

INTERPRETING MANAGEMENT AND POLICY IN FINLAND, UNITED
KINGDOM AND GERMANY



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ABSTRACT

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<p>Abstract</p> <p>This thesis is an ordered work from European Master in Sign Language Interpreting (EUMASLI) programme. EUMASLI is a joint degree programme for sign language interpreters and the starting date for this training is January 2009. The main aim of this thesis was to do a research into interpreting management and policy in three participating countries. Participating countries are Finland, United Kingdom and Germany. The second aim was to do a short analyze of the collected material.</p> <p>This thesis was done by collecting material from different sources, mainly from the Internet. This was because there was no possibility to travel to these countries and collect material. This was materialized in the spring 2008 in Helsinki.</p> <p>These countries were different in many ways. First of all the government systems are totally different in every country and that is affecting how they are arranging the interpretation services and what they including in their legislation. The amount of available interpreters was lower in Germany and in the United Kingdom than in Finland. The training systems are situated in Universities of Applied Sciences or Universities. The training is normally from two years o four years.</p> <p>.</p>	
<p>Keywords European Master in Sign Language, EUMASLI, interpreting service, management, policy, profession, professionalization, Sign Language Interpreter</p>	

HUMANISTINEN AMMATTIKORKEAKOULU**Viittomakielentulkin koulutusohjelma**

OPINNÄYTETYÖN TIIVISTELMÄ

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<p>Tiivistelmä</p> <p>Tämä opinnäytetyö on tilaustyö European Master in Sign Language Interpreting (EUMASLI) – projektilta. EUMASLI on viittomakielen tulkkien jatkokoulutusohjelma, jonka on tarkoitus alkaa tammikuussa 2009. Tämän opinnäytetyön päätavoite oli kerätä siitä, kuinka tulkkauspalvelut on järjestetty, hoidettu ja mitä menettelytapoja / lakeja kolmessa projektin osallistujamaassa noudatetaan. Osallistujia maita ovat Suomi, Yhdistyneet Kansakunnat (UK) ja Saksa. Toisena tavoitteena oli analysoida kerättyä tietoa.</p> <p>Materiaalin keräys toteutettiin Suomesta käsin ja useasta eri lähteestä, suurin osa lähteistä on Internetistä, koska ei ollut mahdollisuutta matkustaa kaikkiin maihin tekemään tutkimusta. Materiaalin keräys ja opinnäytetyö toteutettiin Helsingissä, keväällä 2008.</p> <p>Osallistujamaat eroavat monella tapaa. Ensimmäinen eroavuus on siinä, minkälainen valtiovalta maissa on. Tämä vaikuttaa siihen, kuinka viittomakielen tulkkipalvelut on järjestetty ja kuinka tämä palvelu on sisällytetty lakiin. Viittomakielten tulkkien käytävissä oleva määrä vaihtelee kovasti maasta toiseen, Saksassa ja Yhdistyneissä kansakunnissa tulkkeja on vähän verrattuna Suomeen. Viittomakielen tulkin koulutus on järjestetty Ammattikorkeakouluissa tai yliopistoissa ja se on pituudeltaan kahden ja neljän vuoden välillä.</p>	
<p>Asiasanat</p> <p>European Master in Sign Language Interpreting, EUMASLI, viittomakielen tulkkipalvelu, viittomakielen tulkki, ammatti, ammatillistuminen</p>	

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1 INTRODUCTION

I have always been really interested of international relations and that is why I chose internationality to my orientation. The first time I collided with EUMASLI in the spring 2007. I was participating in their meetings and got really interested of this new study programme. Later we agreed that I would do my thesis to them and in the autumn 2007 the subject of my thesis defined more specific into interpreting management and policy. I found this subject really interesting and challenging.

There has been lots of discussion of changing the education systems more similar throughout Europe. This change is happening with the help of Bologna Process implementation – the studies are becoming easier to compare so it is easier to change students and teachers between countries. The sign language interpreters in Finland, United Kingdom and Germany are getting a new MA – degree. It is called the European Master in Sign Language Interpreting – EUMASLI. EUMASLI is a joint MA – degree between these three partners and it is funded by Socrates programme. Aim of this EUMASLI programme is to create a useful platform for students who can use their knowledge in their own countries to develop the sign language interpreting field. The subject of this thesis is straight from the module 2.4 so I am also introducing this module before continuing into defining the terms management, policy, profession and professionalization.

My thesis includes four different main areas. First is the introduction of background and history of EUMASLI, second one is defining the crucial terms and linking them into sign language interpreting field. Third area is introducing these countries and the institutions linked with these countries. Last area is my own analyze and conclusions of the knowledge I have introduced earlier. In the countries' introduction part I will first give basic information of the countries before moving into short introduction of the history of interpreting service, management and how the interpreters' profession changed from favour to profession. I have also introduced briefly the interpreters' salaries in every participating country.

2 BOLOGNA PROCESS

In the year 1988 the University of Bologna - and thus of European Universities - celebrated its 900th anniversary. At the same time university rectors signed the Magna Charta Universitatum - the platform of Bologna process. (Magna Charta 2007). In 1998 education ministers Claude Allegre (France), Jurgen Ruttgers (Germany), Luigi Berlinguer (Italy) and the Baroness Blackstone (UK) signed the Sorbonne declaration in Paris. Declaration aim was to harmonise the architecture of the European Higher Education system. (Sorbonne Declaration 2008.) In this meeting they already decided that they would create a new declaration for the next year's meeting in Bologna. (Opetusministeriö 2007a).

Bologna process has got its name after the place it was proposed, The University of Bologna. Ministers of Education from 29 European countries signed the Bologna Declaration in 1999 in the Italian city of Bologna. (Bologna Declaration 1999.) Now 46 countries have signed the Bologna Declaration. (Europe Unit 2007). After signing there have been further governmental meetings in Prague (2001), Berlin (2003), Bergen (2005) and in London (2007). Next meeting is held in 28.-29.4.2009 at the universities of Leuven and Louvain-la-Neuve. Bologna Follow - up Group is prepared these

conferences. In this Follow - up Group is a member from every participating country and its job is to follow the process and do clarifications. (Opetusministeriö 2007.) Since first of July 2007 Bologna Secretariat is supporting the Follow – up Group. (Bologna Process 2007a).

2.1 The purpose of Bologna Process

The purpose of the Bologna process is to create the EHEA (European Higher Education Area) before the year 2010 (Bologna Process 2007a). EHEA is an open space which allows students, graduates and higher education staff to enjoy mobility and equal access to high quality higher education. (Bologna Process 2007a).

Bologna Process wasn't based on a European Union initiative. It's an intergovernmental agreement - between both EU and non-EU countries so it doesn't have the status of EU legislation. Also, because Bologna Declaration is not a treaty or convention, there are no legal obligations for the signatory states - the participation is completely voluntary. (European Commission 2007c) Although it was created outside and without EU institutions, the European Commission plays an increasingly important role in the implementation of the Process. Commission is for example helping with the programmes like Erasmus, Tempus, Erasmus Mundus and Socrates. (European Commission 2007c)

The mobility and comparability is gained when academic degree standards and quality assurance standards are more comparable and compatible. Degrees are more comparable after using Diploma Supplement. Diploma Supplement (DS) is a document attached to a diploma. The document includes description of the nature, level, context, content, status of the studies which has been successfully completed. (Erasmus 2007.) Quality assurance is gained when countries are using the European Network of Quality Assurance in Higher Education (ENQA) throughout Europe (Bologna Process 2007a). The aim is to develop European dimensions in higher education, particularly with

regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research (Opetusministeriö 2007).

The attractiveness of European higher education should be increased so many people from non-European countries would also come to study and work in Europe. The European Higher Education Area would provide Europe a broad, high quality and advanced knowledge base, and would also ensure the further development of Europe as a stable, peaceful and tolerant community benefiting from cutting edge European Research Area. (Bologna Process 2007b.) With the Bologna process implementation, higher education systems in European countries should be organized in such way that it is easy to move from one country to other for the purpose of further study or employment. Students should have an easier access to study and training opportunities and related services. Teachers, researchers and administrative staff should have recognition and valorisation of periods spent in European context researching, teaching and training, without prejudicing their statutory rights. (Opetusministeriö 2007.)

By using the same European Credit Transfer System (ECTS) countries are getting easily readable and comparable degrees. ECTS is part of the SOCRATES programme and it is only credit system which has been successfully tested and used across Europe. (European Commission 2007b.) Establishment of such system is relevant because in many countries there aren't any credit systems - they are counting the studies by semesters or years. (Opetusministeriö 2007) Degrees would be same kind in every country and they would essentially be based on three cycles: BA, MA and doctorate degree. First cycle is three or four year Bachelor (BA) degree which should be relevant also in the European labour market. Bachelor degree would typically be 180 - 240 ECTS credits. Second cycle's degree is a Master - degree which would contain 90 - 120 ECTS credits. Typically it would take two years to complete the MA-degree. Third cycle is the doctorate degree where is no ECTS range given. Naming of these degrees may vary from country to country. (European Commission 2007b.)

3 EUROPEAN MASTER IN SIGN LANGUAGE INTERPRETING

Three countries, Finland, Germany and UK, have created a study programme which aims to create a new higher MA-degree in Sign Language Interpreting. The European Master in Sign Language Interpreting (EUMASLI) - programme's roots are in Bologna Process. (Hessmann 2007, 13.) The EUMASLI programme is a single joint curriculum shared by the participating countries. Terms of admission, grading systems, student achievements documentation and quality management methods are harmonized between the partner countries. (Eumasli 2008.)

3.1 Introduction

The EUMASLI project started in 2006 and it's ending in 2009. It's a three-year project which aims to develop a joint MA-degree programme in Sign Language Interpreting. The project's aim is to develop the professional field of interpreting and also to develop communication between hearing and deaf people in Europe. (Hessmann 2007, 3.) Projects partners agree that this MA- degree is a necessity in order to provide skills and competences that will enable the sign language interpreting to grow to self - organized professional body. Created professional body could serve the deaf people's interests more efficiently than nowadays. (emt. 12.)

The project is funded under EU Socrates Programme 2006 within the Erasmus scheme for curriculum development. EU is funding 75 % of the total costs. (emt. 3.) Most of the staff time is paid by the partner institutions or consists in voluntary work. There is no extra funding available for the implementation of this programme so the students have to pay fees. (emt. 4.)

3.2 Project's aims

The project is developed to answer some of the sign language field shortcomings. These areas are research, further education, relation concerning interests between deaf customers and interpreters, professional self-organization and policy making. There haven't really been researches of interpreters working conditions or effectiveness of sign language interpreting so the project is developing this research area. Further education is included in all versions of the Code of Ethics but generally there haven't been chances to regular education. EUMASLI answers also to this need. There has also been need for discussion of combining the Deaf people's interests to interpreters' interests. This is also one question which EUMASLI is trying to answer. Also the coordination of interests and activities of sign language interpreters at national and international level is proved to be difficult. There are national organizations in partner countries and also EFSLI but still developing is needed. (Hessmann 2007, 13 – 14.)

The main aim of this programme is to qualify its participants in such way that they can develop their profession. After this programme in the sign language field would have more people who can do research - grow the amount of literature on sign language interpreting and also understand their own interpreting process more deeply. The participants would also be able to respect and support the Deaf people and community when advancing the sign language field. The students would also be competent in management and policy making and thus ready to take a leading role in the development of the professional field. (Hessmann 2007, 14.)

3.3 Partners

There are three institutions from three countries in EUMASLI: University of Applied Sciences Magdeburg - Stendal in Germany, Humak University of Applied sciences in Finland and Heriot-Watt University in Scotland. (emt. 3.)

3.3.1 Humak University of Applied Sciences

Humak was founded in 1998. It operates in whole Finland and it has three study programmes in 12 educational units. The study programmes are Civic and Youth work, Production and Administration of Cultural Activities and Sign Language Interpretation. Humak has personnel approximately 120 and 1300 students. Nowadays Sign language Interpretation degree programme is 240 ECTS and it lasts four years. (Humak 2007.)

3.3.2 Heriot-Watt University

Heriot-Watt is the eight oldest higher education institution in the UK. Heriot-Watt University was created in 1821 as the School of Arts of Edinburgh. Its name comes from financier George Heriot and James Watt who was the great 18th century inventor and engineer. Women were welcomed in 1869 and in 1966 Heriot-Watt became a University.

In 1988 The Scottish College of Textiles merged with it. Heriot-Watt has around 7000 on-campus student in Scotland and approximately 10000 students studying its international programmes. Heriot-Watt has four campuses: in Edinburgh, Scottish Borders, Orkney and in Dubai. (Heriot-Watt University 2007.)

Since 1996 Heriot-Watt University has been offering undergraduate training of sign language interpreters. The Languages and Intercultural Studies department has a close links with the Scottish Association for Sign Language Interpreters and it is also an active participant in developing for the profession UK-wide. (Hessmann 2007, 6.)

3.3.3 University of Applied Sciences Magdeburg – Stendal

Magdeburg - Stendal was founded after the German unification in 1992. It offers degree programmes to about 6500 students. Magdeburg - Stendal has seven departments and approximately 160 teachers. The Bologna Process affected to degrees so that they changed Diploma programmes to Bachelor degree and Master degree. The Department of Social Studies and Public Health has offered undergraduate training in sign language interpreting since 1997. Interpreting unit has two professors, one part-time sign language interpreting trainer and three deaf sign language lecturers - two of them part-time. Interpreting unit has close links with regional and national organizations of the deaf as well as professional associations of sign language interpreters. The degree is three-and-a-half-year programme with 210 ECTS. Every year sixteen students start the programme. (emt. 5.)

3.4 Programme structure

In the first cycle of this programme there will be only students, approximately 15-20 students, from participating countries. They will be studying in all participating countries and institutions so interaction between students is encouraged. All the selected students have to have a first academic degree in a relevant subject but it is not limited to

sign language interpreting. They should also have a minimum of three year working experience as an interpreter. Programme's operating language is English so students have to have appropriate English skills. (Hessmann 2007, 15.)

The studying is part-time because the students are professionally operative in the field of sign language interpreting. The students will study via different methods: contact teaching and different distance-learning methods. This MA-degree is 90 ECTS (2700 student working hours) and it should be completed in two and a half years or in 5 semesters. The MA- degree is jointly issued by the three participating universities. (Hessmann 2007, 15.)

