you have to pass the exams. But before you can become a member you must have at least two years of proven practice. You indicate the language and are tested by our accredited members with the respective languages. It is in a form of interview where you also bring your relevant references that confirm the length of your career and the members examine consecutive and simultaneous interpreting skills on general texts – again with the respective languages. So you have no preparation beforehand, yet it is really intended to test the actual skills not knowledge of a particular domain. The exams take place three times a year. This applies to the accredited members.

MR: As for the membership, what is the fee for it? What types are there? You mentioned student membership.

SN: The fee depends on the actual kind. We have the ordinary, accredited and student memberships – the student one was mentioned already. Ordinary membership requires two years of practice with references. It costs 3000 Ksh per year. But you have no voting rights. Then if you are the ordinary member you can take the exam and if you pass you are accredited. The accreditation costs 3000 Ksh, too. And the student of interpreting or translation or of related disciplines can become members for 3000 per year, with no voting rights like the ordinary members.

MR: How about membership in FIT or AIIC?

AM: We intend to do so. But it takes time and we have to grow.

SN: There are many challenges and we grow in small steps. The key for this is networking as much as possible. One more thing I should point out: we are proud of expose our members. You are listed on our website and clients can reach to you more easily. I think that members can actually see good results. We try to be highly collaborative and support them in all possible ways.

MR: To change the subject completely I would like to ask you about your personal experience with the clients and the market. Do you translate or interpret more?

SN: As for me, I am more focused on translation but it does not mean that I would never interpret. I do it, yet not that often.

AM: I am just a translator.

MR: Sure. If you assess your interpreting experience would you say that clients provide all essential information in advance so that you can prepare for the event in order to interpret with high standards.

SN: Mostly yes, they do, in my personal experience. If you go interpreting it is mostly for some big companies that are used to have an interpreter and know that they need all files in advance. They are mostly willing to send the unless they are top secret etc. Of course, sometimes you have to remind them of sending them but as I said they mostly do it themselves.

MR: Can you keep the documents afterwards?

SN: No. In most cases. They are internal and should not be distributed to anybody else including us as interpreters. We are therefore obliged to delete them afterwards. But this is rarely checked, really. Yet as professionals we do not use the sources for any other needs than the actual interpreting. This is very much a part of the work ethics we promote and all EAITA members are obliged to uphold the rules.

MR: If you get some documents on spot, can you take any photos of it etc.?

SN: If they are not confidential we can but most of the files provided at the conference are confidential therefore you must not take any photos. But you have them printed in the booth. And you know, nobody really checks whether you took some photos or not. It is another question of ethics and that you rely on the interpreters.

MR: How about interpreting into the foreign language you understand – to put it simply – is it a normal practice in Kenya or do you only interpret to your native language? The general principle says that an interpreter should primarily interpret to his or her native language.

SN: This is an essential question and sometimes an issue. In Kenya you can hardly ever interpret to your mother tongue only. You simply could not make money by interpreting to that only, you have to interpret in both directions. The real issue is however when you have to interpret to a foreign language you do not consider to be your active one. This something that our members encounter and it is often a topic of discussions whether it should be done or not.

MR: Do you have an official statement?

SN: Yes. According our standards, it should not be done. Yet another issue is how good you are at that language. For Kenyans it is in most cases difficult to state which language is their native, active etc.

MR: Yes. This is what Mr. Marube from Tamarind Translations said, too.

SN: Yes, and it is very often a topic of discussions between professionals. But interpreters do and should know what their A or B languages are and what they declare. But from my personal experience I can say that I stick to the A/B principle and I never interpreted to a C language.

MR: Yes, I believe we have covered all important issues now if you have no other information to say. – I would like to thank you for your time, your co-operation and wish your association all the best!

Příloha č. 14

Transkript – rozhovor

Respondent: Paul Warambo

Místo: Java Restaurant, Argwings Kodhek Road, Nairobi

Datum: 24. července 2019

MR: It is 24 July, we are sitting in Java House café in Nairobi and talking to –

PW: Paul Warambo from Nairobi, Kenya.

M: As with all previous interviews we are going to talk about interpreting and translation. Today, in particular, about Translators Without Borders, its objectives and scope of activities. We can start with the questions.

MR: What was the purpose to establish TWB?

PW: When a few language providers visited Kenya in 2010 to survey the translation and interpretation situation here they found out at that time there were no established translation and interpreting funds and organisations in this country that would be involved in non-conference types of interpreting and overall intercultural communication. Those who needed interpreting services were finding it difficult to engage professional or at least moderately experienced interpreters and translators. Therefore, they needed for instance journalists and language teachers and, generally, language enthusiasts to interpret for their communities. This was a big challenge, for even the local universities did not train such professionals – back then there was no university to teach and prepare interpreters. The first school of interpreting was set up when the UONB established its specialised Centre subject to the Department of Linguistics. But it was not a well-known fact back then – it was, and somewhat still is, a new field here in Kenya. People did not understand what translators and interpreters actually do, what the work involves, and the value of such work. Because of that, the market was sort of non-existent. So TWB, having visited and observed the market, realised there was an opportunity to set up a training centre to provide the market with necessary services for those who need interpreting but have no way to find proper interpreting services and, of course, have limited amount of money they cannot or are not willing to spend on interpreting even if they need it. So, TWB established the Centre in 2012 and recruited students who were graduating from universities and who had language background, they are bilingual for instance, which also plays a major role in terms of interpreting in Kenya as well as other countries, but did not have translation experience and did not even know they could use their language skills in this field. And so a few volunteer graduates were recruited and trained in a certain period of time. Then they acquired practice to see various contexts of the work and see what was needed. That is why and how TWB set up offices in Kenya. Yet this is the chief office for the whole of Africa.

MR: There are many organisations that deal with interpreting and translating as well. Is there any difference between TWB and the others?

