

A Study on a Potential Model for Accreditation and Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong

研究為香港少數族裔語言傳譯／翻譯員 制訂資歷認證與規管制度的可行模式



Research Report

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Acronym and Abbreviation List

ALS	Applied Language Solutions
ASL	American Sign Language
AQF	Australian Qualifications Framework
ASLIA	Australian Sign Language Interpreters' Association
ATA	American Translators Association
ATIA	Association of Translators and Interpreters of Alberta
ATIM	Association of Translators, Terminologists and Interpreters of Manitoba
ATINS	Association of Translators and Interpreters of Nova Scotia
ATIO	Association of Translators and Interpreters of Ontario
ATIS	Association of Translators and Interpreters of Saskatchewan
AUSIT	Australian Institute of Interpreters & Translators
C.C.I	Certified Conference Interpreter
C.Com.I	Certified Community Interpreter
CIOL	Chartered Institute of Linguists
CMI	Certified Medical Interpreter
CCPL	Centre for Comparative and Public Law
C.Crt.I	Certified Court Interpreter
CI	Consecutive Interpreting
CLS	Court Language Section
C.T.	Certified Translator
C.Term	Certified Terminologist
CTINB	Corporation of Translators, Terminologists and Interpreters of New Brunswick
CTTIC	Canadian Translators, Terminologists, and Interpreters Council
DPSI	Diploma in Public Service Interpreting
EM	Ethnic Minority
EOC	Equal Opportunities Commission
ERB	Employees Retraining Board
FCICE	Federal Court Interpreter Certification Examination
FITI	Fellow of the Institute of Translation & Interpreting
HAD	Home Affairs Department
HKBORO	Hong Kong Bill of Rights Ordinance
HKCS-CHEER	Hong Kong Christian Service – Centre for Harmony and Enhancement of Ethnic Minority Residents
HKRAC	Hong Kong Refugee Advice Centre
HKTS	The Hong Kong TransLingual Services

HKU	University of Hong Kong
HREC	Human Research Ethics Committee
IBM SPSS	International Business Machines Statistical Package for the Social Sciences
ICAC	Independent Commission Against Corruption
ICCPR	International Covenant on Civil and Political Rights
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination
I/Ts	Interpreters and Translators
ITI	Institute of Translation & Interpreting
LASS	Language Access Services Section
LOTE	Languages Other Than English
MITA	Multilingual Interpreters and Translators Association
MITI	Member of the Institute of Translation & Interpreting
NAATI	National Accreditation Authority for Translators and Interpreters
NAJIT	National Association of Judiciary Interpreters and Translators
NBCMI	National Board of Certification for Medical Interpreters
NCID	National Court Interpreter Database
NCSC	National Center for State Courts
NRPSI	National Register of Public Service Interpreters
PRR	Public Release Roster
PTI	Part-time Interpreters
RDO	Race Discrimination Ordinance
SI	Simultaneous Interpreting
ST	Sight Translation
STIBC	Society of Translators and Interpreters of British Columbia
SWD	Social Welfare Department
TELI	Technology-Enriched Learning Initiative
T&I	Translation and Interpretation
UK	United Kingdom
UNHCR	United Nations High Commissioner for Refugees
US	United States

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Executive Summary

Introduction and background

1. The Equal Opportunities Commission (EOC) commissioned a research team from The University of Hong Kong (HKU) to conduct a project titled “A Study on a Potential Model for Accreditation and Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong”. This project primarily aims to explore the possibility of establishing an accreditation and regulation system for interpreters and translators (I/Ts) working in ethnic minority (EM) languages and how such a system should be implemented.
2. The current research project commenced in December 2018 with the following specific objectives:
 - (a) To provide a statistical profile of practising I/Ts in EM languages for public services, including, but not limited to, community support services, medical services and legal services;
 - (b) To review overseas experiences in establishing an accreditation and regulation system, with particular focuses on major obstacles encountered and solutions adopted;
 - (c) To identify options for a standardised accreditation mechanism for I/Ts in EM languages with reference to the current practice, overseas experiences and major stakeholders’ views;
 - (d) To examine potential regulation models, including, but not limited to, voluntary registration and licensing, with reference to the current practice, overseas experience and major stakeholders’ views;
 - (e) To provide options for a regulatory body with its functions, powers and accountability delineated;
 - (f) To explore prospective pathways to introduce an accreditation and regulation system; and potential training needs for interpreters and translators to meet the requirements.