There are three major study areas: international skills, developing a profession and doing research. In the International skills - section the main subject is to represent the European perspective. In this section a multilingual approach is used. At the same time with English the students are learning Finnish sign language (FinSL), British Sign Language (BSL), German sign Language (DGS) and International Sign (IS). The second part of the programme - developing a profession - is including interpreting studies but also individual, social and political aspects of working as a professional interpreter. The last part of the programme is doing research. Each student has to produce a MA thesis to conclude the programme. In this part they are also studying relevant research methods and critical reflection. (Hessmann 2007, 16.)

3.4.1 Study structure (Modules)

Teaching responsibilities are clearly divided between partners, principle of one module, one country. It means that every semester each country will be in charge of one module. The time spent in other countries is kept in minimum because of time and money. Modules are normally 5 ECTS and it includes four phases. The phase A is self-study period, phase B is contact time spent in international block-seminar, phase C is individual or group work and the last phase C is a concluding event. Below you can see the programme structure. Modules 1.1 – 1.4 are concentrating on international skills,

modules 2.1 – 2.4 refer to developing the profession and the last 3.1 and 3.2 are research modules. (Hessmann 2007, 16 – 18.)

Semester	ECTS	Modules		
1	15	1.1 Introducing the European perspective: Countries, languages & skills 15 ECTS (FI / UK / DE)		
2	15	1.1 Signing in trans- national contexts 1 5 ECTS (DE)	2.1 Interpreting and translation studies 5 ECTS (UK)	2.2 Developing reflective practise 5 ECTS (FI)
3	15	1.3 Signing in transnational contexts 2 5 ECTS (UK)	2.3 Serving Deaf and hearing communities 5 ECTS (DE)	2.4 Interpreting management and policy 5 ECTS (FI)
4	15	1.4 Conference interpreting and transnational contexts 5 ECTS (FI)	3.1 Research methods: Sign language interpreting and translation as profession and performance 10 ECTS (UK & DE)	
5	30	3.2 MA thesis 30 ECTS (FI / UK / DE)		

Picture 1: Module structure

The module 2.4 gives this thesis the main frames. This module adds political dimensions to this and it also explores options how countries can formulate coherent policies and how they are taking care of the whole profession management. In this module programme is introducing the overall process of sign language interpreting and translation services production from the perspective of co-operation. Different structures and bodies of society which are linked to sign language interpreting and translation

services are also introduced. In this module students have to learn theoretical terms like profession and professionalization. Students have to be aware of the national and supra-national social & policy contexts and policy topics which have been and will be significant for the development of the profession. (Hessmann 2007, 42.)

4 DEFINING THE TERMS

There are four terms which have to be defined before the theoretical part. The terms are management, policy / policies, profession and professionalization. First there is theoretical background of these terms and later in the end of the paragraph I will tell how these terms can be linked to sign language interpreting.

4.1 Management

The meaning of the word management includes planning, organizing, resourcing, leading or directing, and controlling an organization. Planning means deciding what needs to happen in the future (today, next week, next month, next year, over the next five years, etc.) and generating plans for action. Organizing means making optimum use of the resources required to enable the successful carrying out of plans. Leading / directing means to exhibiting skills in these areas for getting others to play an effective part in achieving plans. Controlling means monitoring -- checking progress against plans, which may need modification based on feedback. It includes also an effort of accomplishing a goal. Resourcing includes the deployment and manipulation of human resources, financial resources, technological resources and natural resources. The word management can also refer to the person or people who are performing the act or acts of management. The origin of the verb manage is found from Latin manus (hand) and later from the Italian maneggiere (to handle – especially a horse). In the 17th and 18th centuries the English word management developed. The French word mesagement (later management) influenced in the meaning development of the English word. (Oxford English Dictionary 1989.)

Frenchman Henri Fayol considers management to include five different functions: planning, organizing, leading, co-ordination and controlling (Barrett 2003, 51). Management can also be thought as equivalent to "business administration" and that is why this definition excludes management in places outside commerce as for example in charities and in the public sector. More realistically every organization must manage its work, people, processes and technology if they want to maximize its effectiveness. English speakers can also use the term "management" or "the management" as a

collective word describing the managers of an organization. (Gomez-Mejia & ym. 2008, 14 – 15.)

In organisations whose goal is to achieve profit, management's primary function is the satisfaction of a range of stakeholders. This typically involves making a profit, creating products at a reasonable cost and providing rewarding employment opportunities. In non-profit management there is fourth function which is the importance of keeping the faith of donors. In most models of management shareholders vote for the board of directors and the board then hires senior management. Some organisations have experimented with other methods such as employee-voting, but these methods are quite rare. Public, private and voluntary sectors have different demands to managers, but all managers must retain the faith of three parties: those who select them, those people that fund the organisation and those who work for the organization. Management also has the task of innovating and of improving the functioning of organisations. (Gomez-Mejia ym. 2008, 11 – 12.)

There are difficulties in tracing the history of management. Some see it as a late modern conceptualisation. On those terms it can not have a pre-modern history. Others detect management-like activities in the pre-modern past. In literature you can find a trace to the development of management back to Sumerian traders and to the builders of the pyramids of ancient Egypt and later to the slave-owners who through the centuries faced the problems of exploiting / motivating a dependant. However, innovations such as the spread of Hindu-Arabic numerals (5th to 15th centuries) and the codification of double-entry book-keeping (1494) provided tools for management assessment, planning and control. (Gomez-Mejia & Balkin & Cardy 2008, 7 – 10.)

While management has been present for millennia, several writers have created a background of works that assisted in modern management theories. Good examples are works like Sun Tzu's *The Art of War* from the 6th century BCE, Niccolo Machiavelli's *The Prince* from 1513, Adam Smith's *The Wealth of Nations* from 1776. The most famous economics from the 19th century who handled management are Adam Smith, John Stuart Mill and innovators like Eli Whitney, James Watt and Matthew Boulton. The

first tertiary-level course was offered in 1881 by Joseph Wharton. The first college management textbook was published in 1911 by J. Duncan. (Gomez-Mejia ym. 16.)

The first comprehensive theories of management appeared around 1920. The Harvard Business School invented the Master of Business Administration degree (MBA) in 1921. Some writers, like Ordway Tead and Walter Scott, applied the principles of psychology to management while others like Elton Mayo and Mary Parker Follett, applied the management from a sociological perspective. (emt. 17 – 18.)

Peter Drucker wrote one of the earliest books on applied management: *Concept of the Corporation* published in 1946. Some of the more recent developments include the Theory of Constraints, management by objectives, reengineering, and various information-technology-driven theories such as agile software development as well as group management theories such as Cog's Ladder. Towards the end of the 20th century, business management came to consist of six separate branches, namely Human resource management, Operations management or production management, Strategic management, Marketing management, Financial management and Information technology management responsible for management information systems. (emt. 20.)

In the 21st century observers find it increasingly difficult to divide management into functional categories in this way. More and more processes simultaneously involve several categories. Instead, one tends to think in terms of the various processes, tasks and objects subject to management. (emt. 28.)

In this thesis word management means how the interpretation services are taken care of. It means the way the service is organized and monitored by the interpretation centres, national and international institutes, governments and individual interpreters. For example in Finland the service management is government, municipalities and later KELA, UEP and interpretation centres. Also the SVT ry is managing the work of interpreters.

After I become acquainted with the management field of sign language interpreting I find it really hard to define it in one or two sentence. There are so many levels of process happening in the same time – there is the international managing of the profession, national level and the individual level. I see that the word management includes processes like planning, organizing, resourcing, leading and controlling. All these processes are happening in all of these levels at the same time.

In the international level the WASLI and EFSLI are doing their planning, organizing, resourcing, controlling and leading of international issues like how to advance the interpretation service in Africa. At the same time there are similar processes going in national level, for example in Germany BGSD is trying to advance the profession of sign language interpreter in more higher level by planning, organizing, resourcing, controlling and leading. In the individual level for example the interpreting is doing self management when she / he is planning, organizing, resourcing, controlling and leading her / his own work and training.

4.2 Policy

There is no simple answer when defining this term. A policy is a deliberate plan of action to guide decisions and achieve rational outcomes. The term may apply to government, private sector organisations and groups and individuals. Presidential executive orders, corporate privacy policies, and parliamentary rules of order are all examples of policy. Policy differs from rules or law. While law can compel or prohibit behaviours, for example a law requiring the payment of taxes on income, policy merely

guides actions toward those that are most likely to achieve a desired outcome. Whether they are formally written or not, most organisations have identified policies. (Torjman 2005, 2.)

Policy or policy study may also refer to the process of making important organisational decisions, including the identification of different alternatives such as programs or spending priorities and choosing among them on the basis of the impact they will have. Policies can be understood as political, management, financial and administrative mechanisms arranged to reach explicit goals. (Emt, 2.)

Policies may be classified in many different ways. Distributive policies extend goods and services to members of an organization, as well as distributing the costs of the goods/services amongst the members of the organisation. Examples include government policies that impact spending for welfare, public education, highways, and public safety or a professional organization's policy on membership training. Regulatory policies, or mandates, limit the discretion of individuals and agencies, or otherwise compel certain types of behaviour. These policies are generally thought to be best applied in situations where good behaviour can be easily defined and bad behaviour can be easily regulated and punished through fines or sanctions. An example of a fairly successful public regulatory policy is that of a speed limit. Constituent policies create executive power entities or deal with laws. Policies are dynamic - they are not just static lists of goals or laws. Policy blueprints have to be implemented, often with unexpected results. Social policies are what happens 'on the ground' when they are implemented, as well as what happens at the decision making or legislative stage. (Emt, 2 – 4.)

Despite the variation in policies, there are some general steps that are common to policy process. These steps are always starting with the selection of the desired objective and identifying the target of the objective, determining the pathway to reach that objective, designing the specific program or measure in respect of that goal and finally implementing the measure and assessing the impact. (Emt. 11.)

According to William Jenkins in *Policy Analysis: A Political and Organizational Perspective* (1979), a policy is “a set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them

within a specified situation where those decisions should, in principle, be within the power of those actors to achieve". Being the author of numerous papers on the subject he is considered to be a leading authority in this field.

According to Thomas Birkland in *An Introduction to the Policy Process* (2001, 21), there is a lack of a consensus on the definition of policy. Birkland outlines a few definitions of policy:

- "The term public policy always refers to the actions of government and the intentions that determine those actions". -Clarke E. Cochran, et al.
- "Public policy is the outcome of the struggle in government over who gets what". -Clarke E. Cochran, et al.
- Public policy is "Whatever governments choose to do or not to do". -Thomas Dye
- "Public policy consists of political decisions for implementing programs to achieve societal goals". -Charles L. Cochran and Eloise F. Malone
- "Stated most simply, public policy is the sum of government activities, whether acting directly or through agents, as it has an influence on the life of citizens". -B. Guy Peters

All policies and strategies must be discussed with all managerial personnel and staff. Managers must understand where and how they can implement their policies and strategies. A plan of action must be devised for each department. Policies and strategies must be reviewed regularly. Contingency plans must be devised in case the environment changes. Assessments of progress ought to be carried out regularly by top-level managers. A good environment is required within the business. (Birkland 2001, 33.)

The policies and strategies fit into the planning process when they give mid- and lower-level managers a good idea of the future plans for each department. A framework is created whereby plans and decisions are made. Mid- and lower-level management may add own plans to the business's strategic ones. (Emt. 42.)

According to Birkland (2001, 66-67) policies are typically promulgated through official written documents. Such documents have standard formats that are particular to the

organisation issuing the policy. While such formats differ in terms of their form, policy documents usually contain certain standard components including:

- A purpose statement, outlining why the organisation is issuing the policy, and what its desired effect is.
- An applicability and scope statement, describing who the policy affects and which actions are impacted by the policy. The applicability and scope may expressly exclude certain people, organisations, or actions from the policy requirements
- An effective date which indicates when the policy comes into force.
- A responsibilities section, indicating which parties and organisations are responsible for carrying out individual policy statements. These responsibilities may include identification of oversight and/or governance structures.
- Policy statements indicating the specific regulations, requirements, or modifications to organisational behaviour that the policy is creating.

Some policies may contain additional sections, including

- Background indicating any reasons and history that led to the creation of the policy, which may be listed as motivating factors
- Definitions, providing clear and unambiguous definitions for terms and concepts found in the policy document.

(Birkland 2001, 66-67.)

In this thesis the word policy means all those written or non written policies and guides which are instructing the work of an individual interpreter or an interpretation centre. In this thesis the laws are singled out from policies, laws are thought as a part of management. Examples of policy used in sign language interpretation field are the Code of Ethics or for example the main aim of BGSD and how they are materializing them.

4.3 Profession

Classically there were only three professions: Divinity, Medicine, and Law. There are seven main milestones which mark an occupation being identified as a profession. First it becomes a full-time occupation then the first training school is established. After that the first university school is established and also the first local and then national association are established, the codes of professional ethics are introduced and finally the State licencing laws are established. The first profession fulfilling these milestones was medicine. Although professions enjoy high status and public prestige, all professionals do not earn the same high salaries. There are hidden inequalities even within professions. (Perks 1993, 2 – 3.)

A profession is an occupation, vocation or career where specialised knowledge of a subject, field, or science is applied (The Oxford English Dictionary). It is usually applied to occupations that involve prolonged academic training and a formal qualification. It is axiomatic that "professional activity involves systematic knowledge and proficiency". Professions are usually regulated by professional bodies that may set examinations of competence, act as a licensing authority for practitioners, and enforce adherence to an ethical code of practice. Professions includes for example: Doctors/Surgeons, Lawyers, Engineers, Teachers, Diplomats, Professors, Priests, Architects, Accountants, Physical Therapists and some other specialized technical occupations. (Kasher 2005, 67.)

A profession arises when any trade or occupation transforms itself through "the development of formal qualifications based upon education and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights." (Bullock & Trombley 1999, 689).

The process by which a profession arises from a trade or occupation is often termed professionalization and has been described as one, "starting with the establishment of the activity as a full-time occupation, progressing through the establishment of training schools and university links, the formation of a professional organisation, and the

struggle to gain legal support for exclusion, and culminating with the formation of a formal code of ethics." (Roberts & Dietrich 1999.)

