

**INVOLVEMENT OF CONSUMERS OF INTERPRETATION  
SERVICES IN THE TRAINING OF INTERPRETERS IN  
AFRICA:  
AN INVESTIGATION**

**BY**

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**C50/64943/2013**

**A DISSERTATION SUBMITTED IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN INTERPRETATION  
CENTRE FOR TRANSLATION AND INTERPRETATION  
UNIVERSITY OF NAIROBI**

**NOVEMBER 2014**

## DECLARATION

This is my original work and has not been presented for a degree in any other university.

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This dissertation has been submitted for examination with our approval as university supervisors.

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## ACKNOWLEDGEMENTS

I would like to express my deep gratitude to many people who contributed directly or indirectly to the completion of this research project. I owe a special thanks to my two supervisors Prof. Jayne Mutiga and Dr. Erick Odero for their patient guidance, great encouragement and valuable critiques of this study.

I also wish to extend my appreciation to all my lecturers, fellow students and administrative staff at the Centre for Translation and Interpretation. In addition to my two supervisors who are also my teachers, my special gratitude goes to Prof. O. Okombo, Prof. K. wa Mberia, Prof. L. Omondi, Dr J. Ndongo-Keller, Dr. J.N. Michira, Dr. C. Agoya, Dr. Z. Omboga, Ms. D. Mutisya, Mr. J. Gitonga, and Mr. P. Raballa, not forgetting Prof. B. Moser-Mercer of the University of Geneva, Ms. K. Davies and Ms. P. Kekeh of the European Commission Directorate General for Interpretation as well as many other visiting trainers for their invaluable expert guidance.

To all the universities and organizations which responded to my questionnaires, I say thank you, with particular mention of the PAMCIT Coordinator for an insightful interview.

Finally, I would like to express my very great appreciation to my family and friends for their wholehearted and unwavering support.

## **DEDICATION**

This dissertation is dedicated to all my fellow humans and  
the Universe we live in.

We are one!

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## **ABBREVIATIONS**

ACALAN	African Academy of Languages
ACP	African Caribbean and Pacific States
AfDB	African Development Bank
ASTI	Advanced School of Translation and Interpretation of Buea
AU	African Union
AUC	African Union Commission
CEMASTEА	Centre for Mathematics, Science and Technology Education in Africa
COMESA	Common Market for Eastern and Southern Africa
CTI	Centre for Translation and Interpretation
DGACM	United Nations Department of General Assembly and Conference Management
EC	European Commission
ECOWAS	Economic Community of West African States
ESIT	Ecole Supérieure d'Interprètes et de Traducteurs
EU	European Union
FEMNET	African Women Development and Communication Network
IAMLADP	International Annual Meeting on Language Arrangements, Documentation and Publication
IOR	Inter-organizational Relations
JICA	Japan International Cooperation Agency
NGO	Non-governmental organization
PAMCIT	Pan-African Masters in Conference Interpretation and Translation
PDF	Portable Document Format
SCIC	Service Commun d'Interprétation – Conférences (also known as Directorate General for Interprétation)

SMASSE	Strengthening of Mathematics and Science in Secondary Education
SPSS	Statistical Package for the Social Sciences
UNGA	United Nations General Assembly
UNON	United Nations Office at Nairobi
WECSA	Western, Eastern, Central and Southern Africa

## **ABSTRACT**

This study investigates the involvement of consumers of interpretation services in the training of interpreters in Africa. African organizations increasingly require highly qualified interpreters to efficiently service their conferences around the year. While African universities which offer interpreter training programs primarily aim at meeting this demand, African organizations have not shown much interest in collaborating with these academic institutions. This stands in marked contrast with the active support provided by some non-African institutions, such as the United Nations and the European Commission.

The research objectives pursued were therefore (1) to identify the reasons for little or lack of participation of African consumer institutions of interpretation services in the training of interpreters; (2) to examine the benefits of the collaboration to the consumer institutions and the training institutions; and (3) to examine the potential extent and forms of collaboration between both parties.

This study used the inter-organizational relations theory and collected data through questionnaires and an interview targeting a sample of five African organizations (international, continental, regional, NGO and governmental) as well as five universities members of the Pan-African Masters in Conference Interpretation and Translation consortium.

Key findings of the research are that (1) there is little or lack of participation of African consumer institutions of interpretation services in the training of

interpreters in Africa due to three main reasons, namely: lack of awareness of the existence of interpretation schools, lack of collaboration policies and resource constraints; (2) Several potential benefits from an active collaboration were identified both by African organizations and universities; (3) African organizations and universities are interested in several forms of involvement in the training programs, although there is a gap between the universities' needs and the organizations' possible offerings.

The major conclusion of the investigation is that in spite of the recognition by the African organizations and the universities that inter-organizational relations between them in various forms would be mutually beneficial, indeed there is little and in most cases total absence of involvement of the African organizations in the training of interpreters in Africa.

The main recommendation put forward is that both parties should devise ways and means of enhancing inter-organizational relations between them. A further study may be needed to identify possible strategies of operationalization of this recommendation.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background to the study

Training a sufficient number of highly qualified professional interpreters to meet the demand and needs of the market is the ultimate objective of any interpreter training institution in Africa and elsewhere in the world. To achieve this objective effectively, interpreter training schools use various strategies including collaboration with target institutions which are the consumers of the services offered by the graduates of these academic institutions, in line with the current trend in other industries where university-industry collaboration is being “intensively implemented” (Bonaccorsi and Piccaluga1994). The consumers referred to in this study are African continental and regional inter-governmental organizations, international organizations based in Africa, international and regional non-governmental organizations, and government agencies. As United Nations Office at Nairobi UNON (2009) states, conferences are at the core of international organizations’ activities and the training of language specialists, including interpreters, especially in the most sought-after language combinations, is of great interest to them. Therefore, to ensure a guaranteed supply of qualified interpreters capable of competently servicing their conferences, organizations have a lot to gain in collaborating with universities.

Some of the benefits which may accrue to training institutions from this collaboration as experienced in other parts of the world include: pedagogical

assistance, modernization of teaching resources (software, specialized books, terminology database, speech repository, etc.), acquisition and maintenance of equipment (video conference equipment, interpretation booths, public address equipment, specialized classrooms, etc.), remuneration of external resource people like trainers, speakers, etc. (ESIT, 2014).

In the African setting, an additional key benefit would be the expansion of the audience base served by African interpreters. To achieve this, interpreter training institutions may need to offer more African languages, particularly vehicular cross-border languages which serve as lingua franca in certain regions of Africa.

Furthermore, students may benefit from internship and placement opportunities with the organizations which participate in the interpreter training.

In return, the organizations which support universities may be able to have access to and employ a sufficient number of highly qualified professional interpreters meeting their stringent quality requirements to enable their respective institutions function properly (SCIC, 2014) and to “...address the issue of the replacement of retiring staff in the language services...” (UNGA Resolution 64/230). In addition, they may benefit from a wider range of language combinations including African vehicular cross-border languages, and not only European languages inherited from colonization.

For comparison purposes and for a better understanding of the African context, this study investigates the situation in other parts of the world with a special focus on Europe, and more particularly on the European Union (EU), whose institutions are the largest consumers of interpreting services worldwide, as well as on the United Nations agencies. Through its Directorate General for Interpretation (DG Interpretation also known as SCIC- Service Commun d'Interprétation-Conferences), the largest interpreting service provider in the world with 24 languages and some 600 staff interpreters(SCIC website), “the European Commission(EC) cooperates closely with universities which provide conference interpreting training to ensure high level professional standards” in the EU zone, but also in some other countries, including the University of Nairobi and some other African universities in the third countries category. (SCIC website)

Under these cooperation arrangements, DG Interpretation offers to the beneficiary universities an array of services including: on-site assistance, a wide range of digital services in the form of SCiCLOUD, grants, bursaries, annual SCIC-Universities conference (SCIC website). Some African universities, including the University of Nairobi, benefit from some of these services.

DG Interpretation, in collaboration with the United Nations, through the United Nations Office at Nairobi (UNON), and with IAMLADP (International Annual Meeting on Language Arrangements, Documentation and Publication), a forum and network of managers of international organizations employing conference

and language services providers, has also actively participated in setting up the African Conference Interpreting and Translation Project (The African Project) to promote the training of interpreters and translators in Africa under the Pan African Masters in Conference Interpretation and Translation (PAMCIT) label.

In this regard, the United Nations, the second largest consumer of interpretation services in the world, signed separate Memoranda of Understanding (MoU) on co-operation with some African universities in the field of interpreter and translator training. Under the MoU, the UN provides financial, material and technical assistance to participating universities. These cooperation activities are undertaken under an outreach programme called Language Outreach which was initiated by the UN Department of General Assembly and Conference Management (DGACM) to foster collaboration with academic training institutions (Language Outreach website 2014)

On the African continent, there are five major interpreter training schools at Master's degree level. These are: The Centre for Translation and Interpretation (Kenya); Universidade Pedagogica de Maputo (Mozambique); Advanced School of Translators and Interpreters, Buea (Cameroon); University of Accra (Ghana), and Ain Shams University of Cairo (Egypt). These centres of excellence in interpreter training mostly collaborate with the European Union and the United Nations, the leading employers of interpreters worldwide.

In Africa, apart from these two major consumers of interpretation services, other consumers, both African organizations and international organizations

based in Africa, have little or no meaningful interaction with African universities that provide interpreter training programs. A more detailed discussion of the status of participation of African and non-African interpreting services consumers in the training of interpreters will be provided later in the study.

One of the roles of African interpreter training schools should be to actively contribute to achieving the objectives of the African Academy of Languages (ACALAN), an African Union specialized agency, among others “To empower African languages in general and Vehicular Cross-Border Languages in particular, in partnership with the languages inherited from colonization” and “To ensure the development and promotion of African languages as factors of African integration and development, of respect for values and mutual understanding and peace”. (ACALAN website) This is an area which could significantly benefit from an active participation in the training programs by providing experts and/or content.

For the purposes of this study, the terms below will be used to mean the following:

**Interpreting:** Pöchhacker (2004) defines interpreting or interpretation as “a form of Translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of a source-language utterance”. In this study, interpreting and interpretation are used interchangeably as it is the case in literature and in the profession.

**Vehicular cross-border languages:** The African Academy of Languages (ACALAN) defines a vehicular cross-border language as “an African language common to two (2) or more African States, spoken by a significant number of people for whom it is not a mother tongue”. ACALAN identifies 12 major vehicular cross-border languages as follows: “Standard Modern Arabic and Berber for North Africa; Hausa, Mandenkan and Fulfulde for West Africa; Kiswahili, Somali and Malagasy for East Africa; Cinyanja/Chichewa and Setswana for Southern Africa, and Lingala and Beti-fang for Central Africa.” (ACALAN Website).

**Consumer:** for the purposes of this study, the term “consumer” refers to an organization which uses interpretation services in their operations.

## **1.2. Statement of the research problem**

The African continent has many consumers of interpreting services offered by both trained and non-trained interpreters. These consumers include African continental and regional intergovernmental organizations, international organizations based in Africa, international and regional non-governmental organizations, and government institutions as well as individual consumers, particularly of public service interpretation services (e.g. administration, health, legal, immigration, etc.).

Africa is a multilingual continent with major vehicular cross-border languages in addition to the languages inherited from colonization. As ACALAN argues,

the promotion of these languages will contribute to the African integration and development.

As mentioned above, one of the possible advantages of the participation of African organizations and international organizations based in Africa in the training of interpreters is to contribute to the increase of the audience base served by African interpreters by expanding the number of languages offered by training programmes and which are well needed as demonstrated by the recent Kenyan cases at the International Criminal Court at The Hague where languages like Kikuyu, Kalenjin, or Luo are used by prosecution and defense witnesses. The same applies to the Rwandese cases at the International Criminal Tribunal for Rwanda in Arusha where many witnesses testify in Kinyarwanda. The services of highly competent interpreters in these languages are therefore vital for an effective communication between the bench, prosecution and defense.

Unfortunately, in both instances, interpreters were hurriedly trained to meet this essential need with all the risks of misleading inaccuracies due to lack of adequate training. African organizations may contribute to filling this gap through collaboration with universities.

Apart from the European Commission through its DG Interpretation, and UN Agencies through the UNON, other consumers in Africa do not seem to have effective collaboration with African universities which provide conference

interpreting training while their priority mandate is primarily to produce high-quality professional interpreters for the African market.

This study addresses the problem of inadequate participation of African consumer institutions of interpreter services in the training of interpreters in Africa. It will investigate possible reasons why there is lack of or little participation of users of interpretation services, the structure that the engagement may take and the value that it would add to the consumers and training institutions.

