A STUDY OF QUALIFICATION PROCESSES AND COMPETENCIES OF SIGN LANGUAGE
INTERPRETERS IN AFRICAN CONTEXT

- A contribution to the process of establishing a Sign Language interpreter training programme in Ethiopia

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ABSTRACT

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The study followed the principles of development cooperation to reach the aim of surveying the qualification processes and competencies of Sign Language interpreters in Eastern and Southern African countries. The initial idea for the thesis came from Ethiopia, where there is currently no interpreter training programme available. The data gathered in this thesis will contribute to establishing a training programme to countries that do not have one and to provide a general image of the current situation.

The data was gathered through two methods; participatory observation and semi-structured interview conducted via email. The sample of the study consisted of 19 countries located in the aforementioned region. Answers to the interview questionnaire were received from seven countries altogether. The data was analysed using thematic analysis in order to draw generalizations for beneficiaries to use.

Out of the seven respondents three had well established training programmes, two had training programmes of insufficient quality and two did not have training programmes of any kind. Only one country had a qualification process separate from training programme graduating process. All countries had members of the clientele involved in the programmes or in the processes of establishing programmes. The significance of foreign aid or collaboration was found to be insignificant.

Keywords: education, qualification, development cooperation, linguistic rights

TIIVISTELMÄ

Kortesalo, Marko. Tutkimus viittomakielen tulkkien kompetensseista ja pätevöitymisprosesseista afrikkalaisessa kontekstissa - Tukea viittomakielen tulkkikoulutuksen perustamiseksi Etiopiaan. Diak, Turku. Kevät 2015, 66 s., 7 liitettä. Kieli: englanti.
Diakonia-ammattikorkeakoulu, Viittomakielen ja tulkkauksen koulutus (Tutkintonimike: Tulkki).

Opinnäytetyön tavoitteena oli selvittää viittomakielen tulkkien koulutusten tilannetta ja koulutusten pätevyysvaatimuksia Itä- ja Etelä-Afrikan maissa. Opinnäytetyö noudatti kansainvälisen kehitysyhteistyön periaatteita: opinnäytetyön alkuperäinen idea tuli Etiopiasta, jossa ei tällä hetkellä ole viittomakielen tulkkikoulutusta. Opinnäytetyö osaltaan edistää tulkkikoulutuksen perustamista sellaisiin maihin, joissa koulutusta ei tällä hetkellä ole.

Opinnäytetyössä hyödynnettiin monimenetelmällisyyttä; aineisto hankittiin osallistuvan havainnoinnin ja sähköpostin välityksellä tehdyn puolistrukturoidun haastattelun avulla. Haastattelukysymykset lähetettiin 19 maahan ja vastaukset saatiin yhteensä seitsemästä maasta. Aineisto analysoitiin teemoittelun avulla, jotta sen pohjalta voitiin vetää johtopäätöksiä maiden hyödynnettäväksi.

Analyysin perusteella seitsemästä maasta kolmessa on pitkälle kehittynyt tulkkikoulutus, kahdessa on jonkinlainen koulutus ja kahdessa maassa ei ole koulutusta laisinkaan. Vain yhdessä maassa on koulutuksesta erillinen prosessi tulkin pätevyyden arvioimiseen. Kaikissa maissa on asiakasryhmien edustajia joko mukana koulutuksen toteuttamisessa tai sen perustamisen suunnittelemisessa. Ulkomaisten järjestöjen avulla tai yhteistyöllä ei tutkimuksen mukaan ollut merkitystä koulutuksen laatuun.

Asiasanat: koulutus, kvalifikaatio, kehitysyhteistyö, kielelliset oikeudet

CONTENTS

1 INTRODUCTION

In my thesis I studied the current protocols for Sign Language interpreter qualification as well as the required competencies for graduating interpreters in Southern and Eastern African countries.

I had been interested in development cooperation prior to my education, so when I was offered a chance to study abroad, I took it and wanted to take the best out of it. I managed to book a place for internship in Ethiopia in an organization working in development cooperation. I did spend my three month exchange study period in Addis Ababa, Ethiopia working as an intern in Ethiopian Center for Disability and Development (ECDD) in a project called Capacity building for inclusive higher education and empowerment of students of disabilities. One of the objectives of the project is to get more Sign Language interpreters for the Deaf and hard-of-hearing university students. According to the students themselves the lack of interpreters is the biggest hindrance in their studying conditions. I got to see in reality how the lack in quantity and the insufficient quality of interpreters affect the students' lives.

To further contribute to the cause I wanted to make a survey of the current state of Sign Language interpreter provision and qualification. My thesis intends to follow the principles of sustainability in development cooperation. I sent inquiries to different organizations for getting a suggestion for a topic of my thesis. With the initial idea coming from the target country the paper would most likely provide useful and important data for the beneficiaries. I got a suggestion of making a survey of Sign Language interpreter code of conduct in those countries where there is established Sign Language interpreter training from a postgraduate faculty member Eyasu Haile Tamene of Addis Ababa University Department of Ethiopian Sign Language and Deaf Culture. They suggested that I would study the rules and regulations guiding working as a Sign Language interpreters in the countries I saw fit. The topic later gelled into studying the principles of interpreter qualification and the required competencies in the Southern and Eastern African countries surrounding Ethiopia.

The survey will provide Addis Ababa University with material it can employ when beginning to build the fundamental principles of soon-to-be-established interpreter training programme. It aims at making the procedure of establishing interpreter training programmes visible, refines the interpreter qualities considered most profound in African context and thus contributes to establishing a generally applicable interpreter training model. The thesis will help me to get a profound insight of the European Qualification Framework of the tertiary level Sign Language interpreter education. In addition to this a good mastery of the core principles of working as an interpreter will provide me better know-how in my future profession.

Data was gathered via mixed methods: participatory observation, questionnaire and interviews.

2 PRINCIPLES GUIDING THE CONDUCTING OF THIS THESIS

Everything is political. Conducting a study is a constant process of choosing and making decisions. In this chapter I want to make explicit the underlying principles that guided my decision making and affected the perhaps unorthodox pragmatic choices that eventually became visible in the writing of this paper.

2.1 Development cooperation

Finland has been involved in development cooperation in different forms for more than 50 years. In the past years the ownership of the processes has been in the limelight in development cooperation. It has been noted that the changes and accomplishments are notably more sustainable if the processes are inclusive and the people living in the countries of global South are not just passive receivers but actively and equally involved in the decision making from the beginning to the end. (Artto, Juhani 2005, 62–63; Ministry for Foreign Affairs of Finland 2013.) Throughout the study I have actively tried to avoid the situation where I, as a student coming from a Northern European EU country, would state how things should be in the country of global South. From the beginning I wanted for the beneficiaries, the Ethiopians, to actively participate in the process. The initial idea for this study came from a person in Ethiopia, but possibly because of cultural differences between me and my supervisor the cooperation didn't go as I had planned and I ended up changing supervisors. The original setting of the study stayed the same as did the ultimate objective. The only thing that eventually changed was the person providing the initial contact with the informants. Through the study I also acquired complementary insight to the problem at hand from the eventual end users of the interpreting service, so I would say the perspective of development cooperation was constant regardless of the changes with the people involved.

2.2 Formats of expressions

Theses in Diaconia University of Applied Sciences are normally written in the language used in the teaching, in this case Finnish. I chose to write the thesis in English in order to make the study more easily employable for the end users and beneficiaries, the people living in Ethiopia and other Southern and Eastern African countries. I am aware that not all countries in the previously mentioned regions, use English as their official language, or necessarily have a significant number of people who know English, but due to the current status of English as the lingua franca and with my own state of fluency it seemed like the best option.

There are certain expressions used in the text I want to define. Spellings deaf/Deaf are used to differentiate between people who are deaf but do not identify foremost as representatives of a linguistic minority, and those who are Deaf, consider themselves as Deaf, as members of a certain Deaf culture and linguistic minority using Sign Language.

I use the term global South to refer to countries often referred to as underdeveloped or developing countries. I do not want to evaluate which countries are in which state of their development and thus refrain from using such terms. The expression "countries of the global South" states the obvious, the countries locate in the Southern hemisphere of the Globe, and that should be enough to define them, regardless of their current economic status. Whenever I refer to a single person, I use an ungendered personal pronoun. It is up to them to define their gender identity, if they wish to do so.

