

ASSOCIATION OF CARIBBEAN STATES

**24TH MEETING OF THE SPECIAL COMMITTEE ON SUSTAINABLE TOURISM
(SCST-24) AND 2ND PREPARATORY MEETING OF THE 3RD MEETING OF
MINISTERS OF TOURISM OF THE GREATER CARIBBEAN (TMM-3)
Port of Spain, Trinidad and Tobago, July 16-17, 2013**

**FOREIGN LANGUAGE TRAINING PROGRAMME OF
THE CENTRE FOR THE PROMOTION OF LANGUAGES
AND CULTURES OF THE GREATER CARIBBEAN
(CPLC)**

I. PROJECT OVERVIEW
<p data-bbox="332 233 727 264">A. PROJECT DESCRIPTION</p>
<p data-bbox="235 338 451 369">1.1 Project name</p> <p data-bbox="235 405 1502 470"><i>Foreign Language Training Programme of the Centre for the Promotion of Languages and Cultures of the Greater Caribbean (CPLC)</i></p>
<p data-bbox="235 476 711 508">1.2 ACS Focal Areas and Programme</p> <p data-bbox="235 543 675 575"><u>Focal area:</u> <i>Sustainable Tourism (ST)</i></p> <p data-bbox="235 611 1502 709"><u>Programme:</u> <i>This project is a component of the institutionalising of the Centre for the Promotion of Languages and Cultures of the Greater Caribbean which falls within the Programme for the Promotion of Languages and Cultures of the Greater Caribbean.</i></p>
<p data-bbox="235 716 634 747">1.3 Objectives and Justification</p> <p data-bbox="235 762 456 793"><u>Overall Objective:</u></p> <p data-bbox="235 800 1502 898"><i>The CPLC project and by extension the Foreign Language Training Programme was developed to promote the cultural diversity of the region and strengthen the language skills of nationals of ACS Member States in the main languages spoken in the Caribbean Basin: English, French and Spanish.</i></p> <p data-bbox="235 934 488 966"><u>Specific Objective(s):</u></p> <ol data-bbox="235 972 1502 1115" style="list-style-type: none"> <li data-bbox="235 972 1502 1031"><i>I. Strengthen the foreign language skills of nationals of the ACS Member States through intensive immersion courses in French, Spanish and English.</i> <li data-bbox="235 1052 1502 1115"><i>II. Foster awareness of and appreciation for the cultural diversity of the Greater Caribbean region by facilitating cultural experiences and exchanges as part of the in-country immersion experience.</i> <p data-bbox="235 1150 391 1182"><u>Justification:</u></p> <p data-bbox="235 1218 1502 1444"><i>In the era of globalization and the growing inter-dependency of countries, multi-lingualism and cultural sensitivity/ tolerance are two very important keys to constructive communication and cooperation. The Greater Caribbean region is mostly constituted of developing nations where cooperation has become particularly important in order to participate and compete effectively in the world's economy. In the Greater Caribbean, English, French and Spanish are the three most common languages, which are among the most spoken languages in the world, and offer the region a competitive advantage, particularly in the fields of tourism and international trade.</i></p> <p data-bbox="235 1480 1502 1917"><i>In terms of tourism development, language diversity offers an opportunity to target and attract tourists from the major source markets world wide, including the United States and Canada, England, France and Spain. Traditionally tourism in the Caribbean has revolved around sun, sea and sand-seeking tourists from the afore-mentioned colder climates, and therefore, the trend has been for countries to focus their marketing efforts in places where the intended tourists speak the same language as the host destination. This is a viable market, and a direct opportunity with obvious advantages, however increasingly there is a need to diversify both the tourism product(s) and the marketing strategy, to firstly meet new market demands; secondly, attract tourists from new source markets as the traditional markets stagnate and/or decline; and thirdly to maintain and subsequently grow market share in the face of increasing competition. Moreover, there is the still untapped potential to develop multi-destination tourism and intra-regional travel within the Greater Caribbean. The inherent language and cultural diversity of the region, allows countries a unique opportunity to share experiences and skills to grow the regional industry as a whole, and contribute to developing the language and communication skills of the human resource.</i></p>

In the area of Trade, multi-lingualism and cultural sensitivity are conduits of successful trade relations. For the ACS, the aim is to reduce barriers so that member and associate member countries can collaborate more efficiently while also maintaining their individual competitiveness. On a more global scale, the Caribbean–European Union (EU) Economic Partnership Agreement (EPA), being implemented between ACP countries of the Caribbean area within the framework of the Free Trade Area of the Americas, should have a significant impact on trade relations between those countries, and more generally on the development of the region. The ability of the various counterparts to collaborate and communicate effectively will facilitate mutually beneficial trade negotiations.