Regulation enforced by statute distinguishes a profession from other occupations represented by trade groups who aspire to professional status for their members (Perks 1993, 2). All countries, professions have their regulatory or professional bodies, whose function is to define, promote, oversee, support and regulate the affairs of its members. For some professions there may be several such bodies. (Publishing and Information Industry Services 2008.)

Professions tend to be autonomous, which means they have a high degree of control of their own affairs. Basically it means that professionals are autonomous insofar as they can make independent judgments about their work – they have the freedom to exercise their professional judgement. However, it has other meanings for example that this professional autonomy can only be maintained if members of the profession subject their activities and decisions to a critical evaluation by other members of the profession. The concept of autonomy can therefore be seen to embrace not only judgement, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself. (Bayles 1981, 35 – 37.)

Professions enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professions involve technical, specialised and highly skilled work often referred to as "professional expertise" Training for this work involves obtaining degrees and professional qualifications without which entry to the profession is barred. Training also requires regular updating of skills. (Tinsley & Hardy 2002.)

4.4 Professionalisation

Professionalisation is the social process by which any trade or occupation transforms itself into a true profession of the highest integrity and competence (Nilsson 2005). This

process tends to involve establishing acceptable qualifications, a professional body or association to oversee the conduct of members of the profession and some degree of demarcation of the qualified from unqualified amateurs. This creates "a hierarchical divide between the knowledge-authorities in the professions and a deferential citizenry." (Agre 2004.) Demarcation is often termed "occupational closure", as it means that the profession then becomes closed to entry from outsiders, amateurs and the unqualified: a stratified occupation "defined by professional demarcation and grade." The origin of this process is said to have been with guilds during the Middle Ages, when they fought for exclusive rights to practice their trades as journeymen, and to engage unpaid apprentices. (Witz 1990, 675-781.)

The professionalisation process tends to establish the group norms of conduct and qualification of members of a profession and tends also to insist that members of the profession achieve "conformity to the norm" and abide more or less strictly with the established procedures and any agreed code of conduct, which is policed by professional bodies, for "accreditation assures conformity to general expectations of the profession." (Witz, 1990, 675-790.)

In this thesis the words profession and professionalization are meaning the profession of sign language interpreters and the development of it. In Finland, United Kingdom and Germany, the professionalization process is in a bit different spot but the history is quite similar. Later in the chapter where the analyzation and conclusions are, I will tell more about the profession and professionalization of interpreters.

5 FINLAND

Finland has been independent now for 90 years and there are 5.3 million inhabitants. Finland is quite sparsely populated, only 17 people per square kilometre. Ethnically speaking, Finland is a very homogenous nation. Finland has two official languages, Finnish and Swedish. In 2001 91.3% of the population was Finnish speakers and 5.4% Swedish speakers. Approximately 1700 people has Saami as their first language and 21 000 people whose mother tongue is Russian. (Virtual Finland 2008.) There are five national languages in Finland: Finnish, Finnish – Swedish, Sign Language, Saami and gypsie's language Romany (Timmermans 2005, 41).

There is complete freedom of religion in Finland. With the percentage of 85.6%, Lutherans are the largest group. The number of foreign residents in Finland has traditionally been low but the number is growing all the time. Finland's economic structure is a typical urbanized country and 82.3% of the population lives in urban areas in the south of Finland. Uneven population distribution and population aging has had many negative effects on the development of infrastructure and provision of services, like interpretation services, and has raised the unit costs of small communities in decline. (Virtual Finland 2008.)

There are approximately 5000 deaf people whose mother tongue is Finnish Sign Language and about 10000 hearing people who use it as their second mother tongue, second language or foreign language. There is also another variant sign language in Finland – the Finnish-Swedish Sign Language and about 200 deaf people are using it as their mother tongue. It is a small minority and it is in danger to disappear because the deaf school using Finnish – Swedish Sign Language was closed down in 1993. (Timmermans 2005, 41.)

5.1 Legislation

In the year 1995 Finland adopted sign language in its constitution and doing so it was one of the first countries in the world which has done so. In 1999 The Constitution Act of Finland (731 / 1999) was renewed and after renewal it contains the general anti-discrimination clause in the section 6. (Timmermans 2005, 42.) In Momentums 1 and 2 of the 6th section says that people are equal and no one should be placed in a different position for example because of language, age or disability. The section 17 says that the rights of people using sign language and people in need for interpretation or translation services because of disability are guaranteed by an act. (Constitution Act of Finland 731 / 1999.) This clause contains both direct and indirect discrimination. Besides this The Act of Parliament guarantees the rights of those who use sign language and of those who require interpretation or translation services because of the disability. (Timmermans 2005, 42.)

According to the Services and Assistance for the Disabled Act (380 / 1987), Finnish municipalities are obliged to organise interpretation services and service accommodation for severely disabled people in need of such assistance. In the end of the year 2007 Region and municipality Minister Hannes Manninen and a Paras – project made a decision that the government will take over the interpretation services from the municipalities in the future. This is because there has been lot of complaints of how municipalities are arranging their services. It is not yet clear how this is affecting to the interpretation services throughout Finland but basically this new arrangement would mean that Social Insurance Institution (KELA) would be managing all the services and the Finnish government would pay the bill. The aim is that in 2010 KELA would start the interpretation management. Until then municipalities are responsible for arranging the interpretation services. (Aino Kimpimäki 2007.)

The Services and Assistance for the Disabled Act (380 / 1987), section 8, and the related Degree on Support and Assistance (759 / 1987) were released on 1988. These laws state that municipalities have to organize the interpretation service which includes all interpretation in sign language or other methods for clarifying communication needed for example working, studies or social participation.

The Act on the payments of the Social and the Public Health Care (734 / 1992), section 4, says that the services guaranteed by The Act (380 / 1987) are free of charge. Other Acts Concerning Health Care are the Social Service's Customers status and rights (812 / 2000) sections 4 and 5, and The Act on the Patients' status and rights sections 3 and 5.

The law on Administration (434 / 2003) section 26 guarantees the interpretation / translation services to the persons who doesn't have the needed skill of spoken Finnish or Swedish or the person is cannot be understood because of the person's disability or sickness. The section 65 says that the interpreter / translator used cannot have a relationship with the interested party because interpreter's dependability might be in danger. The Act on Languages (423 / 2003) section 18 guarantees that because the person has the right of using his or her own language, public authorities are liable to organize interpretation. Other Acts on languages are (423 / 2003) section 37, (433 /

2004) from the 1st paragraph sections 1 and 2 and from the 2nd paragraph section 10 and (427 / 2003) section 37.

Because the status of FinSL and Finnish – Swedish Sign Language is based on the law the Research Centre on National Languages (KOTUS) is taking care of all national languages. KOTUS has studied FinSL since 1984. In 1997 The Finnish Sign Language Board was established. Laws which these acts are based are The Act on the Research Centre in National Languages (591 / 1996) and Decree on the Research Centre on National Languages (758 / 1996). (Timmermans 2005, 41.) The Act on the Research Centre on National Languages was renewed in 2004 by an Act (34/2004) section 9 where it was said that Finnish Sign Language Board is also responsible for the matters like language use recommendations.

According to the Law on basic education (628 / 1998), sections 10 and 12, and the Law on upper secondary schools (629 / 1998), sections 6 and 8, Finnish Sign Language can be the teaching language. The student is able to choose what language she / he are taught. Also the student (or parents) can choose sign language as their mother tongue. The Act on Vocational Training (630 / 1998) says that teaching language or mother tongue taught can be also Sign Language, Romane or Saame. It says also that in high schools, vocational and university education teaching language is normally Finnish / Swedish or English and interpretation services are guaranteed by the law.

The Act on Yleisradio Oy (746 / 1998), section 7, guarantees that Yleisradio Oy has to treat Finnish and Swedish speaking citizens on equal grounds and produce services in Saame, Romany and Sign Language as well. Finnish TV sends daily news in sign language and the Association of the Deaf is publishing a monthly video bulletin called Videotiedote in sign language. There has also been a company called ProSign Oy which produced multimedia in Finnish Sign Language. (Timmermans 2005, 43 – 45.) Since 1999 the Lutheran church has been taken into account the needs of sign language users. The Church Council started translating the church manual into sign language. There are also other laws which are guiding the interpreting service. (Timmermans 2005, 45.)

5.2 History of interpretation services and the interpreters' profession

The interpretation problems and interpretation service have always been the major issues for the Deaf. Before there was an actual occupation of sign language interpreter the deaf person's relatives, deaf associations' hearing workers, deafs' priests, deafs' deaconesses and the Salvation Army's officers were acting as an interpreter in various occasions. Sometimes also the children of deaf parents had to act as an interpreter. In the 1970s the net of social workers for the deaf started to develop but it wasn't enough to erase the lack of actual interpreters. Social workers didn't have the required skill of sign language and interpretation that they could have worked enough skilfully in all situations so there was a need for the profession of sign language interpreters. (Salmi & Laakso 2005, 275.)

Since the start of 20th century the deaf society had been concerned of the deaf legal protection. This was the major issue how society was justifying the need of interpreters. They appealed interpreters, who could work in the court, from the government many times during the first sixty decades of the 20th century but without luck. In 1960 the Finnish Association for the Deaf started to discuss again of the skills which should be required from the interpreters. In 1961 the first courses for the sign language interpreters were organized. The course was three days long and the first course had 35 participants. After the first course there was a quiet period and the next actual interpreter course was organized in the late 1970s so the lack of skilled interpreters continued. (Salmi ym. 275 – 276.)

In 1971 – 1974 a social caregiver Irma Jalonen and a teacher Ulla Pohjonen made a research which proved that the sign language interpreter profession was really needed. The FAD organized a seminar where they invited authorities from social services. Luckily the authorities took the concerns of the deaf seriously and later in the same year FAD made an appeal to the Social and Health Ministry. FAD counted that they would need 200 interpreters to satisfy the lack of service. Soon they noticed that the estimated amount was too low. Generating the interpreting service wasn't as simple as they

thought. The Government proposed that interpreting system could be part of disabled caretaking but in 1976 the dead-time in the economy stopped the launching of the interpreting service. FAD anyway continued to lobby the idea of the interpreting service and they succeeded to get an interpreter committee in 1974. In 1977 FAD applied funding from RAY (Finland's Slot Machine Association) to form a experimental interpreting service. FAD got the funding and in 1978 the service took place. In some municipalities there were already interpreters working whose salary the municipalities were paying. (emt. 277 – 279.)

The planning of the interpreters' education proceeded at the same time as the interpretation service planning. RAY funded also the planning of interpreters' education system and the first course since the 1960s was organized in 1978. The course was 150 hours long and after that you would be qualified interpreter in normal situations. Government renewed the Acts on Invalid people in 1979. To the section 6 they added the right of interpretation services. Anyway it took till the start of 1980s to realize this renewal. The government guaranteed 120 hours of interpreting for the deaf and 240 hours to the deaf blinds during a calendar year. (emt. 279 – 280.)

FAD was organizing the sign language interpreting courses but from the beginning they wanted to transfer this responsibility to the authorities. This realized in 1983 when Turun Kristillinen opisto started the one-year long course. At the same time the folk high school in Kuopio started the sign language teachers' education. In 1986 both places changed their training into two-year long course. Even if this service finally started there were lots of problems for example everyone weren't equal when getting the service. Until the new Act, The Act on services for Disabled people, replaced the old one in 1988 there were no improvements. (emt. 281 – 282.)

Because of the professionalization of the interpreting service emerged also the profession of sign language interpreters. This emerging led also to the interpreters' special-interest group forming. The Finnish Sign Language Interpreters (SVT ry) was founded in 1982. Because of the working conditions of the interpreters weren't good there were not enough interpreters in all areas. FAD tried to help this lack by founding

an interpreting intermediary centres. Because there were so few full time interpreters, municipalities responsibility to organize interpreting service started not until 1994. It has been said that the first ten years of the service were time when they finalized the legislation, interpreting education and service organization. (emt. 282 – 283.)

The 1990s was a difficult decade for everyone and especially for the deaf. The economy was in a bad shape and deaf didn't get the services they were entitled to. There were times when municipalities denied all the opportunities to use the interpretation service. So called "Sailas' list" almost endangered the whole interpreting service but FAD fought against it and in October 1992 government decided that the service will continue because it was so important to its users. The Act on Interpreting Service was realized in January 1994 there were still many problems like too few interpreters. In the end of the year 1994 there were only 24 interpreters working in 17 interpretation centres and the rest of the interpreters were freelancers. All together there were less than one hundred interpreters. (emt. 283 – 284.)

Interpreting studies changed to Polytechnic level degree in 1998 because they tried to higher the level of the interpretation service (SVT ry 2007a). In the end of 20th century there were two different places where you could study sign language interpreting, in Turku at Diakonia Polytechnic and in Kuopio, Humak Polytechnic. The training was 140 study weeks long. In 2001 Humak expanded to Helsinki and now it has two campuses where it's possible to study sign language interpreting. The studying time has grown into four years and 240 ECTS. There has also been lots of further training possibilities for graduated interpreters. (Salmi ym. 284 – 286.) Every year 40 - 50 interpreters are graduating from two higher education institutions HUMAK and DIAK (SVT ry 2007b).

5.2 Interpreting service management

The right for get interpreting service is guaranteed by the law. It is a subjective right so the municipalities or government can't refuse to organize it although it doesn't have money. (Kuulonhuoltoliitto 2008a) After the renewal of The Act on Interpretation Services (1267 / 2006) it states that deafblinds has the possibility of receiving 360 hours and deaf 180 hours of interpretation services during a calendar year (Kuulonhuoltoliitto 2008b).

Basically there are four stages in interpreting management. In the first stage the deaf person is applying the interpreting service decision from the municipality (later from KELA). After getting the decision the person is entitled to place an order to interpretation centre. This second stage the responsibility is given to centres. The third stage is the actual interpreting situation and the last stage is the affix functions like making the report, billing and handling the possible reclamations. (Heiskala 2008, 8.)

If the person is going to study and she or he has a need for a longer and full time interpreting service, person has to apply that also from the municipality's social service authorities. Sometimes the educational institution is paying the interpreter's salary. (Kuulonhuoltoliitto 2008c.) Person is entitled to use interpretation service in all situations she or he likes for example weddings, funerals, riding classes, courses or making a phone call. Person is entitled to use services also if she or he is in other municipality than her or his own. The service is free for its users. (Kuulonhuoltoliitto 2008f.)