PW: There are differences. One of them is that TWB was set up as an NGO. Its basic goal was to break the language barrier where necessary and yet support the language diversity globally. They decided to do that from the humanitarian point of view. They were not focused on business or profit. That was not their objective. Other organisations are mostly profit makers and recruit language professionals to do translations and interpreting on this market. The second difference is the model or way of operation. It is very different from the way other organisations work. We apply a partnership model of operation. You are for instance an NGO and need translation and interpreting services. You can reach out to TWB and make a partnership agreement that is beneficial for both parties. TWB benefits from offering you this particular service by having data from the translation and interpreting documents that they have. But you, as the service seeker, gain high quality professional translation and interpreting. That is how these two differ. The kind of organisation and model of operation – a partnership, not customer-client relationship.

ME: You were talking about the establishment in Kenya and the fact this office also covers activities in other African countries. Are there any other countries in Africa with an active TWB office?

PW: Indeed, we have operations in several other African countries. One of them is Nigeria. We are having an operation right now in North-Eastern Nigeria. It is the location where Boko Haram operates. There are many refugees escaping their homes, running away from the Boko Haram abductions. They come to towns where the international organisations provide camps and settlement areas for these refugees. Nigeria is a vastly populated country with different tribes speaking different languages. People come to the towns with these different languages and humanitarian workers who try to assist them also speak different languages, for example English, French and many more. So, the refugees get into a language confusion mix because the language issues is not the expertise of these organisations – they provide water, food or healthcare which is their scope. But they do not know how to handle these translation and interpreting issues for communication purposes to make it smooth and efficient. TWB thus operates in that kind of situations to try to map out the languages within that particular area and tackle challenges that people go through. They provide translation for the documents required in the camp and employ interpreters for instance for medical needs. Language is always a challenge in such situations, therefore TWB deploys its interpreters. We also have operations in DRC where there have been many issues from tribal conflicts and political instability to Ebola. We operate in that particular area because during such situations there is often a language barrier. You need to provide the information in the languages people speak so that they know what to do and secure their safety. If language is an issue it escalates the problem – if there is already an ongoing crisis. If you add up language issues you may worsen it still. We operate in other countries, too. South Sudan for instance. And now we are coming to Uganda for the refugees come there from South Sudan – and now the risk of Ebola. We are working there to provide people with information about Ebola in their language so that they can take care of their own health, adopt hygienic precautions and help to contain the spread. But globally we also operate outside Africa – Bangladesh for instance. We have offices in Ireland, in Dublin, and in Greece

MR: Do you work in Somalia as well?

PW: We have not been able to set an office in Somalia because of the situation and security. But indeed, we are co-operating with organisations who are responding to the situation there. We are providing translation and interpretation from English to Somali and vice versa and also with other languages needed there, namely Swahili. We work with organisations registered in Somalia and are established in that particular place. We work there but we have no actual office in the country, therefore we have to reach there from Kenya.

MR: Now we can talk about kinds of interpreting. There is conference interpreting and community interpreting. That is distinction valid or used in Europe, however, we need not or may not apply this dichotomy in Africa. The situation or contexts in Africa may differ in many aspects from Europe or indeed from all other parts of the World. What could you tell us about community interpreting from your perspective?

PW: Conference interpreting is not common in our work. It is on a high meeting level. But it does happen at some events. We have an organisation that meets in Nairobi and organises meetings and requires conference interpreters. There is often a challenge to get a professional interpreter for those purposes – for the lack of training and interest in that particular field. But there are a few people engaged in that. The IOM – National Organisation for Migration – has a meeting here in Nairobi but they also bring people from North-Eastern Kenya where they speak local languages. They bring them as witnesses to refer about the local situation. There are people who do not speak English or very little. In general, the knowledge of English in Kenya, despite its prominent role, depends on many factors, one of them is the level of education. Only higher grades of elementary schools have English as the language of instruction. And people in rural areas speak almost only their native language. They lead traditional life and feel no need to use English during their daily routine. This is exactly the case I am describing. They are disadvantaged in communication with authorities, NGOs etc. The organisation needed somebody who does conference interpreting but who is at same time able to cover the local languages, for the sake of communication, too. And they had to recruit language teachers. The problem with that, and IOM talked to me

about this, was the quality of interpreting that was not on the level they were expecting. The meeting took place with a reasonable level of access but they also knew they were compromising quality. And the outcome of that particular meeting was compromised for they could not find professional conference interpreters. Community interpreting on the other hand takes places frequently. We have an organisation that works with the local people and there are many things that happen in Africa from conflict to natural disasters like floods etc. Whenever this happens we have the local organisations that come in and need to talk to the people but do not understand the local language. So they require community interpreters to enable the communication. That takes place a lot and it is not on a professional level. It is difficult to get professional interpreters to those areas. There are therefore local people such as police officers or health workers to do this job. Often there are many issues they have to tackle. One of them is the obvious compromise of quality of interpreting caused by the situation. The other one is compromise of confidentiality – if there is interpreting in the medical field, the interpreting health worker may know my condition and will reveal this to someone else. This is something the locals are reluctant to accept. Many diseases are taboo, namely HIV infection, it is not talked about in many communities and the infected people want to hide their condition in case it is not known or disclosed. One of the frequent example. But there are also several other compromises for we hire non-professionals that did not take part in our course. This applies to cases where training was entirely impossible – in a crisis on spot. These are many issues that still happen in Africa in terms of quality of community interpreting. In Nigeria in 2017 we went to a camp and were carrying out a comprehension study to understand the information given to these people. Can they comprehend it in text and in audio? And because I do not speak Kanuri or Hausa I needed an interpreter. So if there was someone who understands English and Hausa then you recruit them ad hoc with attempt to apply all methodical procedures, yet sometime it is impossible. You start the conversation with the locals with the interpreter's help and realize that there is information they are not willing to give you or the interpreter misinterprets it – but mainly they perceive an interpreter as someone who may be against them. This is an issue throughout Africa, here, too.