There are several different ways of understanding time. The Ethiopians use a calendar based on that of Alexandrian (Wikipedia 2015a). Different means of expressing time are equal and choosing one over the other is by no means political in this thesis. When there is such a difference I felt it was considerate to make the distinction, especially when there is a possibility for the initial primus motor and end beneficiary, the Ethiopians, to get confused over the issue.

In this thesis all the expressions of time are used as published.

The maps presented as figures in this thesis were imported as such and they represent the traditionally used transverse Mercator projection. The spherical shape of the Globe cannot be accurately expressed in two dimensional form and thus there need to be certain adjustments. The commonly used transverse Mercator projection has its limitations in expressing the proportions of continents. (Wikipedia 2015b,c.) Again, this was in no way political a choice, but rather reasoned by the resources available for conducting this thesis. I also want to acknowledge that the projection may or may not have influenced the global politics, and that I think it should be irrelevant if the convention would be changed.

I was suggested to ask and present some statistical background information on the informants from the questionnaire I used for the data gathering. It was suggested I ask their age and gender. I however do not see age and gender as significant factors for analysing the results. Instead I am afraid that providing some readers of this study, especially those from certain African countries, with the age and/or gender of the informants might cause the readers to evaluate the answers in an irrelevant state of mind. I am aware of the gender imbalances in the countries that fall into the scope of my study, and in other context appreciate the work done to reduce these inequalities. Personally I consider factors such as gender to be relevant only when it comes to biology. Thus I have provided the readers of this paper only such information about the informants as I have seen relevant to the analysing of the data provided by them.

3 THE PREMISES OF THE RESEARCH

During my internship in Ethiopia my own experiences and findings through the non-systematic participatory observing I conducted while working gave additional support to the initial note by Eyasu Tamene that there is eminent need for interpreter training in Ethiopia (Eyasu Tamene personal communication 25.11.2013).

The interpreter training programme cannot be established without any data about the current situation or about theories to support the existence of such programme. Thus the need of a preliminary survey about the current situation. With the initial idea from Eyasu, the importance of surveying the current interpreter training programmes and the frameworks for qualifications in other African countries became obvious. Although Ethiopia, being the initial beneficiary of this paper the results can and, hopefully will be applied to other countries where there currently is no Sign Language interpreter training programme and thus will hopefully benefit the field of Sign Language interpreting in a larger scale as well.

The study is a phenomenological survey of qualitative nature. The phenomena to be studied are the required qualifications of the instances providing interpreter training. Specific research questions are the following.

1. What are the required competencies of graduating Sign Language interpreters like in the countries to be studied?
2. What is the process of qualifying Sign Language interpreters like?

3.1 Terminology

The key concepts used in this paper are the following.

By *training programme* I refer to officially acknowledged programme provided by an educational institution and providing the people graduating sufficient level of theoretical knowledge as well as pragmatic know-how to act as a professional in the appropriate field.

Qualification and *certification* are used as synonyms for the act or process of providing generally approved recognition for a person having graduated from a school or training programme to represent a certain profession. Authorization by definition requires legislative definition of the profession. (Thurén 2011.) I will use the terms considering the countries where such a legislative definition exists.

Competencies of schools giving education for interpreters specifically demonstrate the information of what is considered important and what is expected from a student graduating from a school in the given context. In Europe there are EU wide competencies for the graduates of a certain level of education. Where such broader framework does not exist the competencies are defined by the given institutes providing the education.

3.2 State of research

There have not been any previous surveys on the current state of interpreter training programmes and qualifications in Africa from a qualitative point of view. Here I will present the quantitative researches conducted by the World Federation of the Deaf (WFD) and justify the importance and significance of such survey by the publications from the World Association of Sign Language Interpreters (WASLI) and United Nations (UN). I will also present the current Finnish situation of guiding principles for Sign Language interpretation.

3.2.1 WFD Reports

FIGURE 1. Countries studied in WFD region surveys (Amcharts 2014)

The World Federation of the Deaf conducted several region survey reports in 2008 which covered 93 countries in total as shown on the figure 1. Based on these reports they compiled the Deaf People and Human Rights report in 2009. The Region survey reports covered several topics such as status of national Sign Language(s) and status of Sign Language interpreting services from a quantitative perspective. Out of the 93 respondents 62 said their country provides Sign Language interpreter services and 43 said that there is some sort of training for people who want to become qualified Sign Language interpreters. (WFD 2008; 2009.)

Data about the quantity of Sign Language interpreter training programmes cannot be interpreted too straightforwardly, the length of the programmes may vary between 5 days to the course of several years; many countries especially in the global South do not make strict division between Sign Language training and interpreter training, thus answer about interpreter training programmes might not be accurate (Liz Scott Gibson personal communication 25.2.2015).

FIGURE 2. Countries studied in WFD Southern and Eastern Africa region survey (Amcharts 2014)

In this study I will look at countries covered in WFD RSESA report, which covered 19 countries as shown in figure 2. The survey was sent to 22 countries, but 3 countries did not respond. The report was published in 2008 and since then South-Sudan has separated from Sudan and became independent in 2011 (United Nations 2011).

FIGURE 3. Cover picture of the Global Survey Report WFD Regional Secretariat for Southern and Eastern Africa report (WFD 2008)

The picture on the cover of WFD RSESA report presented in figure 3 shows all the countries the survey was sent to although all of them did not answer it.

3.2.2 WASLI

World Association of Sign Language Interpreters is working towards increasing the quality of Sign Language interpreting around the world. The codes of conduct for Sign Language interpreters working in different countries provide some insight on what are considered as the most important features and qualities of professional interpreters and the interpreting service they are providing. World Association of Sign Language Interpreters has published a statement of the role of Sign Language interpreters to be used as a general guideline for people working as Sign Language interpreters in countries where a field specific code of conduct does not exist. The statement can be found in appendix 1. (WASLI 2014.)

WASLI has also produced a setting of guidelines for establishing an interpreter training programme. The guidelines are a product of international collaboration and are not meant to be a fixed set of rules on how to establish a training programme, but rather, as the title says, a guideline on how it could be done. The guidelines emphasize culture sensitivity and state that most likely there will not be a one model that suits every scenario. (WASLI 2013.)

3.2.3 United Nations

United Nations is well-known as the instance declaring the universal human rights. Regardless of the general knowledge of the rights, all of them are still not fulfilled. The Convention on the Rights of Persons with Disabilities (CRPD) was coined to further ensure the fulfilment of the aforementioned human rights for the group of people often overlooked. The convention does not grant any new rights for persons with disabilities, but rather tries to ensure that the needs are met and the rights granted. (WFD 2009, 8.)

There are currently 152 states who have signed and ratified the Convention on the Rights of Persons with Disabilities and 30 states who have signed the treaty

but not yet ratified it. Out of the 19 countries covered in the WFD RSESA report 15 have signed and ratified it, 1 has signed but not yet ratified it and 3 have shown no action. Among the 3 states who have not shown any action regarding the treaty are Eritrea with significant difficulties with the stability of the state, and South Sudan which in the WFD RSESA report was still part of Sudan. (United Nations 2015.)

The United Nations' Convention on the Rights of Persons with Disabilities obliges the states who have signed and ratified the treaty to

> promote the training of professionals - - working with persons with disabilities

as well as

> provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public

(United Nations 2006).

As the governments of the countries that have signed and ratified the convention there should be a plan to fulfil the requirements as well as a follow up system to ensure the requirements are met. These are the responsibilities of the varying ministries in the countries which I have no resources to contact. That is why I have to settle for the answers acquired from the respondents to my survey in the context of this thesis.

3.2.4 Finnish frame

All education in Finland follows the European Qualification Framework, which sets unified standards for all the education programmes across the member states. The framework enables easier recognition between qualifications in different states and makes transitions between different schools in different countries easier (Ministry of Education and Culture n.d.). Sign Language interpreter training in Finland is set to European Qualification Framework level

6, which is the generally used state for Bachelor state degrees from Universities of Applied Sciences or from Universities. The European qualification for the level 6 can be found in appendix 2 together with the level 7. Finland also employs a National Qualification Framework, the level 6 description of which can be found in appendix 3.

There are two schools in Finland, Diaconia University of Applied Sciences and Humak University of Applied Sciences, which provide training for Sign Language interpreters. For Sign Language interpreters the Finnish schools providing higher education have built a unified set of competencies. These competencies in the field of interpreting, which I translated to English, can be found in appendix 4. The two schools together also offer a polytechnic Master's degree in the field of interpreting. This degree corresponds to the level 7 in the European Qualification Framework.

