

Para-Professional
Interpreter Training
Project
Gold Coast

Implementation
Report
And
Evaluation

May 2000 – November 2001

Prepared by

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Forward

Queensland is becoming a very culturally and linguistically diverse State, with currently over 120 ethnic communities. Many communities are already well established and have developed a strong community network. Other communities are relatively new and emerging and do not yet have the support networks and resources readily available to them. This trend and increasing number of culturally and linguistically diverse communities is quite evident with the Gold Coast Region with a number of emerging communities settling within the region.

It is for this reason that providing a Para-professional interpreter-training project was first explored.

It was hoped that the Para-professional interpreter-training project would not only provide the communities with professional, accredited interpreters, but also valuable employment opportunities for people who have a language other than English.

This project has also identified important issues related the provision of training within the Gold Coast Region.



Acknowledgements

- Department of Immigration and Multicultural Affairs and Indigenous matters - Southport Office.
- Gambling Community Benefit Fund.
- Gold Coast City Council.
- Gold Coast City Council – Local Area Multicultural Partnership Program funded by Multicultural Affairs Queensland, Department of Premier and Cabinet.
- Multicultural Affairs Queensland, Department of Premier and Cabinet.
- Multicultural Families Organisation Inc.
- Multicultural Services Network.
- National Accreditation Authority for Translators and Interpreters. Queensland Office.
- Participants of the Project.
- Southbank TAFE.

Your support and assistance has enabled this project to achieve successful and beneficial outcomes. Thank You.



1.0 Introduction

1.1 Background of the project

There has ongoing research by both services and individuals to explore avenues to increase the availability of accredited on-site para-professional interpreters on the Gold Coast.

In 1997, the Ethnic Communities Council - Gold Coast (now known as Multicultural Communities Council – Gold Coast) produced a needs assessment for survivors of torture and trauma, *'The Need For Gentle Words'*. In this study it was recognised that due to the growing number of Bosnian refugees residing on the Gold Coast there was a need to provide adequately trained interpreters. The provision of trained interpreters would ensure a more successful settlement process including fair and equitable access to mainstream services, for new arrivals.

The *"Need for Gentle Words"* also recognised that there may be a necessity to financially assist those people with the appropriate Bosnian/English language proficiency as many people were not in a position to cover the overall cost of the National Accreditation Authority for Translators and Interpreters test and resources. While *"The Need for Gentle Words"* recognised the need for Bosnian/English interpreters, there also existed a need for other language, culture and gender groups.

1.2 Rationale

Access to accredited para-professional, on-site interpreters is extremely limited within the Gold Coast region. In many situations family members and/or friends are often used to assist new/recent arrivals in their access to services on the Gold Coast. However, in a majority of circumstances it is not appropriate for a family member or friend to perform this role. As these situations are related to; medical appointments, issues relating to domestic violence, counselling, school/teacher/parent meetings, legal appointments, settlement issues and assistance in accessing and understanding information relating to Australian systems and mainstream services.

The Queensland State Government has a language service policy that states that all people have a right to equitable access to all services. The policy states that all people from Non-English speaking backgrounds have the right to access the services of an interpreter, enabling all Queenslanders the same opportunities of access and participation, however, with the growing migrant population and the limited number accredited interpreters this was becoming increasingly more difficult, for both the client, and the service provider.

Unfortunately, the cost of becoming an accredited interpreter is often out of reach of many of the people who are members of the language and cultural

groups that are so desperately needed namely, Arabic, Bosnian, Chinese, Thai, Vietnamese, and Muslim

females. Furthermore, there is no accredited training program available on the Gold Coast. The option currently available is either a distance education course through Southbank TAFE, Brisbane or the same course could be accessed on site twice weekly in the evenings at Southbank. The cost of becoming an accredited para-professional interpreter not only included the National Accreditation Authority for Translators And Interpreters application and test fee, but also books/resources and travel to Brisbane.

Combined with this financial aspect is the issue of successfully passing the National Accreditation Authority for Translators and Interpreters test first time, as it is a very difficult test and the pass rate is extremely low. Furthermore, there is no guarantee of work once they are accredited. Consequently, the profession does not provide many incentives to people wishing to become professional interpreters.

However, the benefits of providing training in the local area and financial assistance were numerous, not only for those people who are successful in attaining accreditation, but also for the wider community and service providers.

Benefits include:

- Increased access to and understanding of mainstream services by new and recent arrivals, particularly from those people arriving through the Department of Immigration's refugee and humanitarian programs;
- Access to the interpreter training information and ability to sit for the test within participants' local community;
- Acknowledgment of the value of ethnicity, linguistic and cultural knowledge;
- Employment for a number a people who can utilise the above knowledge and skills;
- Employment which contributes to higher self-esteem, self-confidence, self-worth and active community participation;
- Promotion and awareness raising activity of the positive aspects of the use of interpreters;
- Service providers will have access to increased number of accredited interpreters;
- Overall promotion and support of a multicultural Australia.

1.3 Project Staff and Management

The "*Para-Professional Interpreter Training Project*" was under the management of the Multicultural Families Organisation Inc. 18b Davenport Street Southport. Karen Barton co-ordinated the project in collaboration with Anne Tunnicliff, Community Relations Officer Gold Coast City Council, Irene Ko and Lynda Hamilton from Southbank TAFE, Paul Gilroy and Dee Handyside from Gold Coast Institute of TAFE, Access Education Faculty, Ita Szymanska from Multicultural Affairs Queensland, Department of Premier and

Cabinet, Jim Duncan from the National Accreditation Authority for Translators and Interpreters, Queensland Office and Vera Zilovic, Project Officer from Multicultural Families Organisation.

1.4 About this evaluation.

This evaluation is in three main parts the planning, implementation and evaluation of the project. The project has taken a long time to implement and has at times been difficult. This evaluation will include all the steps involved including the highs and the lows. It is hoped that through this evaluation any future attempts to provide similar projects will be easier and less time consuming.

1.5 The Evaluand

The evaluand is the “The Para Professional Interpreter Training Project” (PPITP) Gold Coast model; a pilot project undertaken by Multicultural Families Organisation Inc. (MFO). The model encompassed both program design and outcomes.

The aim of this project was to provide identified communities with professional, accredited interpreters, as well as creating valuable employment opportunities for bi-lingual members of these communities who are already acting in the capacity of volunteer interpreters.

1.6 Orientation or purpose of the evaluand.

The purpose of the evaluation or evaluand was to answer the question – “Did the training meet the participant needs and enable participants to successfully sit for the National Accreditation Authority for Translators and Interpreters (NAATI) Test?”

The rationale for this evaluation arose from the PPITP identifying important issues concerning the provision of training within the Gold Coast Region for participants interested in becoming accredited interpreters (Barton, 2001). Coupled with The Gambling Community Benefit Fund requiring that the MFO furnish a PPITP acquittal report by the 20th December 2001.

Thus, due to the current stage of development of the project and the wishes of the MFO an Impact evaluation was commissioned. The appropriateness of choosing this form of evaluation at this stage of the project is underscored by the writings of Owen and Rogers (1997) who state:

- “Impact evaluation is predicated on the not-unreasonable assumption that citizens at large should know whether funds funded by the government, or in which they have an interest, are making a difference” (p. 263);
- “an examination of program implementation can be an integral part of Impact evaluation” (p.270);

- “process-outcome studies are generally undertaken within the context of a summative evaluation, examining the worth of a program for an external audience. There may be a political accountability reason for the evaluation –for example, to justify expenditure on a program” (p.271).

This analysis by Owen & Roger is endorsed in writings by Wadsworth (1997) and the Kellogg Foundation (1998) who both refer to the relationship between politics and funding.

1.7 Clients/primary audience

As part of the negotiation process with MFO both the committee and the evaluator envisaged that this evaluation report would be utilised and reviewed by a variety of governmental and non-governmental sectors of the community including:

Primary Audience:

- Dept. of Immigration and Multicultural Affairs,
- Gambling Community Benefit Fund;
- Gold Coast City Council;
- Gold Coast Institute of TAFE;
- Multicultural Affairs Queensland, Department of Premier and Cabinet;
- Multicultural Families Organisation;
- National Accreditation Authority for Translators and Interpreters;
- Southbank TAFE;
- Translating and Interpreting Service.