MR: I noticed that you stick to the term community interpreting. Does it mean you use this term to label the type of interpreting we are talking about?

PW: Yes, community interpreting is the term we use for it is labelled this way globally. However, the practical terms may differ from other parts of the World.

MR: Where is community interpreting most required?

PW: As I mentioned in the healthcare but also in communication with authorities and court interpreting is also very much considered to be community interpreting for the way it is organized here in Kenya.

MR: We can say therefore that the main objective of TWB is to provide understanding and communication. Could you elaborate on the selection procedure of interpreters ad hoc?

PW: After establishing the need to have interpreters in a response to a crisis, we engage locals to identify people who understand the languages we need at that particular time. We bring them in and try to evaluate the level of competence in both or all required languages. We usually have what you call language lead. It is someone who is extremely proficient in one of the languages, who is actually employed by TWB on full time basis. This language lead would help us to identify, test and get the most suitable person for interpreting with the best competence in both languages and, if there is enough time, we then train them in issues of interpreting for the community. We educate them in basic awareness of the issues you have to consider during interpreting. Some of them are technical, quality and the manner of handling interpretation interface during the conversation. Our interpreters are mostly people who studied and work in a completely different subject and they do not normally work as interpreters but they have the right skills to be one.

MR: How about the specific case of interpreters with Somali? We suppose at least it is quite specific.

PW: Not in terms of the selection and due selection. The process is identical. Most interpreters with Somali we have or hire are Somali immigrants who moved to Kenya, work or studied here and who can speak their local Somali dialect fluently.

MR: What does this ordinary training look like in practical terms?

PW: The training is usually provided in one to one. You bring in a group of people for a couple of days and take them through modules, usually three-days module. We do not train them in language for it is their language. We usually engage them in very specific terms of humanitarian jargon and human rights and specific issues during interpreting. It takes three to four days. They are trained to be prepared to tackle the complexity of this kind of interpreting. They know the languages and the actual culture. We are here to train them in interpreting for very specific needs.

MR: I think it is very important to provide these courses. It is worth conducting research on this issue. Do you receive any support from governments? Who are the sponsors?

PW: It is very difficult to get government sponsors. We have tried in Kenya a lot previously. But we did not get anything. The best we did was to collaborate in getting useful information like public health documents in English that were not translated into local languages. Swahili at least. At least a half of Kenya's population speaks either of them so it might have had the intended effect. We collaborated in order to get some of those information. But then the bureaucracy was terrible. At some point we got frustrated and decided we were not going to work with government, we were going to work with NGOs and other development partners that consider this to be important. In terms of financial processes, it is not easy everywhere. In Nigeria for instance, there has never been government funding coming forth, even though they appreciate the importance of all this. Yet, they do not give budget for sponsoring organisations as ours that provide such a service. But we have sponsorships from language service providers – translation companies in Europe. They understand what we do. Some do annual sponsorships that are renewed. Some sponsor specific issues we cover, e.g. DRC Ebola crisis and we have vaccinations documents that have to be translated in Congolese Swahili. Some organisations decide they want to sponsor this. For they know how essential it is. But we also have humanitarian and development organisations that actually appreciate what we do. We build the mentioned partnership model. We invest the money in overcoming language barriers in Nigeria or Kenya etc. We also have to do a lot of advocacy for organisations to mainstream translation and interpreting in their humanitarian programme. Most organisations do not mainstream this. If not then it means they do not reserve budget for this. But when they get to the field they are challenged with the need. They come and ask TWB for an assistance. We can of course assist but we need to deploy resources. We have technology that requires finances – can you provide it?

MR: We know and you mentioned that already: interpreting is not only about languages but also about culture. What could you say about practical cultural terms of interpreting?

PW: This is now the real thing. People in rural areas need interpreting for they are otherwise in a tough position when they have talk to authorities that work in English etc. And there come the problems. Because of different cultural beliefs and persuasions, this affects mostly community interpreting. And we are talking about community interpreting in these cases as it is defined in Africa which also includes court interpreting. In some cultures, there are certain things you do not say the way you say them in English. They are taboo or inappropriate. If you are a community interpreter interpreting an English speaker and you have to be careful for you do not want to go against certain cultural beliefs but at the same time you do not want to change the message because the manner in which we say some of these things does not allow us to say it in English. This has been a huge issue. Interpreting at the community level is supposed to provide understanding and complete understanding. But if there are cultural beliefs and persuasions there is also a hindrance to that. It imposes a big challenge to the recipients of this interpreting exercise. And sometimes it does not facilitate the help needed for this interpreting exercise. So cultural beliefs and persuasions have been major hindrances in this.

An example using Swahili: it is very easy for somebody such as you or somebody coming from Europe or the West in general to talk about sexual harassment. You can actually say someone is harassed. But in Kenya and Africa in general, matters of sexual harassment, matters of privacy are not openly talked about because it is considered a taboo to talk about matters of sex, let alone sexual harassment. It is therefore very difficult for a community interpreter to interpret for instance for refugees who have been sexually harassed by a relative or a stranger. They say it was a bad omen and they go away from it. Another issue that is very difficult for us to talk about are the issues of gender inequality or imbalance. Culturally, gender inequality is a norm that is generally accepted. This is the way it is. It was meant to be so by the deities. It is not easy for us to say 'I think I have been discriminated on the grounds of my gender' if I were a woman. Women, though officially equal to men, have certain position and it is perceived as the way it is supposed to be. If you interpret in a situation where you interpret issues of gender discrimination or inequality, it is very difficult for you to bring it out in the terminology – it is against the rules of our culture. But if you ask whether a woman can work as an interpreter then there are in most cases no issues with the exception of orthodox Muslim communities.