3.2.5 Previous works related to the subject

Virpi Thurén studied different choices for Sign Language interpreter authorization and registration in her Master's thesis in 2011 (Thurén 2011). I do not talk about authorization or registration in my paper, but the phenomena are closely linked as the processes of authorization and registration also need to state some required competencies they promise to ensure. Thurén studied six OECD countries across the world, so her approach was different from mine. Thurén found out that in some countries the authorization of Sign Language interpreters is not permanent but has to be renewed once every few years. (Thurén 2011.) This is a valid point when considering the required competencies of working interpreters.

3.2.6 On the significance of interpreting

The interpreting service itself is not taken for granted in all countries. There are however several outspoken reasons for establishing and maintaining a functioning interpreting service for the Deaf. According to Lappi the effect of interpreting service to Deaf people's everyday lives has been more significant than any other service provided by the state of Finland (Lappi 2000, 75). Moores parallels this with the situation in United States of America (Moores 1996, 304). In both countries Sign Language interpreters are used by the Deaf to be able to study in mainstream schools, to work, to fully take part in the events and decision making in the society and generally to live life as normally as one can.

Deaf people are often seen as disabled, even though they would like to be considered as a linguistic minority (EUD 2008). As Simo Vehmas sees it, disability is a social construction. People are not disabled as such, but societies that do not support the different needs of their inhabitants, make some people disabled in their environments. (Vehmas 2005.) If the societies would be inclusive and different needs of people would be noted and respected, the full potential of the people living in given societies could be harnessed for the benefit of the society itself. In Deaf people's case this would mean training and providing interpreters as well as granting Sign Languages the legal and social value it deserves. (Wilson 2011, 278.) Thus it can be said that providing interpreting services for the Deaf enables the fulfilment of human rights stated by United Nations (WFD 2009, 9).

4 CONDUCTING THE SURVEY

In this chapter I thoroughly explain what the process of conducting the study was. The purpose of this study is to survey the information in such countries in the Southern and Eastern African area which have Sign Language interpreters practising as professional in the field. The aim of the survey is to contribute to Ethiopia to follow the example and establish an interpreter training programme of its own. The study is a phenomenological survey of qualitative nature. I decided to approach the issues using mixed methods. Initial data I gathered non-systematically with participatory observation while working as an intern in Ethiopia. Secondly I sent questionnaires via email to the countries in my scope. Next I will deal with both of these methods separately.

4.1 Participatory observation

In the following I will present the starting point of my thesis during my internship in Ethiopia where the need of Sign Language interpreter training became imminent. Later in my thesis, Ethiopia is no more dealt with in country reports, which concentrate on the countries from which the data was gathered by the questionnaire.

The participatory observation was non-systematic as I decided to use it as a data gathering method after the observation period was finished. Thus during the period I was a full participant with no intention to consciously collect data. The people I communicated with while in Ethiopia knew my role as a student conducting some sort of study, but the focus of the data gathering differed from the data I am using now. The role I was in while observing therefore did not affect the process of data gathering in any way.

Observation is a good method to use in a qualitative study since it allows the person conducting the study to familiarize himself with the situation of the people under investigation (Soininen, Marjaana 1995).

4.1.1 Ethiopia
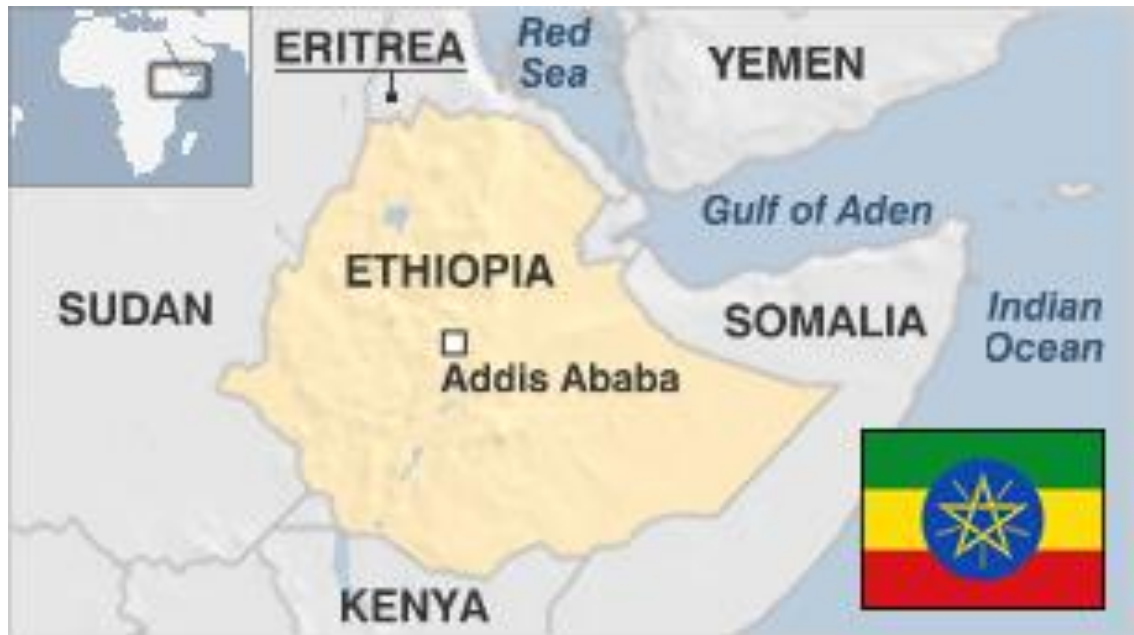
FIGURE 4. The map and flag of Ethiopia (BBC 2015)

Ethiopia is located in the Eastern part of Africa, with bordering countries Somalia, Kenya, Djibouti, Sudan, South Sudan and Eritrea as can be seen in the figure 4. Ethiopia is a country with outstandingly long and exceptional history. There is evidence of humans living in Ethiopia area from three million years ago. Ethiopia is one of the two countries on African continent with no history of colonization - except for the short period of Italians conquering the country in 1936–1941. Thus Ethiopians are proud of their exceptional history in African context. (Global.finland.fi 2013; Central Intelligence Agency 2013.) Ethiopia has however suffered from a recent war with the neighbouring Eritrea in 1998–2000 which understandably affected the country's socio-economic situation (United Nations 2008). Currently Ethiopia is in the low income level

with the GDP of $47,53 billion. For Finland the same figure is $267,3 billion. (World Bank 2013 a, b.)

Ethiopia is also the second most populated country in Africa with over 90 million people (World Bank 2013). Consequently the amount of deaf people is also fairly high, 500 000 according to the official records (World Federation of the Deaf 2008). The official figures should however be critically revised (WFD 2008, 17; 2009, 14). As with many countries in global South, Deaf people are considered as disabled, cursed somehow, and Deaf children are often kept home, especially in the rural areas (Keski-Mäenpää 2012, 133; Federation of Ethiopian National Associations of Persons with Disabilities 2013).

In Ethiopia there is currently no formal education for Sign Language interpreters: practically everyone who knows even a little Sign Language has an unofficial license to work as one (Eyasu Tamene personal communication 25.11.2013). The last training for Sign Language interpreters took place in the beginning of 21st century (Ayalew, Amare personal communication 26.11.2014).

In my internship it came to attention that the lack of Sign Language interpreters and the current quality of uneducated interpreters hinder the studying possibilities of the Deaf and hard-of-hearing university students. The misunderstandings in interpreted communications between Deaf customers and for example hearing officials or medical professionals may cause trouble or possibly even life threatening danger to the Deaf using interpreting.

4.1.2 Organizations

The Addis Ababa University currently offers a four-year Bachelor of Arts level degree programme of Ethiopian Sign Language and Deaf Culture. The Addis Ababa University will in the future establish a training programme for Sign Language interpreters, but currently there are no official guidelines or criteria for

the programme to follow (Alemayehu Teferi personal communication 22.11.2013; Eyasu Tamene personal communication 25.11.2013). According to Eyasu Tamene the department is planning and working towards establishing a new Bachelor of Arts level degree programme focusing solely on Sign Language interpreting as soon as the required staff is found. (Kortesalo 2015.)

The Addis Ababa University also offers a nonstop course on Ethiopian Sign Language separate from the degree programmes and courses which are open to the public.

Ethiopian National Association of the Deaf (ENAD) currently offers a 3 month course on Ethiopian Sign Language with classes once a week. The course concentrates on the basics and is taught by volunteer members of the Deaf community.