*The CPLC offers a definitive innovative approach to language learning and enhancing cultural awareness and understanding, and can be the foundation for a broader regional strategy across sectors. The CPLC has been conceived as a network of accredited regional academic institutions, specialising in the teaching of English, French and Spanish. The Network will comprise a Coordination Unit with responsibility of overall management of the network, called the **Coordination Centre for the CPLC (CC-CPCL)**, supported by three **Centres of Excellence** to coordinate and administer delivery of the language training programs in each of the three languages, and complemented by **Satellite Centres** which are partner institutions for language learning, in each member state of the ACS.*

Language training will include in-class as well as ‘immersion’ methods and will be directed at Public and Private sector personnel working in areas where language skills are crucial for the success of their function, as well as language teachers and the youth through Academia. Instruction will take the form of a three-tiered process beginning with Basic to Intermediate language instruction at Satellite Centres in individual countries and culminating with an immersion experience to live in a country where the language being studied is the native language, while studying at a Centre of Excellence specialising in the language of choice.

*This project seeks to formalise the criteria, processes, curricular and other operational aspects of the language training component of the CPLC and further facilitate the launch of the language training through immersion programme. This will be done through consultation with the partner institutions and based on their current practises as well as best practises and lessons learnt from the **ACS Language Training Pilot Project in Foreign Languages for OECS countries**. Immersion is expected to be over a 3 week period. Candidates will benefit from a comprehensive and intensive program, targeted to bring their language skills to an advanced level while living in a ‘foreign country and locality’ and interacting with the local community as well as with fellow candidates from other countries. Class-room training will include listening comprehension, speaking, reading and writing exercises. This will be complemented by extracurricular activities for cultural exposure and also to practise the language in a real-life context. Activities will include speaker/lecture series, cultural/historical tours and site visits; cultural showcases and other exchanges. To further complement Candidates knowledge and expertise as it relates to their individual work function or program of study, in tandem with language instruction it is intended that students will have access to specialised courses offered in these areas. Additionally various public and private sector entities will be approached to discuss the possibility of work placements/internships specific to Candidates specialisations, towards the end of the immersion.*

It is estimated that approximately 62 candidates will participate in the immersion program each year, calculated as 1-2 candidates per Member State of the ACS, receiving training in one of the three languages as follows: Spanish speaking – 21; English speaking states – 14; French speaking – 7.

Learning through immersion has proven highly effective in cultural acclimatisation and in increasing adeptness and proficiency in the foreign language. It is expected that this initiative will yield multiple benefits to include, facilitating multi-lingualism in the Greater Caribbean region, contributing to a favourable environment for building the necessary linkages and partnerships in support of integration and development efforts, and further facilitating better knowledge of and consequently better working relations among the Member States of the ACS.

1.4 Outputs/ Components

COMPONENT 1: FORMALISATION OF THE PROCEDURES AND SUPPORT MECHANISMS FOR THE IMMERSION PROGRAMS

- 1.1 Partner consultation to harmonise the Candidate Application and Entry process and requisite fees and requirements and subsequently drafting of same.
- 1.2 Drafting of qualifying and selection criteria for the candidates, with due consideration to: 1) the level of proficiency in the language selected by the applicant; 2) the necessity of equal geographical representation of students; 3) an equal representation of all three languages (French, English and Spanish) to ensure that all languages are promoted equally.
- 1.3 Creation of a 'CPLC Common Application Form' for candidates to capture demographic, socio-economic, academic qualifications and professional status of candidates. The form will allow for personal data and record and level of proficiency in the intended foreign language among others. Candidate's will be required to submit an **Essay on the Motivation and Interest in the Foreign Language**, to include the reason for applying to the CPLC Language Training Programme and benefits to be gained as it relates to professional enhancement and potential contribution to country of origin and the Region. Candidates will also be required to provide copies of Certificate(s) as evidenced of language training and to testify of their level.