3. To this end, the research team reviewed representative overseas accreditation and regulation models. It also conducted online surveys and focus group interviews with stakeholders, including EM language I/Ts in Hong Kong, users and operators of translation and interpreting (T&I) services in EM languages, to collect their views on the establishment of an accreditation and regulation system.

Research methods

4. The research team conducted a literature review of overseas models for accreditation and regulation for I/Ts working in EM languages including in Australia, Canada, the United Kingdom (UK) and the United States (US).
5. The research team also conducted an online survey to collect stakeholders' views on the establishment of an accreditation system. Two sets of questionnaires were tailored made for this purpose, one for practising I/Ts who work in medical, legal, and other public service settings; and the other for institutional users who regularly use the services of I/Ts during the course of their daily work in the public sector.
6. Dissemination of the online questionnaires started in July 2019. SurveyMonkey was used to administer the online questionnaires, with the help of the Technology-Enriched Learning Initiative at HKU (TELI). TELI is staffed by a team of technology specialists with extensive experience and competence in developing and administering online questionnaires. A total of 100 completed questionnaires were collected.
7. Focus group interviews were conducted to give participants an opportunity to narrate their experiences and to triangulate the quantitative data from the online survey in order to explore issues at a greater depth. All participants in the online survey were asked to provide their phone numbers or email addresses should they wish to join the interviews. Nine focus groups and structured interviews were subsequently conducted at HKU and other locations, involving 26 participants comprising I/Ts, institutional users and service operators.

Profile of practising I/Ts in EM languages for public services

8. By way of background, T&I services in EM languages for public services are mainly provided by the Hong Kong Christian Service - Centre for Harmony and Enhancement of Ethnic Minority Residents (HKCS-CHEER), Hong Kong TransLingual Services (HKTS) and the Court Language Section (CLS) of the Judiciary.
9. In 2020, the manpower establishment of HKCS-CHEER is 30 I/Ts. It caters to eight of the high demand EM languages in Hong Kong, namely, Bahasa Indonesia, Hindi,

Nepali, Punjabi, Tagalog, Thai, Urdu and Vietnamese. It also employs a few part-time I/Ts to assist in the provision of T&I services. HKTS currently employs 100+ medical I/Ts, in a combination of full-time and part-time, providing T&I services in 19 languages and sign language. As the T&I service contractor for all hospitals and out-patient clinics under the Hospital Authority, HKTS is the key medical T&I service provider in Hong Kong. Detailed profiles of their I/Ts were considered restricted information by the operators and were therefore not revealed.

10. As at March 2016, there were about 340 registered Part-time Interpreters (PTI) engaged by CLS for the provision of interpretation services during court proceedings in 35 foreign languages and 18 Chinese dialects. These PTIs are not Government employees. They serve as “an agent” on taking up an assignment to work for the Judiciary. Many of them have their own vocation and other engagements.
11. While the full profile of I/Ts could not be acquired from the service operators, it was still possible to obtain a snapshot of the I/Ts’ profiles through the online questionnaire survey conducted by the research team (discussed in paragraphs 21 to 29 below).

Summary of the comparison of overseas models

12. The research team conducted a review of the overseas experience in accrediting and regulating I/Ts in Australia, Canada, the UK and the US. These countries were selected on the basis of their long-standing and globally recognised T&I training and certification systems. In addition, since English is the most commonly used language in these traditional migrant-receiving countries, where translation and interpreting has long been an indispensable service for EM language speakers, these systems are the most relevant to Hong Kong’s English/Chinese bilingual landscape.
13. Certification for translators and interpreters in Australia is administered by the National Accreditation Authority for Translators and Interpreters (NAATI) Ltd, which is a not-for-profit company jointly owned by the Commonwealth, State and Territory governments and is governed by a Board of Directors. NAATI is the only organisation that issues certification for practitioners who work in the T&I profession in Australia. NAATI offers two levels of certification for I/Ts in the general stream: Certified Translator/Certified Advance Translator and Certified Provisional Interpreter/Certified Interpreter. Specialist certification is available only for interpreters and on only one level. These options include Certified Conference Interpreter, Certified Specialist Legal Interpreter and Certified Specialist Health Interpreter. Certification is administered by examination. Candidates are required to complete some form of training prior to submitting an application to NAATI for testing and must meet the

criteria in order to be eligible to sit a chosen certification test. For languages of emerging or low-demand communities where NAATI does not offer certification, a Recognised Practising credential can be offered to I/Ts who meet the requirements for qualifications/training and experience.