There are currently no official trainings for Sign Language interpreters in Ethiopia, but there is an association called *Ethiopian National Association of Sign Language Interpreters* (NASLIE). NASLIE represents only a small fraction of interpreters and can't be considered a representative sample of the interpreters currently working in Ethiopia (Melaku, Meaza personal communication 28.10.2014; Kortesalo 2015). There has previously been a similar association called *Ethiopian National Association of Sign Language Interpreters* (ENASLI) which has ceased to exist and didn't enjoy much of a popularity. This might have affected the current situation of NASLIE and to the amount of respect it enjoys.

4.2 Survey Questionnaire

The study is conducted by sending a survey questionnaire to the countries in the scope. I chose the countries in WFD RSESA report as the sample of my study. The report provided me with initial data of the countries, due to answering the questionnaire of the report the countries were aware of the

issues at hand and the report being published in 2008 might have somewhat outdated data in it that I could revise. My paper will provide a qualitative aspect to the issues dealt with in the report from a quantitative perspective.

The questionnaire focused on two main themes: the overall nature of the training programmes currently available and the qualification frameworks employed by the instances responsible for providing the education. The questionnaire can be found from the appendix 5. I only had time to briefly show the questions to my supervisor Ms Terhi Rissanen before I had to send them. It would have been better to critically think the questions through and test them with a test sample before sending them to the actual informants.

After figuring out the objective the next part was to think about the sample, which in this case was the amount of countries to be studied and then choosing which countries to pick. Initially I realized that choosing the countries to be studied will form a certain ethical challenge. Would I choose a group of countries that I think will serve Ethiopia the most, or a group that I think will best represent the overall situation of the area? How would I as a student coming from a country with rather stable and highly established society as well as astonishingly well-organized interpreter service be able to judge the situations in other countries? After discussing the topic with my original supervisor Eyasu Tamene, I decided to focus on countries in Southern and Eastern Africa as refined by WFD (World Federation of the Deaf 2008). I would imagine that countries with close geographical location often express similarities in culture as well, and thus the models discovered from the aforementioned countries would be relatively easy to modify to be suitable for Ethiopian context. The survey conducted by WFD covered 19 countries out of which 10 counties had an interpreter training programme and system for qualifying interpreters in 2008 when the survey was conducted. Initially Eyasu had suggested that Kenya, South-Africa, Nigeria and Uganda might have well-developed systems for training interpreters. Three out of these four countries fall into the scope of my study. Ethiopia of course was one of the 19 countries, so I was left with 18 countries to study.

As I sent the questions to every country in the list, I used a total sample (Soininen, Marjaana 1995). This could be done since the sample size was limited to 19 countries. Initially I considered using a different approach, most probably one with choosing a sample via some method. I realized choosing the countries and deciding the number of the countries to be studied would form a certain ethical dilemma, so I eventually I ended up including all the countries to my sample. This choice was an ethical one as well, but it parted me with even greater ethical responsibilities.

Interviewing people face to face would have been the most preferred option. Due to the vast distance between Finland where I live and the countries studied in Eastern and Southern Africa I did use email interviews to gain the information. I thought about using Skype as well, but due to the scheduling of the study I had to collect my data at the same time with having to attend classes at school or with interpreting assignments during my internship, so scheduling Skype appointments would have been quite hard. From personal experience I also know that there are problems with internet connection and distribution of electricity in countries of global South, so getting and maintaining a sufficient internet connection for the duration of the interview would have caused significant challenges. Having started the study and the data gathering process earlier, some other method for the data acquiring would have been possible.

Direct communication with interviewing in person would have made the clearance of misunderstandings a lot easier. Now I received answers to the questionnaire via email with inconsistencies in them. I didn't necessarily have time to even glance the answers through so that I could have asked for clearance right away. If the inconsistencies were due to the lack of linguistic capabilities, I don't think asking for a clearance via email would have made any difference. Face-to-face theme interview would have been preferred also because it would have provided me with a chance to go deeper to interesting answers and thus get a more profound understanding of the structure and the process of the training programmes.

Since I sent the same questions in the same order to each of the informants, I did use the semi-structured interview as a method. All of the questions in the questionnaire were open-ended. The approach gave each of the participant equal chance to participate, but the participants could themselves define how broadly to answer the questions. (Aaltola & Valli 2001, 26.)

5 RESULTS

In this chapter I will present all the results regardless of the method through which the results were gained. I will present the findings first by country and later draw conclusions from them.

5.1 Country reports

FIGURE 5. The countries I sent the questionnaire to (Amcharts 2014)

The sample of my study included 19 countries in the Eastern and Southern African region which are shown in figure 5. I was not able to reach Swaziland to respond to my questionnaire, and Ethiopia was excluded due to being the beneficiary of the study. I did not include the countries that didn't respond to WFD survey into the survey of my own as I expected they wouldn't answer me and my survey, if they didn't respond to WFD which is a much larger organization and a much more politically important instance.

Any estimates of the total number of the Deaf people living in these countries are markedly inaccurate (WFD 2008, 16–17).

FIGURE 6. The countries that responded to the questionnaire (Amcharts 2014)

I did receive seven answers altogether, from the countries presented in figure 6, which is the equivalent to 37 % of all the target countries. Out of the 19 countries I sent the questionnaire to I was not able to reach Swaziland at all: none of the email addresses I could find worked, all of them returned with an automated response stating such email address does not exist. Eight countries, 42 %, did not respond to my emails at all. Apparently the emails got through as my email client didn't send the messages back. Botswana was initially reached through Facebook although I didn't receive any response to the emails. Botswana was also one of the three countries that did initially respond and promised they will fill in the questionnaire, but who eventually never returned the questionnaire to me. This regardless of the reminder message I sent almost two weeks before the absolutely final deadline for submitting the answers. These countries represent 16 % of the total scope. From the countries that received the questionnaire and promised to answer to it, 70 % eventually did. Altogether I sent the questionnaire to 43 email addresses.

Next I will present the country reports of the seven countries that provided answers to the questionnaire in time. The countries are dealt with in alphabetical order.

5.1.1 Kenya

FIGURE 7. The map and flag of Kenya (BBC 2015)

Kenya is located in the East coast of Africa and is surrounded by Somalia, Ethiopia, South Sudan, Uganda and Tanzania, as can be seen in figure 7. Kenya falls into the low income segment economy wise, and the 44 million people produce a GDP of 55 billion a year. Kenya gained independence from the rule from Britain in 1963 and has experienced with different political settings from single party ruling back to multi-party politics over the course of its history. (BBC 2015; World Bank 2013.)

In 2008 Kenya reported having 20 interpreters but no system for qualification. There was no answer given to the number of Deaf people from the government nor the Associations. (WFD 2008.)

Things have improved significantly according to Jack Owiti, an interpreter and interpreter trainer from St. Paul University in Nairobi. Currently there is a full-fledged interpreter training programme in the St. Paul University in Nairobi. The Sign Language courses have entrance exams, several aspects of the field of

Sign Language interpreting are broadly covered and all the related communities are involved and they appear to be satisfied with the current situation.

Currently Kenyans offer an extensive process for interpreter qualification, which covers all the working languages the student is fluent in, both in written and oral/manual form. The University and the Associations of the Deaf and of interpreters both take part in the qualification process and keep a record of graduates.

5.1.2 Malawi

FIGURE 8. The map and flag of Malawi (BBC 2015)

Malawi is one of Africa's 16 land-locked developing countries (LLDC) as shown in figure 8. The low income country of Malawi houses 16,4 million people and has enjoyed independence rather long but still struggles with underdevelopment. Over half of the population live in poverty although there have been some major improvements in healthcare, education and environmental conditions and there has been significant growth in the economy. (BBC 2015; WDB 2013.)

In 2008 the Malawian National Association of the Deaf had 1 200 members but the country didn't have any official number of Deaf people (WFD 2008).

In 2008 Malawi had 11 interpreters, but no qualification available. There was no education provided, but the National Association of the Deaf provided interpreting services (WFD 2008). Byson Chimenya from the Malawi National Association of the Deaf (MANAD) provided answers to the questionnaire according to which there now is a training open for people with preceding knowledge of signing and initial Deaf awareness. The training is conducted by

two trainers who have attended a short training in Scotland. One of the trainers is a hearing Sign Language interpreter and the other is Deaf.

The training itself covers topics ranging from interpreting skills to professional awareness, but the graduating interpreters are only required to be fluent signers and to be able to communicate with the Deaf clients with ease.