Secondary audience:

- Centrelink, Southport Customer Service Centre, Gold Coast Region;
- Gold Coast Ethnic Association;
- Local Area Multicultural Partnership Program Project Officers throughout Queensland;
- Logan Beenleigh Migrant Resource Centre;
- Local Government Association of Queensland;
- Multicultural Communities Council –Gold Coast;
- Queensland Transcultural Mental Health Centre;
- Statewide Transcultural Training and Resource Agency;
- The Migrant Centre Organisation Inc.

2.0 Key Evaluation issues/ questions/ data management

2.1 Assembly of evidence/data management/ data management collection

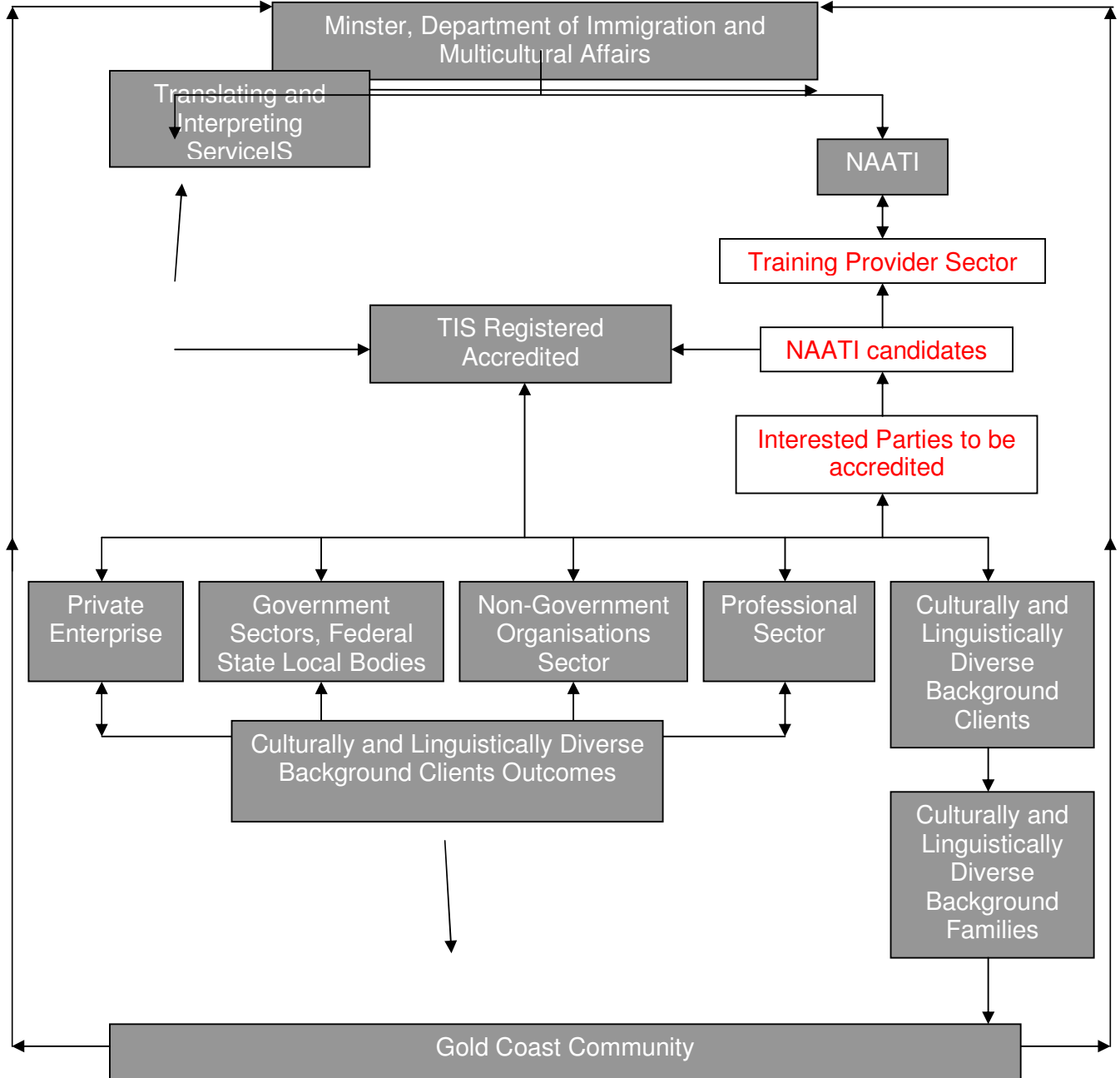
Key evaluation questions need to be formulated to assess the outcomes of any given project and will alter depending upon the depth of analysis required as the focus changes. These questions and the responses that they elicit “will help determine the data management techniques we use” (Owen & Rogers, 1999, p.99) and how evidence is assembled and recommendations formulated.

In this project the evaluator will use a triangulation approach to combine methods of data collection and data management. As both “Inter-method triangulation, which includes two or more methods of different methodological origin and nature” and “Intra-method triangulation, which employs two or more techniques of the same method” will be utilised. (Sarantakos, 1993, p.155). By using this methodology it is envisaged that “intrinsic biases and the problems that come from single method, single observer, single theories studies” will be overcome. (Triangulation in Educational Research, 2001).

In the assembly of evidence/data management collection emphasis will be placed on program design, a literature review will be undertaken in this area and stakeholders in the educational arena will be interviewed. The execution of the design will be analysed via interviews and evaluations with the outcomes speaking for themselves via mock tests and exam results. Analysis of key evaluation issues and questions will also add another facet and this will be further expanded on in Section 5.

3.0 Planning

3.1 Conceptual Model of the Parties Involved in the Para-Professional Interpreter Training Project Gold Coast



The Kellogg Foundations promotes in the *W. K. Kellogg Foundation Evaluation Handbook*, the construction of a Theory Model, which “links theoretical constructs together to explain the underlying assumptions of the program ... appropriate for complex multi-faceted initiatives aimed at impacting multiple target populations” (Kellogg, 1998, p. 37). Thus, a theory model – figure 1 – was developed to clarify and illustrate the complex inter-relationships between the various identified stakeholders such as:

- Course Participants – twelve (12);
- Community at large;
- Gambling Community Benefit Fund;
- Department of Immigration and Multicultural Affairs;
- Gold Coast City Council;
- Gold Coast Institute of TAFE;
- Guest speakers and potential users from various sectors of government;
- Multicultural Affairs Queensland, Department of Premier and Cabinet;
- Multicultural Families Organisation;
- National Accreditation Authority for Translators and Interpreters;
- Southbank TAFE.

3.2 Initial preparation

Karen Barton in her role of Community Settlement Officer with the Multicultural Families Organisation Inc. has assisted many individuals and families who have recently arrived to Australia. On many occasions, she has experienced difficulties in accessing language, culture and gender appropriate accredited para-professional interpreters. Karen was also part of the team that worked on “*The Need for Gentle Words*” and as such had a strong desire to achieve one of the recommendations of the needs assessment.

Karen generated the concept of the Para-Professional Interpreter Training Project when she approached Gold Coast City Council in May 2000 with a letter outlining the problems faced by the community due to a lack of on-site interpreters available on the Gold Coast. She meet with the Local Area Multicultural Partnership Program, Community Relations Officer, Anne Tunnicliff and this action resulted in a plan. The first step of this collaborative relationship was for Anne to gain permission from the Council proceed with the project and explore options of training and funding. A collaborative partnership concept was ratified by Gold Coast City Council in June 2000. From here it was decided to complete a submission to the Gambling Community Benefit Fund for funding for the project.

3.3 Submission for funding

As mentioned earlier some of the main issues preventing people from becoming National Accreditation Authority For Translators And Interpreters accredited were the initial cost of the test, the unpredictability of obtaining paid employment and the pass rate for the test was extremely low, so people

became reluctant to pay expensive costs with little or no return of their investment. Previous attempts to provide a training program to assist people through the National Accreditation Authority for Translators and Interpreters test have not been overly successful, the pass rate was still low, the participants had to cover the cost of the National Accreditation Authority for Translators, and Interpreters test. For these reasons, the proposed interpreter training project needed to include funds both for the training and for some financial assistance enabling participants to pay for the National Accreditation Authority for Translators and Interpreters test.

3.4 Expression of interest

While the application for funding had been submitted the project was not going to be a success unless there were sufficient people interested in becoming a para-professional interpreter, who also had the appropriate language skills, attitude, and commitment. In order to gain some idea of the number of interested people an initial information day was organised. The response was overwhelming and information was sent out to over 100 people including the general public, employment agencies, non-government and government organisations. (see Attachment A – Invitation & Media Release).