14. Certification for I/Ts in Canada is administered by the Canadian Translators, Terminologists, and Interpreters Council (CTTIC), which is an incorporated federation of several provincial and territorial bodies of professional I/Ts. Membership in any of these provincial and territorial bodies of I/Ts is necessary to be eligible for certification by the CTTIC. Candidates are also required to meet other prerequisites including holding relevant academic qualifications and passing tests on language proficiency and codes of ethics. Certification is available in general (for translators) and in specialist domains (for interpreters) and on only one level. These include Certified Translator, Certified Court Interpreter, Certified Conference Interpreter, Certified Community Interpreter, Certified Medical Interpreter and Certified Terminologist. There are three mechanisms of certification adopted by CTTIC, including On Dossier Certification, Certification by Mentorship and Certification by Examination.
15. In the UK, there are two organisations that represent the interests of T&I practitioners: the Chartered Institute of Linguists (CIOL) and the Institute of Translation & Interpreting (ITI). The CIOL coordinates and administers language assessment and awards accredited qualifications to interpreting candidates who have passed an assessment test after completing a long period of non-intensive training. General accreditation is offered for translators (Diploma in Translation), and for interpreters in the specialist legal domain (Diploma in Public Service Interpreting, and Diploma in Police Interpreting). I/Ts who elect to be accredited through CIOL membership need to apply after passing the qualifying tests. Candidates who have passed the test required for the Diploma in Public Service Interpreting (DPSI) can have their names included in the register maintained by the National Register of Public Service Interpreters (NRPSI).
16. The ITI offers different levels of membership to I/Ts, which reflect varying lengths of experience. Qualified members of ITI have the right to bear the post-nominals “MITI” (Member of the Institute of Translation & Interpreting) or “FITI” (Fellow of the Institute of Translation & Interpreting). The qualification process by which a member acquires this right is by assessment of the candidate’s work by his or her peers and an evaluation of references.
17. Certification for translators in the US is chiefly conducted by the American Translators Association (ATA). Specialist certification is available for medical and judicial

interpreters and performed by various state-based authorities, including the National Board of Certification for Medical Interpreters (NBCMI) and the Administrative Office of the U.S. Courts. NBCMI offers medical interpreters a Certified Medical Interpreter (CMI) credential, which is the most prestigious credential offered in the industry. NBCMI only awards the CMI credential to individuals who meet all of the eligibility criteria and earn a passing score on both the written and oral examinations.

18. The Administrative Office categorises their interpreters into Certified, Professionally Qualified, and Language Skilled Interpreters. Certified Interpreters are those who have passed the certification examination in Spanish. The category of Professionally Qualified (PQ) Interpreters applies to all other languages. Credentials for PQ interpreters require sufficient documentation, authentication and must meet certain qualification criteria. Language Skilled Interpreters, also called Ad Hoc Interpreters, are those who do not qualify as Certified or PQ interpreters, but who can demonstrate to the satisfaction of the court the ability to interpret court proceedings from English to a designated language and vice versa.
19. All or most of the overseas models share the following features:
 - (a) The principal accreditation and regulation bodies in all four countries are either I/T professional bodies themselves or work closely with provincial or national I/T professional bodies;
 - (b) I/T accreditation in all four countries is not mandatory but widely recognised especially by the institutional users;
 - (c) All of the countries have specialist accreditation for interpreters. In the US, two separate bodies grant specialist accreditations: the NBCMI offers accreditation for medical interpreters while the Administrative Office of the US Courts administers the assessment for court interpreters. All four systems grant specialist accreditation for court/legal interpreting;
 - (d) All four systems adopt codes of ethics developed by the affiliated I/T professional bodies;
 - (e) All or most of the principal bodies in the four countries uphold the following functions to varying degrees:
 - All conduct assessment and examination;
 - All maintain a publicly accessible register of practising I/Ts; and
 - Except for the CTTIC in Canada, all of the other three accrediting bodies handle complaints and can take disciplinary action when necessary. These functions are performed by the associated member organisations in the Canadian system; and

- (f) All four principal bodies do not provide I/T training, but some have affiliated institutes for continuing professional education or endorse qualifications offered by tertiary institutions.