The interpreters are qualified after graduating. After the training is completed the trainees are grouped into three different groups according to their assessed level of competence. In the first group interpreter trainees are considered to be ready to start working in all the various settings. In the second group the trainees need more practice in interpreting and will have to be assessed again before heading to work. Trainees in the third group are considered to need more vigorous training in the interpretational issues. In the follow up assessment they can move straight to the first group and start working, if all the requirements are met.

There is a record of all the 23 interpreters trained by MANAD, which is kept by the Executive Director of the association. Out of the 23 trained interpreters only 6 are currently working and they all work in the same area. The overall situation of interpreting in Malawi can be considered as having gotten worse since that of 2008.

5.1.3 Mozambique

FIGURE 9. The map and flag of Mozambique (BBC 2015)

Mozambique is situated on the Eastern coast of African continent as shown in figure 9. Mozambique hasn't had it easy, it was colonised by Portugal until 1975, and is thus Portuguese speaking, and after gaining independence has faced civil war, poor government and famine. At the event of gaining independence Mozambique was amongst the poorest countries in the world, but has since managed to change its status to being one of the fastest growing economies thanks to its abundant natural resources. Still the majority of the population hasn't been able to enjoy the economical rise as over 50% of Mozambicans live in poverty with less than one US dollar a day. (BBC 2015.)

Mozambique houses almost 26 million people and is still in the low income segment with a Gross Domestic Product of $ 15,6 billion (World Bank 2013).

In 2008 Mozambique didn't provide any data on the total number of Deaf people in the country nor in the National Association of the Deaf. The country had a few interpreters, but there was no training or qualification available for them and no interpreter service available for the Deaf. (WFD 2008.)

Inocencio Zandamela provided information about the current situation in Mozambique as well as about the previous situation between 2008 and the present. The first interpreter training was carried out in cooperation with Finnish Association of the Deaf and local Ministries. Recently Mozambique has launched a 4 year interpreter training programme in Eduardo Mondlane University. The candidates applying to the interpreter training programme are subjected to the normal university admission exam and are required to possess fluent level of Portuguese. The previous programme expected the trainees to know basic Sign Language prior to the training, but currently the level of Sign Language fluency is not tested.

The previous programme had Deaf people and previously trained interpreters as the trainees. Now the new curriculum employs normal hearing university staff with Deaf people as assistant teachers and teachers of the Sign Language classes.

The four-year degree includes more than 40 courses covering significant amount of Sign Language and interpreting courses as well as courses on Deaf culture and general issues of working in the field. The required competencies for graduating interpreters are also rather broad, as could be expected from a university degree. After graduating there is no additional test for qualifying as an interpreter. There are no representatives of the clientele in the body assessing the competencies of the graduates and the level of clientele satisfaction is yet to be seen as there are no university graduate interpreters currently working in the field. The National Association of the Deaf has acknowledged the graduates, and the Association of the Deaf has had plans of unifying the register with the association of interpreters. The association of the Deaf has closed its office, and the register is in danger of being terminated, but the future situation is to be seen.

5.1.4 Namibia

FIGURE 10. The map and flag of Namibia (BBC 2015)

Namibia sits on the Western coast of Southern Africa (see figure 10). The current area of Namibia was once colonized by Germany and known as South West Africa. Namibia reached independency after a war of 25 years in 1990 and has been notably stable ever since. (BBC 2015.)

Namibia is sparsely populated with only 2,3 million people and is one of the few upper middle income countries of the area (World Bank 2013).

In 2008 the government's official number of Deaf people was 8 314 but the report doesn't provide information about the amount of members in the National Association of the Deaf. There was said to be 10 certified interpreters as Namibia provided qualification, but the training programme was less than a year in length, and the education was provided by the Icelandic International Development Agency. (WFD 2008.)

A Sign Language interpreter called Magdalena Katjinamunene provided answers for Namibian situation. In Namibia people first have to attend a three

year course in Sign Language to get certificates for levels 1, 2 and 3. After receiving the Sign Language certificate there is no entrance exam for interpreter training. The interpreter training programme provided by the Icelandic includes the topic of interpreting, but the quality of the teaching is not satisfactory. According to Magdalena the teachers themselves did not possess satisfactory level of Sign Language. The Namibian government requires Sign Language interpreters to have a qualification of a teacher, and Sign Language interpreters go to other countries such as South-Africa to receive a degree as there are no instances in Namibia to provide qualifications nor is there any record of the certified interpreters.

Magdalena explicitly said that the current situation in Namibia is not satisfactory.

5.1.5 Tanzania

FIGURE 11. The map and flag of Tanzania (BBC 2015)

As the map in figure 11 shows, Tanzania locates on the East coast the African continent and has common borders with Kenya, Uganda, Rwanda, Burundi, Zambia and Mozambique. Tanzania doesn't share border with the Democratic Republic of Congo, but they possess the two largest shares of the shores of Lake Tanganyika. Tanzania consists of the mainland part of Tanganyika and the island Zanzibar. (BBC 2015; Wikipedia 2015.)

Tanzania falls to the low income fragment economy wise and has a bit over 49 million inhabitants (World Bank 2013). In 2008 Tanzania didn't have any official number of Deaf people in the country, but they had 281 000 Deaf members in their National Association of the Deaf (WFD 2008).

In 2008 in WFD RSESA report Tanzania answered that they have qualifications for Sign Language interpreters and a training programme with duration for less than a year. Then Tanzania reported having 45 interpreters. In the answers for my survey Tom Shayo, who is a Sign Language interpreter working in the University of Dar es Salaam, told that there hasn't been an official training for

interpreters after the 1990's. In the 1990's Finnish and Swedish associations of the Deaf went to Tanzania to provide short courses for interpreting. The interpreters who underwent the training in the 1990's are now teaching fellow interpreters by their best knowledge in collaboration with the Deaf trainers. Elementary fluency in Sign Language is required in order to get into the informal and unofficial training, as the training includes advanced studies into the grammar of Sign Language and theoretical issues on interpreting. Since the training is informal, no qualifications are provided. The personal characteristics of the interpreters define how well they will find employment after completing the training. (WFD 2008.)

5.1.6 Uganda

FIGURE 12. The map and flag of Uganda (BBC 2015)

Uganda is also part of the 16 strong group of African LLDCs as seen in figure 12. Uganda has faced natural catastrophes and civil war, but now has risen above them and is currently relatively peaceful and stable a country. Uganda is one of Africa's landlocked countries with South-Sudan, Kenya, Tanzania, Rwanda and Demographic Republic of Congo surrounding it from each side. This low income country currently houses 37,6 million people (BBC 2015, World Bank 2013).

In 2008 Uganda only had 4 700 Deaf people in their National Association of the Deaf although the official number of deaf people was a bit over 160 000 according to the government. The number of interpreters in Uganda was the largest of the survey, 102, and the country had provided qualification for 77 interpreters. The two year interpreter training was provided by universities together with the National Association of the Deaf. (WFD 2008.)

Answers to my questionnaire were provided by Hope Agwang, who is the Chairperson of the Uganda National Association of Sign Language interpreters.

University houses the interpreter training in Uganda, and entry to the programme requires having accomplished the preceding six years of secondary education as well as passing the English test. Previous knowledge on Sign Language is not required, but a certificate on Ugandan Sign Language granted by the Ugandan National Association of the Deaf is considered as an advantage. The trainers are interpreters from previous trainings having undergone a retraining and having a background in education as well as Deaf people having started as Sign Language trainers. The curriculum covers vast topics from sign linguistics to cognitive psychology and communicational skills and graduating from the programme requires the trainee to be fluent in Ugandan Sign Language as well as cope with interpreting to both directions.

After graduating from the programme no further qualification is available, although there is discussion about establishing one where representatives of the clientele would be present. A record of university graduate Sign Language interpreters is held by the Uganda National Association of Sign Language interpreters.

5.1.7 Zimbabwe

FIGURE 13. The map and flag of Zimbabwe (BBC 2015)

Zimbabwe is also one of the 16 African LLDCs as can be seen in figure 13. Zimbabwean economy is said to be in crisis and other problems such as unemployment are present. The economical situation experienced a sharp fall as almost all of the white-owned commercial farms were forced to seize in order to benefit the landless black Zimbabweans. (BBC 2015.)

The 14 million population has the Gross Domestic Product of almost $ 13 and a half billion which puts Zimbabwe in the low income sector economy wise (World Bank 2013).