### **1.3. Objectives of the study**

The overall objective of this study is to investigate the participation of consumers of interpretation services in the training of interpreters on the African continent in light of the inter-organizational relations theory.

Specifically, the study aims at the following objectives:

1. To identify the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters
2. To examine the benefits of collaboration for the consumers and the training institutions
3. To establish the extent of collaborations between the training institutions and the interpreter consumer institutions and to outline the forms that the collaborations could take.

#### **1.4. Rationale of the study**

Little research work has been conducted so far in the field of training of interpreters in Africa. UNON (2008) is the authoritative study in this area. Nonetheless, it is a general assessment of the translator and interpreter training situation in Africa, the inadequate number of well-trained interpreters and translators, and the need for more training programs in Africa along the lines of the European Masters in Conference Interpreting (EMCI) and European Masters in Translation (EMT). No research has so far addressed the particular facet of collaborative relationship between interpreter training schools and organizations which employ interpreters in Africa.

The present study strives to fill this gap and to contribute to the body of knowledge in the field of interpreter training through the lenses of inter-organizational relations theory. It attempts to understand the phenomenon of participation of organizations in the training of interpreters and its potential value in enhancing production of professional interpreters with a wider range of language combinations, including cross-border vehicular languages, to serve the African market primarily and the international community at large. Its recommendations may contribute to establishing or furthering win-win partnerships between the academia and relevant stakeholders, particularly “in terms of acquiring sponsorship for a variety of academic initiatives” (Wareda 2012).

## **1.5. Scope and limitations**

The scope of this study is limited to institutional users of interpretation services in Africa. These are African continental and regional intergovernmental organizations, international organizations based in Africa, international and regional non-governmental organizations, and government agencies. The term “organizations” or “consumers” will be often used in the study to refer to all the above collectively.

With respect to interpreter training institutions, it will target only one university in each of the five sub-regions of the continent, i.e. University of Nairobi for Eastern Africa; Universidade Pedagogica de Maputo for Southern Africa; Advanced School of Translators and Interpreters, Buea (Cameroon) for Central Africa; University of Accra for Western Africa, and Ain Shams University of Cairo for Northern Africa.

Regarding the type of interpreters to be discussed, the study will be restricted to conference interpreters and public service interpreters of the spoken language. Sign language interpreters are beyond the scope of this study.

## **1.6. Literature review**

Not much literature is available on the cooperation between organizations which use interpreting services and universities which provide interpreter training. This literature review mostly focuses on the materials taken from the websites of the European Union and the United Nations. Both organizations

have full-fledged collaboration arrangements with universities which have been documented on their websites.

UNON (2008) analyses the state of training of translators and interpreters in Africa. It highlights “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.” (UNON 2009) It recommends rolling out specific training programs on the continent along the lines of the European Masters in Conference Interpreting (EMCI) and European Masters in Translation (EMT) “intended to redress that imbalance”. (UNON 2009).

UNON (2008) is a study which was conducted by a consultant, Mr. Noel Muylle, Honorary Director General European Commission since 2004. It served as the starting point of the establishment of the Centre for Translation and Interpretation at the University of Nairobi and similar centers of excellence in other parts of Africa.

In fact, in the Gigiri Declaration, 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, after discussing the consultant’s report declared “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. The delegates also declared that after the establishment of other centers of excellence, these "will actively cooperate with international organizations, established raining institutions and qualified practising professional translators and interpreters in the area of training and internships." (The Gigiri Declaration, 2009).

Collaboration with universities is a key component of the mandate of the Department for General Assembly and Conference Management of the United Nations (DGACM). An internet portal has been dedicated to the Language Outreach programme in charge of cooperation with academic institutions which train language professionals, including interpreters. This programme was instrumental in the establishment of the Africa Project whose objective is "to train students to interpret and translate as highly qualified language mediators (translators, conference interpreters and public service interpreters)" (Language Outreach portal 2014).

Under the Africa Project and the Pan-African Masters in Conference Interpretation and Translation consortium, DGACM signed a Memorandum of Understanding with five African universities which provide interpreter training, i.e. the "University of Buea in Cameroon, the University of Nairobi in Kenya, the Universidade Pedagogica of Maputo in Mozambique, the University of Accra in Ghana, and the Ain Shams University of Cairo in Egypt". The MoU is aimed at strengthening inter-institutional collaboration to make way for collaboration on higher quality education. The Consortium is to

be expanded further on the basis of the same criteria of quality and excellence.”  
(ibid) MoUs with universities in other parts of the world were also entered into.

A portion of the website called MoU Network was also “developed to serve as a platform for cooperation between the United Nations and the universities that signed Memorandums of Understanding on Cooperation”. (ibid) This password protected network allows all parties involved to exchange ideas, good practices, challenges, solutions and various types of materials in the field of interpreter and translator training.

This literature available on the DGACM’s website, particularly on Language Outreach portal, demonstrates the degree of importance that the UN attaches to cooperation with interpreter training schools in Africa and elsewhere.

The website of the Directorate General for Interpretation of the European Commission also features a whole section dedicated to cooperation with universities. This section discusses a number of collaborative activities and initiatives carried out with universities in EU member states and third party countries “to ensure high level professional standards.”

Various forms of cooperation are discussed in the literature provided on the website:

### **On-site assistance**

According to DG Interpretation, on-site assistance is carried out in two ways: pedagogical assistance and study visits. “DG Interpretation may provide

pedagogical assistance to universities and higher-education establishments, offering a complete / post-graduate course in conference interpreting, by:

- sending experienced interpreters to universities to improve training;
- sending interpreters to sit on examination boards;
- providing teaching tools tuned by DG Interpretation, e.g. videocassettes, manuals;”

Pedagogical assistance mainly targets universities of EU member states but academic institutions of third countries, like the PAMCIT universities, may also apply and benefit from this initiative. It can be tailored to the specific needs of the universities and its key objectives are as follows: “

- consolidate integration of the new languages and prepare for future enlargement of the Union in order to ensure an adequate multilingual communication capability in all official EU languages
- promote the quality and spread of language coverage in teaching of interpreting for the official languages of the Union, especially the less widely known ones, the languages of the applicant countries and the languages of third countries as justified by current or foreseeable demand;
- promote the establishment of post-graduate courses;
- encourage co-operation between universities in different countries;
- step up the quality of teaching;
- support innovative pilot projects. ”

As for study visits, they are familiarization sessions at the European Commission headquarters in Brussels. Their purpose is to “allow student interpreters to familiarize themselves with the workings of the Institutions and, in particular, the work of interpreters in meetings. The students sit in on meetings and interpret in dummy booths with their trainers, thereby acquiring a taste of their future working lives.”

Their duration varies between 1 and 3 days depending of the category of the visiting group and can be arranged to include visits to the European Parliament.

### **SCiCLOUD**

This is an online platform which “consists of a wide range of digital resources (such as training videos and the Speech Repository), as well as interactive services in the form of virtual classes.” (DG Interpretation Website 2014) Its major components are: Virtual classes; Speech repository: SCIC train; and Podcasts.

### **Grants and bursaries**

Another form of cooperation found in the literature available on the DG Interpretation website is financial assistance through grants to universities and bursaries to eligible students. Through these programs, the EC supports universities’ projects in the interpreter training field and European nationals who want to pursue university studies in interpretation.

Available literature from the United Nations and the European Commission shows that both organizations have in place collaboration programmes with

academic institutions which provide interpreter training in Africa. Involvement in the training of interpreters through cooperation takes various forms including technical, financial, and material assistance.

The return on investment in cooperation with universities for these organizations can also be found in the literature available on their websites and in the MoUs signed with academic institutions. For the UN the main benefit from cooperation is to address the shortage of professional interpreters and translators as well as the replacement of retiring language services staff. The MoU of 2009 between UN DGACM and the University of Nairobi states that “for the past several years, international organizations that employ language professionals globally have been confronted with increasing shortages of qualified conference interpreters and conference translators...”It goes on to say that “...the General Assembly, in its resolution 64/230 of 22 December 2009, acknowledges the measures undertaken by the Secretary-General to address the issue of the replacement of retiring staff in language services and requested him to maintain and intensify those efforts, including the strengthening of cooperation with institutions that train language specialists to meet the need in the six official languages of the United Nations”. All the MoUs signed with the other four African universities have the same motivation.

For the European Commission, the main motivation of cooperation programs with universities is “to ensure high level professional standards” and “...a sufficient number of qualified conference interpreters to enable the European Union's institutions to function properly.”(DG Interpretation website).

In addition, literature on cooperation between major global consumers of interpreting services and universities, some scholars have written about cooperative relationships between universities and industries. Bonaccorsi and Piccaluga (1994) evaluate the university-industry relationships but focus on commercial industries particularly in the field of research and development for technological innovation. According to these authors, technological innovation and the competitive edge that it gives to enterprises is one of the major motivations “that lead private profit-oriented firms to collaborate with universities and public research institutions”

This view is shared by Jullo et al (2010) who state that “Universities can be major resources in a company’s innovation strategy”;Doutriaux (2005) according to whom “Especially important among those institutions are universities that provide a particularly strong and open bridge between technology and companies”;and Wilson (2012) for whom “Universities are an integral part of the skills and innovation supply chain to business.”

A body of literature abounds on the subject of university-business collaboration mostly from a business perspective such as Wilson (2012), Perkmann et al (2013), Doutriaux (2005), Pertuze et al (2010), Prigge and Torraco (2006). Nonetheless, very few authors like Wereda (2012) have focused on the aspect of leveraging these relations to promote academic activities. Although with no special emphasis on interpreter training institutions, Wereda (2012:2) studies the relations between universities and other organizations “in Poland in XXI

century - in the era of uncertainty and turbulent environments” which has a few parallels with the situation under investigation in the present study.

### **1.7. Theoretical framework**

This study uses the inter-organizational relations theory to investigate the involvement of consumers of interpretation services in the training of interpreters in Africa. The inter-organizational relations theory or IOR theory deals with “relationships between and among organizations”. (Wereda 2012) “The study of IOR is concerned with understanding the character and pattern, origins, rationale, and consequences of such relationships. The organizations may be public, business or non-profit and the relationships can range from dyadic, involving just two organizations, to multiplicitous, involving huge networks of many organizations” (Copper et al 2010).

With regard to the types of partnerships, “such relations may vary in terms of their permanence for short through to long-term duration” (Pointer et al. 1988) as well as “in context from local arrangements through to global alliances.” (Limerick and Cunningham 1993)

The inter-organizational relations theory provides a basis for analyzing and understanding the reasons for collaboration (or lack thereof) between consumers and universities offering interpreter training programs. Oliver (1990) has proposed six motives behind partnerships between organizations: “reciprocity, efficiency, stability, legitimacy, necessity, and

asymmetry.”Some of these determinants may help to understand what would motivate universities and partner stakeholders to work together.

The inter-organizational relations theory asserts that to achieve their objectives organizations need resources, competencies and innovations, and that one way of obtaining them is “to interact with their social environment” and “to establish ties with other organizations” (Pfeffer and Salancik 1978) without, however, becoming totally “dependent on other organizations and their resources” (Emerson 1962; Ven 1976; Ven and Gordon 1984). To guarantee this independence, co-operation must be mutually beneficial to the organizations involved. As Franke and Koch (2013) state, “it is hardly possible to make sense of relations among organizations that have nothing to offer - neither resources nor legitimacy.”

As ultimately this study is about relationships between interpreter training schools and organizations which use interpretation services for mutual benefits, the inter-organizational relations theory seems the most appropriate as a basis for discussion to investigate the motives, structure, extent and value of relationships between all parties involved.

## **1.8. Research hypotheses**

The hypotheses of this study are as follows:

- a. Some consumers of interpretation services do not participate in the training of interpreters in Africa because they do not have resources (human, expertise, material, financial, etc.) to offer to universities.
- b. Collaboration between consumers and universities will increase language combinations for interpreters.
- c. Collaboration between consumers and universities will increase the number of qualified interpreters
- d. Collaboration between consumers and interpreter training schools is weak because some organizations are not aware of the existence of the training programs.

## **1.9. Research methodology**

### **1.9.1. Target population**

In order to investigate the involvement of consumers of interpreting services in the training of interpreters in Africa, this study targets African interpreter training schools and African organizations which use interpreting services. The schools are located in the five regions of the continent, i.e. Northern, Western, Central, Eastern and Southern Africa. They are all part of the universities that offer interpreter training at Master's level.

The targeted African organizations are African continental and regional intergovernmental organizations, international organizations based in Africa,

international and regional non-governmental organizations, and government agencies.