MR: If I understand it well, when describing something delicate in their view they use metaphoric expressions for instance. Is that correct?

PW: Yes, and euphemisms very often. They cover it in order to make it sound more acceptable.

MR: The interpreter must be therefore really careful and understand these nuances.

PW: You have to understand all these nuances and cultural ways of expressions. You are looking for the acceptability and seek to transfer the meaning. Otherwise the interpreting is ineffective. Now, especially at development projects, differences of African cultures and the European or Chinese ones is also manifested by entirely different concepts of many phenomena such as time or even expressions and their connotations.

MR: Such as?

PW: You surely know “hakuna matata” which can be generally translated as “no problem”. And you can hear anytime and anywhere. But this does not mean only “no problem”. It is a universal phrase or way to say that everything is all right, fine, the person is relaxed or happy. There you have to figure out the real meaning and deviate from the dictionary description. And there are of course countless cases such as this with more complicated meaning.

MR: You indeed have to interpret the meaning of the actual words and sentences.

Talking about these differences, are there any in interpreting for Christians, Muslims and Animists?

PW: There are and rather significant. There are clear divisions between these religious groups. Very often there are a lot of animosities. One of the conflict here in Kenya is based on religion. Interpreting for religious groups is something that is very complicated. There is the involvement of religious beliefs and connotations and diction that is required and considered normal. It becomes really difficult to interpret for these groups. The task is when the interpreting is cross-religious, e.g. between Christians and Muslims. Both are biased. As an interpreter you have to understand the neutral ground yet it is difficult to provide it. These groups see certain words and certain constructions in a certain view. So, standing on a neutral ground when interpreting is a big challenge. I do not know how that is going to be professionally and technically tackled. It is a major issue.

MR: Do the groups perceive the interpreter as an enemy or someone who is in favour of the other group? As we have already mentioned.

PW: As an enemy. Both groups simultaneously. The interpreter reveals things the group does not want to reveal to anybody. And thus the interpreter creates yet another conflict.

This is because religious groups have religious secrets that are intimate and to be kept within the group. And the interpreter reveals them.

MR: So the interpreter is a priori an enemy for both groups. And they do not trust them. How do you try to solve these problems?

PW: What I have seen in use is to mask the interpreter. Thus you get an interpreter but you do not reveal the details to either of the groups. We have therefore an interpreter who works for us but this interpreter is somebody not known to either of the group. It is someone who knows the language and beliefs, the whole situation – thus he can interpret correctly. That is what I see happening and I hope this will change as the profession grows.

M: How about the Animists? They may be a minority yet they are there.

PW: They are considered non-religious. In Africa even anti-religious. We had this situation when an interpreter was needed for locals here. An animist group had to challenge a certain constitutional provision – and they do not speak English. Therefore, they needed an interpreter. They were challenging it because as they are considered not to believe in anything and the provisions completely omitted them. A court interpreter who spoke the actual language and understood the arguments around was brought. At some point the Animist group said they did not want an interpreter. They wanted to present their arguments in the language they spoke. The interpreter knew in their opinion too much and they believed he reveals more than they said.

MR: Could we sum up the main situations when interpreting is required. Medical issues, refugees, court interpreting, armed conflicts and religious conflicts.

PW: Yes. And we also had a situation that required interpreting in custodies and police stations. There were some women arrested at certain places and only spoke Turkana or Masai or another language. The interrogating police officer may however come from a different part of the country and does not speak the local language involved in the particular situation. Therefore, an interpreter had to be summoned to tell the women that they had been arrested on certain grounds. He tells them what is going on and what will follow. So you provide information in custodies and similar situations. And these are numerous. They occur many times. We also had situations where they needed community interpreting in cases of floods or accidents. People move from one part of the country to another and an accident may occur. And then they need an ambulance. And the staff speaks English or another language they do not speak. In such cases we use interpreting over the phone. Another problem we have in Kenya is a lack of standards for court interpreting. There are no ways of guidelines to control who interprets at courts. In most cases, the court magistrates work there for they know the court works and can interpret between English and Swahili or other languages. However, there are cases when there is no officer who would know the language, such as in the case of police officers, and the court has to hire an interpreter ad hoc. They have no database to choose from. And many interpreters hired in such a way are unreliable and do not render the information in a proper way. They even communicate out of all ethical boundaries.

MR: As I understand it community interpreting is quite common in Kenya.

PW: Yes, all people have a constitutional right for community interpreting at courts. The judiciary is only run in English. Nonetheless, the lack of qualified or registered court interpreters is a major issue that rules out any good practice in the whole country. This applies mainly to tribal languages.

MR: Do you have any staff members and how many?

PW: As I told you before we have staff members who are not full-time employees. But we also have regular employees. I am for instance a full-time staff member. I supervise all these projects that require interpreting and translations and manage the courses. But we also have translators who work on certain projects. Then we have freelancers who are volunteers across the globe. It does not matter where you are as long as you have our working

languages or you have languages we work with in a certain situation. Most of translators translating from English to Congolese Swahili are based in Kenya because there is a crisis. There are refugees who have got a sort of resident status and they want to help their countrymen to get information. They operate from here. These people may come to our office and offer support.

MR: And then you have people recruited only for one particular project. What about materials you have prepare for yourself for the situation or for a session?

PW: We sometimes engage consultants who help us with developing materials for training interpreters and translators. Sometimes we already have the materials but we need that material to be adapted to suit a particular training situation in need. Then we have our staff member who helps us to adapt that training material for that situation. For example, the training material we use in Kenya was changed and adapted for training situation in Greece. And what was used in Greece was changed for the purposes of the situation in Nigeria. I hope we can get a more organized way to engage a university for example to develop those materials in a more professional way – to achieve more objective outcomes. We have been looking for a university to collaborate with, to develop training for the DRC but we need some funding in order to engage a professor from a university.