3.5 Forum

The information forum was held on November 9th 2000. The venue was the Boardroom at Gold Coast Institute of TAFE, Southport Campus and over 100 people attended. (see Attachment B – Agenda).

Guest speakers at the forum included:

- Mayor Gary Baildon;
- Councilor Dawn Crichlow;
- Anne Tunnicliff - Community Relations Officer, Gold City Council;
- Karen Barton, Multicultural Families Organisation;
- Warren McMillan – Multicultural Affairs Qld;
- Jim Duncan – National Accreditation Australian Translators and Interpreters;
- January Blackburn – Translating and Interpreting Services;
- Dee Handyside – Gold Coast Institute TAFE;
- Cristina Pagliari – student undertaking interpreter training;
- Vera Zilovic – professional Serbian interpreter;
- Alian Corroy – professional French interpreter.

The forum was a great success and many people commented on the relevance of the information provided and the possibility of having a training course on the Gold Coast. All participants were handed an evaluation form to complete, 37 forms were returned. (see Attachment C – Evaluation Outcomes).

On The 11th December 2000, Gambling Community Benefit Fund granted funding of \$20, 527.00. These funds allowed for the project coordinators wage, tutorials and workshops from Southbank TAFE, National Accreditation

Authority For Translators And Interpreters application fees and test fees for up to 20 people and administrative costs. (see Attachment D - Submission).

3.6 Steps involved in the accreditation of para-professional interpreters.

To establish an effective and coordinated program a timetable of events and options for the program was developed. A summary of this timetable is tabled below:

3.6.1 Preparation Stage:

- (1) Organised a Forum for 9th November 2000.
- (2) Collated requirements from the forum, encompassing the following categories:
 - (a) Participants who want to start now for testing in March 2001 who can afford the cost of National Accreditation Authority for Translators and Interpreters courses and registration fees. Support available from outside sources on the Gold Coast (open to all).
 - (b) Participants who are interested via distance learning, with outside support (Multicultural Affairs Queensland and volunteers). Willing to pay National Accreditation Authority for Translators and Interpreters registration fees and TAFE fees.
 - (c) Participants who are interested via distance learning, with outside support (Multicultural Affairs Queensland and volunteers). Willing to part pay National Accreditation Authority for Translators and Interpreters registration fees and TAFE fees (prerequisites)*.
 - (d) Participants who cannot finance the costs and will wait until funding comes through and courses established (prerequisites)*.

(* It is the belief that some fees should be paid, to what extent and by what means were still to be determined, suggestions include means testing and language priority)

 - (e) Participants who want to wait until courses available on the Coast.

Please note that points (c) and (d) could not be implemented until a funding grant was received.

- (3) Evaluated the Forum's organisation, the facilitator's skills, the presenter's skills, session content, and handouts.
- (4) Established a data base of interested participants. Ninety-six interested parties were listed.

- (5) Ascertained high priority languages and suitable applicants (should funding be available and to raise the success rate of National Accreditation Authority for Translators and Interpreters test applicants). Consultations to take place with Translating and Interpreting Service, Multicultural Affairs Queensland, National Accreditation Authority for Translators and Interpreters and peak community organisations. Languages specified by Translating and Interpreting Service included Croatian, Khmer, Korean, Lao, Serbian and Thai. Languages and groups specified by community scoping included Arabic, Bosnian, Chinese, Japanese and Vietnamese and the need for Muslim females interpreters.
- (6) Developed a criteria requesting the participant furnish examples of demonstrated experience working with or involvement in the community. This criterion would also ask if the participant holds a concession card, as it would be feasible that the participant pays for the course via the concession rate, as they are the ones actually utilising the rate.
- (7) With Funding received from Gambling Community Benefit Fund appoint a co-ordinator to commence liaison with National Accreditation Authority for Translators and Interpreters, Multicultural Affairs Queensland, Gold Coast Institute of TAFE and Southbank TAFE.

3.6.2 Educative Stage:

- 1) After dialogue with interested parties it was ascertained that the preparations required for undertaking the National Accreditation Authority for Translators and Interpreters test would be equal to a semester's worth of study i.e. 8-10 hours per week for a minimum of 12 weeks and a 90% attendance rate and a demonstrated ability to adapt to tertiary studies and a minimum English level (*international standard language proficiency rating of 3*).
- 2) Organised a meeting with Irene Ko from Southbank TAFE to discuss the distance schedule for "Theory and Practice of Interpreting" On Site & Distance Mode CC: LANG00 (50 Hours). Southbank TAFE had indicated that they could collate all the distance information and be ready to commence studies early March 2001 with Irene delivering the two Saturday workshops on the Gold Coast if numbers are sufficient. As well, Southbank TAFE was available for additional fee for service delivery on the Coast. Additional points were discussed at this meeting including:
 - The methods of implementing Self Access Practice – National Accreditation Authority for Translators and Interpreters CC: National Accreditation Authority for Translators and Interpreters presently delivered two nights a week for 6 weeks.
 - The availability of Video Conferencing.
- 3) Met with Southbank TAFE, on 8th December 2000 to discuss the program options. Present were Karen Barton, Irene Ko, Suzanne Jordon (Asst.

Director), Lynda Hamilton (Marketing and course fees estimator) and Anne Tunnicliff.

This Meeting discussed a variety of options with the ultimate result of Option A and Option B being considered:

Option A

- 25 students were to be enrolled in distance education the course would have to be closed to the general public. This would result in a cost of \$16,800 (approximately).

Option B

The Distance Course only enrolled 10-12 students state wide therefore to enrol an additional 15-18 students from the Gold Coast via distance mode the following scenario would apply:

- Each participant would be liable for \$110 or \$45.55 Concession plus \$12.00 Materials. For this amount the participants would receive the course inclusions received by any student of: -
 - ⇒ additional written information;
 - ⇒ phone access for 1.5 hours per week (total amount allocated for all participants distance mode);
 - ⇒ one Saturday workshops in Brisbane (5 hours);
 - ⇒ initial interviews by phone.

To meet the requirements generated by an additional 15-18 participants and to ensure that they would be enrolled in the course (after passing the Southbank TAFE interview) the following Extras for Monitoring Student Learning were quoted on:

- ⇒ Two Saturday workshops in Brisbane.
- ⇒ One hour phone access for 20 weeks.
- ⇒ Interviews for suitability (the amount of people interviewed could be up to 25)

* Students would need access to Internet. Irene indicated that a chat room could be established and videos for training interpreters organised.

Total amount quoted for Option B was \$5,100.

- 4) Organised a meeting with Multicultural Affairs Queensland to ascertain their role again and to book for at least an introductory two-day workshop "On Becoming an Interpreter". Southbank TAFE and Multicultural Affairs Queensland to discuss any overlap of topics.
- 5) Organised a meeting with National Accreditation Authority for Translators and Interpreters. The following results ensued;
 - Jim Duncan indicated that if National Office agrees testing could occur later in the year, say August.
 - An amount was to be brokered for delivery of National Accreditation Authority for Translators and Interpreters training on subjects such as

Interpreter Test Preparation Workshop, Memory Retention and Note Taking and Ethics of the Profession and Professional Conduct (if this is required).


- 6) Gold Coast Institute of TAFE, Access Education Faculty indicated that they were able to work in a collaborative manner with Multicultural Families Organisation And Gold Coast City Council to establish a 'homework room environment' by providing a room once a week where participants can complete via distance education module. Facilities such a TV, OHP and Video equipment would be available.

3.7 Selection of candidates & interviews

- 1) A pre-requisite interview in February 2001 was timetabled for applicants to establish their English level skills and to reinforce the awareness of commitment to obtaining National Accreditation Authority for Translators and Interpreters accreditation..
- 2) A letter was sent out on the 18th January 2001 to registered participants from the Data Base notifying them of the successful grant and the requirements of the Selection Criteria. The Selection criteria requested that the participant:
 - Previous Experience of Community Work;
 - Recipient of a Health Card (will have priority);
 - Willingness to travel to Brisbane for possible workshops;
 - Participants may have to cover some of the course costs themselves but this cost will be kept at a minimal. (see Attachment E)
- 3) The responses to the letter of invitation and selection criteria were carefully scrutinised by Karen Barton, Anne Tunnicliff and Pat Taylor (member of Multicultural Families Management Committee) and twenty-two applicants were invited in for a face-to-face interview on the 9th and 13th February 2001. The interviewees represented Bosnian, Cambodian Vietnamese, Croatian, Farsi, German, Japanese, Mandarin, Polish, Romanian, Russian, Serbian, Spanish, and Thai language groups.