Because of many problems in the interpreting service, municipalities, service providers and service thought new ways to organize the service. The problem was that the service wasn't equal in all places. That is why the local, in many municipality areas, consolidated service system have been field-tested in Uusimaa (Southern Finland) and Pirkanmaa area since 2005. (Heiskala 2008, 3.) In southern Finland there is the biggest municipality consolidated system which is producing services for the disabled called Uudenmaan erityispalvelut (UEP). It is owned by 35 municipalities in Southern Finland, except Helsinki. (Suomen Kuurosokeat ry 2008h.)

UEP's range of services includes interpreting intermediary, accommodation services, work and day activities, support person service, family services and specialists / consultants services. There are different parts inside the UEP which are taking care of different ranges of services. The part which organized the tendering of interpretation service and started reorganizing it was Uudenmaan hankintapiiri. (Suomen Kuurosokeat ry 2008h.)

The tendering means that all the parties who are offering interpreting services had to make a tender to Uudenmaan Hankintapiiri (Suomen Kuurosokeat ry 2008h). The party giving the tender can be a company or small endeavour what means that even one person can have his or her own small company. After tendering the freelancers can not have an employment relationship straight with the municipality only via interpreting centre or one person endeavour. (Suomen Kuurosokeat ry 2008e.) After Uudenmaan Hankintapiiri got all the tenders, they put them in to order by for example how skilfully their interpreters are or how much they can offer the service. The best parties got more interpreting orders and the less successful parties got fewer orders. (Suomen Kuurosokeat ry 2008a.) The season after first tendering is soon over and the next tenders have to be ready in 2.4.2008 and the second season is 1.9.2008 – 31.12.2009 (UEP Kuntayhtymä 2008b).

After tendering they created the Uudenmaan tulkkivälitys (Uusimaa's interpreting intermediacy) which is taking in all the interpreting orders from this certain area and intermediating them into all chosen interpreting centres in Uusimaa, Eastern – Uusimaa and Päijät - Häme area (UEP Kuntayhtymä 2008a). Centres basic tasks are interpreting, giving advice and information, signed Finnish or sign language teachers intermediary and teaching (Kuulonhuoltoliitto 2008g). There are approximately 24 interpreting centres in Finland (Kuurojen Liitto 2008a).

Uudenmaan tulkkivälitys has profiles of all of the customers in its area. The profile tells personal details, languages used by the person, special needs and hopes. This is helping and improving the interpretation service offered. (Suomen Kuurosokeat ry 2008f). When the deaf person is placing the interpreter order she or he has to state some

information like name, address, when and where you need the interpreter, the starting and ending time of the interpretation and what is the subject of this order (Kuulonhuoltoliitto 2008d).

Basically the deaf person can send his or her order by text message, email, phone call, text phone or fax to the Uudenmaan tulkkivälitys. After the intermediary has got the order they will send back an ordering number. Then intermediary starts looking for the suitable interpreter, the chosen interpreter centre depends of the tendering order. When the suitable interpreter has been found they send a message to the customer. If they are not able to find an interpreter they have to inform it in two days before the order would take place. After the interpreting situation the customer doesn't have to sign anything because the intermediary have all the information needed. So the municipalities are paying to the UEP and UEP is paying to the interpretation centres and centres pays the salaries of interpreters. (Suomen Kuurosokeat ry 2008g.)

After turning in this new system the benefits has been for example municipalities got more effective chain of services, interpreters ordering system was changed into similar in every organization, the service users got more simple system and the interpreters' labour legislation has grown more advanced. Nowadays interpreters can't work as freelancers, they have to be in a relationship with interpreting centre or they have to have their own endeavour. In Uusimaa area the number of interpreter orders has grown after changing the system for example in December 2006 the number was 450 orders in a month and in December 2007 the same number was 1000. The figures which came true, the real percentage of interpreting assignments done, in December 2007 was over 90%. (Heiskala 2008, 3 – 6.)

This new consolidated system could be used in the whole Finland. Implementing this to the whole Finland would lead service users' equality because nowadays the users outside Uusimaa and Pirkanmaa are not in an equal position. (Heiskala 2008, 6.) The service accessibility differs from municipality to municipality. Some municipalities are poorer than others and this is affecting into deaf person's rights. This is one reason the

service management is going to change from municipalities to KELA. (Kuurojen Liitto 2008c.)

Outside Uusimaa and Pirkanmaa are the deaf person can order the interpreter from the Interpreting centre or the interpreting intermediary by text message, email, phone call or fax. When the deaf person is placing the interpreter order she or he has to state same information as in Uusimaa. (Kuulonhuoltoliitto 2008d.) The parties who are offering interpreting services are companies, one person endeavours and freelancers. They are making contracts straight with the municipality they work in. In the contract the municipality and the interpreting centre are agreeing of working hours, price of the interpreting and other costs. (Suomen Kuurosokeat ry 2008e.) Outside Uusimaa and Pirkanmaa the service materializing, billing and making reports varies a lot (Heiskala 2008, 19).

There are basically three different kinds of interpreting service providers. First one is public (municipality's) centres in 15 cities for example in Turku and Lahti. Second one are municipality syndicates', healthcare area's or organisations' interpreting centres. And the last kind is private sector like limited companies. Municipality syndicates were employing approximately 40 interpreters in January 2008. Private sector is employing approximately 150 interpreters. (Heiskala 2008, 22.)

5.4 Policies guiding the interpreter

The interpreter is educated professional in interpreting and translating. The main objective is to convey the message as accurately as possible. Besides education, also the contract and policies made with employer and the Ethical Code of conduct and practise is guiding the interpreter in her or his work. (Suomen Kuurosokeat ry 2008d.) The Ethical Code of Conduct was accepted in 1996 and it was renewed in 1999. The Ethical Code can be found from the SVT ry's web page. (Heiskala 2008, 18.) (See the Appendix A) If the interpreter is working in a interpreter centre they are obeying either the municipal working condition contract (KVTES), the inner house working contract

(TES) or if the interpreter is a freelancer she or he should obey the Finnish Sign Language Interpreters (SVT ry) recommendations. (Suomen Kuurosokeat ry 2008d.)

Interpreters are committed to follow the ethical codes when they are getting in to the interpreters register (Suomen Kuurosokeat ry 2008d). The register consist the information of the persons who have accomplished the needed education. (Suomen Kuurosokeat ry 2008i) The Interpreters register is maintained by Tulkkitoiminnan yhteistyöryhmä (Interpreter work collaboration group). The objective of Tulkkitoiminnan yhteistyöryhmä is to develop the interpreting service. They are giving statements recommendations concerning interpreting service and interpreters. (Suomen Kuurosokeat ry 2008b.)

The ethical codes' objectives are to maintain the quality and the liability and to insure the same policies used by all of the interpreters. If the customer is not happy with the service she or he is getting, it's always possible to make an investigation request to the Tulkkitoiminnan yhteistyöryhmä. Customers are also allowed to give feedback straight to the interpreter or the interpreting centre. (Suomen Kuurosokeat ry 2008c.)

6 UNITED KINGDOM

England and Scotland had existed as separate sovereign and independent states with their own monarchs and political structures since the 9th century. The once independent Principality of Wales fell under the control of English monarchs from the Statute of Rhuddlan in 1284. They remained separate countries until the Treaty of Union was agreed a century later and put into effect by the Acts of Union 1707. By this act a political union - the Kingdom of Great Britain - was created. The Act of Union 1800 united the Kingdom of Great Britain with the Kingdom of Ireland, which had been gradually brought under English control between 1541 and 1691, to form the United Kingdom of Great Britain and Ireland in 1801. (The Treaty (or Act) of Union, 1707.)

The end of the 20th century witnessed a major change to the government of the United Kingdom with devolution to Scotland and Wales taking effect in 1999. The creation of the devolved Scottish parliament in particular, with powers to legislate over a wide range of issues, is beginning to add to differences between the constituent countries of the United Kingdom. Northern Ireland, Scotland and Wales each has a devolved, unicameral legislature and its own government or Executive, led by a First Minister. England, despite being the largest country of the United Kingdom, has no devolved executive or legislature and is ruled and legislated for directly by the UK government and parliament. It is a constitutional monarchy with Her Majesty Queen Elizabeth II the head of state. (The Parliament of UK 2008.) Uk's population is 60.6 million and the density is 246 per square kilometre (Statistics 2008).

The United Kingdom does not have a constitutionally defined official language. English is the main language (being spoken monolingually by more than 90% of the UK population) and is thus the de facto official language. An official language is a language that is given a special legal status in a particular country, state, or other territory. Typically a nation's official language is the one used in that nation's courts, parliament and administration. However official status can also be used to give a language a legal status even if that language is not widely spoken. (McArthur 1998.)

Regional languages of United Kingdom are Welsh, Scottish Gaelic, Scots, Cornish and Irish. British Sign Language (BSL) is the sign language used in the United Kingdom (UK) and it is a minority language. Under the European Charter for Regional or Minority Languages the UK government has committed itself to the recognition of certain regional languages and the promotion of certain linguistic traditions. The UK has ratified for the higher level of protection (Section III) provided for by the Charter in respect of Welsh, Scottish Gaelic and Irish. Cornish, Scots in Scotland and Northern Ireland are protected by the lower level only (Section II). (The Council of Europe 2008.)

The UK government has recognised British Sign Language as a language in its own right of the United Kingdom. This means it has no legal protection, so therefore it is not an official language of the United Kingdom. BSL is the first or preferred language of deaf people in the UK. Its user estimate range is from 30,000 to 70,000. Many thousands of people who are not Deaf also use BSL, as hearing relatives of Deaf people, sign language interpreters or as a result of other contact with the British Deaf community. (British Deaf Association 2008.)

6.1 Legislation

There is no sign language act in United Kingdom but there are several pieces of legislation which are ensuring the deaf are having access to services via BSL media or interpreters (WASLI 2007c, 45). Following laws are connected with Sign Language and Interpreting: Police and Criminal Evidence Act (1984), Justice of the Peace Act (1979),

NHS and Community Care Act (1990), Broadcasting Act (1996), Disability Discrimination Act (2000 and 2005), Draft Disability Discrimination Bill (3rd December 2003) (Timmermans 2005, 111), Education Act (1996), Equality Act (2006) and Human Rights Act (1998) (WASLI 2007c, 45).

6.1.1 Disability Discrimination Act – DDA

The aim of this Act is to end the discrimination that many disabled people face in the society. The Act was renewed in 2005 and now it gives disabled people rights in the areas of employment and education, access to goods, facilities and services and it also makes disabled people easier to rent or buy land or property. This Act requires public bodies to ensure equal opportunities for disabled people. (Directgov 2008.)

The DDA gives disabled people important rights to access in everyday services like local councils, shops, cafes, banks and places of worship. It is not just about installing ramps and widening doorways – it is making services more accessible for all disabled people, for example blind, deaf or persons having learning disability. The DDA says that service providers have to make “reasonable adjustment” to ensure the access for disabled people. The reasonable adjustment can be installation of an induction loop or disability awareness training for staff. This obligation to reasonable adjustment differs from organisation to organisation for example a large organisation like a bank have “bigger” obligation to make adjustments than a small local shop. (Directgov 2008b.)

Disabled people cannot be discriminated in the area of employment because of their disability. The Act covers things like interview arrangements, application forms and promotion, training or transfer opportunities. The employers are obligated to make reasonable adjustments when ensuring the equal opportunities to disabled people. (Directgov 2008c.)

The Disability Discrimination Act gives disabled people important rights of access to health services and social services like doctors' surgeries, dental surgeries and hospitals. Disabled people are also entitled to get information about healthcare and social services in a format that is accessible to them if it is reasonable for the service provider to

provide it. For example, a hospital can provide literature in Braille for people with visual impairments or arrange an interpreter for a person with a hearing impairment. (Directgov 2008d.)

The Special Educational Needs and Disability Act 2001 changed the DDA and now it is unlawful to discriminate disabled students, pupils or adult learners. This applies in local education authorities, schools, colleges, universities, providers of adult education and statutory youth service. (Directgov 2008e.)

6.2 History of interpreters' profession

Interpreters have been present in the deaf community for a long time. The service was depending on people who were reasonably fluent in English and BSL. (Gibson 1990, 253.) These people were the hearing children and relatives of deaf people, missionaries and social workers and teachers working in deaf schools. Their understanding of BSL and their ability to work as interpreters varied considerably, so the interpreting service was far from satisfactory. (Brien & Brown & Collins 2002, 5.)

To many individuals these "interpreters" were the only channel between hearing and deaf societies (Gibson 1990, 253), and this developed many conflicts between the role of an interpreter and a social worker (Brien ym. 2005, 5). In the mid 20th century Britain was starting to be aware of the many minority groups, like deaf community, and the main thought was that these groups should be attached back to the mainstream society. Local authorities started to take over the welfare services offered by the missions and societies, and the mission workers were encouraged to seek professional social work training and also to clarify their own roles and responsibilities. This meant that the social workers weren't able to maintain their fluency in sign language. (Gibson 1990, 254.)

Deaf people didn't like this development and so the British Deaf Association (BDA) established a major project funded by DHSS in 1977. This project's aim was to research sign language learning, interpreter training and assessment. This research showed that

the deaf people had to rely for example to a friend to interpreting issues and they were incapable of complain of this voluntary service. There were no guarantees that the “interpreter” was aware of the client’s rights or even that the interpretation task was performed adequately. (Gibson 1990, 254.)

In an attempt to ensure that the deaf receive a professional service, a Code of Conduct and Practise was established. This included principles of impartiality, responsibility and confidentiality. Even if there were clarity between the roles of interpreter and social worker, there were problems. There weren’t enough interpreters to fill the demand of interpreters so the social workers continued to work with the deaf people. (Gibson 1990, 256.)

Deaf people wanted to get a group of people who would be competent and who would be aware of their professional responsibilities. The work being done to expand the number of interpreters and the researches done in University of Bristol and Moray House College led to conclusion that BSL is a fully ledged language. It was necessary to ensure that interpreters were fluent in BSL and English. The number of BSL courses increased but these were insufficient to provide the level of skills required by interpreters. (Gibson 1990, 254 – 255.)