### **1.9.2. Sample**

A sample of the target population to which two questionnaires and an interview were administered was selected as follows:

#### **1.9.2.1. Interpretation schools**

For the purposes of this study, five schools offering interpreter training programs in Africa were selected. Two major reasons motivated this selection:

- (1) They are the leading interpretation schools in the five sub-regions of the continent offering interpreter training programs at Master's level and they are considered centers of excellence in the field;
- (2) They are members, or in the process of becoming members, of the Pan African Masters in Conference Interpreting and Translation consortium (PAMCIT), which is the only network of schools teaching interpretation and translation in Africa.

These institutions are as follows:

- (1) Centre for Translation and Interpretation (University of Nairobi) for Eastern Africa;
- (2) Universidade Pedagogica de Maputo, Mozambique for Southern Africa;
- (3) Advanced School of Translators and Interpreters (University of Buea, Cameroon) for Central Africa;

(4) University of Accra for West Africa, and

(5) Ain Shams University of Cairo, Egypt for Northern Africa.

#### **1.9.2.2. Organizations**

Five African organizations were selected as a sample. The purpose was to select organizations which are among the top consumers of interpreting services or which use them quite regularly including one intergovernmental continental organization, one international organization based in Africa, one regional economic community, one non-governmental organization and one government agency.

The selected organizations are as follows:

(1) African Union Commission (AUC)

(2) African Development Bank (AfDB)

(3) Common Market for Eastern and Southern Africa (COMESA)

(4) African Women's Development and Communication Network (FEMNET)

(5) The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEAM), under the Ministry of Education of the Republic of Kenya

AUC is a continental inter-governmental organization while AfDB is an international financial institution with 78 member countries, including 53 African countries and 25 non-African countries based in Africa (AfDB

website, 2014). Both organizations have in-house interpretation sections and depend on interpreters for a smooth running of their numerous multilingual seminars, workshops, meetings, conferences, and summits throughout the year. They use both permanent staff and freelance interpreters on short-term contract basis in all of their official languages under the supervision of a qualified practicing interpreter as head of the section. (AUC website, 2014; AfDB website, 2014).

COMESA is a regional economic community which heavily consumes interpretation services. However, even though the organization has a Conference Services unit which “ensures the smooth running of conferences” (Job description, Chief Conference Services, 2014), it does not have staff interpreters and instead relies on freelance “qualified and experienced interpreters” to service all its meetings, seminars, workshops, conferences, and summits in its official languages throughout the year.

FEMNET is a continental “membership-based pan-African Network set up in 1988 to advance African women's development, equality and other human rights.” (FEMNET website, 2014). The Secretariat of the pan-African non-governmental organization is based in Nairobi, Kenya and covers more than thirty African countries. It has a unit in charge of translation and interpretation but relies on freelance interpreters for its meetings, conferences, seminars and workshops in French and English.

CEMASTEA falls under the category of Government agencies and was established in 2004 under the Ministry of Education of the Republic of Kenya in “an effort by the Government of Kenya to institutionalize the activities of the Strengthening of Mathematics and Science in Secondary Education (SMASSE) Project” (CEMASTEA 2009). With the support of the Government of Japan through Japan International Cooperation Agency (JICA), it has spread its activities to other African countries leading to the establishment of a regional association for mathematics and science education in Western, Eastern, Central and Southern Africa (SMASE – WECSA).

Every year, CEMASTEAs organizes several meetings and capacity building sessions in English and French for secondary school teachers of mathematics and science from sub-saharan Africa. All their meetings and training sessions are serviced by freelance interpreters.

### **1.9.2.3. The interviewee**

The interviewee is an official of the Pan-African Masters in Conference Interpreting and Translation network. He played a very important role in its setting up and champions collaboration among schools and the market.

### **1.9.3. Data collection methods**

In an effort to collect data for this study, two questionnaires were administered to the sample population, i.e. one to interpreter training schools and the other to

African organizations which use interpreting services as outlined above. An interview was also administered to a PAMCIT official.

#### **1.9.4. Survey Monkey questionnaires**

The questionnaires were designed using Survey Monkey which can be found at [www.surveymonkey.com](http://www.surveymonkey.com). It is a US-based online survey services company for individual and corporate users. Survey Monkey was selected as an electronic method of data collection for this paper in view of its speed of implementation, flexibility and convenience both for the researcher and respondents. It offers several tools for designing various types of questionnaires in different formats (multiple choice, dropdown, matrix/rating scale, ranking, etc.) which are stored on a cloud. After the design phase, responses are collected electronically either by email or via a web link. In the case of the email method, the researcher receives responses from respondents by emails, which are then imported into the system for analysis.

If the web link method is used to administer a questionnaire, responses are instantaneously sent to the researcher's account on the cloud as soon as respondents hit the "Done" button. This is the method used in the present study for response collection.

A researcher has also the choice of sending by postal mail or courier a hard copy to respondents who write their responses manually. Upon receipt of completed hard copies, the researcher uses a Manual Data Entry tool to

manually enter responses from respondents into the system, ready for analysis. This method was deemed cumbersome and time-consuming for the purposes of this paper.

Once responses are collected into SurveyMonkey platform automatically or manually, they can be analyzed using a variety of in-built tools and generate graphs in various formats. They can also be exported to Microsoft Excel or SPSS analytical software for further analysis, or just printed to PDF.

The questionnaire for organizations has ten questions while the one for schools has nine questions. Copies of both questionnaires are attached as **Appendix 1** and **Appendix 2** respectively. The aim of the questionnaires was to investigate the actual status of participation of consumers in the training of interpreters in Africa and to test the hypotheses of the study formulated under 1.9.

The targeted respondents to the questionnaire for organizations were the officers responsible for conference services or chief interpreters while for interpreter training schools they were the directors/heads of these institutions.

Before administering the questionnaires to actual respondents, they were put to a test using classmates who simulated the roles of interpretation schools and organizations. The purpose of the test was to verify how the electronic questionnaires would work for respondents and for the researcher in an environment simulating the actual target sample; to detect any errors; and to collect feedback on the level of difficulty of using the system. Two students

responded to the test questionnaire for organizations and three to the test questionnaire for interpretation schools.

The test was satisfactory and no test respondent reported any major errors on the questionnaires or challenges in filling the forms.

#### **1.9.5. PAMCIT**

In addition to questionnaires, a written structured interview was conducted with an official of the PAMCIT network. The purpose of the interview was to complement the information collected through questionnaires.

As a key player in the establishment of the network and as a practicing interpreter, his responses were insightful for the investigation carried out in this study. The interview was conducted via email. A copy of the questions posed is attached as **Appendix 3**.

#### **1.10. Summary**

This chapter serves as an introduction to the study. It provides a background to the paper by describing the situation of collaboration between consumers of interpreting services and schools teaching interpretation within the European Union and the United Nations, and contrasts it with the African context where cooperation between the same academic institutions and African consumers is either very weak or non-existent. The research problem is stated based on the observation that there is little or lack of collaboration between African

organizations and African schools of interpretation. In view of this situation the study aims at investigating the reasons for this state of affairs, the possible benefits and forms of collaboration. This chapter also sets out the scope and limitations of the study, carries out a literature review and discusses the theoretical framework which is anchored on the inter-organizational relations theory, as well as the research hypotheses before concluding with a brief presentation of the methodology used which essentially relies on questionnaires through SurveyMonkey online platform and an interview.

## **CHAPTER TWO**

# **INTER-ORGANIZATIONAL RELATIONS BETWEEN UNIVERSITIES AND CONSUMERS OF INTERPRETING SERVICES**

### **2.1 Introduction**

As already mentioned in Chapter 1.7 above, this study is anchored on the inter-organizational relations theory to investigate the involvement of consumers of interpreting services in the training of interpreters in Africa. This chapter discusses the inter-organizational theory and describes the status of linkages between African universities which provide interpreter training and organizations which use interpreting services.

### **2.2 Definition**

Many definitions of the concept of inter-organizational relations have been given by various scholars, but this study uses Buchmann and van Witteloostuijn (2006) who define inter-organizational relations (IOR) as “formal arrangements that bring together assets (of whatever kind, tangible and intangible) of two or more legally independent organizations with the aim to produce joint value added (of whatever kind, tangible or intangible).”

As stated earlier, “the study of IOR is concerned with understanding the character and pattern, origins, rationale, and consequences of such

relationships. The organizations may be public, business or non-profit and the relationships can range from dyadic, involving just two organizations, to multiplicitous, involving huge networks of many organizations” (Copper et al 2010:4).

This applies as well to the collaborative linkages between African academic institutions that train interpreters and the African continental and regional intergovernmental organizations, international organizations based in Africa, international and regional non-governmental organizations, and government agencies that are investigated in this study.

### **2.3. Origins and core tenets**

Marshall (1923) is viewed by many as the father of modern studies in inter-organizational relations phenomena (Copper et al 2010:6) which initially focused on industrial and commercial entities. He was followed in the quest for understanding of how and why organizations relate with one another by Weber (1947) and Selznick (1947). Inter-organizational relations theory studies various manifestations of relations between organizations including alliances, collaborations, partnerships, associations, networks, consortiums, joint-ventures, coalitions, federations, etc.

It evolved to its current status and even though it has been widely used to analyze the dynamics of relations between business entities, it is also applied to a variety of disciplines such as economics, political science, sociology, psychology, etc. As stated earlier, many scholars have in recent years have

anchored their studies on this theory to examine university-industry relations with a special emphasis on collaborative research between universities and the private sector. They include Bonaccorsi and Piccaluga (1994), Doutriaux (2005), Prigge and Torraco (2006), Pertuze et al (2010), Jullo et al (2010), Wereda (2012), Wilson (2012), Perkmann et al (2013).

The major limitation of the inter-organizational relations theory according to Oliver (1990:241) is that as it grew in importance over the years since the 1920's it became highly fragmented such that "We no longer know what we know about the formation of inter-organizational relationships".

In respect of core concepts, Cropper (2010:9) identifies two obvious core building blocks that "underlie all IOR research: organizations and the relations between them." At a deeper level, however, lies a major question to know why organizations relate with one another. Why is it important for them to enter into relationships?

In today's complex and resource intensive world, no organization – irrespective of its size or field of operation, can claim to be self-sufficient. It is widely acknowledged in the literature on inter-organizational relations (IORs) that "an organization's survival and performance often depend critically upon its linkages to other organizations". Oliver (1990:241). The inter-organizational relations theory asserts that organizations develop relations with others for various reasons which "differ from one organization to the next, according to the organization's needs." (Wereda 2012).

As mentioned earlier in Chapter 1.8, inter-organizational relations scholar Oliver (1990:243-246) proposes “reciprocity, efficiency, stability, legitimacy, necessity, and asymmetry” as the main common reasons why organizations enter into relationships with one another. This study focuses on “reciprocity” and “legitimacy” determinants as they are the most relevant to the investigation of participation of consumers of interpreting services in the training of interpreters in Africa as a form of relationship between the users and universities.

### **2.3.1. Reciprocity**

The concept of reciprocity refers to a relationship formation which is motivated by the need for cooperation, collaboration and coordination among organizations whose purpose is to pursue “common or mutually beneficial goals or interests.” (Oliver 1990). Mutual exchange of benefits evidently presupposes the existence of resources to be invested in the relationship by both parties in order to generate mutual profits as Franke and Koch (2013) note.

A partnership between an interpretation school whose primary goal is to train highly qualified interpreters and an organization which needs the services of well-trained interpreters for its operations is an example of a reciprocity-based relationship. Both entities are pursuing mutually beneficial goals in this partnership.

### **2.3.2. Legitimacy**

According to the inter-organizational relations theory, another determinant which motivates organizations to relate with one another is the need to enhance their legitimacy. An organization does so by striving “to demonstrate or improve its reputation, image, prestige, or congruence with prevailing norms in its institutional environment.”(Oliver 1990).

Today, collaborations and partnerships are a norm in organizational relationships to which organizations want to conform in order to boost their reputation. For example, collaborating with universities may be one way for organizations to enhance their image and prestige. For universities also, partnering with international organizations, for instance by having jury members from the AU, UN, EU, etc. on their panel of examiners, may raise the profile of their programs and graduates. In addition, linkages with international organizations may boost the awareness of the universities’ programs by the market. As Oliver (2011:259) claims, “... links to sponsors for legitimacy reasons are especially likely to occur when community awareness of the agency's activities is low.”

These two concepts will underpin the discussion of the extent of collaboration of African organizations which use interpretation services with African universities targeted by this study.

## **2.4. Status of inter-organizational relations between African interpretation schools and consumers of interpreting services**

The following is a brief description of the status of inter-organizational relations between the five African universities which offer interpreter training programs under the PAMCIT label and organizations which use interpreting services. These universities have other inter-organizational linkages with many African and non-African academic institutions, but this section will only focus on consumers of interpreting services. Most of the information provided below is extracted from the websites of these institutions.