In 2008 National Association of the Deaf in Zimbabwe had a total of 280 000 Deaf members. An official number of deaf people in the country was not made explicit. The number of Sign Language interpreters was 15 out of which 14 had acquired qualification. The previous training for interpreters was held in 2000 by the Finnish Association of the Deaf. (WFD 2008.)

According to Barbra Nyangairi from Deaf Zimbabwe Trust there still is no training programme for interpreters, but Zimbabwe is in the process to start one.

5.2 Main findings from the results

To just look at the way other countries have constructed their training programmes and certification processes and to possibly copy them as such without understanding the underlying causes and reasons will most likely not be beneficial for a low income country like Ethiopia. By using inductive reasoning to draw conclusion from the results the data will be more beneficial for the eventual act of establishing a system similar to those presented in the individual answers if that is what Ethiopians want. I think the best option would be to look at the examples provided in this work and based on them build a culturally sensitive system from the start. Perhaps Ethiopians could contact the countries whose answers seem interesting and collaborate.

There are general guidelines for establishing an interpreter training programme by WASLI. Since it is the product of an international committee and represents the ideal of the international association representing the whole profession of interpreters, it could serve as a valuable resource. As stated in the document, differences between countries and cultures are so significant that nothing should be solely copied from any resource, but rather exchange ideas and assimilate the data provided to each environment. (WASLI 2013.)

For analysing the data I did use the method of thematic analysis. I did look at the answers from each country in the context of certain themes also represented in the questions of the questionnaire. I do present the findings in the order they were asked in the questionnaire. All of the findings were not directly asked about, but explicitly mentioned on respondents' own initiative in the responses I received.

From the seven answers I received two countries (Tanzania and Zimbabwe) did not have any training programme for Sign Language interpreters, three (Kenya, Uganda and Mozambique) had fairly developed systems for training interpreters and two (Malawi and Namibia) have some sort of training available, but neither of the countries were satisfied with the current situation. Malawi was not satisfied with the quantity of interpreters and Namibia didn't approve the poor quality. A table of the thematically divided topics covered in each of the trainings is provided in the appendix 6.

Four of the seven countries reported having done cooperation with foreign associations and organizations. Regardless of the international collaboration Tanzania still does not have an interpreter training programme of their own and Namibians are not satisfied with the quality of the training. Uganda and Kenya did not say anything about having any partners in other countries, but they had accomplished to establish an impressive training programme to the university. Thus although often very helpful foreign cooperation partners should not be considered as compulsory for establishing or maintaining a training programme.

All the countries have Deaf people in the staff training the interpreters-to-come. Even the countries that do not currently have a training programme wish to include Deaf people in the staff once the training is established.

Two out of three countries with the most advanced training programmes do not require previous knowledge of Sign Language for the applicants to enter the programme. The countries with training programmes that leave something to wish for require preceding knowledge on Sign Language. There seems to be no logical causality between the Sign Language prerequisites and the topics covered in the training. Zimbabwe has never had a training programme, but all the other except Malawi cover Sign Language in their curricula.

Surprisingly some countries that do provide training in interpreting do not require any competencies from the graduates other than ability to sign fluently. The concept of competence was clearly rather hard to understand and the

answers were not coherent between the respondents, and thus I cannot analyse them that much.

In the countries where the interpreter training is held in universities, there is no further process of qualification, the students graduate from their degrees according to processes set in the context of universities, and all the graduates are qualified to work as interpreters. Malawi was the only country to assess the trainees' interpreting skills before graduating them.

Kenya, Uganda and Malawi are the only countries that currently have an official body for keeping a record of interpreters. The situation in Mozambique is in a fluid state, and they are working on getting the associations of the Deaf and that of the interpreters to keep the register in cooperation.

Conclusion on the answers is provided in the table below. The order of the countries is based on the advancement of the training programmes as I have perceived them.

Table 1. Conclusion on the answers provided via the questionnaire

	Kenya	Uganda	Mozambique	Malawi	Namibia	Tanzania	Zimbabwe
Is there a training programme?	yes	yes	yes	yes	yes	no	no
Are there some entrance competence requirements?	yes	yes	yes	no	no	N/A	N/A
Are there members of the clientele involved in the training?	yes	yes	yes	yes	yes	N/A	N/A
Is the training possible to enter without any knowledge of sign language?	no	yes	yes	no	yes	N/A	N/A
Is there a qualification test of some sort?	yes	no	no	yes	no	N/A	N/A
Are there members of the clientele involved in the body responsible for planning and executing the qualification?	yes	yes	no	yes	no	N/A	N/A
Are the parties satisfied with the current system?	yes	no	no	no	no	N/A	N/A
Is there a record of qualified interpreters?	yes	yes	no	yes	no	N/A	N/A

Overall out of the seven countries that responded Kenya, Uganda and Mozambique have the most developed and stable systems for training interpreters. This is in line with the preceding hypothesis of Eyasu Tamene. The processes leading to the current situations were not part of this study, but according to the findings of this survey the backgrounds of these three countries could provide valuable insight about the establishing of an interpreter training programme.

Kenya and Mozambique are the only two countries that require more advanced competencies from the graduates of the training programmes. A table of their required competencies can be found in appendix 7. One can distinguish four themes common to these two countries. Both require the graduates to have an understanding of interpreter as a profession, to have the sufficient ability to interpret in various settings, to be aware of the theories and pragmatics of interpreting and have broad understanding and relations to the Deaf culture. These competencies correspond well to those required from a graduating Sign Language interpreter in Finland.

6 CONCLUSION

Conducting a study is a process, and there are several factors affecting it. In this chapter I take a look on how the study process went.

6.1 Reflection on the study process

The setting for the thesis was challenging throughout. The initial idea for the study came elsewhere and was not an idea of my own, the scheme of the study had to do with topics I was not experienced in, the scope of the study consisted of several countries each with their own culture most often quite different from that of my own. Moreover there was the issue of using foreign language to conduct the study, and eventually the time frame turned out to be unrealistic. I wanted to follow the principles of development cooperation but in the end I have to admit that my current resources do not allow me to conduct a study of sufficient quality.

6.1.1 Factual factors

Getting in contact with the interviewees proved to be the most difficult part. Most countries have deaf associations which are usually also responsible for the training of the interpreters, especially if the training programme is fairly new (World Federation of the Deaf 2008). I used contact details of deaf associations provided in the WFD report (WFD 2008). I tried to improve the rate of responses by using email addresses listed by both Gallaudet University and the WFD list of their members (Gallaudet University 2014; WFD n.d.). Several of the email addresses turned out to be outdated, and sent emails were automatically returned. Luckily I got some more personal contact details for individual people via one of my supervisors Ms Liz Scott Gibson, The honorary president of WASLI. Eventually I sent 43 emails, which gained me seven responses. Since I

initially thought all my responses would come from Associations of the Deaf I had not been prepared to ask my informants their working titles or any other data relevant to the reliability of the answers they provided. I had naïvely assumed everyone to willingly contribute to the cause and thus not send me biased or skewed data. I was later encouraged to ask about the respondents' titles along with other data, but I failed to do so. Also I didn't realize that if I ask only about the qualitative aspects of an interpreter training programme from a country that didn't have a training programme in 2008 when the quantitative aspects were surveyed, I don't have the same quantitative information from those programmes that I have from the others.

My supervisor Ms Terhi Rissanen suggested I send the questionnaire by fax to the countries where I hadn't received any answers to my emails. Although most of these countries had fax numbers listed in their contact info in the WFD reports from 2008, faxing in Finland is so rare I couldn't gain access to a fax machine regardless of several attempts.

After receiving the answers, I noticed that educational systems in different countries were difficult to understand. Having previous experience and knowledge on the field of education would have been helpful in this process.

One of the great challenges for me in the process of writing this thesis was the development cooperation viewpoint. I wanted the thesis to serve a purpose, and got the idea for the study from someone else. This meant that my own interest in studying this topic was not what it ought to have been. The viewpoint and the thought of serving a greater purpose set the bar somewhat too high, which also affected my motivation. I didn't allow myself change the topic of study even though I wanted to because of my own inhibitions.

Having formatted the questions in the questionnaire in a more specific manner would have made analysing the results and comparing the answers between different countries remarkably easier.

6.1.2 Personal factors

As the process progressed I noticed that I had let my own fixed thoughts about how to process would turn out limit the capabilities of the study. I was so focused on the methods and styles of study I wanted to implement I did not even give other views a chance.

Handling the email circus could have been done more efficiently. Now I had emails left unanswered and practically unnoticed for several weeks at worst. This of course might have affected the willingness to answer the questions once I finally did respond to the message. One is also entitled to requiring answers in a certain time frame if the respondent has to wait for one's own response for weeks.