During the interviews it was important that it was made very clear to the applicants that there would be:

- A. Work to be done at home approximately 8 –10 hours per week;
- B. A commitment to register with the interpreting service to make themselves available to community organisations;
- C. Travel to Brisbane at least twice during the length of the project;
- D. A commitment to attend ALL workshops in Brisbane and 90% of the tutorials arranged on the Gold Coast;
- E. A commitment to contribute approximately \$150 towards the cost – this would include each students enrolment fees at Southbank TAFE and the purchasing of their National



Accreditation Authority for Translators and Interpreters practice kit. The final cost would depend on whether the applicant had a Centrelink health care card.

The fifteen successful applicants represented Bosnian, Cambodian Vietnamese Croatian, Farsi, Japanese, Mandarin, Polish, Serbian, and Spanish language groups. Unfortunately, the applicant who spoke Cambodian Vietnamese did not pass the Southbank TAFE interview.

The applicants were then asked to sign a contract which outlined “Interpreter training project terms and conditions” at the orientation and introduction session on the 28th March 2001. (see Attachments F)

4 0 Implementation

4.1 Project expenditure plan

Para-Professional Interpreter Training Project
Total grant = \$20,527
Number of students 14

NATIONAL ACCREDITATION AUTHORITY FOR TRANSLATORS AND INTERPRETERS fees

(Test \$238 x 14)	\$3,332.00
(Application \$57 x 14)	\$ 798.00
(ID card x 14) \$448 (to be determined).	
 Internet	 \$ 240.00
 TAFE Southbank (Enrolment) students to pay own cost will depend on HCC TAFE Southbank	 \$5,100.00
 Co-ordinator (10hours 35 weeks) = 350 hours @ \$19.88 per hour + on costs 20% =	 \$6,608.00 \$1,321.60
 Southport TAFE peer support (8 weeks/2hours = 16 hours	 \$1,121.88
 TOTAL	 <hr/> 18,521.48
 Surplus	 \$1,800.25
 Photocopies/postage	 \$ to be determined
Books & other resources	\$ to be determined
 MULTICULTURAL AFFAIRS QUEENSLAND two day training	 no charge
Garry King (Values, Attitudes, Beliefs and Motivation)	no charge
Medicare	no charge
Centrelink	no charge
Justice /Qld Police	no charge
Qld Housing & Community Rental Scheme	no charge
QPASTT	no charge
Qld Health	no charge
Education Qld	no charge
Jim Duncan/National Accreditation Authority For Translators And Interpreters	no charge

4.2. Para-Professional Interpreter Training Project timetable

March 2001	Enrolment TAFE Southbank
March 28 th	Tutorials start on the Gold Coast TAFE Southport – 3.15 - 5.15pm
April 25 th	Public holiday – no tutorial
May 2 nd	Break
May 9 th – 20 th June	Tutorials
11 th July – 26 th September	Tutorials
3 rd October	Break
National Accreditation Authority for Translators and Interpreters testing	October

Tutorials included:

Learning support from GCIT, Access Education Faculty Southport 1.5 hours X 8 weeks	
Centrelink	no charge
Education Queensland	no charge
GCIT – Garry King (Values, Attitudes, Beliefs, Motivation)	no charge
Justice/Queensland Police	no charge
Multicultural Affairs Queensland - Ita Szymanska, 4 hours X 2	no charge
Qld Housing & Community Rental Housing	no charge
Queensland Program of Assistance for Survivors of Torture & Trauma	no charge
Queensland Health	no charge
National Accreditation Authority for Translators and Interpreters	no charge
Jim Duncan	

Mock tests were given on the 16th May and the 20th June.

Southbank TAFE:

1st assignment due 27h April
 1st workshop in Brisbane 19th May
 2nd assignment due 13th July
 2nd workshop in Brisbane 4th
 Written exam in Brisbane 11th August

4.3 Participants

Manena Cardemil	Spanish
Miki Kazune	Japanese
Zoran Klipic	Croatian
Hua Li	Mandarin
Davor Kaic Lovrinovic	Bosnian
Andrea Mulaimovic	Bosnian
Angela Negi	Japanese
Cristina Pagliari	Spanish
Marica Ristic	Bosnian

Susan Shababkaren	Farsi
Reinaldo Simones	Spanish
Nasrin Vaziri	Farsi

4.4 Key personnel

Instigator of the Concept and original Project Co-ordinator	Karen Barton
Project Officer	Vera Zilovic
Gold Coast City Council	Anne Tunncliff
Gold Coast Institute of TAFE Access Education	Paul Gilroy
	Dee Handyside
Southbank TAFE Tutor	Irene Ko

5.0 Project development and evaluation

5.1 Evaluation and Acquittal Report

Initially it was envisaged that the PPITP Co-ordinator (Karen Barton) would write an academic paper on the project, which would include an evaluative component, thereby meeting the conditions of the Gambling Community Benefit Fund Grant. Unfortunately, in July 2001 she left the MFO to take up a social work position at Centreline. A Project Officer (Vera Zilovic), a self-employed para-professional interpreter, was appointed in casual capacity until the participants sat the October 2001 National Accreditation Authority for Translators and Interpreters (NAATI) test.

5.2 Evaluation Focus

The purpose of this impact evaluation is to assess how successfully “Did the training meet the participants needs and enable participants to successfully sit for the National Accreditation Authority for Translators and Interpreters Test?” Subsequently, program design, program implementation, outcomes will be the focus of the investigation as they impact upon each other. .

As discussed in Point 2.1 Assembly of evidence/data management/ data management collection the the triangulation methodology utilised in this project includes:

A. Reviewing:

- 1) the funding application to Gambling Community Benefit Fund;
- 2) the incomplete PPITP Gold Coast April 2001 - October 2001 draft Evaluation commenced by the former Project Co-ordinator;
- 3) the Working Plan;
- 4) minutes or any other pertinent and available documentation;
- 5) existing evaluations or surveys;
- 6) budget and financial statements.

B. Conducting Literature Review of previous interpreter training projects.

C. Conducting Observations.

D. Utilising Qualitative methodology in the form of interviewing stakeholders.

E. Utilising Quantitative methodology in the form of an evaluation questionnaire completed by the participants that encompasses both Likert – style formats and open ended questions. (see 5.7)

F. Measuring achievements via the use of Goal Attainment Scale of the expected:

- ⇒ withdrawal rate of course participants;
- ⇒ success rate of TAFE Course;

⇒ success rate of NAAII Accreditation test. (see Attachment D)

“Setting meaningful performance targets provides both staff and stakeholders with benchmarks to document progress towards achieving program outcomes” (Kellogg, 1998, p.34).

G. Program Logic Matrix

5.3 Key Questions

Key evaluation questions need to be formulated to assess the outcomes of any given project and will alter depending upon the depth of analysis required as the focus changes. These questions and the responses that they elicit “will help determine the data management techniques we use” (Owen & Rodgers, 1999, p. 99), and how evidence is assembled and recommendations formulated.

The key questions that the evaluator to date has found to be the most constructive are listed below along with the suggested form of data management and collection, which is correlated with the alpha sequence listed above in Point 5.2 Evaluation Focus.