### **2.4.1. Centre for Translation and Interpretation (CTI), University of Nairobi**

The Centre for Translation and Interpretation was established in June 2010 as an “Africa Project” regional centre of excellence and a postgraduate institution. It is based at the University of Nairobi, Kenya and is a result of collaboration between the University of Nairobi, the United Nations and the European Commission with the mandate to train translators and, conference and community interpreters within the African region. It is in this framework that a Memorandum of Understanding (MoU) on co-operation in training of professional language staff at post-graduate level was signed between the University of Nairobi and the United Nations, and between the University of Nairobi and the European Commission(CTI website).

The duration of the programme is two years leading to a degree of Master of Arts in Interpretation or Master of Arts in Translation. The centre offers the following language combinations: English, Kiswahili, French, Arabic, Spanish, German, Portuguese and Chinese.

#### **2.4.1.1 Collaboration with non-African consumers**

As stated in the MoU between the University of Nairobi and the United Nations, the support from the UN covers the following areas: training materials; advice on the structure and content of curricula for the programme and assistance in developing course modules; assigning UN staff to participate as observers for end-of-course examinations; internship programme at the UN.(UN/UoN, 2010).

UN staff interpreters based in Nairobi regularly provide pedagogical assistance through block teaching at the centre and students have an opportunity to do dummy booth practice during actual conferences held at the UNON in Gigiri.

Like the UN, the European Commission also signed an MoU with the University of Nairobi and provides support to CTI in the form of pedagogical assistance both on-site by sending trainers to Nairobi and through virtual classes by video link from Brussels as well as through access to online speech repository for trainers and students. EC senior interpreters and trainers also actively participate in entry aptitude tests and end-of-course examinations as members of the panel of examiners. As announced by CTI Director in a recent

interview published on the centre's website, the EC and the centre are "about to start a staff-student exchange programme" allowing the centre's staff and students to gain some exposure by learning how to run the programme and how to work as interpreters respectively in the Commission's premises. (CTI website 2014).

#### **2.4.1.2. Collaboration with African consumers**

According to CTI website, the African Union Commission (AUC) is the main African international organization with which it "maintains close ties". Indeed, the AUC is among the founders of the Pan-African Masters in Conference Interpretation and Translation (PAMCIT) consortium which was established in 2009 as a network of African centres of excellence constituted by universities which offer interpreter and translator training at Masters level on the continent. Nonetheless, there has been no concrete collaboration between CTI and AUC. This goes also for the African Development Bank with which "not much has been done" according to the CTI Director.

#### **2.4.2. University of Ghana**

The training of interpreters at the University of Ghana takes place at the Department of Modern Languages, Faculty of Arts at Legon, Accra. As stated on the website of the institution, the training is a 24-month (4 semesters) programme leading to the award of Master of Art in Conference Interpreting. It

offers three languages, namely English, French and Portuguese, and is part of the PAMCIT network.

#### **2.4.2.1. Collaboration with non-African consumers**

The University of Ghana collaborates with four non-African organizations. These are: The European Commission; the European Parliament; the United Nations Office at Nairobi and the Secretariat of African, Caribbean and Pacific States (ACP). This collaboration takes the form of “occasional pedagogical assistance, collaborative research, and virtual classes” as per the Memoranda of Understanding signed with them.

#### **2.4.2.2. Collaboration with African consumers**

The interpretation training programme collaborates with three African organizations. These are: African Union Commission (AUC), Economic Community of West African States (ECOWAS) and African Development Bank (AfDB) who provide internship to students or sit on examination boards.

#### **2.4.3. Pedagogical University of Maputo**

The interpreter training programme is based at the Faculty of Linguistics, Pedagogical University of Maputo. It leads to the award of Master of Art in Conference Interpreting and offers three languages, namely Portuguese, English and French. The Maputo program is a member of the PAMCIT consortium.

#### **2.4.3.1 Collaboration with non-African consumers**

The European Commission is the only non-African consumer that contributes to the training of interpreters in Mozambique. The contribution takes the form of periodic pedagogical assistance.

#### **2.4.3.2. Collaboration with African consumers**

No African organization using interpreting services collaborates with the University of Maputo.

#### **2.4.4. Ain Shams University**

The interpreter training programme at the Ain Shams University in Cairo, Egypt is hosted at the Faculty of Al- Alsun (languages) which at the beginning exclusively trained translators. The programme offers a Master's degree in interpretation in Chinese, English, French, Russian, Spanish and Swahili, with Arabic as the mother tongue.(Faculty of Al-Alsun, 2011).

##### **2.4.4.1. Collaboration with non-African consumers**

The interpretation program at Ain Shams collaborates with some international partners, namely: The United Nations through its Department for General Assembly and Conference Management (DGACM) with which it has signed a Memorandum of Understanding; the European Union through DG

Interpretation of the European Commission and TEMPUS Program; European-Egyptian Masters in Spanish Language and Literature.

These partners provide support to the program through pedagogical assistance; training workshops; mobility schemes for students and trainers; virtual training; internships; and open databases for students and trainers.

#### **2.4.4.2. Collaboration with African consumers**

The Ain Shams interpretation school does not receive any support from African organizations which use interpretation services.

#### **2.4.5. The Advanced School of Translators and Interpreters (ASTI)**

The Advanced School of Translators and Interpreters (ASTI) is based at the University of Buea, Cameroon and it was established in 1985 by the Cameroonian government. As one of the pioneer schools of interpretation in Africa, it has trained many African interpreters who are now staff interpreters for various organizations around the world in the public and private sectors. (ASTI website). ASTI is a Master's program and part of the PAMCIT network as a centre of excellence in Central Africa.

No information was found about its collaboration with African and non-African consumers on its website.

## **2.5. Summary**

This Chapter discusses the inter-organizational relations theory which underlies the investigation carried out in the present study. A background to the theory was provided including a definition of the notion of inter-organizational relations by Bachmann and van Witteloostuijn (2006), as well as the origins and core tenets of the theory with a focus on the principles of reciprocity and legitimacy. It also described the status of inter-organizational relations between African universities which train interpreters and the consumers of interpretation services. This description shows a heavy bias towards more collaboration with non-African consumers while cooperation linkages with African consumers are minimal or non-existent.

## CHAPTER THREE

### DATA PRESENTATION AND ANALYSIS

As discussed in section 1.9, a questionnaire for data collection purposes was sent to 5 African organizations (consumers) and 5 interpreter training schools. 5 completed questionnaires were collected from five organizations, i.e. AfDB, AUC, CEMASTEAM, COMESA and FEMNET. Therefore, the total number of respondents is 5.

4 schools returned completed questionnaires, i.e. University of Nairobi, Pedagogical University of Maputo, University of Accra, Ain Shams University of Cairo. The total number of respondents is therefore 4 out of 5.

This chapter presents and analyses the data received through both questionnaires in relation to the research objectives set out in 1.3. In this analysis, questions are coded as follows for ease of reference:

Q1-ORG: Question 1 to organizations	Q1-SCH: Question 1 to schools
Q2-ORG: Question 2 to organizations	Q2-SCH: Question 2 to schools
Q3-ORG: Question 3 to organizations	Q3-SCH: Question 3 to schools
etc. up to Q10-ORG	etc. up to Q9-SCH

A full list of questions with corresponding codes is provided in **Appendix 4**.

**3.1. Objective 1: To identify the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters**

Under Objective 1, responses to Q1-ORG, Q2-ORG, Q3-ORG, Q4-ORG and Q6-ORG as well as Q1-SCH, Q2-SCH, Q4-SCH and Q6-SCH will be analyzed to attempt an identification of the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters.

**3.1.1. Q1-ORG: Does your organization use conference interpretation services? Select Yes or No in the dropdown below.**

The purpose of Q1-ORG is to first of all establish whether these organizations actually use interpreting services and therefore if they qualify to discuss reasons of collaboration or lack thereof. All the 5 organizations answered Yes. Therefore, the data in Figure 1 below shows that all the organizations which answered the questionnaire use interpreting services.

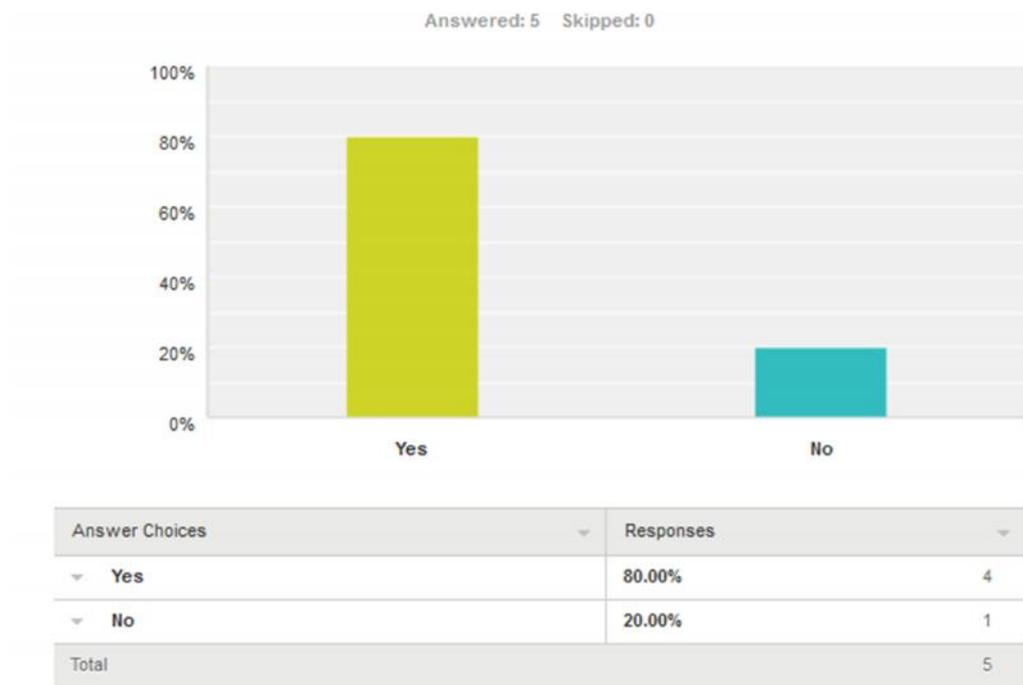


Answer Choices	Responses	
Yes	100.00%	5
No	0.00%	0
Total		5

Figure 1: Question 1 to Organizations

**3.1.2. Q2-ORG: Are you aware of the existence of any interpreter training school(s) in Africa? Select Yes or No in the dropdown below.**

Q2-ORG aims at establishing whether or not African consumers are aware of interpreter training schools in Africa before discussing any inter-organizational relations with them. 4 out of 5 organizations which use interpretation services confirmed that they are aware of the existence of interpretation schools and answered YES while 1 does not know of any school and answered NO. This question is also an attempt to test Hypothesis1.8(d) which posits that collaboration between consumers and interpreter training schools is weak because the former are not aware of the existence of the latter.



**Figure 2: Question 2 to Organizations**

**3.1.3. Q3-ORG: If your answer to Question 2 is Yes, please select all the African interpreter training schools you are aware of.**

Q3-ORG is a continuation of Q2-ORG to gauge the actual level of awareness of the existence of interpreter training schools in Africa. Respondents who had indicated that they are aware of interpreter training schools in Africa under Q2-ORG were given a list of five interpreter training schools (Centre for Translation and Interpretation (**Nairobi**); Universidade Pedagogica de Maputo (**Maputo**); **Advanced School of Translators and Interpreters (Buea)**; University of Accra (**Accra**); and Ain Shams University of Cairo for Northern Africa (**Cairo**)) to select those they know or add any other African interpretation school they know.

4 respondents said they are aware of Nairobi; 3 of Buea; 2 of Maputo and Accra; and 0 for Cairo (see Figure 3 and Figure 5 below). 1 respondent added that they also know the Institut Supérieur de Traduction et Interpretation de Yaoundé (see Figure 4).

Responses to Q2-ORG and Q3-ORG in Figures 2, 3, 4 and 5 suggest that all the organizations which responded to the questionnaire except for one are aware of the existence of interpreter training schools in Africa. However, this one organization may be representing many others which are in the same situation. A more specific study may be required for this aspect.