Online questionnaire survey

20. The majority of the survey respondents (78) are practising I/Ts working in the legal, medical or other public service settings, and account for 78% of the 100 completed online responses. A total of 22 completed responses, or 22% of the total, were received from institutional users.

Survey results – I/Ts

Demographic data of I/Ts

21. 79% of respondents listed their roles as both interpreters and translators, while 21% identified themselves as interpreters only.
22. 60.3% of the respondents were female and 35.6% were between 30 and 40 years old (the largest age group represented).
23. Around 95% of respondents had been living in Hong Kong for more than five years. Over 33% of them had lived in Hong Kong for over 20 years.
24. With regard to ethnicity, most of the respondents identified themselves as Pakistani or Indian, each taking up an equal percentage (22.8%) of all the I/T respondents, followed by Filipino (12.9%), Nepalese (10.9%) and Indonesian (7.9%).
25. A relatively larger percentage of the respondents indicated Urdu (23.8%) as their native language, followed by Punjabi (20.8%) and Hindi (16.8%).
26. Over 94% of the respondents claimed to hold a bachelor's degree or above while around 6% had only completed secondary education. However, only 29.7% claimed to hold some form of qualification to practise as I/Ts.
27. Over 35% of the respondents had been practising for less than five years and 47.7% had between 5 and 10 years of professional practice.
28. Slightly over 76% of the respondents indicated that they had undergone relevant training with different organisations. The three main organisations that provided training to them were HKCS-CHEER, HKTS and CLS.

29. The five main institutions which the respondents have provided services for are: the Hong Kong Judiciary (51.6%), Hospital Authority (49.5%), Labour Department (47.4%), Department of Health (43.2%) and Duty Lawyer Service (40.0%).

Views on accreditation and related issues

30. Over 65% of the respondents preferred a compulsory type of accreditation system for three main reasons: it would enable them to obtain 1) official recognition of their skills (82.4%); 2) professionalisation of their work (80.4%) and 3) standard assessment for their interpretation or translation skills are assessed (76.5%).
31. For those respondents preferring an optional accreditation system (34.6%), the majority (64.3%) were mainly concerned about the possibility of losing their jobs if they did not get accredited. Another 32.1% chose “difficulty getting accredited” as their reason while those who chose “Other” (17.9%) specified concerns about “*the qualifications and biased opinions of assessors*” and suggested that due consideration should be given to the “*seniority and work experience*” of I/Ts who have been practising for several years already. Others opined that accreditation was “*not required in the present context*”; that service operators with smaller budgets could choose to hire “*less qualified I/Ts and give chances to those who are not accredited*”; and the accredited I/Ts might be given higher remuneration by these companies “*in accordance with their higher performance*”.
32. The majority of respondents (66.7%) believed there should be different levels of accreditation and most (64.1%) also wished to have different types of accreditation as well. An overwhelming 86.1% of the same group also wanted the establishment of a publicly accessible register.
33. Respondents were asked to indicate the degree of importance of different types of training (on a scale of 1–10 with 1 being the least and 10 being the most important) if an accreditation test is implemented in Hong Kong. They rated language competence as the most essential (8.38), followed by terminology (8.03).