- Has the Management Committee responded to all the questions outlined in Point 1.4? [A,C,D,F,G]
- What extent has best practice been used in the design, development and implementation of the PPITP? [A,B,C,D,E,F]
- Could the PPITP be modified to be more effective? [A,B,C,D,E,F]
- What does the evaluator need to know more about? [B,D,E]
- What factors may affect the evaluation process? [A.6,B,D,F]
- How will the evaluator assemble the evidence? [G]
- Who are the stakeholders and what are their roles? [A.2,A.4,C,D]
- Who is going to gain from this evaluation information? [A.1,A.2,A.3,A.4,D,E,F,G]
- What are the long and short term outcomes? [A.1,A.2,A.4,D,E,F,G]

The answers to these key questions have been used in the formulation of the Program Logic Matrix. (see 5.9, Figure 2). As well as, expanding questions relating to the program design, implementation and outcomes as is illustrated below:

5.4 Program Design

- Does the program design meet the participant’s needs? [C,D,E]
- What aspects could be improved upon? [B,C,D,E,F]
- How do you rate the subject material received from Southbank TAFE? [C,D,E,F]
- Were the ideas and activities new and interesting? [B,D,E]
- Are there other topics you would have liked included in the training sessions? [B,D,E]

5.5 Program Implementation

- How do you rate the training supplied by Southbank TAFE? [D,E,F]
- How accessible did you find the tutor from Southbank TAFE? [D,E]
- How do you rate the pace at which the training sessions were conducted? [C,D,E]
- How do you rate the overall presentation/format of the training sessions? [B,C,D,E]

5.6 Program Outcomes

- How much has the training increased your confidence in your ability to sit for the NAATI Test? [D,E]
- How do you rate the usefulness of the training sessions to your needs to work as an Accredited Para-Professional Interpreter? [D,E]
- How valuable was the training provided in providing knowledge that you needed? [D,E]
- Do you believe that the Para-Professional Training Project has been well enough resourced to achieve the specific goals and objectives? [A.3,A.4,A.6,B,C,D,E,F,G]]

These and further additional questions including those pertaining to demographics are located in the Evaluation Survey.

5.7 Project Evaluation Survey

LEGEND
 PD = PROGRAM DESIGN
 PI = PROGRAM IMPLEMENTATION
 PO = PROGRAM OUTCOMES
 DEMOGRAPHICS

EVALUATION

PARA-PROFESSIONAL INTERPRETERS TRAINING PROJECT – 2001

1. How do you rate the training supplied by Southbank TAFE?

PI

1	2	3	4	5
very poor	poor	adequate	good	very good

2. How accessible did you find the tutor from Southbank TAFE?

PI

1	2	3	4	5
very poor	poor	adequate	good	very good

3. How do you rate the subject material received from Southbank TAFE?

PD

1	2	3	4	5
not useful	of little use	useful	very useful	extremely useful

NB – The term “training” and “training sessions” includes all tutorials and workshops received except for that conducted by Southbank TAFE.

4. How much has the training increased your confidence in your ability to sit for the NAATI Test? (please circle)

PO

1	2	3	4	5
low				high

5. How do you rate the usefulness of the training session’s to your needs to work as an Accredited Para-Professional Interpreter? (please circle)

PO

1	2	3	4	5
not useful	of little use	useful	very useful	extremely useful

Comments:

6. How valuable was the training provided in providing knowledge that you needed? (please circle)

PO

1 2 3 4 5
useless of little value of some value quiet useful extremely useful

7. Were the ideas and activities new and interesting? (please circle)

PD

1 2 3 4 5
never seldom sometimes frequently always

8. What areas or parts of the training did you particularly enjoy?

PD

Comments:

9. Are there other topics you would have liked included in the training sessions?

PD

Comments:

10. How do you rate the pace at which the training sessions were conducted? (please circle)

PI

1 2 3 4 5
too slow slow just right fast too fast

Comments:

11. How do you rate the overall presentation/format of the training sessions? (please circle)

PI

1 2 3 4 5
poor below standard satisfactory good excellent

Comments:

12. How do you rate the overall organisation of the training sessions?
(please circle)

PI

1	2	3	4	5
poor	below standard	satisfactory	good	excellent

13. Do you think there was a strong incentive within the group participants to achieve the specific goals and objectives of the Para- Professional Training Project?

PO

1	2	3	4	5
never	seldom	sometimes	frequently	always

14. Do you believe that the Para-Professional Training Project has been well enough resourced to achieve the specific goals and objectives? (please circle)

PO

Yes
No

Comments:

15. How would you rate the organisation and assistance given by the Project Officers of the Para-Professional Training Project? (please circle)

PI

1	2	3	4	5
poor	below standard	satisfactory	good	xcellent

16. How do you rate the assistance given by the Gold Coast City Council's Community Relations Officer of the Para-Professional Training Project? (please circle)

PI

1	2	3	4	5
poor	below standard	satisfactory	good	excellent

17. How do you rate the overall organisation of the Para-Professional Training Project? (please circle)

PD

1	2	3	4	5
poor	below standard	satisfactory	good	excellent

(18-22 = DEMOGRAPHICS)