COMPONENT 2: STANDARDISATION OF THE IMMERSION PACKAGE AND CURRICULUM

- 2.1 Partner consultation and drafting of the Structure of the Immersion Programme to define the levels of training, duration of training, type of certification and the evaluation process.
- 2.2 Partner consultation to establish the requirements of packages for hosting, to include local transportation, providing meals and accommodation either utilising existing facilities and services offered on campus or with local providers and families.
- 2.3 Harmonisation of the Curriculum with due consideration to the inclusion of a cultural component, arranging cultural activities, and providing access to courses offered in speciality subject areas, as well as internships, job attachments or volunteer programs.
- 2.4 Creation and reproduction of a CPLC Diploma/Certificate of Completion which would validate students participation in the programme indicative of the level of language certification etc.
- 2.5 Development of Evaluation Forms to (i) test student's language ability and country/cultural knowledge post completion; and (ii) evaluate students overall experience on the programme.

COMPONENT 3: DEVELOPMENT OF COLLATERALS FOR MARKETING AND MANAGEMENT OF THE PROGRAMME

- 3.1 Development of CPLC Foreign Language Training Programme Manual to include information on the training program components, curricular and levels; the application process; admissions criteria; duration of training; as well as the evaluation method and type of certification upon successful completion.
- 3.2 Development and reproduction of a descriptive brochure as well as multi-media collaterals (videos, presentations etc) for advertising and promotion purposes.
- 3.3 Development of an interactive multi-purpose website to support marketing and management of the Language Training Programme and the CPLC initiative. The website will host the CPLC application forms and documents, as well as marketing collaterals etc. The website will feature a newsletter, an online directory of universities and institutes that comprise the CPLC network, job opportunities for bi-lingual and multi-lingual professionals, CPLC related and regional news etc.
- 3.4 Launch of a Regional Ad Campaign and Outreach Program to create awareness of the CPLC and to launch the Call for Applications process.

COMPONENT 4: FACILITATION OF STUDENT EXCHANGES - IMMERSION COURSES

- 4.1 *Review and selection of the Candidates, to include reviewing all received applications, creating a database of the candidates and subsequently circulating a short list of pre-screened candidates to the various Centres of Excellence for consideration and selection based on the agreed criteria.*
- 4.2 *Launch of Immersion Programme to include administrative costs for the CC-CPLC and COEs, candidates per diem and costs for transportation, meals, accommodation and study materials for the duration of the Immersion.*
- 4.3 *Award Ceremony for issuance of Diplomas/Certificates by the relevant teaching institutions as evidence of student's completion of the course and attainment of level of qualifications.*
- 4.4 *Facilitate the formation of the CPLC Alumni Association, comprised of graduates who have successfully completed the program, to allow for networking and follow-up activities. Alumni are expected to serve as valuable testimonials and can be mentors for future participants. As an added benefit there will be an Alumni-only access via the website.*

COMPONENT 5: PROJECT EVALUATION AND REPORT

- 5.1 *A project report will be drafted no later than 3 months after completion of the student exchanges and will comprise information on the overall implementation of the project, the results obtained, challenges encountered, mitigating strategies etc. The report will also examine the experiences of the students and the impact of their studies as follows: 1) review student evaluations on application/enrollment process and in-country Immersion programme; 2) review project monitoring and evaluation reports; 3) assess COE or SC training and its impact; 4) review financial execution; 5) state lessons learned, best practices and recommendations for future training.*