MR: We were talking about Sudan and Nigeria. What about Kenya? Can name any projects or fields the TWB is engaged in?

PW: We worked for example in Kakuma refugee camp for refugees from Uganda and South Sudan. It is a camp with more than 200,000 refugees. We had to work in Dadaab refugee camp – mainly with Somali refugees that count some 600,000 people. The situation in those two camps has to be tackled and information has to be provided. And because the people do not come from countries that speak Swahili or English as their main language the information had to be translated into their languages for them to understand. In the clinics, they need interpreters, too. We had to engage in these situations. We also had to work in Kenya to develop community health workers training manual. It is supposed to train workers in awareness of the language needs in their daily work situations. We developed those materials and translated them into Swahili for their training and this has been a long term project that has been funded in order to develop those materials. But we also gave situations in which we respond to events in Kenya during which people are displaced and need to get safety information. We also worked during political crisis in Kenya. In 2013 during the presidential election and in 2017 presidential elections that were marked by politically motivated conflicts. We provided translation services on an online platform where people in their places were sending information to their platform in Swahili which is the language they understand. They contact us through the platform in case of trouble. We get the message with the information, translate it into English and then we provide the international election observers and security agencies with that message. They map such cases. If you use the platform, it automatically uses geolocation and they agencies could provide help.

MR: We were talking about interpreting. However, what types of documents do you translate?

PW: They are meant for public purposes to spread the information about particular disease, safety, security, sanitation, water and environment. Written in plain language.

MR: Do you use more interpreting or translating?

PW: Translating. It is based on the situations we work in. But interpreting is for situations with ongoing crisis.

MR: One more specific issue. We may also look into interpreting on TV stations. Is there any interpreting (consecutive or simultaneous) of important events between English and Swahili? Or between the official languages and the local ones?

PW: Talking generally, this is not the rule. As I said Swahili and English are widely spoken so there is interpreting on the TV between these two or others. There are, on the other hand, separate channels with particular languages.

Of course English and Swahili and some local TVs in the local languages. There may be interpreting of a foreign leader who does not speak English but that is very rare. But the news and speeches always have a Kenyan sign language interpreter. Technically, this is also a kind of interpreting.

MR: I think that we have cover the most important issues now.

PW: Yes, as we conclude I would like to say I am happy that you look into the issues of interpreting and translating in Africa because that is a field that has not been really explored yet. The literature is either no n-existent or it really rare. It a great chance and opportunity to study this field because it requires more literature. If you look at the translation theories we have had and look at, they view translation from the Eurocentric point of view where they say it simply about transferring information from one language into another. But when you come to Africa we do not view translation like that. In my language and Swahili, translation is viewed as a turnover not transfer. You turn it over so that I can understand. I hope you study this and I hope you look at this challenges as well and come up with a few proposals that could improve the situation.

MR: We surely want to create a dialogue between Europe and Africa in these terms.

Theories must take practice into account. Per se they offer a nice manual or description but they should be more practice oriented and reflective.

Thank you very much for the interview. It was very prolific. You gave so far the most valuable information.

Příloha č. 15

Transkript – rozhovor

Respondent: Irene Bibi

Místo: Goethe Institut, Monrovia Street, Nairobi, Keňa

Datum: 17. července 2019

MR: It is 17 July 2019. We are sitting at the Goethe Institut Office in Nairobi, Kenya with Irene Bibi, the head of the language and examination unit. We are going to cover questions regarding the role of German in Kenya, the institute's role and whether it is involved in interpreting.

The first question: What is the role of the GI in Kenya?

IB: I would start with reasons why people start learning German in Kenya. Most of our clients are very young and just finished high school. They are looking for career opportunities and they find Germany very attractive as a place to go and study at or even work there. This is the biggest motivation of our clients.

90% of them want to study in Germany, some want to work as au-pair, there is an exchange programme, but normally it really a preparation for studying in Germany. And we also gave client who work at German companies.

MR: Do you have a close cooperation with any German companies in particular?

IB: This is what we do a lot. Though I would not call it cooperation as such but it is very close to its form. There are a number of German companies that send their employees to us to attend our courses or we come to them to teach. One of our clients is the German embassy. They expect that their employees speak German and therefore they send them here to attend courses. But there are others to, Die Handels- und Industriekammer with focus on business German.

MR: What do you do to make German culture attractive? Any events?

IB: Yes, it is accordance with our motto: Sprache, Kultur, Deutschland. It is a combination of promoting the German culture, German courses and providing information about studying in Germany. What is interesting that the core objective of our culture activities is to enhance and support cooperation between Kenyan and German artists, exchange of ideas and not just having German artists coming here to perform something.

MR: The most important subject for our research are translating and interpreting. What could you tell us about interpreting at the GI and interpreting with German in Kenya? In Prague, for instance, the GI offers interpreters and translators.

IB: As for us, we do not offer any translation or interpretation courses. But our teachers have a high level of the language and offer translation – but on an entirely private basis, it is not organised under our auspices.

MR: Do you have any events where you require interpretation?

IB: No, we do not. And the performers who arrive from Germany normally speak English. It is very easy to interact with the audience. Up to now we had no need of engaging and interpreter. There was one delegation of the German parliament and some visitors did not speak English so they brought their own interpreter. So we do not provide any and for our own needs we do not hire them.

MR: So the lingua franca of the IG is English.

IB: Yes, in interaction with the wider Kenyan public, definitely English. Then of course in communication with parties from Germany, Austria and Switzerland it is German.

MR: Do you offer any exchange programmer to Kenyan students?