In 1980 an independent, umbrella organisation emerged from BDA. It was the Council for the Advancement of Communication with the Deaf People (CACDP), formatted from many different organisations. CACDP’s aim was to improve communication skills, establish a series of nationally validated qualifications in BSL and provide a register of qualified interpreters. (Simpson 1990, 217 – 219.) The Scottish Association of Sign Language Interpreters (SASLI) was formed in 1981 and it was a examining and registration body for sign language interpreters in Scotland. It also established a national interpreting agency. In 1988 the Association of Sign Language Interpreters (ASLI), covering England, Wales and Northern Ireland, was formed. (Brien ym. 2005, 6.)

CACDP took example of SASLI and developed a series of qualifications, graded in three stages – communication skills. Since the 1980s these qualifications have indicated

different levels of competence in BSL. The stage 3 has been the prerequisite for candidates who are planning to take the interpreter examination for admission to the register of interpreters. In 1990s, CACDP and SASLI were obligated in restructuring their BSL examinations within an NVQ/SNVQ framework. (Brien ym. 2005, 6.)

The Association of Sign Language Interpreters (ASLI) doesn't keep register of the interpreters', there is only the IRP register. It is unknown how many unregistered non – members are working as interpreters. (WASLI 2007c.) If a person wants to become an interpreter she or he has to conform to the National Occupational Standards: theoretical knowledge, language and practical interpreting. There are three different levels of BSL / English interpreters who can register with the IRP: the full members (MRSLI), Trainee Interpreters (TI) and Junior Trainee Interpreter (JTI). This system gives two options how to become an interpreter, either a university qualification or to compile an individual portfolio (NVQ). (CACDP 2008.) National Vocational Qualification is a competence-based qualification. It means that person will learn practical, work-related tasks designed to help in developing the skills and knowledge to do a job effectively. (Directgov 2008.)

6.3 Becoming to interpreter

There are three different levels of BSL/English interpreters. First group are those who are acquiring theoretical knowledge in accordance with the national interpreting standards and have the equivalent of National Vocational Qualification (NVQ) 3 BSL can register as Junior Trainee Interpreters (JTI) with CACDP via Independent Registration Panel (IRP). Second group are those who have proven knowledge in accordance with the national interpreting standards and the equivalent of NVQ 4 BSL can register as Trainee interpreters (TI with IRP/CACDP). Third group are those that have proven knowledge meeting the national interpreting standards, NVQ 4 BSL and proven practical interpreting meeting the national interpreting standards. They are eligible to be Full Members of ASLI (MASLI) and are eligible to apply to the Independent Registration Panel (IRP) to become Members of the Register of Sign Language Interpreters (MRSLI). (ASLI 2008d.) Registered qualified interpreters

salaries varies from £18 000 to £20 000 and trainees salaries were between £15 000 and £19 000 (Brien ym. 2005, 51).

This system gives two options for interpreters becoming to interpreter, either to follow a university qualification or to compile an individual portfolio under the NVQ system of assessment. The University of Bristol has a 3 year BSc (Hons) degree in Deaf Studies with an interpreting stream. (ASLI 2008d.) In Scotland there is only one certificated course for BSL / English interpreters. It is two-year part-time modular course and it is offered at Heriot – Watt University since 1996. (Creating a Linguistic Access 2002, 55.)The University of Wolverhampton offers a foundation year to students with no knowledge of BSL and then a 3 year, or part time equivalent, BA (Hons) Interpreting (BSL/English) degree. The University of Central Lancashire offers a BA (Hons) in Deaf Studies. Durham University offers the ‘Postgraduate Diploma in Interpreting with the Deaf Community’ (in alternate years). This one-year part-time course introduces students to BSL/English interpreting. (ASLI 2008d.)

The University of Central Lancashire offers a part time postgraduate diploma in BSL/English interpreting and translation. SLI/UCLAN offers a part time postgraduate diploma in BSL/English interpreting and the University of Leeds offers a postgraduate diploma and a M. A. in Interpreting and Translation Studies. (ASLI 2008d.)

6.4 Interpreting service

The last three decades have seen major changes in the ways in which the needs for communication between deaf and hearing people are met, notably by the growth in numbers of interpreters and a creation of BSL / English interpreting as a professional occupation. There are still many outstanding issues though, like qualifications and registration of interpreters, questions in quality control and the matching of the number of qualified interpreters to the demand for their services. (Brien ym. 2005, 10 – 11.)

Part of the increase in demand for interpreting services can be attributed to deaf people becoming more aware of the existence of professional interpreters and the service they

can provide. One part of this increase is the impact of legislation like the Disability Discrimination Act. The provision of a BSL / English interpreter may constitute an example of reasonable adjustment under the DDA, but the Act doesn't specify in exactly what circumstances this would be the case. (Emt. 11.)

There are now over forty interpretation centres in the United Kingdom (situation in 2005), 30 in England and Wales and 11 in Scotland (Emt. 11). There is difficulty in mapping how many interpreters there are in United Kingdom because there isn't any complete list of interpreters. SASLI is maintaining the list of interpreters in Scotland and CACPD in England and Wales, but neither of these lists contains all the interpreters working. The number of known available interpreters in England and Wales is approximately 350 and in Scotland 40. All of these are not working full time and not all of them are fully qualified. The geographical distribution is really uneven in the whole United Kingdom. (Emt. 17 – 21.)

There are lots of freelance interpreters working in the United Kingdom. They are getting their assignments via interpreting centres, straight from the clients or from colleagues (Emt. 36). The major provision of professional interpreting services in formal settings like health, legal and Social Services, are provided through interpretation centres. There is not single organisation which is responsible for overseeing, organising or providing BSL / English interpreting services in the United Kingdom. Interpretation centres are defined as organisations that specialise in the provision of BSL / English interpreting and other communication services used by deaf. Normally these centres are providing wide range of communication services and this reflects their origin within social work. Interpreting services are provided by a variety of different types of organisations. These include national, regional and local deaf organisations, local authorities and educational establishments. A small number of interpretation centres operate as small private business run by one or more interpreters or an association of interpreters. (Emt. 39 – 41.)

Most interpretation centres employ directly an interpreter and also engages the freelance interpreters. Other centres do not employ interpreters as members of staff but they are providing the assignments for freelance interpreters. The last variety of centre is a centre which are employing interpreters and not using freelancers. Centres are varying also

which kinds of assignments they are taking, for example there is one centre in Dumfries that focuses only in conference interpreting. This separation is causing problems of access to interpretation services. (Emt. 43 – 44.)

Centres are committed to operating in a professional way, but often do so under great pressure arising from limited resources in relation to the level of demand. That's why they are sometimes using not qualified interpreters or trainees even if their regulations are stating otherwise. Centres would aim to offer service users some choice of interpreter, but more often than not are unable to do so. Few centres are able to provide "out of hours" or weekend service and only a small number of centres are able to give emergency service. (Emt. 50 – 53.)

7 GERMANY

A region called Germania has been known since 100 AD. Since the 10th century German territories have formed a central part of the Holy Roman Empire which lasted till 1806. Germany, in a modern state way, was formed in Franco – Preussian War in 1871. After World War II Germany was divided into two separate states and was separated till 1990 when they again united the two states. (Federal Constitutional Court of Germany 2 BvF 1/73; BVerfGE 36, 1.)

Germany is a federal, parliamentary, representative democratic republic. Germany, officially the Federal Republic of Germany, is located in central Europe and its population is 82.2 million inhabitants and it is home of the third-highest number of international migrants. It's tighter populated than Finland with its 230 inhabitants per square kilometre. Its official language is German. (Germany statistics 2008.) There are approximately 80 000 to 100 000 persons using German Sign Language (WASLI 2007c, 62). Germany is a federal parliamentary republic of sixteen states. The German political

system operates under a framework laid out in the 1949 constitutional document known as the Grundgesetz (Basic Law). (Timmermans, 50.)

7.1 Legislation

Every state has its own elected parliament and an elected government in its own right. They are independent in their decision making if the constitution state otherwise. The indepeny includes all legal actions like for example educational matters and recognition of the sign language. This means that decision making concerning sign language are partly done at the federal level and partly at the state level. (Timmermans 2005, 48 - 50.)



Picture 2: The states of Germany

German Sign Language was first recognised legally in an act called the Act on Equal Opportunities for Disabled Persons in May 2002 (WASLI 2007c, 62 – 63). After passing this law, the ban of discrimination was included also into the Basic Law. This meant that every state had to contain this ban into their state level laws. In the Section 6 this Act recognises German Sign Language as a language in its own right. (Timmermans 2005, 51 – 52.) Since then Deaf persons have had the right to use German Sign Language or Signed German or other communication system if they are dealing with the government. Basically interpreters are funded by the government in such situations like working situations (limited), education (limited), medical (not in all situations) and legal situations (in Court but not if you are deaf and want to talk to your lawyer). (WASLI 2007c, 62 – 63.) The purpose of this law is to eliminate the obstacles standing in the way of equal opportunities (Timmermans 2005, 51).

The Book No. 9 of the Social Code and the Act on Equal Opportunities for Disabled Persons clarified the regulations of the interpreters' payments. These laws guarantee that hearing – impaired persons are entitled to have interpreters in three situations: social law contacts, public administration contacts and personal assistance for their work. Most states are following these regulations and adding these into their state level laws. (Timmermans 2005, 50 – 51.)

7.2 Interpreting service and training

For other necessary purposes, sign language interpretation is paid as social assistance under its conditions which include an income check. These improvements caused that more interpreters were needed. This need is not met because the number of sign language interpreters is very small. Most interpreters are working part-time and there are only about 50 full-time interpreters available. This means that every deaf person is able to book an interpreter for two hours a year. (Timmermans 2005, 50 – 51.)

Because of the state system, there are differences in education and school systems throughout Germany. It also affects how German Sign Language is used in educational

settings. Ministers who are responsible of these matters are anyway agreeing that in cases of severe hearing impairments, there has to be sign language teaching because the children has to have adequate way of expression. (Timmermans 2005, 50.) Majority of the deaf children goes to non-mainstream schools but more and more hard-of-hearing children's schools and deaf schools are put together because the number of deaf children is decreasing. The access to fully signed lessons and education in higher education and professional trainings is not obvious. (WASLI 2007c, 63.)

There are four full-time university level trainings Germany. They are in Hamburg, Magdeburg, Zwickau and in Berlin. The training is 4-years in all except in Magdeburg where its 3.5 years. The first full-time training started in 1993 and since that 90 interpreters have graduated from these institutions (situation in 2007). There are also part-time trainings for people who already are working as a sign language interpreter. Part-time training allows interpreters who have some working experience to prepare for an interpreting exam, so called state exam. If they pass this state exam get a certification as Sign Language Interpreters recognised by the State. Some regional associations are demanding retrainings if they want to stay member. (WASLI 2007c, 63 – 64.)

The profession of sign language interpreters is still quite young profession in Germany. Traditionally the hearing children of deaf parents (CODA's) or other people who are working with deaf (social, religious or pedagogic reasons) have been acting as interpreters. German sign language interpreters banded together in the late 1980s with a view to organising vocational training and a diploma in SLI. At that time there were 80,000 deaf people in Germany and only 390 SLIs (18 of them staff interpreters). When Hamburg University started offering sign language interpreting training in 1990s it caused the first linguistic researches sawing daylight and the emancipation movements started to spread inside the deaf community. After Hamburg also other institutions started to offer sign language interpreting training, Magdeburg – Stendahl, Zwickau and Humboldt – Universität in Berlin. (BGDS 2008a.)

There are quite many ways how a person can train her / himself into sign language interpreter. The offered training is divided into full time studying which is leading to

University / University of Applied Sciences - degree and to vocational training which is normally offered to persons who already has sign language skills. There are also some private language schools and institutes who are offering training for interpreters, but the quality of these trainings vary a lot and all of them are not approved by associations working in sign language field. Sign language interpreter can do a government approved test in Darmstadt and Nuremberg. After passing it person is allowed to use the title sign language interpreter (approved by government). (BGDS 2008a.)

Persons who already worked as interpreters had really big need to get formal qualifications so they were ready to educate themselves in their own free time. The employment office has really crucial role in handling the training and moving into profession when its matter of free professions markets. (BGDS 2008a.)

Deaf person can order the interpreter from institutions, enterprises etc by post office, fax, write telephone, telephone or today usually also by email and they have to tell the place, situation and time when they place the order. It is to be assumed that in the future increases sign language interpreters become freelance active or interpreter offices unites.

8 INTERNATIONAL AND NATIONAL INSTITUTIONS / ASSOCIATIONS

There are international and national umbrella organisations for sign language interpreters. All of them have the same main aim – improve and maintain the profession of sign language interpreter. The professional status of sign language interpreters varies from country to country but these organizations are trying to help those countries where the development is not so advanced than these three countries. These associations are closely linked with sign language interpreting and the development of this profession because they are monitoring situations and giving recommendations how interpreters should do their job and how the providers should treat interpreters.

8.1 The World Association of the Sign Language Interpreters

WASLI is an international association for sign language interpreters. Its Executive Board determines WASLI's headquarter and the Executive Board is responsible for developing and maintaining the Internal Rules which are giving information of the Association's aims, objectives and general principles. The official language is English but in the meetings English and International signs are used. (WASLI 2007a, 1.)

WASLI's formation started in the year 1975 in Washington DC. There the idea of an international association of sign language interpreters was launched during the Congress of World Federation of the Deaf (WFD). In 1995 the international meeting of sign language interpreters the interpreters selected two Finnish interpreters to developed statutes for the association. The next step further happened in 1999 in Brisbane, Australia where the WFD's congress took place. There the interpreters decided to set up a Working Group which had to do many things for example do the Governing Document, ask support from national associations, plan the next meeting and share the Governing document to countries. In 2002 The Registry of Interpreters of the Deaf (RID) sponsored the World Symposium for Sign Language Interpreters which provided an update on the work of the Working Group. Now the number of members on the Working Group was increased. (WASLI 2007b.)

In 23rd of July 2003 in Montreal, Canada the World Association of Sign Language Interpreters was established. From twenty countries sixty interpreters and the WFD General Secretary Carol Lee Aquiline saw the establishment. South Africa agreed to host the first WASLI conference in 2005. Between the years 2003 and 2005, the Working Group did lots of work. It contacted as many interpreters and interpreter associations all over the world, prepared the documentation needed to formalize the association, developed a sponsorship programme to help poorer nation's delegates to join the first conference and it also created the structures which were needed to be an international association. (WASLI 2007b.)