Survey results – institutional users

Demographic data of institutional users

34. Out of the 22 responses we received from this group, 90.9% of the respondents have worked with interpreters, while 59.1% of them have also collaborated with translators.
35. The respondents were from different sectors such as government departments, NGOs and private companies. For the government sector, some were from law enforcement,

legal and court services such as the Hong Kong Police Force, Department of Justice, Duty Lawyer Service, Hong Kong Judiciary and Torture Claims Appeal Board, and others were from public medical service providers such as the Hospital Authority and Department of Health, while the rest were from the Labour Department and Housing Department. The non-governmental organisations and schools included Christian Action, HELP for Domestic Workers, Hong Kong Christian Service, Justice Centre Hong Kong, Pathfinders, the Family Planning Association of Hong Kong, and Ho Yu College and Primary School. There were two support service centres for EMs. The rest were from private law firms.

Details of I/T services received

36. Almost 82% of the respondents said they used the services of I/Ts less than a year ago. Half of them reported to use T&I services occasionally while 36.4% of them used the services frequently.
37. 50% of respondents used interpretation services in Urdu, 40.9% in Hindi and 40.9% in Tagalog.
38. Over 90% of the respondents indicated that they were satisfied with the performance of I/Ts, although over 40% of them agreed that the quality of interpretation services in EM languages was not as good as the quality of interpretation between Chinese and English.

Views on accreditation and related issues

39. The majority of the respondents (71.4%) preferred a compulsory system to an optional one (28.6%).
40. Most of the respondents (85.7%) considered it necessary to have different types of accreditation according to the specialisation of each I/T, since each field required a specific set of knowledge about terminology, cultural awareness and sensitivity.
41. A great majority of the respondents (95.2%) agreed to the creation of a publicly accessible register of I/Ts who have passed the accreditation test, primarily because a register would make it easier to access the service and allow T&I service users to make an informed choice when engaging the service.
42. All respondents agreed that I/Ts should undergo training. When asked to indicate the level of importance of different types of training (on a scale of 1–10 with 1 being the least important and 10 the most important), the respondents chose “Professionalism and ethics training” (8.20), “Training for special domains such as legal or medical

services” (8.19) and “Orientation for new I/Ts” (7.90) as the three most important types of training for I/Ts.

Focus group interviews

43. A total of 26 participants provided further feedback to the research team via interviews or email. A total of 18 I/Ts from the legal, medical and other community settings, three institutional users and two service operators attended focus group interviews arranged by the research team. Another three institutional users sent in their responses to a set of questions by email.

Responses from I/Ts

Satisfaction with current work conditions and career prospects

44. Most of the I/Ts interviewed expressed dissatisfaction with their work conditions owing to low pay rates and unstable working hours. They said that due to the lack of official recognition of their profession, most service users, including fellow EMs, looked down on them as mere cogs in a machine.
45. Most of them were not satisfied with their career prospects due to the nature of the job including the lack of security. They stated that several organisations look for freelancers or part-timers instead of regular full-time I/Ts. Therefore, the work tended to be ad-hoc and they were expected to constantly be on call. This resulted in no fixed working hours or salaries each month. They wanted better job security in the field and the establishment of a career path.

Current recruitment assessment for I/Ts

46. Ten out of 18 I/T interviewees said that the current assessment criteria for recruitment in their own sectors were not effective. Some legal interpreters said that their training was insufficient and the minimum educational requirement was set at too low a level, especially for those who were recruited in the 1980s, when recruitment standards were far more lax and bilingual EMs were recruited purely out of necessity. Some interviewees shared their doubts on the professionalism and neutrality of the recruiters and assessors.

Views on accreditation and regulation

47. All I/Ts interviewed supported the idea of setting up an accreditation system as this would enable I/Ts’ professionalism to be acknowledged, which would impact the demand and quality of work. More than half of the I/Ts interviewed preferred a

compulsory system — with some proposing that it be optional in the first stage — and with different levels of accreditation. One respondent pointed out however that multiple levels might lead to unequal treatment not only from their peers but also from service operators when choosing I/Ts for their projects.

48. Almost all I/Ts believed the accreditation system should be introduced in stages. Newcomers to the profession should be required to take the accreditation examinations first, followed by regular evaluations of everyone's performance after a few years. Only one interviewee preferred the immediate introduction of a compulsory system, even for experienced interpreters.

Regulatory body

49. Half of the I/Ts interviewed suggested that the profession be regulated by a public body. They believed that privatising it would commercialise the profession and would mainly benefit private companies in the long run. Other interviewees preferred semi-privatisation: i.e. a private body that regulates the profession with government monitoring and a self-regulatory body that consists of I/Ts representing all sectors. One I/T however wanted a fully privatised system and said it should be run by “that association or body which should be raising my voice if I have any problems.”