Yes		
	Yes	Total
3a. Centre for Translation and Interpretation (University of Nairobi, Kenya)	100.00% 4	4
3c. Advanced School of Translators and Interpreters, Buea (Cameroon)	100.00% 3	3
3b. Universidade Pedagogica de Maputo (Mozambique)	100.00% 2	2
3d. University of Accra (Ghana)	100.00% 2	2
3e. Ain Shams University of Cairo (Egypt)	0.00% 0	0

	No	Total
3a. Centre for Translation and Interpretation (University of Nairobi, Kenya)	0.00% 0	0
3b. Universidade Pedagogica de Maputo (Mozambique)	0.00% 0	0
3c. Advanced School of Translators and Interpreters, Buea (Cameroon)	0.00% 0	0
3d. University of Accra (Ghana)	0.00% 0	0
3e. Ain Shams University of Cairo (Egypt)	100.00% 1	1

Figure 5: Question 3 to Organizations (continued)

**3.1.4. Q4-ORG: Has your organization ever interacted/collaborated with an African interpreter training school? Select Yes or No in the dropdown below.**

The purpose of Q4-ORG is to determine if the targeted organizations have any inter-organizational relation with interpretation schools before getting to the reasons, benefits and form of collaboration. 3 out of 5 consumers (60%) answered that they do not collaborate with schools while 2 responded that they do. The data shown in Figure6 confirms that most African consumers of interpretation services who responded do not collaborate with interpreter

training schools. Even the remaining 40% who indicated that they have some collaboration with schools, entertain rather weak linkages as Q5-ORG will reveal.

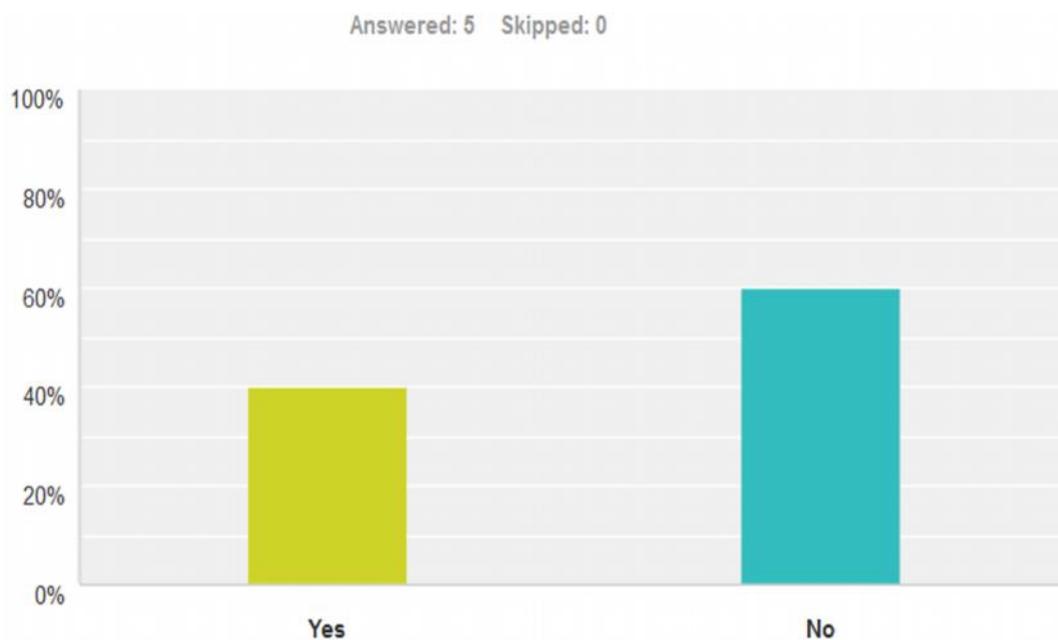


Figure 6: Question 4 to Organizations

**3.1.5. Q6-ORG: If your answer to Question 4 is No, what are the reasons for non- interaction/collaboration?**

Q6-ORG is a direct attempt to identify the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters (Objective 1).

Respondents were presented with the following list of four possible reasons that might explain the phenomenon plus an additional open-ended option to capture any other reason they may think of.

6a. Not aware of the existence of the schools

6b. No interest

6c. No resources (human, financial, material, etc.) to provide to the schools

6d. Not part of the organization's policy

6e. Other-specify

1 of the 3 organizations which had indicated in Q4-ORG that they do not have any collaboration with interpretation schools selected option 6a. (Not aware of the existence of the schools). The second respondent picked option 6d (Not part of the organization's policy) (see Figure 7 below). The third organization chose open-ended option 6e and commented that "Nobody has ever thought of any form of engagement between the two parties" (See Figure 8 below) pointing to a potential lack of interest.

The data in Figures 7 & 8 suggest that reasons for little or no collaboration between consumers and schools of interpretation are diverse. Further discussion of this finding is provided in Chapter 4.

Yes		
	Yes	Total
6a. Not aware of the existence of the schools	100.00% 1	1
6b. No interest	0.00% 0	0
6c. No resources (human, financial, material, etc.) to provide to the schools	0.00% 0	0
6d. Not part of the organization's policy	100.00% 1	1

Figure 7: Question 6 to Organizations

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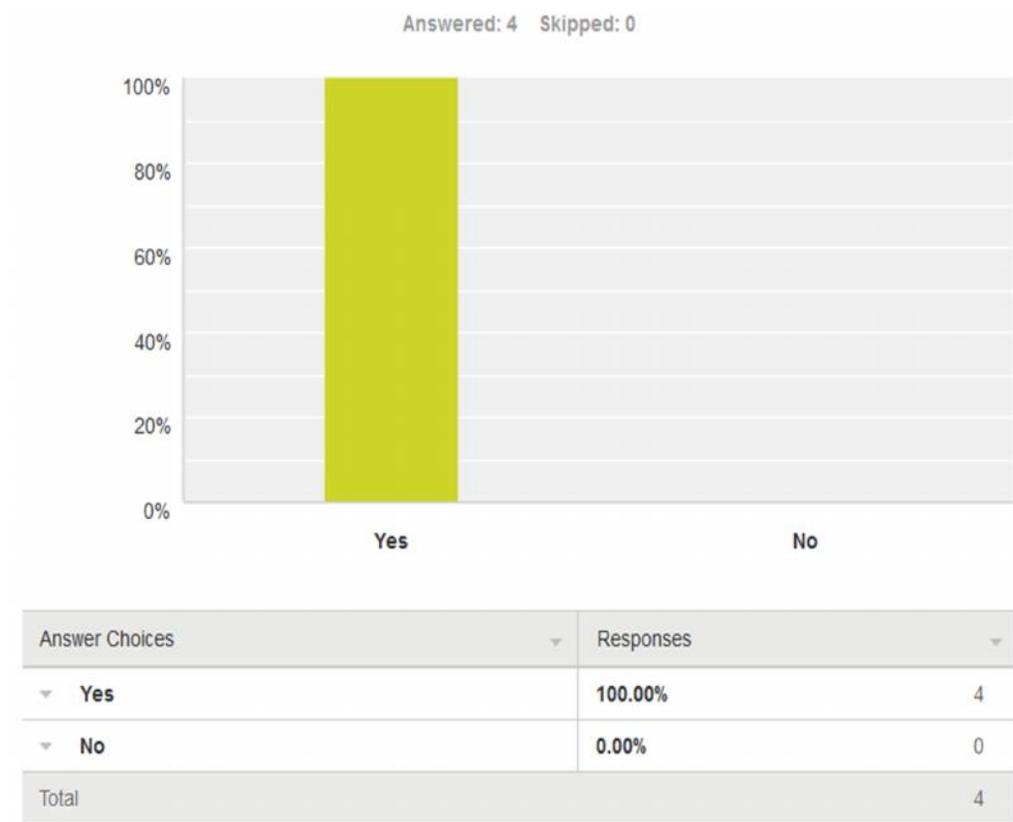
Nobody has ever thought of any form of engagement between the 2 parties.  
 8/11/2014 4:55 PM [View respondent's answers](#)

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Figure 8: Question 6(e) to Organizations

**3.1.6. Q1-SCH: Does your school interact/collaborate/partner with any international/regional/government organizations? Select Yes or No in the dropdown below.**

The purpose of Q1-SCH is to establish if African interpretation schools have any inter-organizational relations with other organizations before finding out the reasons for existence or non-existence of collaboration with them. All the 4 schools which responded confirmed that they have linkages with other organizations as shown in Figure 9.



**Figure 9: Question 1 to Schools**

**3.1.7. Q2-SCH: If your answer to Question 1 is Yes, please list all African organizations**

This question is a continuation of Q1-SCH to establish which African organizations collaborate with the schools. All the 4 respondents mentioned that they have at least one partner organization they work with as shown in Figure 10. However, actually 2 collaborate with African organizations. In fact, one respondent indicated PAMCIT as the only African organization. PAMCIT, however, does not qualify as a consumer in the sense of this study. Another respondent mentioned the European Commission which is not an African

consumer. Further down in Q5-SCH about the support received from non-African organizations, the same responded answer that they receive pedagogical assistance from the EU. So it can be inferred that this respondent does not have any inter-organizational relation with any African organization.

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Showing 4 responses

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African Union United Nations Office in Nairobi Economic Community of West African States African Development Bank
10/4/2014 9:38 PM <a href="#">View respondent's answers</a>

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Different universities: Uni of Buea, Uni of Ghana, Pedagogical Univ of Maputo. AfDB(not much has been done), The AU
10/4/2014 9:15 PM <a href="#">View respondent's answers</a>

---

Pan-African Master's Consortium for Interpretation and Translation (PAMCIT)
8/26/2014 1:48 PM <a href="#">View respondent's answers</a>

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European Commission
8/14/2014 10:27 PM <a href="#">View respondent's answers</a>

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**Figure 10: Question 2 to Schools**

**3.1.8. Q4-SCH: If your answer to Question 1 is Yes, please list all non- African organizations**

Q4-SCH aims at establishing which non-African organizations have inter-organizational linkages with African schools. All the 4 schools which responded, including respondent 4 to Q2-SCH who mentioned the European Commission among African partners (see 3.1.7), have cooperation arrangements with non-African schools as shown in Figure 11 below.

Showing 3 responses

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European Commission European Parliament Secretariat of African, Caribbean and Pacific States  
10/9/2014 11:58 AM [View respondent's answers](#)

---

UN, EC especially SCIC, Uni of Geneva  
10/4/2014 9:15 PM [View respondent's answers](#)

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Department for General Assembly and Conference Management (DGACM) - United Nation European Union -  
TEMPUS Program - European-Egyptian Masters in Spanish Language and Literature  
8/26/2014 1:48 PM [View respondent's answers](#)

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**Figure 11: Question 4 to Schools**

**3.1.9. Q6-SCH: If your answer to Question 1 is No, what could be the reasons?**

The purpose of Q6-SCH is to identify the reasons for little or no cooperation in line with Objective 1 from the schools' perspective. All the schools skipped this question as they had all responded to Q1-SCH that they have some form of cooperation with other organizations.

**3.2. Objective 2: To examine the benefits of participation for the consumers and the training schools**

Under Objective 2, responses to Q7-ORG and Q8-ORG as well as Q3-SCH, Q5-SCH and Q7-SCH will be analyzed to examine the benefits of collaboration for both parties. An analysis of responses to this question will help not only meet Objective 2, but also verify if the principles of reciprocity and legitimacy of the inter-organizational relations theory apply to the collaboration between consumers and interpreter training institutions.

**3.2.1. Q7-ORG: Would your organization benefit from collaborating with African interpreter training schools? Select Yes or No in the dropdown below.**

Q7-ORG intends to determine whether organizations, from their perspective, think that collaboration with universities would be beneficial to them or not. It is an introduction to examining the benefits of collaboration in line with Objective 2. As it appears in Figure 12, 4 of the 5 organizations which responded confirmed that their inter-organizational relations with universities would be beneficial. 1 organization responded that collaboration would not be of any benefit to them.



**Figure 12: Question 7 to Organizations**

**3.2.2. Q8-ORG: If your answer to Question 7 is Yes, please specify possible benefits by ticking all that apply.**

Q8-ORG is a continuation of Q7-ORG and its purpose is to elicit from respondents the benefits that organizations may derive from collaboration with universities. 4 organizations which think that collaboration would be beneficial were given 7 possible benefits to choose from that apply to them as well as an open-ended option to indicate any other benefits which are not listed.

The 7 suggested possible benefits are as follows:

- 8a. Increased number of well-trained interpreters on the continent that the organization can use
- 8b. Less or no use of non-trained interpreters
- 8c. Access to better quality interpretation services
- 8d. Contribution to African human resource capacity building efforts
- 8e. Increased number of language combinations available including African vehicular cross-border languages
- 8f. An opportunity to influence the training of interpreters in Africa to suit my organization's needs
- 8g. Raise the organization's profile

Each benefit was ticked by between 4 and 2 organizations as relevant to them (see Figure 13 below). Under option 8h (Other, please specify), 1 organization added: "Can ensure better results in terms of quality and give opportunities to new comers" (see Figure 14 below).