1.5 Estimated Cost and Duration

- *Duration: 3 yrs*
- *Cost: US\$ 134,750*

1.6 Project current status

*The ACS through its Directorate of Sustainable Tourism has been engaged in the process to establish the CPLC, beginning 2007. The foundations for the development of the CPLC project can be credited to the success of the **ACS Language Training Pilot Project in Foreign Languages for OECS countries**, an initiative which focused on imparting French and Spanish language to citizens of the OECS sub-region. This project revealed a strong demand for language immersion programs and laid the foundations of important strategic alliances between participating institutions in Venezuela and Martinique. Also identified, was the need to develop enabling mechanisms to meet this demand in a sustainable manner. After evaluating the key institutions for the learning of languages in the region and applying lessons learnt from implementation of the OECS project, the establishment of the CPLC was conceptualised, and efforts commenced towards its realisation and development.*

The approach for the development of CPLC, has been through the negotiation of cooperation agreements between the ACS and institutions recognized in language training within the key countries identified for each language. As it relates to advancements in this regard, the Republic of Panama since mid-2007 expressed interest in hosting the headquarters of the CPLC Coordinating Centre, and this offer was formalized with the signing of a Memorandum of Understanding between the ACS and Government of Panama for this purpose in August 2008. Subsequently, the French overseas territory of Guadeloupe was identified as the Centre of Excellence for French, the Republic of Trinidad and Tobago for English and the Bolivarian Republic of Venezuela for Spanish, respectively.

The Government of Panama, pursuant to the MOU signed between that country and the ACS to host the coordination unit, proceeded to allocate funds for the operationalisation of the CPLC for the first three years of operation. As at May 2011, Panama in materializing its commitment to the CPLC had identified both office space as well as staff for the Centre, which will be housed in the interim within its Ministry of Foreign Affairs.

Significant advancements have also been made in the process to formalize the Centres. The ACS, on May 25, 2010 signed an MOU with the Centre for Language Learning of the University of the West Indies (UWI/CLL), St. Augustine Campus, which has been identified as the Centre of Excellence for English for the CPLC. The signing of the MOU formalized the technical cooperation to be received from that institution for the further development of the English language component of the CPLC.

The Bolivarian Republic of Venezuela following up on its commitment to the project has identified Colegio Universitario Hotel Escuela de Los Andes Venezolanos (CUHELAV) as the Centre of Excellence for the Spanish component, and as Satellite Centre Universidad Central de Venezuela (UCV). Negotiations are in progress to formalise agreements with the relevant institutions identified through the Ministry of Foreign Affairs of the Bolivarian Republic of Venezuela.

Lastly, a Letter of Commitment was signed by the ACS as a regional counterpart of this project to support resource mobilization efforts of the Regional Council of Guadeloupe for the Guadeloupe International Centre for a Regional Approach on Languages (CIGAREL), the Centre of Excellence for French language for the CPLC. L'Alliance Française was also identified as a Technical/ Advisory Partner in this process, particularly with the possibility of the national/local offices in the Greater Caribbean operating as Satellite Centres. In that regard, an MOU has been drafted to formalize technical cooperation with the CIGAREL and L' Alliance Française as part of the CPLC Network.

This project will build on these existing partnerships to support the institutionalisation of the CPLC through facilitating the Language Training component, commencing with the immersion exchanges. The project will benefit from the systems and mechanisms negotiated to ensure the success and sustainability of the CPLC beyond project completion.

B. STAKEHOLDERS

1.7 Responsible Agency

Directorate for Sustainable Tourism, ACS Secretariat

1.8 Beneficiaries

All ACS Members States and Associate Members

1.9 Collaborating Institutions

*The Government of the Republic of Panama
The Government of the Bolivarian Republic of Venezuela
The Centre for Language Learning of the University of the West Indies
The Regional Council of Guadeloupe*

1.10 Executing Institutions

Directorate for Sustainable Tourism, ACS Secretariat

1.11 Financing Institutions

Association of Caribbean States

Additional source(s) and amount of funding, TBD

CPLC FOREIGN LANGUAGE TRAINING PROGRAMME**SCHEDULE OF ACTIVITIES**

This annex aims at outlining the estimated time for each main activity, drawing the schedule for each task.