My initial aim for this thesis was to continue the work I started in my internship in Ethiopia; to apply the principles of development cooperation in contributing to an important cause. Several factors affected the progression of the process and now I am aware of all the things I could have done differently.

Writing the thesis in English increased the level of difficulty as all the terms on the field of studying were familiar in Finnish but I had to find them in English. As all the lectures had been in Finnish as well as all the example theses we had looked at, I noticed I was thinking about the structure of the paper and all the term related to it in Finnish, and had to purposely find the responding terms in English. On the other hand writing the paper in English improved my level of English and thus contributed to my working life competencies.

I wrote the study in English in order to easily benefit the people in Ethiopia as well as other international instances possibly interested in my study. However I got carried away with the lingua franca nature of English language and didn't realize until a bit too late that more than one of the countries I wanted to gather data from were former colonies of France and thus French-speaking and one a former colony of Portugal and Portuguese speaking. I didn't have time or money or any other resources left for acquiring someone to translate between English

and French or Portuguese for me. This might have affected the process of gathering the data. It also shows how easily one is taken over by one's superior position even though one would like to actively employ inclusive attitude consistently throughout the study. Then again WFD reports have had significantly high response rates regardless of the same issues with linguistic and cultural differences. This is especially remarkable as I sent my questionnaire to the same exact email addresses as WFD had. (WFD 2008; 2009, 13.) The response received from officially Portuguese speaking Mozambique shows that although a possible factor, sending an English questionnaire to a non-English speaking country is by no means an error of terminal gravity. In the end reasons for the countries not to respond can only be speculated with no factual certainty. I might have gotten more informants had I reminded my supervisor to provide me with the contact details they had promised but forgot to send to me.

This thesis was the first time I ever did try to implement the principles of development cooperation in a multinational project. The challenges I faced affected the scheduling of the project, as well as my motivation from time to time. More than once I was worried that making certain decisions would cause me to lose the development cooperation aspect from the project. In the end however I can say that I tried my best and the thesis did fulfil the objectives set for it at least when reviewed in a broad sense and the principles were not departed from.

6.2 Discussing the significance

By studying the competencies and qualification requirements from different countries I did get a strong overall picture of what is considered important for interpreters and thus strengthened my own know-how of the subjects. Through this study I got to know the basic principles of interpreter services and the certification systems, understood the cultural differences in relation to interpreting and gained profound comprehension of the significance of

interpreting services for the Deaf. On a broader scale I hope this study will make me and hopefully other people in our field more appreciative of the current situation we are in. One should never be satisfied with how things are and take all the work needed to get where we are for granted. This thesis will contribute to making the long and hard journey of establishing an interpreter training programme visible.

Also, this thesis alone is not enough to establish a working interpreter training programme in Ethiopia, so further study is needed. Some topics for the further research that comes to mind have to do with current interpreters' own thoughts about the current trainings and vision on how to improve the quality of interpreter education, their thoughts on their biggest struggles in working as an interpreter and their visions on the future of Sign Language interpreting. Just as important are the views and thoughts of the clientele. A survey of what do the Deaf consider as the most important qualities of a good interpreter would provide essential information for establishing a working and respectable training for the interpreters. In my own opinion there needs to be a well established framework for guaranteeing a sufficient quality of interpreting first and then one can start to work towards increasing the quantity. The processes through which the currently sufficient training programmes were established should also be described for other countries to both follow the path set by other but also avoid the possible pitfalls others have experienced.

6.3 Reliability and ethics of research

Sometimes what happens with the countries of the global South is that certain people may found organizations for a cause without the consent of the alleged beneficiaries or without a general consensus amongst the whole interest group (Kortesalo 2015). Unfortunately the issue of trust is one that one has to place under suspicion, especially when the relationship to the respondents/interviewees is relatively superficial and short term.

Information and terms from sources written in Finnish are translated by me, if no official translations were to be found. As for me not being a native speaker, it is possible for misconceptions to happen. Working with two languages simultaneously undoubtedly increases the risk of error. Conducting the interviews in English via email with people from countries that often provide insufficient education might also cause misunderstandings and troubles in communication. This is especially true if the people answering to my questions are deaf. Lacking the possibility to thoroughly explain the questions and the meanings of research related terms might prolong the process of receiving answers or inhibit the answering altogether.

6.4 Research schedule and costs

The research plan was finished and published in November 2013. Communicating with my original supervisor via email proved more challenging than I had expected which inhibited the progress. I finally got to meet my supervisor in person in Addis Ababa fall 2014. Due to personal reasons the thesis process did not progress during the time spent in the internship in Ethiopia. After having recovered from the fairly overwhelming culture shock since returning home, I finally got to start over in January 2015. With the guidance and support from my supervisor Ms Terhi Rissanen I got in touch with my new working life supervisor Ms Liz Scott Gibson.

I did send the questionnaire for the interview to the countries in mid-February 2015 and set an ultimate deadline for receiving answers in mid-March. I did send a reminder email to the countries not yet answered in the first days of March. I did start analysing the data in mid-March and finished writing the report at the end of March. I did receive the final responses to the questionnaire in the beginning of April and the paper was ready for publishing in mid-April.

Due to my failed scheduling I had to read previous studies and other literature at the same time with conducting the interviews and writing the report. For the

same reason I couldn't practice conducting an interview or test the questions beforehand, but had to conduct the interviewing straightaway.

6.5 Reporting and publication

The study will be published in print together with a pdf-file uploaded to Theseus, an online databank of theses published from Finnish Universities of Applied Sciences. Since I will write the study in English in order for the results be more easily accessible to the Ethiopian Deaf and people working with Deaf issues, I will also give them one copy of the printed thesis, a link to the file online or both, so that the people in question can use the study for their own purposes as they see fit. Similarly I will also send copies of the thesis to all the representatives of the countries providing me with data of their situation.

It is compulsory in my degree to provide an abstract in Finnish Sign Language in order to graduate. Since the thesis deals with things of international nature and the results are meant to be used by international parties, I would have liked to do another in international sign, so that the deaf with limited ability on reading or reading English in particular could get at least an overall picture of what the thesis is about. According to the principles of inclusion if it is the deaf who are the end beneficiaries of the study, they should also be able to understand and be able to independently work with the data provided. Unfortunately in the current situation I did not have the resources to do so.

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APPENDIX 1: WASLI STATEMENT OF THE ROLE OF SIGN LANGUAGE INTERPRETER

Statement on the Role of Sign Language Interpreters

June 2014

The World Association of Sign Language Interpreters (WASLI) is frequently asked about the role that sign language interpreters play in the Deaf community.

Many countries are at different stages of development as it relates to interpreter training, providing interpreter services, creating national interpreter associations and offering professional development to sign language interpreters. However, regardless of the stage of development, interpreters are working to support the human rights of Deaf people. What is important that interpreters consider the following in understanding their role:

1. The role of the interpreter is to interpret between people who use a signed language and a spoken language and provide complete and accurate information both to Deaf and hearing people. In order to work effectively as an interpreter it is important that the interpreter focus on impartially performing their interpreting work. Interpreters provide interpretation including all of the content, contextual information in order to realize the communication goals of the persons involved in the interaction and improve conditions for productive communication to both sides.

2. It is also important that the interpreter be aware of how to make ethical decisions, and this includes:
    - ensuring their skills are suitable for the assignment
    - engaging in on-going professional development to better their skills and understanding of interpreting
    - doing the preparation work required to do a good job of interpreting
    - turning down work for which they are not qualified
    - turning down work when they know that they can not take an impartial stance to the interaction.

3. Deaf people have the right to represent themselves and direct their own lives. They expect interpreters to understand and be engaged in proactive activities aimed at achieving equality of Deaf people. For example, Deaf people need to represent themselves in all aspects of Board positions. Deaf people must take on these leadership roles. It would not be appropriate for an interpreter who is hearing to be the President or a leading board member of a Deaf club or association.

    For further information on guidelines for ethical codes of conduct, see www.wasli.org

APPENDIX 2: EUROPEAN QUALIFICATION FRAMEWORK

Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the **learning outcomes** relevant to qualifications at that level in any system of qualifications

EQF Level	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as *theoretical and/or factual*.	In the context of EQF, skills are described as *cognitive* (involving the use of logical, intuitive and creative thinking), and *practical* (involving manual dexterity and the use of methods, materials, tools and instruments)	In the context of EQF, competence is described in terms of *responsibility and autonomy*.
Level 6[2]	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7[3]	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

APPENDIX 3: NATIONAL QUALIFICATION FRAMEWORK

Knowledge: Possesses comprehensive and advanced knowledge of his/her field, including the critical understanding of theories, key concepts, methods and principles. Understands the extent and boundaries of professional duties and/or disciplines.