	Yes	Total
8a. Increased number of well-trained interpreters on the continent that the organization can use	100.00% 4	4
8b. Less or no use of non-trained interpreters	100.00% 4	4
8c. Access to better quality interpretation services	100.00% 3	3
8d. Contribution to African human resource capacity building efforts	100.00% 4	4
8e. Increased number of language combinations available including African vehicular cross-border languages	100.00% 2	2
8f. An opportunity to influence the training of interpreters in Africa to suit my organization's needs	100.00% 2	2
8g. Raise the organization's profile	100.00% 2	2

Figure 13: Question 8 to Organizations

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Can ensure better results in term of quality and give opportunities to newcomers  
 9/29/2014 12:15 PM [View respondent's answers](#)

---

Figure 14: Question 8(h) to Organizations

### 3.2.3. Q3-SCH: What support does your school receive from African partner organizations?

The aim of this question is to ascertain what benefits that African universities training interpreters gain by entering into inter-organizational relations with African consumers. Out of the 4 schools which responded to the questionnaire, only 1 indicated that they receive some form of support from African partner organizations; i.e. internship placements at students' expense from AU and AfDB and presence on final exams jury from ECOWAS. The remaining 3 schools do not receive any assistance from them. (see Figure 15).

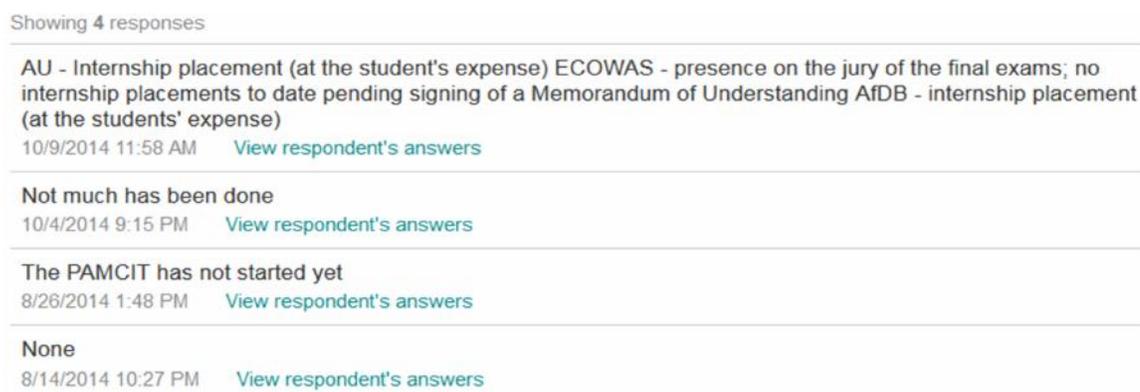


Figure 15: Question 3 to Schools

### 3.2.4. Q5-SCH: What support does your school receive from Non- African partner organizations?

The purpose of Q5-SCH is to determine the benefits that African universities training interpreters receive by signing inter-organizational relations agreements with non-African consumers. All the schools reported that they receive support from non-African organizations as shown in Figure 16.

Showing 4 responses

---

Pedagogical assistance Collaborative research Virtual classes
10/9/2014 11:58 AM <a href="#">View respondent's answers</a>

---

-UN - MoU, Collaboration in setting up CTI, main partener, equipment, block teaching by UN staff interpreters, mock practice by students at Gigiri, -EC DG SCIC - MoU, Pedagogical assistance, about to start staff/student exchange program -University of Geneva: MoU, Pedagogical assistance, assistance in developing curricula, book donation
10/4/2014 9:15 PM <a href="#">View respondent's answers</a>

---

Pedagogical Support - Training workshops - Mobility schemes for students and instructors - virtual training - internships - open databases for students and instructors -
8/26/2014 1:48 PM <a href="#">View respondent's answers</a>

---

Mostly pedagogical assistance from the EU
8/14/2014 10:27 PM <a href="#">View respondent's answers</a>

---

Figure 16: Question 5 to Schools

**3.2.5. Q7-SCH: How does or would your school benefit from this collaboration/partnership?**

Q7-SCH is similar to Q8-ORG but from schools' perspective and seeks to establish the benefits that interpreter training institutions derive or would derive from entering into inter-organizational relations arrangements. Interpretation schools were given 7 possible benefits to choose from that apply to them as well as an open-ended option to indicate any other benefits which are not listed. The suggested possible benefits are as follows:

- 7a. Possibility to train more interpreters with increased resources
- 7b. Increased number of language combinations offered including African vehicular cross-border languages
- 7c. Training tailored to consumers' needs
- 7d. Raise the profile and credibility of the school
- 7e. Internship/placement opportunities for students

7f. More teaching resources (books, speech repositories, software, terminology database, etc.)

7g. More classrooms, booths, video conference equipment, computers, etc.

7h. Other (Please specify)

Yes		
	Yes	Total
7a. Possibility to train more interpreters with increased resources	100.00% 4	4
7b. Increased number of language combinations offered including African vehicular cross-border languages	100.00% 2	2
7c. Training tailored to consumers' needs	100.00% 4	4
7d. Raise the profile and credibility of the school	100.00% 4	4
7e. Internship/placement opportunities for students	100.00% 4	4
7f. More teaching resources (books, speech repositories, software, terminology database, etc.)	100.00% 4	4
7g. More classrooms, booths, video conference equipment, computers, etc	100.00% 3	3

Figure 17: Question 7 to Schools

Like in the case of the consumers under Q8-ORG, each benefit was ticked by between 4 and 2 schools as relevant to them (see Figure 17 below).

Under open-ended option 7h(Other – please specify) one organization added “Training of Trainer workshops” and another one mentioned “Student-student

mobility as well as trainer exchange/mobility within the continent” as additional possible advantages of collaboration. (see Figure 18).

TOT workshops	<a href="#">View respondent's answers</a>
8/26/2014 1:48 PM	<a href="#">View respondent's answers</a>
<hr/>	
Student-student mobility as well as trainer exchange/mobility within the continent	<a href="#">View respondent's answers</a>
8/14/2014 10:27 PM	<a href="#">View respondent's answers</a>

Figure 18: Question 7(h) to Schools

**3.3. Objective 3: To establish the extent of collaborations between the training institutions and the interpreter consumer institutions and to outline the forms that the collaborations could take.**

Responses to Q5-ORG and Q9-ORG as well as Q8-SCH will be analyzed in relation to Objective 3 to establish the extent of collaborations between the training institutions and the interpreter consumer institutions and to outline the forms that the collaborations could take.

**3.3.1. Q5-ORG: If your answer to Question 4 is Yes, what kind of interaction/collaboration? Please select all those that apply and any other answer that is not listed.**

This question intends to establish the extent and forms of collaboration between organizations and schools in line with objective 3. The 2 African organizations, which responded Yes to Q4-ORG, i.e. they have some form of collaboration with schools, indicated in Q5-ORG that they offer internship opportunities to trainee interpreters. (See Figure 19, option 5g below). Nonetheless, as revealed by one respondent from a school under Q3-SCH, internship placements are offered by the two organizations at students’

expense. (3.2.3). No financial assistance is provided. There was no other form of collaboration with African schools mentioned by the organizations that responded.

Yes		
	Yes	Total
5a. Inquired about the program	0.00% 0	0
5b. Participated in entry/final exam jury panels	0.00% 0	0
5c. Provided pedagogical assistance	0.00% 0	0
5d. Provided financial support	0.00% 0	0
5e. Provided teaching resources	0.00% 0	0
5f. Provided equipment	0.00% 0	0
5g. Offered internship opportunities to trainee interpreters	100.00% 2	2

**Figure 19: Question 5 to Organizations**

One respondent added a comment on Q5-ORG stating that “Our organization was invited to take part in the final exam jury panel in the University of Accra” (See Figure 20). In a further email exchange about this comment, the respondent clarified that the organization could not take part in the said final exam jury due to budgetary constraints. Therefore, this organization does not offer any support to any PAMCIT university.

Figure 20: Question 5(h) to Organizations

**3.3.2. Q9-ORG: In case your organization does not have any collaboration with interpretation schools, what form of collaboration would it be ready to engage in?**

The aim of this question is to examine the extent and form of potential collaboration between African organizations and schools of interpretation which will also inform some of the recommendations. The 7 following possible forms of collaboration (9a to 9g) based on the support that non-African organizations provide to the schools were suggested to African consumers to choose those that apply. An open-ended option (9h) was added for organizations to specify any other form of collaboration they would be ready to engage in.

- 9a. Participation in entry and/or exit exam jury panels
- 9b. Pedagogical assistance on-site and/or through video link including providing experts in African vehicular cross-border languages
- 9c. Internship opportunities
- 9d. Practice opportunities for students in dummy booths during the organization's conferences
- 9e. Financial assistance
- 9f. Teaching resources (books, recorded speeches, software, terminology database, etc.)
- 9g. Equipment (booths, video conference equipment, computers, etc.)

3 organizations responded to Q9-ORG and 2 skipped it. Options 9a, 9b, and 9f were picked by 1 organization each, option 9c by 2 organizations while no organization picked options 9d, 9e and 9g (see Figure 21). Apart from option 9d, the other 2 which were skipped (9e and 9g) have the highest financial implications which could explain why organizations are reluctant to provide these forms of support.

Yes		
	Yes	Total
9a. Participation in entry and/or exit exam jury panels	100.00% 1	1
9b. Pedagogical assistance on-site and/or through video link including providing experts in African vehicular cross-border languages	100.00% 1	1
9c. Internship opportunities	100.00% 2	2
9d. Practice opportunities for students in dummy booths during the organization's conferences	0.00% 0	0
9e. Financial assistance	0.00% 0	0
9f. Teaching resources (books, recorded speeches, software, terminology database, etc.)	100.00% 1	1
9g. Provision of equipment (booths, video conference equipment, computers, etc)	0.00% 0	0

Figure 21: Question 9 to Organizations

### **3.3.3. Q3-SCH & Q5-SCH (see page 55-57 above)**

These two questions were analyzed under Objective 2 but can also be interpreted in relation to Objective 3. Even if they deal with benefits of collaboration with African organizations (Q3-SCH) and with non-African organizations (Q5-SCH), some of the answers can also be interpreted as forms of inter-organizational linkages that African consumers may consider as a way of contributing to the training of interpreters in Africa. These are internship placements at students' expense; pedagogical assistance; dummy booth practice; student/trainer exchange/mobility programs.

### **3.3.4. Q8-SCH: What form of collaboration would your school be interested in?**

This question intends to find out from the schools' perspective the form of collaboration that would be of interest to them. The following possible forms of collaboration were suggested:

- 8a. Participation in entry and/or exit exam jury panels
- 8b. Pedagogical assistance on-site and/or through video link including providing experts in African vehicular cross-border languages
- 8c. Internship for students or practice opportunities in dummy booths during partner organizations' conferences
- 8d. Provision of financial assistance
- 8e. Provision of teaching resources and equipment

An open-ended option was added 8f as for the schools to specify any other form of collaboration not listed.

Yes		
	Yes	Total
8a. Participation in entry and/or exit exam jury panels	100.00% 4	4
8b. Pedagogical assistance on-site and/or through video link including providing experts in African vehicular cross-border languages	100.00% 4	4
8c. Internship for students or practice opportunities in dummy booths during partner organizations' conferences	100.00% 4	4
8d. Provision of financial assistance	100.00% 3	3
8e. Provision of teaching resources and equipment	100.00% 3	3

Figure 22: Question 8 to Schools

All the 4 schools responded that they would be interested in 8a, 8b and 8c while 3 indicated that they would be interested only in 8d and 8e as shown in

Figure 22. One school added “Fellowships and Scholarships for students” (see Figure 23).

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Fellowships and scholarships for students  
10/9/2014 11:58 AM [View respondent's answers](#)

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**Figure 23: Question 8(f) to Schools**

### **3.4. Summary**

This chapter provides a presentation and an analysis of the data collected from some African organizations which use interpretation services and African universities training interpreters of the PAMCIT network. The data is extracted from questionnaires designed and administered through SurveyMonkey online tool and analyzed it in relation to the three objectives of the study, namely:

1. To identify the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters
2. To examine the benefits of collaboration for the consumers and the training institutions
3. To establish the extent of collaborations between the training institutions and the interpreter consumer institutions and to outline the forms that the collaborations could take.

The main reasons for little or no collaboration identified were the lack of awareness of existence of interpretation schools, lack of collaboration policies, lack of a deliberate effort to engage with the schools and lack of resources.

The major benefits of collaboration were found in the data and they include access to increased number of well-trained interpreters on the continent that the organization can use; increase of interpretation services quality; contribution to African human resource capacity building efforts; and increased number of language combinations available including African vehicular cross-border languages; and teaching resources.

With regard to forms of collaboration, quite a number were suggested in the data provided by both schools and consumers, including participation in entry/final exam jury panels; pedagogical assistance; and internship placements.