The main aim of WASLI is to advance the profession of sign language interpreters worldwide. WASLI has six objectives. First one is to encourage nations who don't have

national associations to establish them and the second one is to be a support partner for existing national associations. Third objective is to share information which is linked to sign language interpreting and be a reference on interpreting issues. Supporting the work of sign language interpreters who are working in international contexts is the fourth objective. Fifth objective is to work in partnership with Deaf and Deafblind Associations on sign language matters. Last objective is to co – operate with spoken language interpreter organisations and other organisations. (WASLI 2007a, 1 – 2.)

In the process of gaining these objectives WASLI will publish information in the World Wide Web, encourage and increase sign language interpreting research and promote standards for high quality training of sign language interpreters. It is also ready to network with other associations and organisation if it is helping their cause. Conferences and seminars are also organized and hosted. They are also hoping to establish a communication office rather than communicate through the Internet. (WASLI 2007a, 2.)

WASLI has two kinds of members – national members are voting members and provisional, sponsoring and honorary members are non-voting members. Non-voting members has also – like voting members – right to debate and share opinions in meetings. National members are national associations who have the similar goals with WASLI. National association's president has one vote in the business of WASLI. Interpreters from a country which doesn't have national association are provisional members. Sponsoring members are individuals or organisations who are supporting WASLI. Individuals or groups who have significant international contribution to the sign language interpreter profession can be honorary members. This membership is for life. Membership applications are considered by Executive Board. Between the WASLI general membership meetings the Board is managing the Association. The WASLI can terminate the membership if a member is not paying the fee or in the case of resignation or other significant reason. (WASLI 2007a, 2 – 3.)

WASLI has different kinds of meetings: General membership, the Executive Board, the Regions, and committees. The General membership meetings are held at least every four years. These meetings' job is to review and approve reports on activities of WASLI and

financial documents from the last period, approve membership fees, elect members of the Executive Board and consider and decide upon proposals. (WASLI 2007a, 4.)

WASLI is divided into 8 Regions. Every region has its own representative. Regional representatives' duties are to chair Regional Conferences, facilitate the development of Regional activities, provide reports, serve as a resource to the members in their region and communicate with them. (WASLI 2007a, 4 – 6.)

8.2 European Forum of Sign Language Interpreters

The European Forum for Sign Language Interpreters (EFSLI) is a professional, membership led organisation (EFSLI 2008a). In 1987 a group of European Sign Language Interpreters who were working together at the WFD Congress in Finland agreed to hold the first "EFSLI" seminar in Glasgow (Scotland) in 1988. At this meeting a series of resolutions were agreed. At this point EFSLI was an informal group, but it became clear that in order to put the work of EFSLI on a more formal foundation and to seek financial support, the organisation had to become properly constituted, with agreed regulations. In 1993 the first Constitution was ratified and the Board members elected. The first EFSLI Seminar was held in 1994 followed by the Annual General Meeting (AGM). (EFSLI 2008b.)

The aims are to provide a forum for discussion and information sharing amongst its members and interpreters, to encourage and promote deliberation and mutual exchange of the profession of interpreting services within Europe, to work to secure official recognition of the profession, to encourage and promote scientific and pedagogic initiatives to improve standards of Sign Language Interpreting and Interpreter training, to provide advice and support to Sign Language Interpreters, Interpreter trainees, Interpreter trainers, and users and providers of Interpreting services and to present the interests of the profession of Sign Language Interpreting to appropriate bodies. (EFSLI 2008a.) Therefore, every year, after the AGM, an EFSLI seminar or conference has been

organised. It includes participants from all European nations and guests from all over the world. (EFSLI 2008b.)

The members of EFSLI are national and regional associations, individual and associate members. There are three categories of membership: full, associate and individual. ((EFSLI 2008c.) EFSLI has 20 full members, so called NASLIs (National Organizations of Sign Language Interpreters) (EFSLI 2008d).

8.3 National institutions

In all countries, where the profession of sign language interpreter has developed into a profession or close it, have a professional body for sign language interpreters established. Some countries, like Finland, there is only one association but for example in Germany there are more than one and in United Kingdom there are two associations.

8.3.1 Suomen Viittomakielen Tulkit ry (SVT ry)

The Finland's Sign Language Interpreters association (SVT) was founded in 1982. The association's main aim was to operate as a formal interpreters' union, be a connection channel between its members and also develop the interpretation service in Finland. (SVT ry 2007c.) In 1981 The Finnish Association for the Deaf (FAD) arranged first meeting where interpreters could meet and discuss about important matters concerning interpreters. In that meeting they discussed about founding an association (Jääskeläinen 1985, 78).

Association was needed because both parties, interpreters and FAD presenting the Deaf, agreed that it is not good if FAD is representing both parties as it had done until this moment. Through this new association interpreters could concentrate themselves and run their own business forward. After foundation also the Deaf had a channel where they could ask about interpreters or lay their complaints. (Jääskeläinen 1982, 1.)

After two years there were 130 members (Kuurojen Lehti 7/84, 5) and in 1985 approximately 150 members (Kuurojen Lehti 13-14/84, 13). Association joined to the Erityisalajien Toimihenkilöliitto ERTO union in 1986, because alone it wasn't powerful enough to negotiate for example salaries. After 1980s sign language interpreters' working conditions and professional status have grown. (Rajalin, Päivi 2003, 39.) In 2006 SVT parted from ERTO and joined the Akavan Erityisalat and also in AKAVA. SVT is a member of EFSLI and WASLI. SVT was also involved to the foundation of EFSLI in 1993. (SVT ry 2007d.)

SVT ry's aims are to work as a professional body of Sign Language Interpreters, to work as combining body between its members and also to develop the interpreting field in Finland. SVT is obtaining its aims by giving presentations of its members' salaries and social benefits, monitoring that the salary recommendations, working safety and work legalisation issues are materializing; liaising with its members and other organisations and also giving information and organising meetings and courses. (SVT ry 2007c.)

SVT ry's salary recommendations for interpreters working with assignments are 19.50€ in 2007, 19.97€ in 2008 and 20.47€ in 2009. If the assignment is more demanding the hourly wage is also bigger. For interpreters who are working in educational situations the salary is monthly, and the recommendations depending of the experience are from 1695€ to 2079€ in 2007, 1736€ to 2130€ in 2008 and 1778€ to 2180€ in 2008. (SVT ry 2007e.)

8.3.2 Association of Sign Language Interpreters (ASLI) and Scottish Association of Sign Language Interpreters (SASLI)

There are two interpreters associations in the United Kingdom, ASLI in Wales, England and Northern Ireland and SASLI in Scotland.

8.3.2.1 Association of Sign Language Interpreters

ASLI is the professional association and support network for Sign Language Interpreters in England, Wales and Northern Ireland. Persons working as interpreters, deaf and hearing people, who support ASLI's aims, can be members of ASLI. (ASLI 2008.)

The Association of Sign Language Interpreters (ASLI) is founded in 1987 at the High Leigh Conference Centre in Hertfordshire. It was established to provide a forum for professional discussion on all issues relating to sign language interpreting and the provision of interpreting services, to promote the raising and maintenance of standards in interpreting, to encourage training for interpreters and other initiatives, to provide information for interpreters and consumers, to promote research into areas of relevance to interpreters or interpretation services and to advise and cooperate with others interested in sign language interpreting. (ASLI 2008a.)

These aims the association is obtaining by providing a structure for the ongoing professional development of Sign Language Interpreters, providing an online directory of associate and full members, developing and implementing policy documentation, procedure, guides and statements. It is also obtaining aims also by providing a discussion forum to issues relating to sign language interpreting and the provision of interpretation services. ASLI is also encouraging training, research and other initiatives and providing information to interpreters and users of interpreting services, providing assistance and support to interpreters, providing representation on and liaising with other organisations involved in the fields of interpreting and the last way of obtaining aims is by doing all such other things necessary for the furtherance of all the aims mentioned above. (ASLI 2008b.) ASLI has three categories of membership: full members, Associate members and student members (ASLI 2008c).

8.3.2.2 Scottish Association of Sign Language Interpreters (SASLI)

SASLI is the professional body of sign language interpreters in Scotland (SASLI 2008a, 1). The Scottish Association of Sign Language Interpreters (SASLI) was formed in 1981

and it was a examining and registration body for sign language interpreters in Scotland. It also established a national interpreting agency. (Brien ym. 2005, 6.)

SASLI's aims are to foster and enhance Sign Language Interpreters services so that the deaf and hearing people may have adequate communication for all purposes but in particularly in relation to education, medical, legal, spiritual, employment and general administrative matters. Secondly it is maintaining and administrating the Register of Sign Language Interpreters and thirdly it is co-operating with any recognised body concerned with the welfare of deaf people and in the provision of Interpreter Services for deaf people throughout Great Britain. Fourth aim is to encourage and assist with the training and assessment of those wishing to develop their interpreting skills and the last aim is to take generally such steps which will promote the status and reputation of the Association. (SASLI 2008b.)

There are three different kinds of members in SASLI: Registered members, Associate members and co-opted members. SASLI is recommending the minimum pay of £24 per hour for registered members and £20 for associate members. (SASLI 2008a, 3).

8.2.3 Bundesverband der Gebärdensprachdolmetscher Deutschlands e.V.

BGSD is an association of sign language interpreters in Germany. It's official name is Federal association of Germany's Sign Language Interpreters e.V.. It is located in Zwickau. Its purpose is to develop the profession, to protection of quality, support of the quality consciousness, public relation and advice of the consumers, support of the endeavors of the legal bracing of the claim on sign language interpretation service as well as the practical realization of these legal regulations, support of the German language and the German sign language, support of the cultural and technical exchange of national and international level, support of the national and international cooperation and the communication between sign language interpreters. In March 2002 the BGSD adopted a text defining the profession of SLI (the code of ethics and the skills demanded are very similar to AIIC requirements). The association currently consists of 280

members in 14 länder meaning that over 50% of all Sign Language Interpreters belong to it. (BGSD 2008.)

Its aim is to take care of its members' rights, member meaning an individual or a local interpreters' association. BGSD's dream is to change the sign language interpreter occupation into profession by offering further training opportunities. Other areas where BGSD is working are to improve employment work contracts, social security issues and to standardize the salaries. BGSD is also an information source to its members, customers and to other interested people. There are five different types of members in BGSD: corporate members, separate members, member candidates, academic members and honorary members. (BGSD 2008.)

From the AFW department persons, who are interested of interpreters, are able to ask everything linked with training. AFW's job is to class the training and qualifications mittarit. It also coordinates and organizes further training opportunities for sign language interpreters. The TARESS department handles sign language interpreters' tariffs, legal issues, tax and social issues. It aim is to monitor the situation of interpreters' profession and develop the recommendations. (BGSD 2008.)

9 ANALYZATIONS AND CONCLUSIONS

The main target group of this thesis was EUMASLI, because they ordered this thesis, but I am quite sure that students in partner institutions and later maybe students in EUMASLI programme are able to benefit from this. This subject has been really tough to limit, what I will include and what not. This subject was really challenging because I had to do a brief research of two countries and their situations without visiting in them. I know these difficulties from the start but I wanted to do this anyway to practise my English skills and to satisfy my need of international knowledge.

Second biggest difficulty was in getting the literature I need. It was difficult because there are no such libraries in Finland where I could find good references of sign language interpreting field in those countries. This is why majority of my references are from the Internet. I am not satisfied that I wasn't able to get my hands on the new publication "Sign Language Interpreting in Europe" by Maya de Wit. It was published so recently and its subject is similar to mine. But if someone wants more information of this subject and other countries than Finland, United Kingdom and Germany, they should get that publication.

Some areas of this work are really brief, for example the Germany part, because my skills in German language are limited – actually I had to translate almost every word. Majority of the literature of Germany were in German and I am taking all the responsibility of the inaccuracy and translations into English. All the mistakes what may be there are mine. These difficulties with German language are affecting to fulfilment of the goals of this thesis because I couldn't introduce the whole picture of interpreting service management in Germany.

After I brought this theory collecting to the end I was even more interested and enthusiastic about this subject than when I started. I am really happy that I decided to take this challenge. This has developed my skills in English language and the whole process of doing this thesis has been really informative. I learned loads of new things of Finland, Germany and United Kingdom. I think this thesis will give my international orientation in sign language interpreting really good layer. In a perfect world I would have visited in both countries and done some research and maybe interviewed

interpreters and the management of interpretation services. But this is not a perfect world and my limitations affected so that I did this thesis in Finland.

Further research areas could be the Germany part or after the new system of interpreting has implemented, to do a research how it has changed the availability of interpreters. There are also lots of areas that could be researched with more detail and I would like to get more time to do this more accurately.

9.1 Thoughts about EUMASLI

The first time I heard about European Master in Sign Language Interpreting (EUMASLI) I felt the spark of interest and it hasn't faded in this one year I have been involved in it. Before I started to collect information of EUMASLI and the background of it I had no idea that how interesting data I would find. I had noticed that in Humak the credit units changed into ECTS and that some other things changed too but I had no idea why. When I collided with the concept of Bologna Process and affiliated that with Humak and EUMASLI, I suddenly realised how the educational field is changing into more international.

I can see myself applying into EUMASLI in three years from now. But I am quite reserved with the fact that Finnish students don't have to pay anything and others have to. There is also the point that how EUMASLI can get the study programme come off from the child's shoes and develop it to long lasting programme which is serving the interpreters, sign language interpreting field and the institutions with it. This will be really hard task and I will observe this develop from the point of just graduated sign language interpreter. The point that it is a joint degree and it is performed in all of these three institutions. It would be interesting to study in this programme.

This programme is the next step on the way of making sign language interpreter occupation as a profession that has stable status and honour. It will train new generation of interpreters who should be able to work in international settings, do new kind of

research and at the same time develop the sign language field. Interpreters have always been committed to further educate themselves (this is stated in the Code of Ethics) but there haven't really been changes before EUMASLI.

I see that this programme gives lots of to the students in particular Finnish and German students who have to study in English. This is important because deaf people are travelling more and more and they also are more contact with other countries via their work and leisure time. Interpreters have to be skilled enough to response this development. Also the situations where interpreters are working are changing into more variable and demanding, starting from legal situations to interpreting in higher education institutions. To be able interpret successfully in higher level settings the interpreters have to have higher level training themselves too.