IB: Yes, there is one we offer for both our students and also in terms of examination. We cooperate with other organisations and schools and universities in Germany with the support of the Foreign Ministry of Germany that

wants to promote the German language. Now, in Kenya we have more than 150 schools that offer German. There is also a German language department at the University of Nairobi. And top students have an opportunity to study in Germany for a course of one year etc. So there are some six scholarships that cover these activities. And we have respective programmes for adults and our teachers, too. In teachers, it is intended to enhance their knowledge not only of the language but also to gain more insights into German culture for they also translate and it therefore very useful for them. There are some twenty-six scholarships per year for them. And we promote this because you cannot separate the language and culture.

MR: How many native speakers do you have at your branch?

IB: We used to have some five or six native speakers from Germany. But this is related to immigration issues and it has become increasingly difficult to get them and obtain work permit. You have to prove that you do not have anybody to teach German which is not the case if you have Kenyan lecturers with C2 who actually teach.

MR: Are there any major cultural differences between Kenyans and Germans?

IB: One of the cultural differences is the aspect of time and our attitude as Kenyans towards time and the German attitude towards time. Time is taken very seriously in Germany and this is something our students and lecturers learn immediately when they go to Germany. The concept of time is different in Kenya and we do not tend to take it that seriously. And Germans are very direct that it may be perceived as rude to someone who is not familiar with the German culture. Kenyans beat around the bush and do not say some things directly.

MR: If the students go to Germany, do they study Germany or they use the language only as a means of communication to study other subjects?

IB: They mostly study other subjects and German is the instrument to it.

MR: What are favourite locations or universities at Kenyan students?

IB: It is related to the cost of living, but mostly Bonn, Bremen, Hamburg, Freiburg, Berlin.

MR: Do they find dialects difficult?

IB: Definitely. They learn German and then find that in actual terms people speak in a completely different manner than they are used to. But they overcome this of course after some time and at universities other students speak Hochdeutsch.

MR: Are there any testimonials of students?

IB: We are creating a site for these purposes.

MR: Do offer all levels of Germans?

IB: We do. And we also train and test lecturers for the needs of other countries of Sub-Saharan Africa.

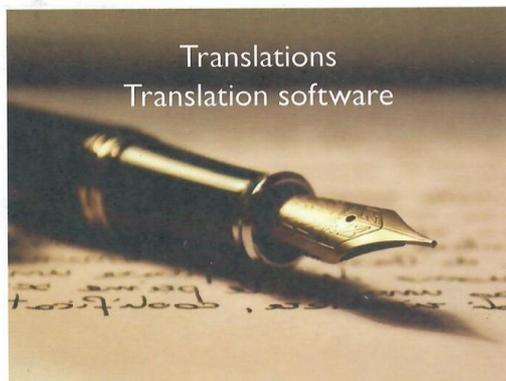
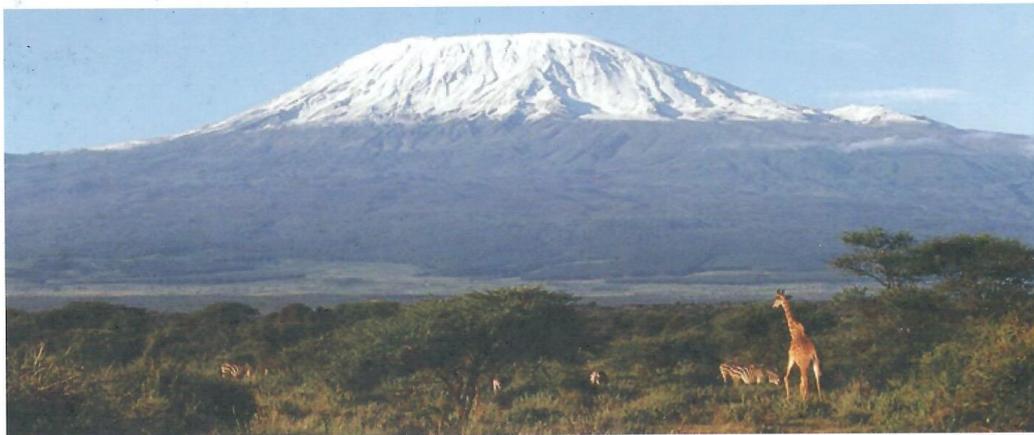
MR: As for the library, are the majority of books in German or English?

IB: In English, it is again related to the role of English in Kenya. We are open to all people who are interested in German culture and this information is therefore accessible also in English. We also have magazines and newspapers, these are in German. And there are also events with German authors who read their texts in German followed by English for which purposes the book has been translated – or it has an official English translation.

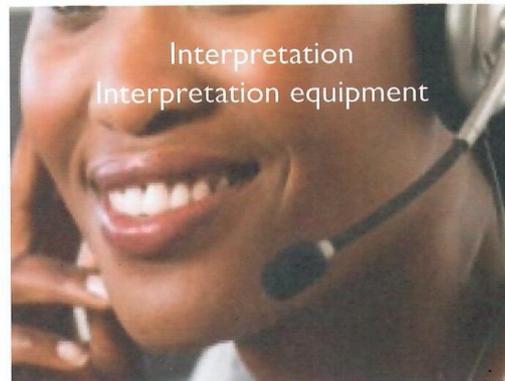
MR: Are there any German to Swahili translations?

IB: Yes, but mostly and almost exclusively German authors in Kenya are presented in English.

MR: All right. That would be all now. Thank you very much for your time and information.



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Interpretation services

Present but transparent!

Our *interpreters'* motto reflects the purpose of our role in conferences and meetings; in fact, to be successful, *simultaneous translation* should go unnoticed by its users who hear only the speakers' message. Every customer has different specific needs and our teams of interpreters are able to adapt to all situations, planned or unexpected, regardless of venue, topics, equipment or location.

Personal supervision

Every assignment is personally supervised and coordinated by a project manager who makes certain everything will go without a hitch. Our technicians are always present to quickly solve any issues. We interact with our customers to attain a common goal: *a successful event!*

Every interpreter has the necessary experience and specific knowledge. Our role is to select the interpreter best suited to each assignment for clients in the public or private sector.