## **CHAPTER FOUR**

### **DISCUSSION OF FINDINGS**

#### **4.1. Reasons for little or lack of participation of consumers of interpretation services in the training of interpreters**

This study found that most African organizations which responded to the questionnaire do not have any collaboration with African universities offering interpreter training programs. (3.1.4). One of the five organizations is not even aware of the existence of interpretation schools in Africa while it uses services of interpreters for its meetings and conferences (3.1.2).

Although, half the schools that responded reported that they partner with African organizations which employ interpreters(3.1.7), only one receives support from them, although non-substantial, in the form of internship placements at students' expense and presence on final exams jury panels (3.2.3). This is in sharp contrast with the inter-organizational linkages that exist between all the four schools and non-African consumers (3.1.8 and 3.2.4).

This finding is echoed by the PAMCIT official in the interview (1.9.5). He states that "Potentially all African organizations should be involved or at least show interest in the training given that they are the ones which require the services of interpreters (and translators), and stand to gain from using better

trained and better qualified language professionals, which is generally not happening at present.”

Responses from consumers and schools as well as the interview therefore confirm that there is little or and most cases no collaboration with African consumers of interpretation services. This is a confirmation of the observation of the same phenomenon which was the starting point of this study. It is nonetheless interesting to note that most of the organizations (4 out of 5) and all the schools responded that they would benefit from collaboration with each other. (3.2.1 and 3.2.5).

The reasons identified for little or no collaboration between the two parties are diverse. It is important to note that only organizations provided data which may explain why they do not participate in the training of interpreters. (3.1.5). Unfortunately, no school commented on this issue. The reason could be the way question Q6-SCH (3.1.9) is framed as the answer is dependent upon whether or not the school collaborates with any external organizations. It would have been better to specify that it is about reasons of little or no collaboration with African organizations which employ interpreters. Since all of the schools have some form of collaboration at least with non-African organizations, none responded to the question.

#### **4.1.1. Lack of awareness of the existence of interpreter training schools in Africa**

One of the reasons put forward is the fact that some organizations are not aware of the existence of interpretation schools in Africa. Even though only one organization out of the five which responded gave that reason, it may be true for many other organizations in Africa that were not contacted and may partially explain the situation of little or lack of inter-organizational relations between the two parties. Obviously, there cannot be any collaboration if there is no awareness, which is probably a result of lack of information. A separate study may be needed to examine this specific aspect of lack of awareness.

In fact, a further exchange with the officer who responded to the questionnaire on behalf of this organization revealed that despite the fact that they recruit dozens of freelance interpreters every year, he was not aware that there were university interpreter training programs in Africa. He requested for more details on the programs and indicated that his organization would be interested in entering into some form of cooperation agreement with the schools.

This may indicate that some work could be needed to be done by PAMCIT universities to strengthen their communication strategies in order to take full advantage of the untapped opportunities to create linkages with organizations which will employ their graduates. According to the principle of legitimacy in the inter-organizational relations theory, creating awareness of an

organization's activities among the community is one of the reasons for relationship formation. (Oliver 1990:259).

In terms of testing this study's hypotheses, this finding to some extent corroborates hypothesis 1.8.d which posits that collaboration between consumers and interpreter training institutions is weak because some organizations are not aware of the existence of the training programs.

#### **4.1.2. Lack of a collaboration policy with universities**

Another reason given by one respondent among organizations is lack of a collaboration policy with universities. (see Figure 7 – 6d). Again, even though it is only one organization which gave that response, it may be argued that there could be others which are in the same situation. A further study may be required to investigate this particular aspect. The fact that organizations do not have collaboration policy in place may be a result of lack of awareness of the benefits that they may reap from linkages with interpreter training schools, namely employing “better trained and better qualified language professionals” (Appendix 3 - Interview) for their increasing conference needs.

If organizations do not realize that contributing to the training of interpreters will have an advantageous impact on their operations, they will be unlikely to formulate a collaboration policy. To these organizations, the condition of reciprocity is simply absent while, as discussed earlier (2.3.1), according to the inter-organizational relations theory, reciprocity is one of the major

motivations for entering into a cooperation arrangement which guarantees mutual benefits to all parties involved. This may therefore explain the comment made by one of the respondents that “Nobody has ever thought of any form of engagement between the two parties” (3.1.5).

#### **4.1.3. Resource constraints**

This study found that resource constraints also partly explain why African consumers are not involved in the interpreter training programs. Although no organization explicitly responded that the reason for not participating in university programs is insufficient resources, this can be inferred from a comment made by one organization respondent under Q5-ORG (3.3.1) and a response provided by one school to Q3-SCH (3.2.3).

The organization commented that “Our organization was invited to take part in the final exam jury panel in the University of Accra”. As mentioned earlier, when asked for more clarifications about this comment, the organization replied that they did not take part in the jury panel due to budgetary constraints. As for the school, the respondent stated that two African organizations offer internship placements at students’ expense. This arrangement is definitely an involvement in the training of interpreters but it evidently points to a resource constraints challenge on the part of organizations which could do more if extra resources were available.

This is in line with the first research hypothesis of this study which suggests that some consumers of interpretation services do not participate in the training of interpreters in Africa because they do not have resources (human, expertise, material, financial, etc.) to offer to universities. (See section 1.8.a). It is rare for organizations to relate with one another without anything to offer to each other (Franke and Koch 2013). In light of the concept of reciprocity under the inter-organizational relations theory, mutually beneficial relations between organizations presuppose exchange of benefits that obviously are a result of availability of resources.

#### **4.2. Benefits of collaboration between African consumers of interpretation services and interpreter training schools**

This study established that African organizations which employ interpreters and universities offering interpreter training programs confirmed that they stand to gain from a fruitful collaboration according to their responses. (3.2.1 and 3.2.5). The data collected shows that although both parties are not engaging with each other enough, they believe that stronger linkages would yield substantial mutual benefits. Hypotheses 1.8.b (collaboration between consumers and universities will increase language combinations) and 1.8.c (collaboration between consumers and universities will increase the number of qualified interpreters) were confirmed as part of potential benefits.

##### **4.2.1. Benefits for organizations**

For organizations, it emerged that access to increased number of well-trained interpreters; less or not at all employing untrained interpreters; an opportunity

to contribute to African human resource capacity building efforts; and access to better quality interpretation services are considered as the most important benefits accruing from collaboration with universities. Increased number of language combinations available including African vehicular cross-border languages; an opportunity to influence the training of interpreters to suit their needs; and raise the organization's profile were also indicated by at least two organizations as possible benefits of collaboration.

Raising the organization's profile is a good illustration of the principle of legitimacy in the inter-organizational relations theory. Enhancing their reputation and image by engaging with universities is a valid benefit and motivation for organizations to enter into inter-organizational relations. This benefit also ranks high among all the PAMCIT universities which responded.

#### **4.2.2. Benefits for universities**

This study identified a number of benefits accruing to universities by virtue of collaborating with consumers. Training more interpreters according to consumers' needs, raising the schools' profile and credibility; securing internship opportunities for trainees as well as more teaching resources are the top benefits identified by all the schools which responded. Increasing the number of language combinations offered including African vehicular cross-border languages is another benefit mentioned by some schools.

The cardinal importance of this benefit is captured in the interview (Appendix 3).“The inclusion of African cross-border languages in interpretation training programs is a logical and natural extension of the PAMCIT project. Some prominent Africans have referred to cross-border languages as a very powerful integrating tool on the continent, since multilingualism is an essential part of the pan-African vision, which underlines the sense of belonging and identity.” Interpreter training should “be extended to African languages, especially in areas of public service mediation, such as in the legal, economic, health and immigration sectors, to serve the continent’s needs at all levels... After all, these are the languages mostly used in the field of public service or community interpretation and for their users the quality of the message they either receive or seek to convey is of the utmost importance”.

#### **4.3. Forms of involvement in the training of interpreters**

This study revealed that African organizations and universities teaching interpretation are interested in several forms of involvement in the training programs some being more direct than others. The five main forms identified from respondents are:

- (1) Internship and dummy booth practice opportunities
- (2) Participation in entry and/or exit exam jury panels
- (3) Pedagogical assistance
- (4) Teaching resources
- (5) Financial assistance

#### **4.3.1. Internship and dummy booth practice opportunities**

All the four universities which responded to the questionnaire and two consumers indicated that they would be interested in internship and dummy booth practice opportunities for students. This is consistent with the number of organizations which said that they currently offer internships (3.3.1).

#### **4.3.2. Participation in entry and/or exit exam jury panels**

All the four schools confirmed that they would like to have representatives of consumers on the entry and/or final exam jury panels (3.3.4). Only one consumer indicated that they are ready to engage in this form of collaboration (3.3.2). Currently, one organization participates in jury panels according to the data received.

#### **4.3.3. Pedagogical assistance**

Four universities and one organization are ready to collaborate through pedagogical assistance on site and/or through video link including providing experts in African vehicular cross-border languages. Currently no African organization engages in this form of collaboration.(3.2.3)

#### **4.3.4. Teaching resources and equipment**

Three universities and one African organization are willing to work together along these lines. No African consumer provides teaching resources and/or equipment to an interpretation school.

#### **4.3.5. Financial assistance**

The data received shows that three universities would be interested in receiving financial assistance from consumers of interpretation services. However, no organization is ready to provide it.

In all the five forms of collaboration, this study observed a discrepancy between the schools' wishes and what the consumers are ready to offer. A possible explanation could be the challenge of resource constraints as discussed in 4.1.3. Evidently, resources are not only financial but also human in terms of numbers and expertise, material and otherwise. For instance, participation in jury panels and pedagogical assistance require not only funds to send experts to the schools but also enough experts with the right qualifications. Many African organizations do not have that luxury while they are faced with resource constraints.

Another possible explanation could be that, although respondents believe that their organizations can derive benefits from collaboration with interpretation schools (3.2.2), they may not want their answers to be construed as a pledge while they do not have authority to commit their organizations financially. This is however not substantiated by any data in this study.

#### **4.4. Summary**

This chapter discusses three main findings of the study. The study found the following: First, there is little or lack of participation of African consumers of

interpretation services in the training of interpreters in Africa. Second, African organizations which employ interpreters and universities offering interpreter training programs confirmed that they stand to gain from a fruitful collaboration. Third, African organizations and universities teaching interpretation are interested in several forms of involvement in the training programs, although with a discrepancy between the universities wishes and what organizations are ready to offer.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary and conclusions

The purpose of this study was to investigate the involvement of consumers of interpreting services in the training of interpreters on the African continent in view of the current situation where African organizations which depend on highly qualified professional interpreters for successfully running their multilingual meetings and conferences have not shown much interest in collaborating with these academic institutions.

The specific objectives of the study were the following:

- i. To identify the reasons for little or lack of participation of African consumers of interpretation services in the training of interpreters
- ii. To examine the benefits of collaboration for the consumers and the training institutions
- iii. To establish the extent of collaborations between the training institutions and the interpreter consumer institutions and to outline the forms that the collaborations could take.

Three main reasons for little or lack of involvement of African consumers in the training of interpreters were identified as follows:

- i. Lack of awareness of the existence of interpreter training schools in Africa
- ii. Lack of a collaboration policy with universities

- iii. Resource constraints

The study found the following benefits of collaboration between African consumers of interpretation services and interpreter training schools

For organizations:

- i. Increased number of well-trained interpreters;
- ii. Access to better quality interpretation services
- iii. Less or non-employment of untrained interpreters;
- iv. An opportunity to contribute to African human resource capacity building efforts;
- v. Increased number of language combinations available including African vehicular cross-border languages;
- vi. Raise the organization's profile.

For universities

- i. Training more interpreters according to consumers' needs,
- ii. Raising the schools' profile and credibility;
- iii. Securing internship opportunities for trainees
- iv. Acquiring more teaching resources and equipment
- v. Increasing the number of language combinations offered including African vehicular cross-border languages

As for the extent and forms of collaboration, the following were identified:

- i. Internship and dummy booth practice opportunities

- ii. Participation in entry and/or exit exam jury panels
- iii. Pedagogical assistance
- iv. Teaching resources
- v. Financial assistance

The objectives of the study were therefore fulfilled. The following hypotheses were also confirmed.

- i. Some consumers of interpretation services do not participate in the training of interpreters in Africa because they do not have resources (human, expertise, material, financial, etc.) to offer to universities.
- ii. Collaboration between consumers and universities will increase language combinations for interpreters.
- iii. Collaboration between consumers and universities will increase the number of qualified interpreters
- iv. Collaboration between consumers and interpreter training schools is weak because some organizations are not aware of the existence of the training programs.