18. What is your first language?

19. What is your gender? (please circle)

Male Female

20. What is your MAIN current occupation? (School / College/ Job)

21. Please indicate the highest level of education achieved. (please circle)

Overseas
High School

TAFE or Vocational Training

University

Australia
High School

TAFE or Vocational Training

University

22. Of the following age groups, which one are you in? (please circle)

16-19
20-29
30-39
40-49
50-59
60+

23. Do you have any other comments or suggestions?

PD, PI, PO

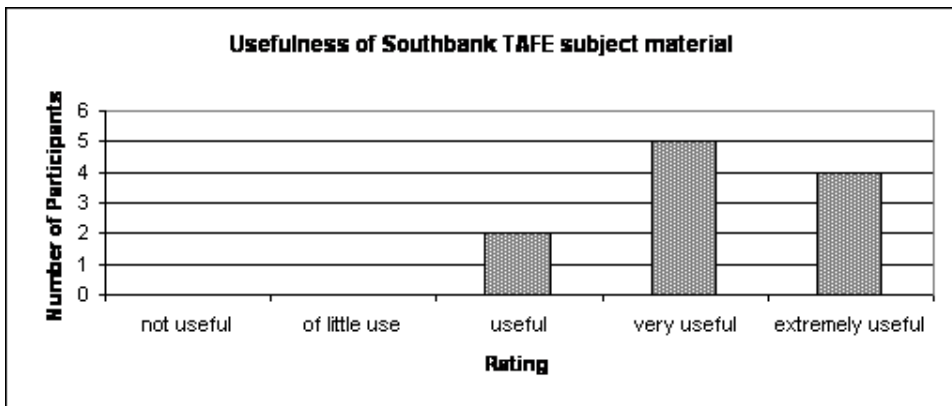
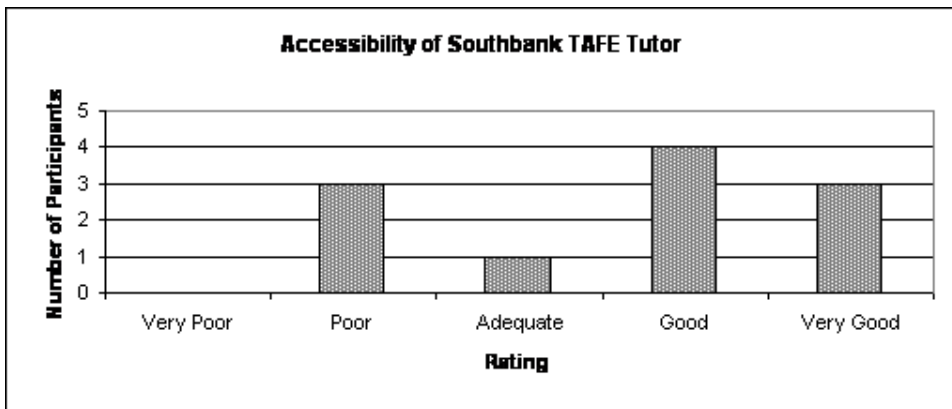
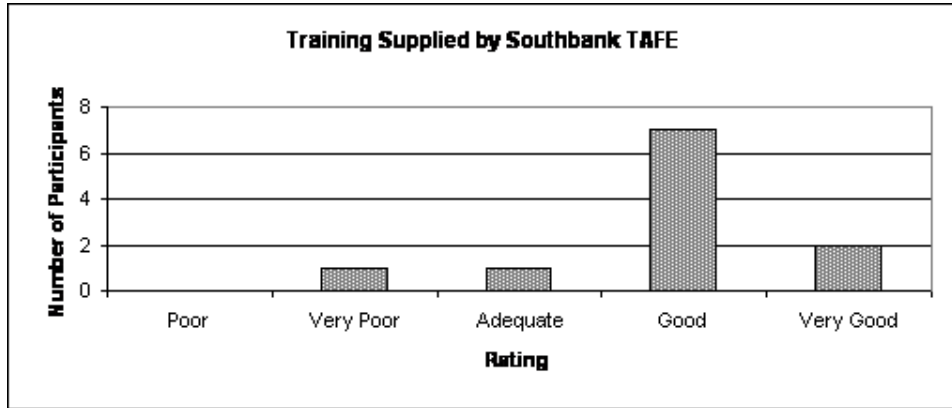
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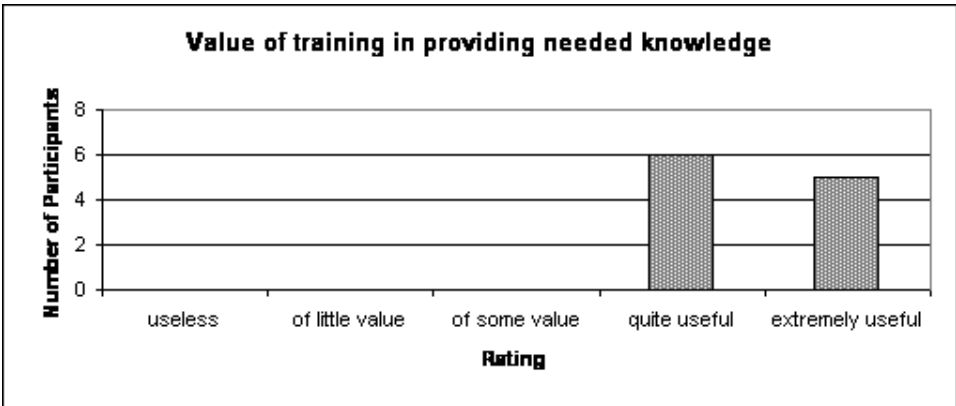
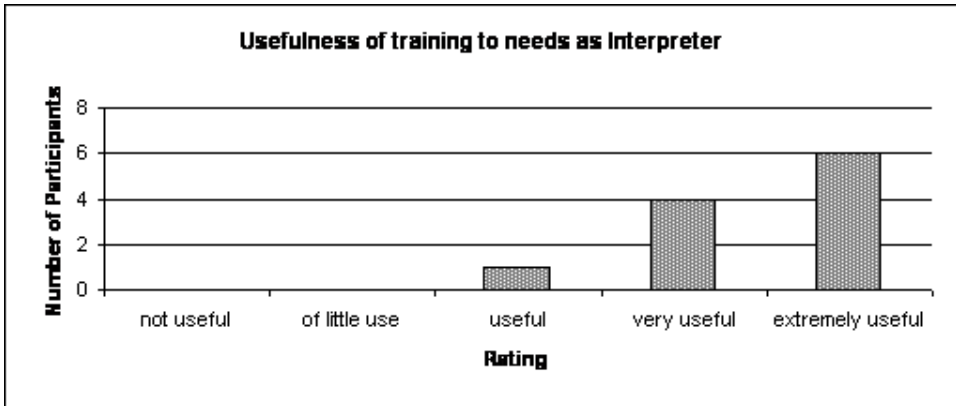
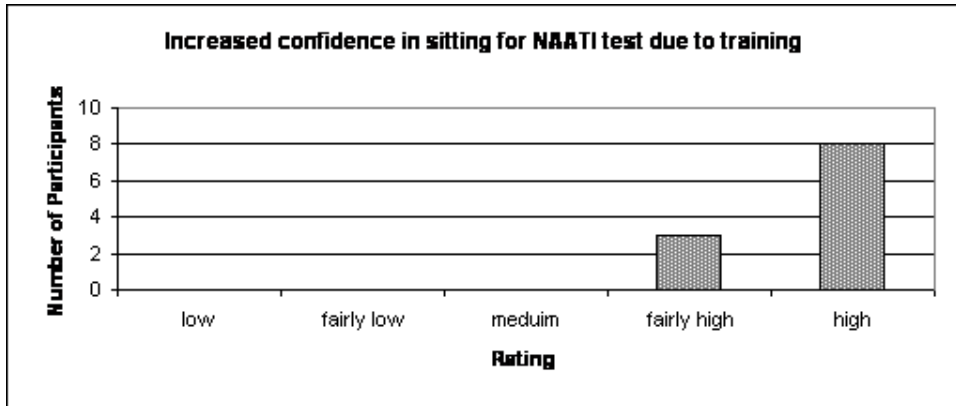
October 2001

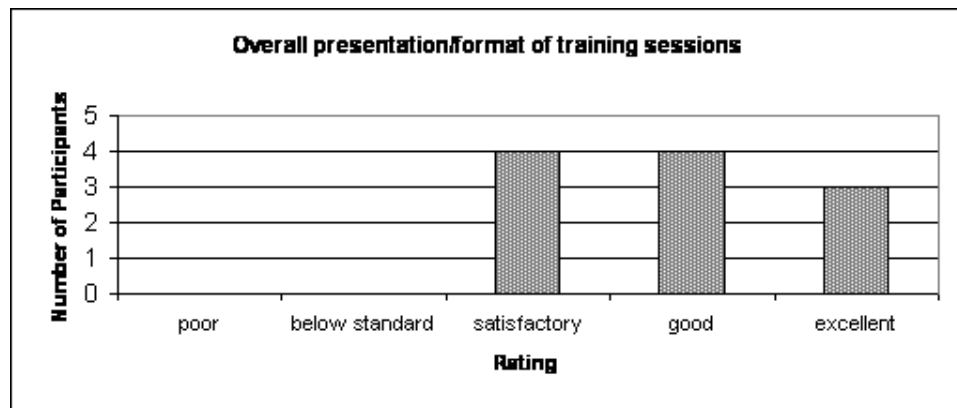
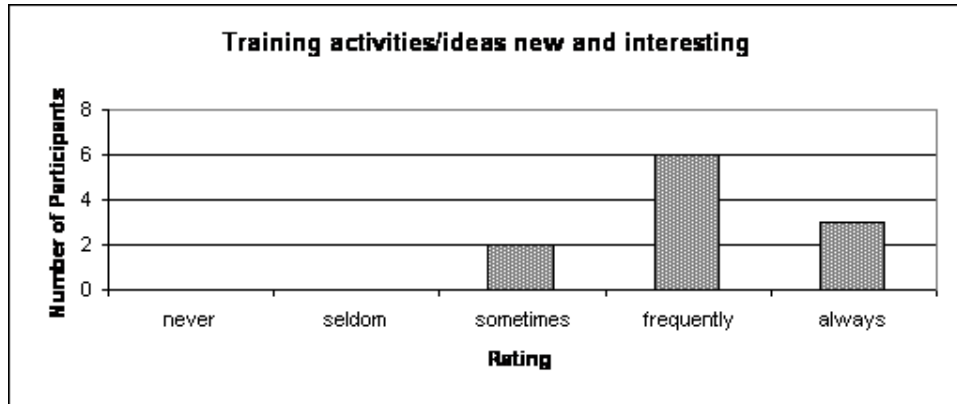
5.8 Project Evaluation and Survey Findings