Code of Ethics

Trained interpreters abide by a code of ethics that stresses confidentiality, impartiality, discretion and professional distance. That may seem basic, but it's critically important. We always use trained interpreters.

Tamarind Translations is present every year in a multitude of international meetings. We offer these services for conferences, meetings, seminars, conventions and other events all over Africa.

All types of requirements

- ▶ Conferences
- ▶ Business meetings
- ▶ Liaison interpreting
- ▶ Consecutive and simultaneous interpreting



Simultaneous Interpretation Equipment

We provide state-of-the-art Simultaneous Interpretation Equipment (SIE).

- ▶ Full-size, soundproof, walk-in booths that meet ISO 4043 specifications
- ▶ Wireless receivers and headphones
- ▶ Hand-held wireless microphones
- ▶ Tabletop microphones, public address system
- ▶ On-site technicians



Our service-minded technicians.



Some conferences are held in exotic locations.



Interpretation at one of our conference assignments.

We have served major organisations and multinational companies offering quality interpreting and translation services at competitive prices. Here is what some of them say about us.

” In view of its broad experience and demonstrated efficiency, Tamarind Translations Ltd is able to provide good translation services to any international organization.
African Union IBAR

” Asante sana! It was a great pleasure to work with you at our international conference held in Kenya. Tamarind is truly the jewel of Africa!
Edie Lewison, Center for Victims of Torture, USA

” Tamarind Translations' very professional interpretation and technical team provided us their services during a 5-days Regional NIE Workshop in June 2014. Very reliable and recommendable!
Dion Koigi,
Heinrich Boell Stiftung

” Tamarind Translations has been providing us with quality translation and interpretation services, excellent in customer relations, reliable and professional!
Col Festus Aboagye (Rtd), African Peace Support Trainers Association

Our clients



Tamarind Translations Ltd · Victoria Towers, Upper Hill · P.O Box 28199 · 00200 Nairobi · Kenya
Tel: +254 20 24 55 200 · info@tamarindtranslations.com · www.tamarindtranslations.com

Contact us for a quotation for your translation or interpretation projects.
info@tamarindtranslations.com
Or complete our online quotation form at
www.tamarindtranslations.com



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)

P.O. Box 30197 -00100
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Telephone: +254-20-3318262 Ext 28711
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Fax: +254-20-2317251
Email: dvrpe@uonbi.ac.ke
Website: www.uonbi.ac.ke

UON/RPE/3/5

July 25, 2019

Mr. Michael Rada
C/o of Department of Linguistics & Languages
University of Nairobi

Dear Mr. Rada

RE: REQUEST TO USE UNIVERSITY OF NAIROBI LIBRARY

Reference is made to your request through the Chairman, Department of Linguistics & Languages dated July 24, 2019 to use of Jomo Kenyatta Memorial Library from July 24, 2019 upto July 26, 2019 for your study.

I write to inform you that your request has been approved.

You are requested to liaise with the Director, Library and Information Services for further guidance on use of library resources.

A handwritten signature in black ink, appearing to be 'MADARA OGOT'.

MADARA OGOT
Ag. DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)
AND
PROFESSOR OF MECHANICAL ENGINEERING

Copy to: Director, Library & Information Services
Chairman, Department of Linguistics & Languages

/jwn



ISO
9001:2015
CERTIFIED

Quality Management System Excellence in University Education and Training

FEES STRUCTURE FOR MASTERS OF ARTS (MA)

Tuition (16 units, including final semester project) per unit unit*	13,500 Ksh.
Examination fees per unit	1,000 Ksh.
Medical (per year)	5,000 Kshs.
Library (per Semester)	3,000 Kshs.
Activity (per year)	2,000 Kshs.
Computer (per year)	5,000 Kshs.
Registration (per Semester)	1,000 Kshs.
Students ID (per year)	500 Kshs.
Research (minimum)	50,000Ksh
Book Allowance per year	40,000Ksh
Caution (paid once; refundable)	5,000 Kshs.
Other Charges (extension based)	As stated in letter of offer

*The above fees may change without any prior notice.

EXAMINATIONS

All course units will be examined in the semester in which they are taken. The examination shall comprise continuous assessment, end of semester examination and a final project. Pass mark shall be 50%. Candidates will be required to pass all prescribed units to be awarded the degree.

DEGREE AWARD REQUIREMENTS

After successful completion of all taught units, students are required to choose the topic for their research projects which is equivalent to four (4) units and is done and completed during the final semester of the programme. For an M.A. in Translation or Interpretation degree to be awarded, a student must complete 16 units, which include the 4-unit research project.

INTERNATIONAL STUDENTS

The Centre for International Programmes and Links (CIPL) is the University's designated point of contact for international students. This office can assist with orienting new students to the University.

The CIPL is located on the 2nd floor of the Gandhi wing, room 213 A-D. The office can also be reached via email at international@uonbi.ac.ke

APPLICATION PROCEDURE

Step 1: Visit the application website <http://application.uonbi.ac.ke>

Step 2: Registration and Creation of user account

To register, you need a valid email address which will be validated during the registration process through an activation link that will be sent to your email address. Every applicant must create their own personal user account.

Step 3: Profile Management

Key in your personal details

Step 4: Uploading of Testimonials

Upload scanned copies of academic certificates and a passport photograph. Only when your profile and documents are complete can you apply for the programme you wish to undertake.

Step 5: Programme Selection

Select and apply for the course you are interested in studying. You will be issued a **REFERENCE NUMBER** and directed to pay the prescribed application fee.

Step 6: Payment of Application Fees

Pay the application fees using:
 i. Credit/Debit Card
 ii. Mpesa paybill
 iii. Direct cash deposit at any KCB branch
 Upon payment, you will receive a confirmation of the payment on email address and phone registered in step2

Step 7: Application Tracking

Track the status of your application online through the system. Status alerts will be sent to your registered email address and phone number.