The main conclusion of the investigation is that despite the fact that the African organizations which use interpretation services and the universities which offer interpreter training programs in Africa recognize that inter-organizational relations between them in various forms would be mutually beneficial, indeed there is little and in most cases total absence of involvement of the African organizations in the training of interpreters in Africa, while some non-African consumers, like the United Nations and the European Commission, actively

collaborate with African interpretation schools.

## **5.2. Recommendations**

African organizations and universities offering interpreter training programs agree that there is little or lack of collaboration between them while there are significant beneficial gains that they can derive from collaborative arrangements as corroborated by the evidence presented in this dissertation. Therefore, the main recommendation of this study is that both parties should devise ways and means of enhancing inter-organizational relations between them.

A possible starting point could be to find efficient approaches to addressing the reasons for little or lack of cooperation identified in this thesis by creating awareness among African organizations about interpreter training schools through a better communication strategy; developing organizations' collaboration policies with universities; and allocating more resources to support interpreter training. Further study is needed into how these recommendations could be implemented in the interest of all parties involved.

As emphasis in this study was laid on the training of conference interpreters, a further study may be needed to tackle the specific situation of public service interpretation in Africa.

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## **APPENDICES**

Appendix 1: Questionnaire for organizations

Appendix 2: Questionnaire for interpretation schools

Appendix 3: Interview with PAMCIT Coordinator

Appendix 4: List of questions with corresponding codes

# Questionnaire for organizations

## Questions to be answered by organizations

The purpose of this questionnaire is to collect data for a thesis to be submitted in partial fulfillment of the requirements for a Master's degree in Interpretation at the Centre for Translation and Interpretation, University of Nairobi, Kenya. Please take a few minutes to answer the questions below and then click on **Submit** at the bottom of the form when you finish. Your responses will be kept anonymous. Thank you for your valuable time and support.

**\* 1. Does your organization use conference interpretation services? Select Yes or No in the dropdown below.**

**\* 2. Are you aware of the existence of any interpreter training school(s) in Africa? Select Yes or No in the dropdown below.**

**3. If your answer to Question 2 is Yes, please select all the African interpreter training schools you are aware of.**

	Yes	No
3a. Centre for Translation and Interpretation (University of Nairobi, Kenya)	<input type="text" value="6"/>	<input type="text" value="6"/>
3b. Universidade Pedagogica de Maputo (Mozambique)	<input type="text" value="6"/>	<input type="text" value="6"/>
3c. Advanced School of Translators and Interpreters, Buea (Cameroon)	<input type="text" value="6"/>	<input type="text" value="6"/>
3d. University of Accra (Ghana)	<input type="text" value="6"/>	<input type="text" value="6"/>
3e. Ain Shams University of Cairo (Egypt)	<input type="text" value="6"/>	<input type="text" value="6"/>

3f. Other (please specify)

**\* 4. Has your organization ever interacted/collaborated with an African interpreter training school?**

**Select Yes or No in the dropdown below.**

## Questionnaire for organizations

**5. If your answer to Question 4 is Yes, what kind of interaction/collaboration? Please select all those that apply and any other answer that is not listed.**

	Yes	No
5a. Inquired about the program	<input type="text" value="6"/>	<input type="text" value="6"/>
5b. Participated in entry/final exam jury panels	<input type="text" value="6"/>	<input type="text" value="6"/>
5c. Provided pedagogical assistance	<input type="text" value="6"/>	<input type="text" value="6"/>
5d. Provided financial support	<input type="text" value="6"/>	<input type="text" value="6"/>
5e. Provided teaching resources	<input type="text" value="6"/>	<input type="text" value="6"/>
5f. Provided equipment	<input type="text" value="6"/>	<input type="text" value="6"/>
5g. Offered internship opportunities to trainee interpreters	<input type="text" value="6"/>	<input type="text" value="6"/>

5h. Other (please specify)

**6. If your answer to Question 4 is No, what are the reasons for the non interaction/collaboration?**

	Yes	No
6a. Not aware of the existence of the schools	<input type="text" value="6"/>	<input type="text" value="6"/>
6b. No interest	<input type="text" value="6"/>	<input type="text" value="6"/>
6c. No resources (human, financial, material, etc.) to provide to the schools	<input type="text" value="6"/>	<input type="text" value="6"/>
6d. Not part of the organization's policy	<input type="text" value="6"/>	<input type="text" value="6"/>

6e. Other (please specify)

**\* 7. Would your organization benefit from collaborating with African interpreter training schools?**

Select Yes or No in the dropdown below.

## Questionnaire for organizations

8. If your answer to Question 7 is Yes, please specify possible benefits by ticking all that apply.

	Yes	No
8a. Increased number of well trained interpreters on the continent that the organization can use	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8b. Less or no use of non trained interpreters	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8c. Access to better quality interpretation services	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8d. Contribution to African human resource capacity building efforts	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8e. Increased number of language combinations available including <a href="#">African vehicular cross border languages</a>	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8f. An opportunity to influence the training of interpreters in Africa to suit my organization's needs	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8g. Raise the organization's profile	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8h. Other (please specify)	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

## Questionnaire for organizations

### 9. In case your organisation does not have any collaboration with interpretation schools, what form of collaboration would it be ready to engage in?

	Yes	No
9a. Participation in entry and/or exit exam jury panels	<input type="text" value="6"/>	<input type="text" value="6"/>
9b. Pedagogical assistance onsite and/or through video link including providing experts in <a href="#">African vehicular crossborder languages</a>	<input type="text" value="6"/>	<input type="text" value="6"/>
9c. Internship opportunities	<input type="text" value="6"/>	<input type="text" value="6"/>
9d. Practice opportunities for students in dummy booths during the organization's conferences	<input type="text" value="6"/>	<input type="text" value="6"/>
9e. Financial assistance	<input type="text" value="6"/>	<input type="text" value="6"/>
9f. Teaching resources (books, recorded speeches, software, terminology database, etc.)	<input type="text" value="6"/>	<input type="text" value="6"/>
9g. Provision of equipment (booths, video conference equipment, computers, etc)	<input type="text" value="6"/>	<input type="text" value="6"/>
9h. Other (please specify)	<input type="text" value="5"/>	

### \* 10. Please indicate the name of your organisation.

## Questionnaire\* for interpretation schools

### Questions to be answered by interpretation schools

The purpose of this questionnaire is to collect data for a thesis to be submitted in partial fulfillment of the requirements for Master's degree in Interpretation at the Centre for Translation and Interpretation, University of Nairobi, Kenya. Please take a few minutes to answer the questions below and then click Submit. Thank you for your valuable time.

**\* 1. Does your school interact/collaborate/partner with any international/regional/government organizations?**

Select Yes or No in the dropdown below.

**2. If your answer to Question 1 is Yes, please list all African organisations**

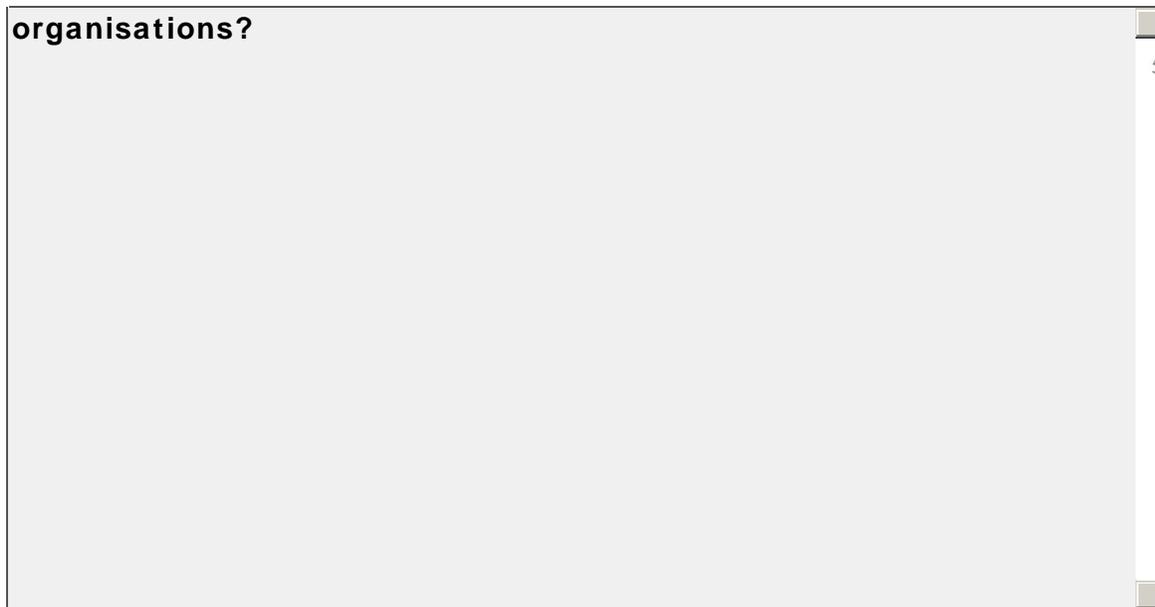
**\* 3. What support does your school receive from African partner organisations?**

**4. If your answer to Question 1 is Yes, please list all nonafrican organisations**

## Questionnaire\* for interpretation schools

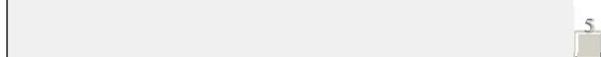
**\*5. What support does your school receive from Non-African partner organisations?**

A large, empty rectangular text box with a light gray background and a thin black border, intended for the user to provide an answer to question 5. A small gray square is visible in the top right corner of the box.

5

6

**6. If your answer to Question 1 is No, what could be the reasons?**

A small, empty rectangular text box with a light gray background and a thin black border, intended for the user to provide an answer to question 6. A small gray square is visible in the bottom right corner of the box.

5

6

## Questionnaire\* for interpretation schools

### 7. How does or would your school benefit from this collaboration/partnership?

	Yes	No
5a. Possibility to train more interpreters with increased resources	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5b. Increased number of language combinations offered including <a href="#">African vehicular crossborder languages</a>	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5c. Training tailored to consumers' needs	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5d. Raise the profile and credibility of the school	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5e. Internship/placement opportunities for students	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5f. More teaching resources (books, speech repositories, software, terminology database, etc.)	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5g. More classrooms, booths, video conference equipment, computers, etc	<input type="checkbox"/> 6	<input type="checkbox"/> 6
5h. Other (please specify)	5 6	

## Questionnaire\* for interpretation schools

### 8. What form of collaboration would your school be interested in?

	Yes	No
6a. Participation in entry and/or exit exam jury panels	<input type="text" value="6"/>	<input type="text" value="6"/>
6b. Pedagogical assistance onsite and/or through video link including providing experts in <a href="#">African vehicular crossborder languages</a>	<input type="text" value="6"/>	<input type="text" value="6"/>
6c. Internship for students or practice opportunities in dummy booths during partner organizations' conferences	<input type="text" value="6"/>	<input type="text" value="6"/>
6d. Provision of financial assistance	<input type="text" value="6"/>	<input type="text" value="6"/>
6e. Provision of teaching resources and equipment	<input type="text" value="6"/>	<input type="text" value="6"/>

6f. Other (please specify)

\* 9. Please indicate the name of your interpreter training school and its website address.

## **Appendix 3**

### **INTERVIEW WITH A PAMCIT OFFICIAL**

1. Which organizations (international, African, universities, etc.) actively participated in establishing the African project and PAMCIT?
2. Which African organizations (consumers of interpreting services) (continental, regional, governmental, inter-governmental, non-governmental, etc.) are involved in the training of interpreters in Africa? What is the form of their participation?
3. What could be the mutual value of the collaboration between PAMCIT universities and these African organizations?
4. What's your take on the idea that this collaboration may help increase the inclusion of African cross-border vehicular languages in interpreter training programs and thus increase the number of language combinations offered.
5. Any final thoughts on the training of interpreters in Africa?

## Appendix 4

### List of questions with corresponding codes

Q1-ORG: Question 1 to organizations	Q1-SCH: Question 1 to schools
Q2-ORG: Question 2 to organizations	Q2-SCH: Question 2 to schools
Q3-ORG: Question 3 to organizations	Q3-SCH: Question 3 to schools
Q4-ORG: Question 4 to organizations	Q4-SCH: Question 4 to schools
Q5-ORG: Question 5 to organizations	Q5-SCH: Question 5 to schools
Q6-ORG: Question 6 to organizations	Q6-SCH: Question 6 to schools
Q7-ORG: Question 7 to organizations	Q7-SCH: Question 7 to schools
Q8-ORG: Question 8 to organizations	Q8-SCH: Question 8 to schools
Q9-ORG: Question 9 to organizations	Q9-SCH: Question 9 to schools
Q10-ORG: Question 10 to organizations	