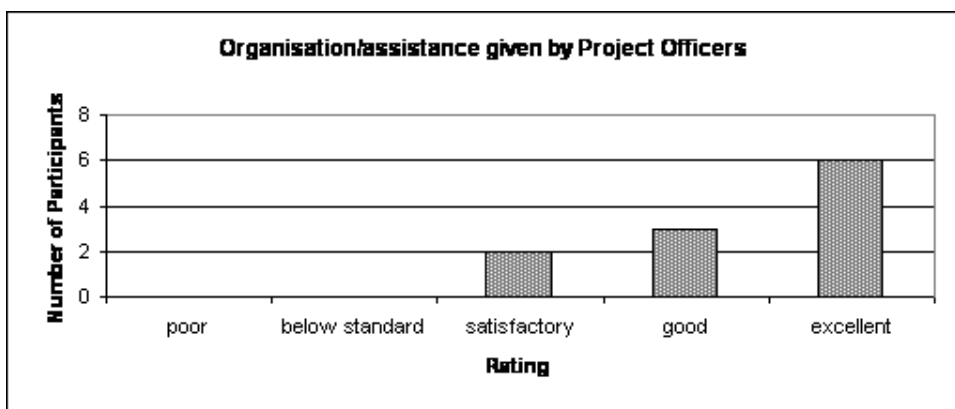
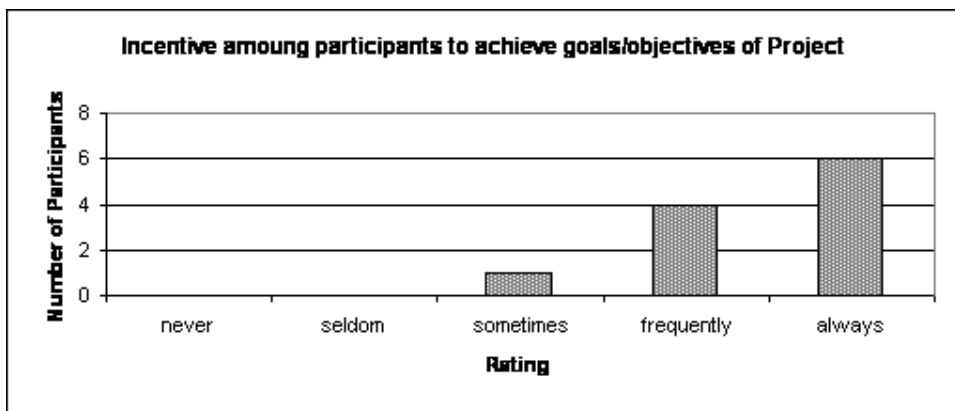
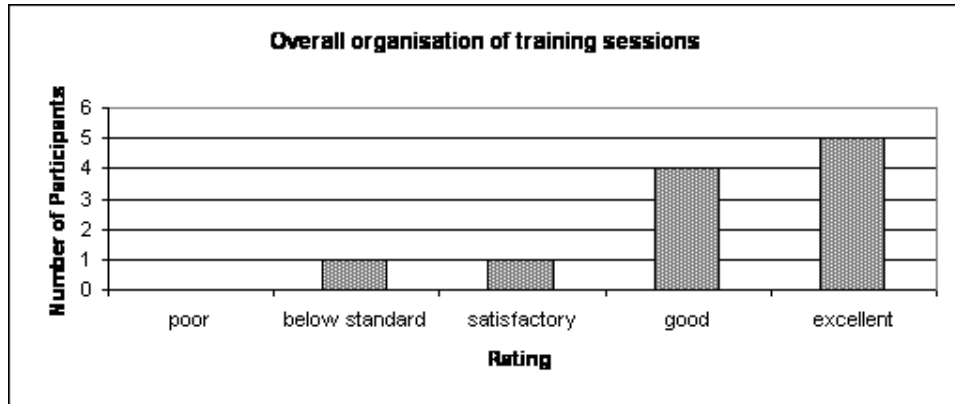
5.8.1 Statistical Analysis via graphs

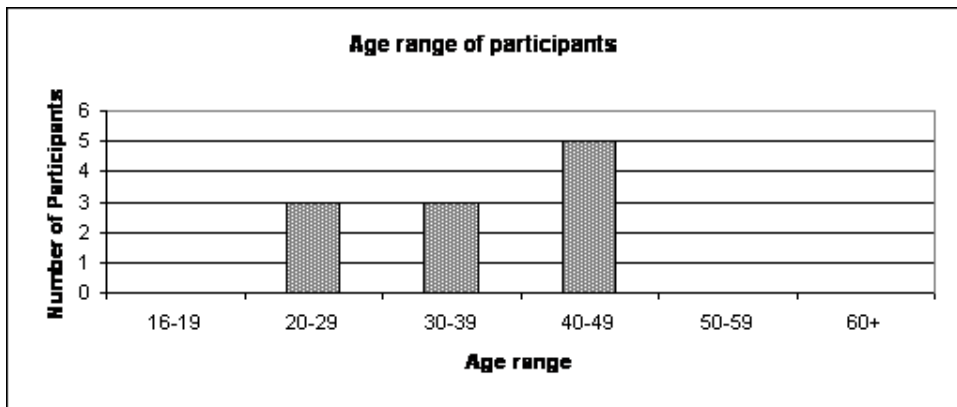
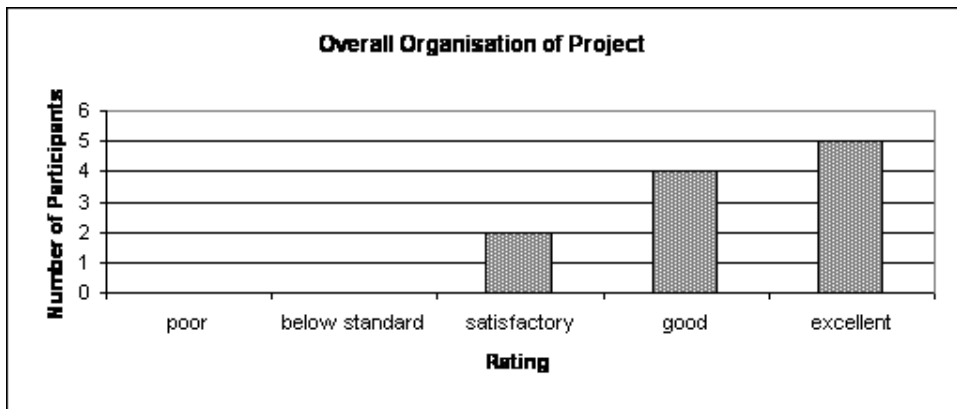
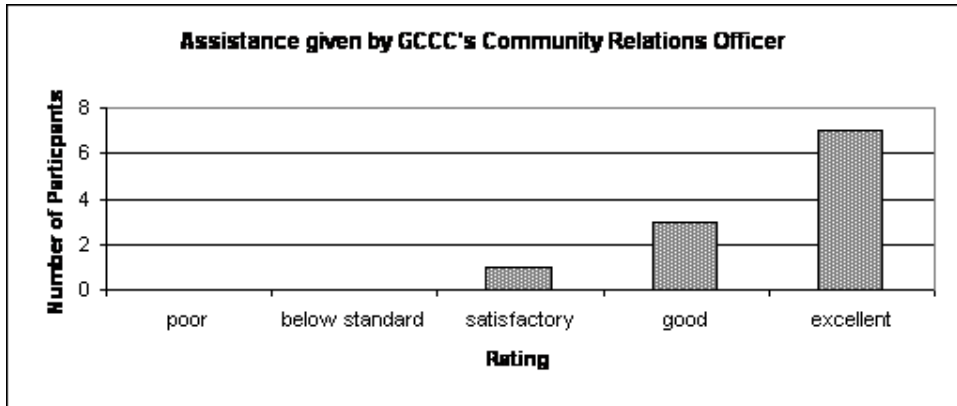
Eleven participants of the project returned the evaluation in October 2002 and their responses are as follows:











5.8.2 Comments written by participants include:

Accredited para-professional interpreter by NATI isn't something that we can learn fully in training session.

At a good pace, not to fast

I think training sessions cover most of the topics

More practise sessions

If we could have a guest speaker who is already professional interpreter (like Vera), we could ask more questions about ethics and the exam

It was very interesting to know different culture's thoughts and behaviour. Exchanging ideas and opinions were enjoyable

I found some presentation were targeted the certain group of people (nationality) which I'm not familiar with

it provides inside knowledge of the profession for first timers like me

More focus on interpreting, try the test situation with reorder and time limits before the real test

It was wonderful to have people studying together toward the same goal. Next project will be much better and evaluated for sure

It was good that I could find a friend to study with. Also it was beneficial to obtain information about several organisation and community resources. Also now, we know how to practice toward the exam and be able to plan efficiently to achieve our skills.

5.9 Stakeholders

After the initial contact meeting additional meetings occurred with:

- Project Officer (current) x6;
- Community Settlement Officer;
- Treasurer of the Management Committee;
- Participants of the course –in a group scenario (2). This was primarily for observation.

Plus telephone conversations with:

- Project Coordinator (past) X2;
- Gold Coast Institute of TAFE;
- Southbank TAFE.

These informal conversations involved requesting permission to formally interview later and acquiring a list of the stakeholders. For according to Kellogg, 1998:

All evaluations have multiple stakeholders. A stakeholder is defined as any person or group who has an interest in the project being evaluated or in the results of the evaluation....it is important to remember that evaluators (whether internal or external) are stakeholders, and not neutral third parties, as we so often think. Evaluators have a vested interest in what they are doing and care about doing it well. (p.48)

Therefore, the identified stakeholders as at the 30th October 2001 included:

- Course Participants – twelve (12);
- Community at large;
- Gambling Community Benefit Fund;
- Department of Immigration and Multicultural Affairs;
- Gold Coast City Council;
- Gold Coast Institute of TAFE;
- Guest speakers and potential users from various sectors of government;
- Multicultural Affairs Queensland, Department of Premier and Cabinet;
- Multicultural Families Organisation;
- National Accreditation Authority for Translators and Interpreters;
- Southbank TAFE;
- Translating and Interpreting Service.