I think that with the help of this programme interpreters' knowledge of their own profession will grow and this will help them to develop successful institutions into sign language field to protect and develop their occupation. I also think that after accomplishing this programme, other countries in Europe will start to develop their own programmes. And the development in United States and Europe will help the third country interpreters to develop their institutions and profession more quickly. It has taken many decades to get where we are now for example here in Finland but probably with our example the other countries can establish this profession and the professional status more quickly.

It is also interesting how the cooperation between these three institutions is going to go. Two of them are Universities of Applied Sciences and Heriot – Watt is an old institution with its own traditions. Humak and Magdeburg –Stendal are both Universities of Applied Sciences but still really different, Humak is an institution which is operating in many different places. Can these institutions find similar way of working so they could help and advance of the students' enthusiasm or are they giving too many different instructions and ways of working that it is hard to work and study in this programme? No one knows this yet and we will see it after the first group of students have started to study in this programme in January 2009.

The second thing what would be interesting to know that what are the theoretical levels of knowledge among the starting students in spite of different backgrounds in education and working situations. This can have a positive effect or a negative one. The positive situation would be that all the students and teachers are combining their expertise and knowledge and share it between them. In negative situation there is no sharing of knowledge or expertise, only individuals who are trying to study.

I could write of this subject a whole thesis. This aggregation of Europe into one big educational area is really interesting and I hope that it would work in a best possible way. I hope that in the future it is easier to go and study in a different country and that the change of knowledge would be easy among students and teachers. I don't have any other choice than try to graduate, work three years and then apply to this programme which gives me a new change to educate myself in international settings.

9.2 Analyzation of the starting points of Finland, UK and Germany

Before I start to go to analyzation and conclusions of the situations in these countries I will analyze a bit the different starting point of these countries. There are three really different countries handled in this thesis, they all have their own histories and backgrounds and these are affecting to the platform the interpreters are working. Germany and United Kingdom are really big countries and if I compare Finland to them I don't understand how this small country can be joining with the big ones. But after giving it a thought or two I understand it better.

Finland have had really long history in sign language field and Finnish deaf and sign language interpreters have always been really enthusiastically involved in developing this field. Even if Finland is a small country, they have had lots of resources to share. And dividing United Kingdom into smaller areas, you can see that for example Scotland is the same size than Finland with its 5000 deaf and 5 million people. Only the amount

of interpreters differs. What explains this? There are many answers what I will tell you later.

There is international legislation like the legislation of EU, that is affecting all these countries but all of them are implementing them a bit different ways. One reason to this is that their governments and legal systems are different. For example German law system is from the II world war time and the Cold war, in UK they don't even have a constitution and in Finland there are elements from Swedish and Russian systems. Sign language has a good status in Finland, because it is included into constitution. One reason to this may be the fact that Finland has been bilingual for a long time so it is "normal" and acceptable to have many languages.

In the United Kingdom's legal system sign language doesn't have the same status than in Finland. The legislation says that there has to be done reasonable adjustment that deaf are in equal position. Maybe in the long run these reasonable adjustments are going to include ordering the interpreter but I think that this moment many smaller organisation or shop doesn't think that that is required. When I compared Finland to Germany I couldn't help one thought coming into my head – It felt like there are many small countries in Germany. That is kind a true, because all the states have their own government. That is a positive and a negative side of Germany. Probably the implementing of new laws, which would raise the status of sign language, could be in force more quickly than for example in Finland, where is one constitution and one big state. But the situation in Germany is that deaf people are in really not equal situation depending where they live. Of course this inequality because of the living area happens also in UK and Finland but the reason for it is not the legal system.

9.3 Analyzing the management and the profession of interpreters

It is really hard to distinguish the management, policy, profession and professionalization. These are linked to each other so tightly that it is really hard to write only of management when the professionalization have affected the development of

management so much. We can say that before there wasn't a professional interpreter there wasn't real management. To establish a profession there have to be policies guiding the occupation. And when the occupation is getting closer to profession we can start to talk of professionalization. In this analyzation section I'll tell differences and similarities of these different countries but I am not trying to tell it first from the point of management and then policies – I will analyze them simultaneously, like they are happening in the real world.

The sign language interpreting management and the profession of interpreters have similar histories in all of the three countries. Before we can talk professional interpreters, the interpreting field was managed for example by social workers, priest or relatives of the deaf. Or I think we can't talk about really professional management because they materialized the service from their own reasons. The development of the sign language interpreter profession started almost the same time in Finland, UK and Germany. The requirements of the quality of the interpretation have always been the main thing why the occupation has evolved further. As I wrote in the theoretical part that professionalization involves establishment of qualifications, a professional body to oversee the conduct of members and some way to distinguish amateurs from qualified interpreters. We can say that the profession of sign language interpreter emerged in 1980s, when the national associations were established and the registers of interpreters started to work.

The management in these different countries are quite similar. All of them have a professional body or bodies, interpretation centres and freelance interpreters. The aims of the professional bodies are almost similar. Finland differs from UK and Germany because there is an umbrella organisation who is taking care of the intermediating of assignments to interpretation centres. This is the case only in the Uusimaa and Pirkanmaa area but later I think that this is changing into concerning the whole country. This is good type of managing the resources and workforce because there is only one organisation to take care of managing. When comparing this for example to the situation in UK, the situation is totally different. You can't find one organisation which is taking care of things, there are many of them. One organisation is taking care of one part and

other organisation some other area. This leads to the situation that no one really knows what is going on.

In Germany and UK there are more freelancers than in Finland. One reason to this might be that in those countries there is not so clear system how the assignments are shared and who are taking them. Being a freelance interpreter causes probably economical insecurity and it is also hard to work without colleagues and a workplace. This might be the one reason the interpreters are not full time or they quit working as interpreters. In Finland the lack of interpreters has relieved in Uusimaa area, after the new system. The resources are more controlled and the amount of assignments has grown. Soon it is not possible to work as a freelance interpreter in Finland. If there are lots of freelance interpreters working in the field it may cause troubles in to accomplishing the service. Purchasers have no idea where or how to order an interpreter and interpreter centres don't have exact figures how much they have resources to offer service. There should be a question asked that why interpreters doesn't want to work full time? That could be interesting research question.

I think that the one solution to lack of interpreters in every country could be the establishment of one or more organisations who would be taking care of the management of assignments. This is how the interpreters and the interpreting centres could concentrate in their main work – interpreting. At least examples from Finland have shown the increase of orders (because it is easier and simpler to order the interpreter) but at the same time the fulfilled assignments is higher than ever.

The big problem is that all of these countries there is a lack of interpreters even in Finland. Of course the situation is better in bigger cities where the amount of interpreters is bigger and the travel distances are not so long. I think the best solution to improve this situation is to grow the amount of students and to improve the work conditions of interpreters. For all I know this is one aim of all the institutions in these countries, international and national level.

9.4 Policies guiding the interpreters

One thing which unites all the countries which have the sign language profession is the Ethical Codes which is an organisational policy. It is guiding the decisions of the interpreter and the outcome should be rational and ethical. These Codes have developed in the long run at the same time than the professionalization of the occupation has formed more into a profession. The Codes have changed and renewed time to time. The Codes are quite often commented and discussed among interpreters so I think they are really important to them. During training the study of Codes is one of the biggest issues. All of the Codes (Appendix A – D) includes purpose statements, outlines why the organisation is issuing the policy and what the desired effect is.

The main policies in the Ethical Codes are confidentiality, commitment into further education, impartiality, interpreters are not assistants or other similar to them, they interpret with the best skill they have and solidarity to their fellow professionals and to their profession. I think the one policy is quite important if the interpreter occupation is thought as a profession – that the interpreters are not acting as assistants or social workers of the deaf. This was the case in the past but nowadays the only work interpreters should be asked to do is interpreting, intermediate the message between deaf and hearing.

Public policies are also guiding the interpreters work. If the legislation of the country is stating that person have to inform authorities if they witness a crime, this responsibility is above ethical codes. Other policies guiding the interpreters work are the employer's written or non written documents. They are guiding the interpreter how to act during the work day and in assignments. For example one interpreting centre in Finland has denied travelling in deaf person's car for instance.

If the interpreters are not following the Ethical or other norms expected from them, there are certain bodies which are taking care of the complaints. In Finland this body is first the interpreting centre and if they can't agree upon proceedings there are other bodies which can take the proceedings further, like dismiss the interpreter from the

register if something really bad has happened. In Finland this body is Tulkkitoiminnan yhteistyöryhmä.

9.5 Training systems

The histories of sign language interpreters' training have similar aspects in all of the three countries. The development started when CODA's and social workers and interpreters started training themselves. The courses were short and they were organized only occasionally. Inch by inch training got longer and now the trainings are between two years and four years. Longest four year trainings are in Finland and in Germany except Magdeburg. Shortest training is in Scotland.

I think the content of the training is quite similar in every training institution. The main aim is to give good sign language skills and the ability to interpret in a good ethical way.

It is good to this profession that the new route to further education has been opened. There are some post graduate programs in UK and now there is also possibility of further education in Humak and DIAK, Finland. Of course there is also the EUMASLI which is giving the international aspect to this field. There are some other trainings or courses the interpreter can join, for example deafblind courses in Finland. The Ethical Code is binding registered interpreters to further educate themselves in one way or other.

9.6 Analyzing the role of international and national organisations

I think they have really crucial role when it is matter of change knowledge between countries. They are also really important forum to show that sign language interpreters are professionals. Via these organisations also other countries are getting information of the training systems and interpreting service management. It is good that there are

international and national conferences so the most recent knowledge is changed between different parties.

These organisations have long histories in this field and I think they belong to it really tightly. They are giving policies and frames for interpreter profession. They also maintain and monitor the international / national status of this profession. They are also really good body to give recommendations behalf of the individual interpreter. I can't see one interpreter can really make a big difference or change, but when there is many together – everything is possible. They can for example affect to EU when directing new legislation or the local authorities when they are changing their working proceeds.

I think the matter is that sign language interpreters are affecting themselves how much they are earning, what are theirs working conditions and what the rest of the society is thinking of them. If we act like professionals the rest of the society is starting to treat us like it. You can see it in many things, for example salaries are getting in higher level (slowly but anyway higher) and the working conditions are getting better. All these facts are stating and proving that international and national organisations have really big role in getting our profession a higher level. They are monitoring and adjusting the qualifications for interpreters. There is also lots of research done in these organisations which is helping to understand the sign language interpreting field.

9.7 Conclusion

Probably after reading this thesis there are more questions than answers arisen. My point wasn't to answer all the questions, only to look into interpreting management and policy in these countries. These situations are in constant change and that is complicating the research.

I have a feeling that we are on a right path in getting the sign language interpreter profession in the level it belongs. It will take time but someday sign language interpreters are as highly respected than other interpreters. There are lot of challenges in

the future, for example how the cochlea implant surgeries are affecting to the young people and their sign language skills and how sign language interpreters can affect their skills in sign language and at the same time broaden their skills into new areas. At least the environment in Europe and whole world is getting more positive against disabilities and diverseness. Let's hope that this positive development will continue in the future!

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APPENDIX A: THE CODE OF CONDUCT AND PRACTISE – FINLAND

(Käännös: Eeva Pekanheimo, Milla Kauhala ja Elina Ojala)

CODE OF ETHICS FOR COMMUNITY INTERPRETERS

Community interpreting means interpreting a transaction dialogue interview, court hearing, negotiation, inquiry, a conversation (for solving or settling affairs and exchanging information, etc.) between an authority or a private individual and a client. Interpreting is usually consecutive, but it can also be simultaneous. The different transactions may also include monologues (presentation, lecture, speech, notification, etc.). Community interpreters (who, in the code, are referred to as “interpreters”) are persons who function as interpreters in the afore-described situations of community interpreting.

1. This code of ethics is applied if not otherwise regulated by acts or decrees
2. Interpreters maintain professional confidentiality.
3. Interpreters do not misuse any information received in connection with the interpreting assignments.
4. Interpreters do not accept assignments for which they do not meet the competence requirements or about which they are biased.
5. Interpreters do not accept assignments that can be disadvantageous for the profession or reduce respect for it.
6. Interpreters show solidarity to their fellow professionals.
7. Interpreters ensure that the working conditions are suitable for interpreting.
8. Interpreters draft written contracts on interpreting assignments beforehand and pay attention primarily to the recommendations given by the unions. If a written contract cannot be made, the interpreter and the commissioner may make an oral contract.
9. Interpreters prepare for the assignments carefully and in time.
10. Interpreters aim at comprehensive interpreting and do not leave out anything or add anything irrelevant.

11. Interpreters are impartial, remain outsiders to the situation, and do not let their personal attitudes or opinions affect their work.
12. Interpreters do not function as assistants or representatives to the persons they interpret for.
13. During assignments, interpreters are not obligated to take care of any other tasks besides interpreting.
14. Interpreters show consideration for the nature of the situation through their conduct in connection with assignments.
15. Interpreters improve their professional skills continually.

The following parties have contributed to the creation of the Code of Ethics for Community Interpreters:

The Finnish Association of Translators and Interpreters, The Finnish Union of Translators, The Finnish Association of the Deaf, the Finnish Association of Sign Language Interpreters, Helsingin seudun asioimistulkkikeskus [Community Interpreting Centre for the Helsinki Area], Turun seudun tulkkikeskus [Interpreting Centre for the Turku Area] and Lingua Nordica Oy.

Guidelines for Community Interpreting

Introduction

The purpose of this guide is to clarify the Code of Ethics for Community Interpreters in order to make the co-operation between the interpreter and the other parties involved in an interpreting transaction successful.

APPENDIX B: CODE OF PROFESSIONAL CONDUCT – ENGLAND, WALES AND NORTHERN IRELAND

1. FUNDAMENTAL PRINCIPLE

Members of the Association shall in all cases act in accordance with the high standards appropriate to a professional body. They shall not act to the detriment of the Association, its Members or the profession.

2. STATUS AND SPIRIT OF THE CODE

This Code lays down standards of professional conduct and practice expected of the Association's Members. Not every shortcoming on the part of a Member, nor non-compliance with a provision of the Code will necessarily constitute grounds for disciplinary proceedings. However, a failure to follow the guidance of the Code will be taken into account should it be necessary to examine the conduct or competence of a Member.