Work method and application (skills): Possesses advanced skills, which demonstrate mastery of issues, the capability to apply knowledge and come up with creative solutions, which are required in a specialised professional, scientific or artistic field to solve complex or unpredictable problems.

Responsibility, management and entrepreneurship: Possesses the capability to manage complex professional work or projects and the capability to work independently in expert duties in the field. Possesses the capability to make decisions in unpredictable operating environments. Basic capability to work as an independent entrepreneur in the field.

Evaluation: In addition to the evaluation and development of his/her own competence, is able to take responsibility for the development of individuals and groups.

Key skills for lifelong learning: Possesses the capability for continuous learning. Knows how to communicate adequately verbally and in writing both to audiences in the field and outside it Possesses the capability to communicate at an international level and interact in one official language and at least one foreign language

APPENDIX 4: COMPETENCIES IN THE FIELD OF INTERPRETING

COMPETENCIES IN THE FIELD OF INTERPRETING

VOCATIONAL ASPECT

Student:

· has obtained the principles of high quality interpreting and translating and knows how to implement them

· is capable of analysing both the assignments and their own vocational know-how and knows how to use their experiences in developing their professional skills

· understands the interpreter's tasks in different assignments

· is capable of working as an entrepreneur in the field of interpreting and translating

· is familiar with the organisational structure of interpreting services and knows how to act as part of it

· is capable of working in different workplace environments and in contact with the customers in a professional and ethically sustainable manner

· knows how to estimate and control the taxation of working and understands how different choices affect one's ability to work

INTERPRETATIONAL AND LINGUISTIC ASPECT

Student:

· is capable of understanding the interpreting and translating assignments as a whole

· is familiar with the core theoretical and pragmatic premises of interpreting, translating and vocabulary work and knows how to implement them in working as an interpreter

· knows how to implement different methods of interpreting as required by the assignment

· knows how to react quickly and how to make professionally sustainable decisions under pressure

· knows how to implement the core techniques of interpreting

· is familiar with the basic field related technology and is capable of obtaining novel technological implementations

· has sufficient know-how of the working languages and the communication methods of the clientele for completing the assignments

· is familiar with the variations and conventions of the working languages and knows how to use them as required by the assignment

ASPECT OF INTERACTION AND COMMUNICATION

Student:

· is familiar with the different aspects of fluent interaction and various communicational settings

· knows how to cope in multilingual communication settings and how to take responsibility of ensuring fluent communication

· understands the special features of institutional interaction and is capable of acting as required by the context

CULTURAL AND SETTING RELATED ASPECT

Student:

· is familiar with the basic settings of working as an interpreter

· understands the different cultural factors in each assignment and is capable of acting accordingly

· is familiar with the cultural and linguistic differences and knows how to solve problems caused by them in interpretational or translational settings

· knows how to detect communicational problems caused by cultural or status related differences and knows how to solve them in a professional manner

APPENDIX 5: QUESTIONS FOR THE INTERVIEW

Training programme

What is the entrance exam to the training programme like? How do you define who gets in and who doesn't?

Who are the teachers or trainers at the training programme, are there members of the clientele involved?

Is the training programme possible to enter without any previous skill or knowledge of sign language?

What topics are covered in the training?

What are the required competencies the graduating interpreters are expected to obtain?

Qualification

What is the process of interpreter qualification like?

What are the requirements for qualifying?

Is there a test of some sort, or are all the graduates automatically qualified?

Are there representatives of clientele (Deaf, hard of hearing, deaf-blind) present in the body responsible for planning and executing the qualification process?

Are the parties involved satisfied with the current situation and the method of qualification?

Is there a record of qualified interpreters? If yes, who is responsible for keeping it?

APPENDIX 6: TOPICS COVERED IN THE TRAININGS

Theme/ Country	Kenya	Uganda	Malawi	Mozambique	Namibia
Sign language	Advanced KSL Topics KSL Language Varieties	**Introduction to sign language** Definition of sign language Concepts and clarification of sign language Causes of hearing impairment Effects of hearing impairment Elements of sign language Who uses sign language **Sign linguistics** Articulation Syntax Phonology Semantics Pragmatics Morphology		Sign Language Mozambican I Sign Language Mozambican II Sign Language Mozambican III Language of Sign Language Sign Language Mozambican IV Language of sign language Mozambican Sign Language Mozambican V Sign Language Mozambican VI Sign Language Mozambican VII Coding and Graphic Representation of sign language Sign Language Mozambican V (also common to Teaching strand) Sign Language of Mozambique 6 (also common to Teaching strand)	Sign Language grammar Vocabularies Manual Alphabetical

				Sign Language Mozambican VII (also common to Teaching strand)	
Spoken language				Portuguese I Portuguese II Language Understanding Bantu	
Interpreting	Interpreting Intensive Interpretation I - Directed Lab Interpretation II & III - Interpreting in Specialized Settings Advanced Sign to Voice Voicing – The thing we love to hate most! Team Interpreting	**USL Practice** Voice to sign and Sign to voice comprises most of the content in the training programme	Models and Processes of Interpreting Sign Language to Spoken Language Interpreting Spoken Language to Sign Language Interpreting Medical and Religious Interpreting Legal Interpreting	Theory of Translation Theory and Practice of Interpretation of Sign Language Interpretation for Mozambican Sign Language I Interpretation for Speech I Interpretation for Mozambican Sign Language II Interpretation for Speech II Interpretation for Sign Language Mozambican III Interpretation for Speech III	Interpreting process.
Professionalism	Introduction to Professional Practice Entrepreneurship	**Cognitive psychology** Cognitive stages of development	Professional Awareness Teaching Issues and Group	Study Methods and Skills for Life Techniques and Written Expression Academic	Pedagogy Lessons planning

		Cognitive theories of development	Dynamics	General Psychology	
	Interpreter Health and Well-being			Research Methodology	
		Memory gain and loss		Inclusive Education	
				Professional Ethics	
				Specialized Seminars	
				Negotiation and Conflict Management I	
				Negotiation and Conflict Management II	
				Professional Ethics (also common to Teaching strand)	
				Academic Internship	
				Specialized Seminars (also common to Teaching strand)	
Linguists	Comparative Linguistics: KSL-English		Formal and Informal Registers of Language	Introduction to Linguistics I	
	Discourse Analysis		Discourse Analysis	Psychology of Language	
				Introduction to Linguistics II	
Communication studies	Inter-Cultural Communication for Sign Language Interpreters	**Communication skills**		Deafness and Communication	
		Types of communicati			

		on			
		Communication process			
		Elements of good communication			
		Dos and don't's of sign language communication			
		Sign language gramma, content and context			
Ethics	Ethics - Professional Practice			Professional Ethics (also common to Teaching strand)	
Cultural competence	Deaf Community and Culture Deaf – Hearing partnership for tolerance Introduction to Critical Thinking and Community Systems	**<u>Deaf history and culture</u>** Origin of sign language and personalities Deaf ways	Deaf Awarenessand Culture	Literature and Mozambican Culture Society, Culture and Identity Deaf	

APPENDIX 7: COMPETENCIES OF A GRADUATING INTERPRETER IN KENYA AND IN MOZAMBIQUE

Kenya

1. An understanding of the roles and responsibilities of an interpreter
2. Knowledge and clear understanding of professional ethics and attitudes in sign language interpreting;
3. An ability to interpret correctly, fluently, clearly and with poise from the source language to the target language;
4. Knowledge and competencies in interpreting in diverse settings;
5. An adequate understanding of Deaf culture and community, other culture and communities within which he/she may work as an interpreter;
6. Knowledge of theories of interpretation;
7. Knowledge of interpretation in various fields such as educational, legal and medical.

Mozambique

1. Interprets the Mozambican Sign Language to Portuguese and vice versa, simultaneously.
2. Uses own and concepts related to the interpretation of the Mozambican Sign Language.
3. Applies theoretical and practical principles of interpretation.
4. Publishes socio-educational messages in sign language Mozambican through the media.
5. Describes the relationship between sign language and Deaf Culture.
6. Streamlines interpersonal exchanges between deaf people.
7. Participate in the social integration of deaf programs.