As well as, identifying the stakeholders, the meeting, and conversations assisted with the evaluator in formulating and clarifying concepts. Resulting in the development of a Program Logic Model (see Figure 2), a Theory/Conceptual Model (see Figure 3) and a Program Logic Matrix (see Attachment C, Figure 4). These models were then presented to the various stakeholders for verification.

5.10 Figure 2 Program Logic Model

One of the essential elements of evaluation design is to develop a program logic model, which truly reflects how the program’s inputs, activities and outputs affect the varying levels of outcomes. It should clarify assumptions about how and why activities are going to make a difference to the target group. It should also clarify the process of mapping the progress of outcomes. This view is also endorsed by Rennekamp who states, “A logic model is a theoretical picture of how a program operates. It articulates the series of benefits and occurrences the program intends to set in motion” (slide 14). Moreover, it should alert the evaluator to any gaps in information that may affect the findings and conclusion.

Para-Professional Interpreter Training Project Gold Coast

	Statement	Rationale	Key Performance Indicators	Data Source
Element	To provide suitable training formats	Identified cause of failure	Issues that cause failure addressed Course delivery adjusted accordingly	Anecdotal information Statistics supplied by NAATI Articles
Activities	Tutorials Workshops Guest Speakers Practising Language vis scenarios Assessments	Encompass kinaesthetic, auditory, visual learning style High contact teaching methods thereby ensuring individual needs are met	Student feedback sheets Facilitator feedback Assessments	Analysis by evaluation questionnaire Anecdotal information Interviews
Clients	Bi-lingual course participants Identified stakeholders	Knowledge base Future employment		Database from Forum Interviews Reports
Resources	Gambling Community Benefit Fund Grant In kind support from variety of stakeholders	As per project proposal to pay for course material, NAATI accreditation test, Venue, Postage and Administration costs	Budget Audited Statement	Invoices Letters of Support indicating in kind contributions Auditors Report

	Statement	Rationale	Key Performance Indicators	Data Source
Short-term outcomes	Sitting mock tests designed by facilitators Sitting Southbank TAFE module Increased Knowledge base Sat NAATI test Increased number sitting NAATI test	Practise reduces exam anxiety Statement of Attainment issued	Number passing mock tests Number passing TAFE module Number sitting NAATI test Number passing NAATI test	Results of mock tests issued Results of TAFE module issued Results of NAATI test issued
Long term outcomes	Unsuccessful 1 st time applicants resit NAATI test Ethical and professional Interpreters in the field Successful participants mentor interested community members Successful participants undertake further professional development	Knowledge base equipping participants to attempt further studies Knowledge provides confidence to assist Culturally and Linguistically Diverse Background members	Number attempting further studies Number of people assisted Number of applicants for NAATI test from Gold Coast	Enrolment records Articles Anecdotal information Interviews Questionnaires

Adapted from Spall, P. and Associates.

5.11 Dissemination

As already highlighted both primary and secondary audiences have shown interest in this evaluation report. It is initially envisaged that after the signing off of the report by the Multicultural Families Organisation Management Committee (30th November 2001), the findings and recommendations will be disseminated by the Gold Coast City Council and Multicultural Families Organisation via:

- a mail out to stakeholders and parties who have expressed interest in reading the complete report;
- an email to interested parties of either the report in total or just the findings and recommendations;
- articles précising the report being published in appropriate journals such as "Diversity" published by Multicultural Affairs Queensland, Department of Premier and Cabinet.

6.0 Awards Ceremony at Gold Coast City Council

On the 24th October 2001, the Gold Coast City Council hosted an Awards Ceremony to celebrate the completion of the Para-Professional Interpreters Training Project (see Attachment H). The Mayor, His Worship, Cr Garry Baidon and Warren McMillan, Acting Manager, Multicultural Affairs Queensland, Department of Premier and Cabinet presented Plaques and Statements of Attendance (see Attachment I) to the project's participants.

6.1 NAATI Exam Results

In December 2001 six participants in the Para-Professional Interpreters Training Project Gold Coast became accredited Interpreters. This achievement recorded the second highest percentage pass rate since 1996 and reflects the amount of extra curricular work required to pass this rigorous test as the participants are required to achieve a level of seventy percent (70%) to pass. The successful participants were from the following language backgrounds Bosnian (3), Croatian (1), Mandarin (1), and Spanish (1).

Of the remaining six participants, four participants achieved a mark between 60%-65%. Two participants resat the test six months later with one passing, resulting in the total percentage pass rate being fifty-eight percent.

7.0 Issues and Concerns, Considerations and Recommendations

7.1 Issues and Concerns

Issues and Concerns that arose during the project were varied and reflect the diversity of the stakeholders.

- *“There was little concept of the difference between being a bi-lingual worker and being a professional interpreter”, Vera Zilovic. As there was the perception that having interpreted for the community that the accreditation exam was only a formality.*
- The Learning Support Officer’s role was not fully understood or appreciated, although it was explained to the participants by various parties that her role was to assist them with study skills, time management skills, not-taking and assignment writing skills.
- The participants indicted that they would have preferred the curriculum to be implemented by an accredited interpreter who had training qualifications.
- It became apparent that the participants should have undertaken formal testing of their English proficiency and this should have been allowed for in the budget.
- Some participants viewed the project firstly as an additional means of employment, (although the Translating and Interpreting Service categorically stated that being a Translating and Interpreting Service registered interpreter was no guarantee of work), rather than taking the view that this was the means to obtain a high calibre professional qualification that ratifies their existing knowledge base and skills.
- Some participants felt that there was over emphasis on process and observation and that more role-playing should be incorporated into the project’s curriculum.
- Some participants did not take ownership of their commitment to the project and their role as adult learners. They viewed the project as being one of service provision and that the Co-ordinator, Project Officer, and Community Relations Officer were there to provide extensive help.
- Some participants expected the Southbank TAFE Lecturer to be more readily available, and did not avail themselves to the email provision or the set time allocated for weekly contact.

7.2 Considerations

Considerations, which emerged during the course of the evaluation included:

- an awareness that the evaluator faces additional challenges when appraising cross-cultural or international programs as different perspectives and values can exist. (Patton,1997)
- the evaluator needs to be aware of cultural biases and the need to act with cross-cultural sensitivity. (Patton,1997)

- the need for a Reference/Steering group, which could have added credence, provided direction and assisted the lateral thinking processes. Reference Group “will also increase the likelihood that recommendations will be accepted and implemented” (Kellogg, 1998, p.49).

7.3 Recommendations

Recommendations that arose out of this project and evaluation included:

- That any future participants who apply for accreditation with NAATI sit for an International English Language Testing System and achieve a minimum English level of 5. Currently, formalised testing of the applicant’s level of understanding of English does not occur.
- That NAATI examine and reassess the selection criteria that applicants have to meet before they can sit for the Para-Professional Interpreters test. Thereby reducing the high failure rate that is currently being experienced, and that frustration and sense of failure tht the unsuccessful participants are experiencing.
- That recurring funding is sourced from Federal and State government thereby allowing community members to be trained as para-professional interpreters.
- That a Gold Coast Registered Training Organisation be sourced to a Diploma of Interpreting (Para-Professional).
- That the Diploma of Interpreting (Para-Professional) course also incorporates guest speakers from relevant government and non-government bodies.
- That the Diploma of Interpreting (Para-Professional) course or curriculum include training pertaining to time management, financial management such as record keeping, and organisational behaviour management such as people skills.
- That practical work experience is incorporated in any additional training.
- That any future participants fully comprehend what studying by distance education entails.
- Individual or client focused outcomes are reflected within the PPITP program goals. However, valid questions such as “What difference will this project make to the lives of people from culturally and linguistically diverse backgrounds?” could be raised yet these outcomes are not taken into consideration in this evaluation and it is recommended that these be explored.

8.0 Conclusion

The essence and being of the Para-Professional Interpreters Project Gold Coast is encapsulated in the words of a participant who stated:

It was good that I could find a friend to study with. Also it was beneficial to obtain information about several organisation and community resources. Also now, we know how to practice toward the exam and be able to plan efficiently to achieve our skills.

And by Anne Tunnicliff who stated in the December 2001 issue of Diversity Matters

This successful project is an example of the effectiveness of working together in a collaborative manner to achieve a result that will benefit the whole community.

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March 2002

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