The fact that a course of conduct is not specifically referred to in this Code does not mean that it cannot form the basis of disciplinary proceedings. Members are expected to be guided in their professional conduct and work as much by the spirit of the Code as by its express terms.

3. DEFINITIONS

Member means any Interpreter admitted to membership of the Association, regardless of category. Student Members when undertaking experiential placement as part of their training are also subject to this Code.

Principal means any person or body from whom a Member accepts work.

Consumer means any person or body who makes use of a Members service. Work means interpreting, translation or teaching thereof, or other activities connected therewith.

4. STANDARDS OF CONDUCT

4.1 Confidentiality

Members shall maintain confidentiality at all times and treat any information which, may come to them in the course of their work, as privileged information, not to be communicated to any third party, without authority.

- This does not preclude disclosure when legally required to do so or when not disclosing information could render the interpreter liable to prosecution.
- This also does not preclude sharing information on a strictly confidential basis within recognised structures of professional support and training, whilst respecting client confidentiality.

4.2 Exploitation of Knowledge

4.2.1 No Member shall derive any gain from privileged information acquired in the course of work undertaken.

4.2.2 No Member shall accept remuneration from any party in respect of work other than as contractually agreed.

4.2.3 Members shall carry out all work entrusted to them in an impartial way and shall be seen to do so. They shall also disclose any business, financial or other interest that might affect this impartiality.

4.3 Dispersion of Work

No Member shall subcontract work without their Principal's prior knowledge and agreement, nor without defining the changed responsibilities if any. Members acting as a company or agency shall disclose this fact to anyone to whom they subcontract work.

4.4 Mutual Assistance

4.4.1 Members shall assist each other in every practical way, and shall conduct themselves loyally towards their fellow Members and the Association.

4.4.2 Members who receive requests to provide services which they are unable to accept without infringing the provisions of this Code (in particular section 5) or which they cannot accept due to prior commitments should endeavour to introduce the Principal to another Member who has the necessary skills.

4.5 Advertising

4.5.1 Members advertising their services shall ensure the information is factual and neither misleading nor discreditable to the profession.

4.5.2 Members shall not infringe any accepted advertising standards nor make claims, which they cannot substantiate.

5. STANDARDS OF WORK

5.1 Interpreting

5.1.1 Members shall interpret impartially between the various parties with due regard to the circumstances prevailing at the time.

5.1.2 Members shall take all reasonable steps to ensure complete and effective communication between the parties, including intervention to prevent misunderstanding and incorrect cultural inference.

5.1.3 In the event that communication becomes incomplete or ineffective, the Member should make this known to all parties concerned and, if necessary, withdraw from the assignment.

5.2 Competence

Subject to section 5.4, Members shall refuse work which they know to be beyond their competence, either linguistically or because of a lack of specialised knowledge, unless the work is to be subcontracted to another interpreter who has the necessary competence. In this instance, the provisions of this Code and in particular section 4.3 shall apply.

5.3 Contractual Arrangements

Members shall endeavour to accept work on terms and conditions which, as far as is practicable or agreed, are consistent with the Draft ASLI Guide to Terms and Conditions of Business and these Codes of Professional Conduct. Where Members accept work on agreed terms they shall not unilaterally vary such terms without valid reason and giving maximum possible notice to their Principal, except in exceptional circumstances.

5.4 Exceptions

Where a Principal requires a Member to carry out work in circumstances that contravene the provisions of 5.2, the Member may, exceptionally, accept the work provided that:

- a) the Member has taken appropriate steps, preferably in writing, to ensure that the Principal is fully aware of the risks involved,
- b) the Member has satisfied themselves that the Principal is genuinely aware of the risks involved,
- c) the Principal has expressly agreed to accept the risks involved, preferably in writing.

6. GENERAL

6.1 Disciplinary Proceedings

Disciplinary proceedings will be conducted in line with the Association's Complaints and Appeals Procedures and Disciplinary Procedure.

6.2 Amendments to the Code

The provisions of this Code may be amended by the National Executive committee, in line with decisions made by the Association's Members.

COMPLAINTS AND APPEALS PROCEDURES

Introduction

All Licensed and Associate Members of the Association have agreed to abide by the Association's Code of Professional Conduct and Equal Opportunities Policy. If it is believed an Interpreter has broken the Code of Professional Conduct or has contravened the principles as enshrined within the Equal Opportunities Policy, a complaint can be registered with the Standards Panel.

The Standards Panel

There will be a Chair of the Panel who shall be independent and shall be responsible for the initial investigation of any complaint and, if necessary, the convening of the Standards Panel. A Secretary will be appointed who shall be independent and take a non participatory role in the panel, but shall be responsible for the receiving and logging of all complaints and servicing the Chair and Panel.

The Standards Panel will consist of three people including the Chair who will draw two members from the Association's Complaints Standing Committee appropriate to the complaint. The Standing Committee will consist of a range of professionals and experts including those drawn from the field of interpreting, consumer's groups and representatives of other professions.

The Panel will prepare and submit a report to the Association's Executive Committee every three months. This report will include a summary and statistics of all complaints received and the status of these complaints.

The Chair will be appointed by the ASLI National Executive Committee and shall be subject to the relevant Standing Orders of the Association. The Chair will approach individuals to become members of the Association's Complaints Standing Committee in line with Standing Orders.

Registering a Complaint

A complaint must be related to a breach of the Association's Code of Professional Conduct or Equal Opportunities Policy. The specific section of the Code or Policy that was allegedly contravened must be identified in the complaint.

All complaints must be submitted to the Secretary of the Standards Panel in writing or by video letter. The complaint, if possible, should be submitted within six weeks from the conclusion of the assignment. Upon receipt of the complaint a letter of acknowledgement will be sent.

The Complaints Procedure

All complaints received by the Panel will be logged for statistical purposes. Upon receipt of a complaint, the Panel will notify the Interpreter(s) concerned and request their comments. If necessary, further information may be sought from the assignment organisers, Principal or others concerned.

The Panel will meet to review the complaint and propose a recommended course of action to the Association.

The Panel may decide to interview the complainant(s) and/or Interpreter(s) to ascertain further information.

At interview, should they wish, the Interpreter(s) will have the right to represent themselves or nominate a legal or other representative and have an observer from The Association or their Trade Union present.

At interview, should they wish, the complainant(s) and/or the Interpreter(s) will be permitted to produce witnesses on their behalf.

Both the complainant(s) and the Interpreter(s) will be kept informed as to the progress and decision of the Standards Panel.

Action Permitted by the Standards Panel on Completion of the Investigation.

Action taken by the Panel will consist of one of the following;

- Dismissal of the complaint on the grounds that it is unfounded or unproved.
- Acknowledgement of the complaint, with a recommendation that no disciplinary action be taken.
- Uphold the complaint and make recommendations to the Association for Disciplinary action.

Appeals

Appeals against the decision of the Standards Panel should be submitted to the Secretary in writing and any additional supporting evidence produced. The appeal must be made within four weeks from the date of notification of the Panel's decision. The Panel will reconvene to consider the appeal and will consist of the Chair and two new members drawn from the Standing Committee. The decision of the Standards Panel is final; no further appeals will be accepted following this decision.

DISCIPLINARY PROCEDURE

The Disciplinary Procedure will be operated by a penalty points system. Depending upon the severity of the offence and the recommendations of the Standards Panel, the number of penalty points imposed by the Association will be a consequence of one of the following actions.

- i) Complaint upheld; no further action required. (0 penalty points).
 - ii) Issue a first written warning. (1-2 penalty points).
 - iii) Issue a second written warning. (3-6 penalty points).
 - iv) Issue a written warning and fine payable to the Association. (7-9 penalty points).
- Refusal to pay the fine may result in temporary suspension of membership and, in the case of Licensed Members, withdrawal of their Licence to practise.

v) Temporary suspension of membership of the Association and, in the case of Licensed Members, withdrawal of their Licence to practice. (10-15 penalty points).

In the case of gross contravention of the ASLI Codes of Professional Practice/Equal Opportunities Policy or the accumulation of more than 30 penalty points in a 5 year period, the following action will be taken:

vi) Permanent expulsion from the Association and, in the case of Licensed Members, withdrawal of their Licence to practice.

vii) In the case of serious criminal conviction the Association may, without further redress, expel the Member from the Association temporarily or permanently and, in the case of Licensed Members, withdraw their Licence to practise.

The Association may also:

Publicise the nature of upheld complaints and the subsequent disciplinary action taken. In the case of contravention of the Equal Opportunities Policy, file a report with the appropriate external body, (e.g. the Commission for Racial Equality CRE).

Further to these actions, the Association may also support the disciplinary action by:
Entering into an agreement with the Interpreter(s) to undertake further training. Provide professional advice and mentoring. Insist that the Interpreter(s) do not undertake solo assignments for a given period.

Further Information.

The penalty points shall remain on the Member's record for a period of not less than 5 years.

Created: January 2000

Amended: March 2000

APPENDIX C: THE CODE OF CONDUCT AND PRACTISE – SCOTLAND

All registered and Trainee Sign Language Interpreters who are Members of the Scottish Association of Sign Language Interpreters (SASLI) will be expected to follow the Code of Conduct and Practice and be familiar with the Complaints Procedure.

Interpreters shall be bound by the strictest confidentiality which must be observed with regard to information gathered in the course of interpreting. Interpreters will not disclose to any third party or make use of any information other than the purpose which it was provided, unless legally required to do so. Interpreters shall not derive any

personal gain from confidential information acquired by them in the exercise of their duties as interpreters.

Interpreters shall interpret to the best of their ability between parties. Interpreters shall not accept work which they know to be beyond their linguistic and/or technical ability to provide a service of acceptable standard. In circumstances where a more suitable interpreter is not available an interpreter may accept such an assignment providing that both the user and contractor are informed of the implications and give their consent. Interpreters shall always seek to increase their interpreting skills and knowledge.

Interpreters shall be impartial. Any business or vested interests which the interpreter may have in an assignment must be disclosed beforehand to both user and consumer. Interpreters should not offer personal opinions during or in relation to an interpreting assignment.

Interpreters shall maintain the creditability and dignity of the Association by acting at all times in a professional manner. Interpreters should act in a manner consistent with persons having mutual trust and confidence in each other. It is in the interest of the Association and those whom it serves that there be a corporate professional spirit based on co-operation. Interpreters may advertise their services providing the information is factual and is not misleading not brings discredit to the profession, assignment, once accepted, should not be cancelled by the interpreter without good reason.

Interpreters shall be guided by the recommended scales of fees established by the Association.

November 1994.

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APPENDIX D: OCCUPATION AND HONORARY ORDER FOR SIGN LANGUAGE INTERPRETERS AND TRANSLATORS - GERMANY

Preamble:

The general occupation opinion gives these occupation and honorary order over the right and duties of Sign Language Interpreters and translators as well as over their contact among each other again. The work cannot be exhausting and doesn't free from

the duty to deal in own responsibility and to heed the sense of this occupation and honorary order on that occasion.

1 General occupation duties

1. GSD/Ü practices independently her/its/their occupation, professionally, conscientiously, impartially and withheld from. You/they have yourself the respect and the trust which the position and the interpreting and translating the task necessitate worthily to prove.
2. Interpreters cannot endanger the prestige of her/its/their occupation picture and the profession of the further one. This especially is valid with the daily occupational practice, however, also with public remarks under designation of the occupation name.

2 Autonomously

1. GSD/Ü practices her/its/their activity of own responsibility. This necessitates that they construct themselves occupation members an individual judgment and make her/its/their decision even. This is applicable also to the activity of employed GSD/Ü.
2. GSD/Ü cannot excuse a compulsory injury with it that she/it according to the instruction eines/r third, especially of a client or a client would have dealt.

3. Fort and further education

GSD/Ü carries worry through fort and further education for the receipt and the expansion of her/its/their vocational qualification.

4. Order acceptance and order refusal

1. GSD/Ü is freely in the assumption of an order.
2. GSD/Ü will assume only such orders, with which she/it doesn't endanger her/its/their vocational independence, according to best knowledge and consciences sees.
3. GSD/Ü don't become active if they were taken in a debatable issue in claim already by other participants or become and if they get into an interest collision through it.

4. GSD/Ü doesn't become active, if forced her/it/them for itself with her/its/their activity to contravene occupation and honorary order against her/its/their occupation duty, the law or them/her/it sees.
5. GSD/Ü explains the refusal of an order instantaneously.

5. Order discharge

1. GSD/Ü trades at the order fulfillment according to best knowledge and consciences.
2. GSD/Ü becomes active only with such languages, language variations, communication systems as well as subjects, in which they have sufficient knowledge at their disposal, as well as it can procure itself these in the framework of the preparation. Also they carry worry for it that they dominate the work technologies necessary for the respective order. As soon as GSD/Ü, that an order exceeds her/its/their present abilities, recognize, they bring this to all participants to the knowledge.
3. GSD/Ü keeps her/its/their date agreements. If this possibly is not for necessary reasons for them, so they inform the participants in time and promptly and try to obtain equivalent substitute.

6. Closeness

1. GSD/Ü commits itself, over all, which is entrusted them with the exercise of her/its/their activity or became known, to maintain reticence, generally not the law or principles of the jurisdiction exceptions admits.
2. This obligation survives after the completion of the order and is valid also opposite the ones, that the relevant facts already from other side were communicated.
3. From the duty to the reticence can be delivered after current legal regulations.

7. Cooperativeness

1. GSD/Ü cannot endanger the prestige of her/its/their profession through her/its/their holding back. You/they abstain of irrelevant attacks on the person of other occupation-members in word and writing.
2. you/they protect graceful restraint at the judgment of the performance and honorarium formation of her/its/their work mates. Criticism of a faulty work is without

sharpness and at first opposite the concerned colleague as well as that to bring up concerned colleagues.

8. Contest

1. GSD/Ü contains of unfair competition itself all form.
2. GSD/Ü abstain of all measures, that are suitable, to oust colleagues from an order.
3. you/they don't try to oust rivals, in that as planned she/it the usual honorarium sentences and aimed undercuts.
4. GSD/Ü uses only such occupation names and titles, to whose leadership they are entitled regulations of the laws after him/it. You/they don't use any misleading titles.