For assistance and clarification please contact any of the following

INQUIRIES

For further inquiries, please contact:

The Director
 Centre for Translation & Interpretation
 Email: info-cti@uonbi.ac.ke
 Tel: 0706 601 231

Or

The Principal
 College of Humanities and Social Science
 University of Nairobi
 PO Box 30197-00100 GPO
 Nairobi-Kenya



UNIVERSITY OF NAIROBI

CENTRE FOR TRANSLATION AND INTERPRETATION
 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Ph.D. IN TRANSLATION
 Ph.D. IN INTERPRETATION
 M.A. IN TRANSLATION
 M.A. IN INTERPRETATION

The Centre for Translation and Interpretation offers two Doctor of Philosophy and two professional Masters of Arts (MA) programmes: Ph.D. in Translation and Ph.D. in Interpretation and M.A. in Translation and M.A. in Interpretation. These are new programmes that target to train professional translators and conference



Centre for Translation & Interpretation (CTI) housed at the CCU Building, Main Campus

interpreters for the world market.

This Centre is the only one of its kind in Eastern and Central Africa. The languages combinations include: English, Kiswahili, French, Arabic, German, Spanish, Portuguese and Chinese.

The University of Nairobi (UoN) in collaboration with the United Nations (UN) launched the programmes offered at the CTI in November 2010 and signed a Memorandum of Understanding (MoU) between them. In addition, the European Union (EU); the European Masters in Conference Interpreting (EMCI); and the University of Geneva support the Centre technically in training and producing highly qualified language professionals equipped to take the competitive language examinations of the UN and to compete for jobs to the international market on equal footing with those trained in Europe.



Interpreting Training in Progress

Through lecture series, workshops, master classes, coursework, practicals and research projects students stimulate real-life conference interpreting or translation situations and examine a wide range of academic and practical issues and address challenges that take place in the field of conference interpreting or translation.

OPPORTUNITIES FOR QUALIFIED INTERPRETERS AND TRANSLATORS

Upon completion of the programmes, graduate translators or interpreters may work with international organizations, aid agencies, the East African Community, African Union as staff translators or work as freelance translators and interpreters to deliver inclusive and quality professional translation or conference

interpretation; or, infuse their work in training of translators and interpreters at universities and schools of translation and interpretation.

MODE OF STUDY

Students can pursue this and Doctoral and Masters of Arts (M.A.) degrees through the University of Nairobi's Centre for Translation and Interpretation. The University of Nairobi also plans to offer additional study options in the future, including diploma, certificate and short study courses in community interpretation as well as translation.

PART TIME M.A. PROGRAMME

- Commences in September of every year
- Evening and Saturday classes
- 4-12 semester (minimum, maximum duration)
- Designed to accommodate people on full time employment interested in becoming professional translators and interpreters.

• Graduation takes place annually in December, but ultimately depends on individual student's



The First-Intake Class graduates

FEEES FOR DOCTORAL PROGRAMMES

Year 1		
SN	Item	Cost (KSh)
1	Tuition fees 6 course units @50,000	300,000
2	Examination fees 6 examination papers @5,000	30,000
3	Registration @2,000 per year	2,000
4	Student ID @500 per year	500
5	Medical emergency @5,000 per year	5,000
6	Library @6,000 per year	6,000
7	Activity @2,000 per year	2,000
8	Caution @5,000 (once and refundable)	5,000
9	Computer fee @5,000 per year	5,000
Total		340,000
Year 2 & 3		
SN	Item	Cost (KSh)
1	Proposal and Thesis supervision @200,000	400,000
2	Thesis examination fees @50,000	50,000
3	Registration @2,000 per year	4,000
4	Student ID @500 per year	1,000
5	Medical emergency @5,000 per year	10,000
6	Library @5,000 per year	10,000
7	Activity @2,000 per year	4,000
8	Computer fee @5,000 per year	10,000
Total		489,000
Grand Total (year 1,2&3)		829,000

MINIMUM ADMISSION REQUIREMENTS FOR MASTERS OF ARTS (MA)

- All applicants for the M.A. in Translation or M.A. in Interpretation must have completed a Bachelors degree in any discipline and attained at least an Upper Second Class Honors. Or
- Completed a bachelors degree and attained a Lower Class Honors and have at least 2 years working experience, or
- Completed a relevant post-graduate diploma plus a university degree with a Second Class Honors.
- In addition, applicants must
 - ☒ Be proficient in English and at least one language from among: Kiswahili, French, Arabic, German, Spanish, Portuguese and Chinese.
 - ☒ Pass an aptitude test on language proficiency and general language

Příloha č. 19

Zápis z rozhovoru

Respondent: Beatrice Hongo

Místo: Delegace Evropské unie v Keni, Dunhill Towers, Waiyaki Way, Nairobi, Keňa

Datum: 19. července 2019

Původní rukopis se nachází v osobním archivu autora.

- Delegace působí jako reprezentativní orgán EU, je ve většině zemí světa
- Je tváří EU v Keni
- Čistě na politické úrovni
- Nepodílí se přímo na financování a podpoře různých projektů, instituce EU se těmto aktivitám věnují přímo pomocí svých orgánů
- Tlumočení pro interní potřeby nevyužívá, pracovním jazykem je angličtina
- Na svých akcích sama tlumočen nepoptává
- Její pracovníci z různých oddělení pravidelně zajišťují překlady ze svahilštiny do angličtiny v zájmu informační transparentnosti
- Tlumočnický nezaměstnávají
- Respondentky ovšem připustily, že byly svědky tlumočení na akci, kde byla zastoupena i Delegace, ovšem vyvrací, že by tlumočení poptávala