Years	1				2				3			
Months	3	6	9	12	3	6	9	12	3	6	9	12
Component 1												
Activity 1.1												
Activity 1.2												
Activity 1.3												
Component 2												
Activity 2.1												
Activity 2.2												
Activity 2.3												
Activity 2.4												
Activity 2.5												
Component 3												
Activity 3.1												
Activity 3.2												
Activity 3.3												
Activity 3.4												
Component 4												
Activity 4.1												
Activity 4.2												
Activity 4.3												
Activity 4.4												
Component 5												
Activity 5.1												

CPLC FOREIGN LANGUAGE TRAINING PROGRAMME

PROJECT BUDGET

Summary of the Project Costs (US\$)		
<i>Description of Costs</i>	<i>Unit</i>	<i>TOTAL</i>
<i>1. Formalisation of the Procedures and Support Mechanisms for the Immersion Programs</i>		
1.1 Partner consultation to harmonise the Candidate Application and Entry process and requisite fees and requirements and subsequently drafting of same.		2,000
1.2 Drafting of qualifying and selection criteria for the candidates.		5,000
1.3 Creation of a 'CPLC Common Application Form' to capture demographic, socio-economic, academic qualifications and professional status of candidates.		500
<i>Total</i>		<i>7,500</i>
<i>2. Standardisation of the Immersion Package and Curriculum</i>		
2.1 Partner consultation and drafting of the Structure of the Immersion Programme to define the levels of training, duration, certification and the evaluation process.		2,000
2.2 Partner consultation to establish the requirements of packages for hosting, to include local transportation, providing meals and accommodation.		2,000
2.3 Harmonisation of the Curriculum with due consideration to the inclusion of a cultural component and providing access to courses offered in speciality subject areas, as well as internships, job attachments or volunteer programs.		3,000
2.4 Creation and reproduction of a CPLC Diploma/Certificate of Completion which would validate student's participation in the programme indicative of the level of language certification.		3,000
2.5 Development of Evaluation Forms to (i) test student's language ability and country/cultural knowledge post completion; and (ii) evaluate students overall experience on the programme.		3,000
<i>Total</i>		<i>13,000</i>
<i>3. Development of Collaterals for Marketing and Management of the Program</i>		
3.1 Development of CPLC Foreign Language Training Programme Manual to include information on the training program components, curricular and levels; the application process; admissions criteria; duration of training; as well as the evaluation method and type of certification upon successful completion.		5,000
3.2 Development and reproduction of a descriptive brochure as well as multi-media collaterals (videos, presentations etc) for advertising and promotion purposes.		5,000
3.3 Development of an interactive multi-purpose website to support marketing and management of the Language Training Programme and the CPLC initiative.		10,000
3.4 Launch of a Regional Ad Campaign and Outreach Program to create awareness of the CPLC and to launch the Call for Applications process.		5,000
<i>Total</i>		<i>20,000</i>
<i>4. Facilitation of Student Exchanges-Immersion Courses</i>		
4.1 Review and selection of the Candidates		500
4.2 Launch of Immersion Programme to include administrative costs for the CC-CPLC and COEs, candidates per diem and costs for transportation, meals, accommodation and study materials for the duration of the Immersion.		60,000
4.3 Award Ceremony for issuance of Diplomas/Certificates by the relevant teaching institutions		15,000

4.4 Facilitate the formation of the CPLC Alumni Association, comprised of graduates who have successfully completed the program, to allow for networking and follow-up activities.	500
<i>Total</i>	76,000
5. Project Evaluation and Report	
5.1 A project report will be drafted no later than 3 months after completion of the student exchanges and will comprise information on the overall implementation of the project.	5,000
<i>Total</i>	5,000
Subtotal	122,500
<i>Contingency Cost (10% for Incidental Expenses)</i>	12,250
TOTAL	134,750

Estimation of the costs: are an estimate of the costs for travel, communication, purchasing equipment, rent and utilises, organizational fees, documentation, consultancies, wages and salaries of the staff for the CC-CPLC and in-kind contribution of the ACS Secretariat for management, coordination and monitoring the project, based on the time and other resources persons will allocate to the implementation of the project.

Estimation of the costs of incidentals: based on the degree of reliability with which the costs in the previous sub-sections have been calculated, a percentage for incidentals is estimated at approx 10% of the overall cost.