Public register

50. Seven out of the 18 I/T interviewees supported the idea of a publicly accessible register of professional I/Ts, especially for freelancers, but with the exclusion of highly identifiable personal information. Those who disagreed with the idea believed it would not be safe for personal information to be freely accessible, particularly of those who work in courts, and they suggested that only the government and certain organisations should have access to their personal information.

Training

51. All I/Ts interviewed were of the view that workshops and training on sector-specific terminologies, interpreting skills such as note-taking and using symbols, language efficiency, and specialised training in other areas such as computer literacy should be provided for I/Ts. Some emphasised the importance of learning Cantonese and certain terms specific to the Hong Kong context.

Responses from institutional users

Views on accreditation and regulation

52. All of the six respondents were in favour of setting up an accreditation system mainly in order to ensure quality T&I services.
53. Three interviewees preferred an optional system, with one saying that despite the current lack of an accreditation system in Hong Kong, they could still receive good service from experienced I/Ts. Two respondents preferred a mandatory system in order to maintain standards but with periodic reviews of the system. One other respondent was non-committal, saying that a downside of a mandatory system could be the “decrease of availability and capacity of such interpretation services because the accreditation might require a process that may turn people away from being accredited.”
54. All the institutional users preferred that the system be set up in stages. One of the respondents opined that many existing senior I/Ts might not wish to be accredited, these senior I/Ts may nevertheless offer valuable advice and experience in the process. Establishment of the system in stages may be sensible with new entrants accredited first, and once they reached an adequate number of service hours or sessions, they could apply for entry to the next level. The whole system should be reviewed a few years after its implementation.

Regulatory body

55. Three of the institutional users agreed that the government should have the resources, capability and framework to regulate the profession. A representative of a government department, however, opposed this idea and instead suggested that having a private body regulating the industry would encourage a competitive market and would continuously raise the quality of service. According to him, complaints should be handled by an independent body such as an NGO or private company and that an open platform should be established for public rating of the services.
56. A staff of another government department suggested that the system currently used to govern Chinese/English language interpreters in the CLS of the Judiciary be adopted, with necessary adjustments made depending on its suitability to EM language interpreters.

Public register

57. All respondents agreed to the idea of having a publicly accessible register for transparency reasons and for the benefit of the public. One respondent said it would

suffice to have the names and working languages of the interpreters. Another reasoned that by having access to the identity of the I/Ts beforehand, they could request to change the assigned interpreter if needed.

Training

58. A case manager for an NGO that deals with abused domestic workers suggested training interpreters not only on cultural issues but also on their awareness of the mental and emotional experiences and trauma that their clients such as assault survivors may have had. Another social worker advocated for training on cultural awareness for I/Ts to understand more about Hong Kong people. Others proposed training on a code of ethics, specialised training on medical and legal interpreting and even training on communication skills on a regular basis in order to keep interpreters updated.

Responses from service operators

Views on accreditation and regulation

59. Two service operators interviewed believed in establishing an accreditation system as it would benefit I/Ts professionally. Both preferred an optional system in the beginning in order to have a grace period of at least a few years before the final model of accreditation became mandatory.
60. They suggested that an accreditation system be introduced on a voluntary/optional basis first, for the reason that there is currently no educational institution providing accreditation or official training to EM language I/Ts. They suggested that educational institutions should provide training or accredited courses as a benchmark for official assessments before an official body is set up to govern the assessments for the accreditation system. They added that most of the practising I/Ts were educated abroad and the qualifications they obtained might not receive the same recognition in Hong Kong. It would be good if these I/Ts could undergo some training before applying to get official accreditation.

Different types and levels of accreditation

61. One service operator suggested setting up interpreting domains that should not be exclusive of each other so that interpreters could specialise in a specific domain but could also take up assignments in other sectors. For example, public service interpreters may apply for accreditation in the general stream which would cover the usual skills such as knowledge of the code of ethics and memory enhancement drills. However, they should have the option to get accredited at an advanced level that would

include training on specialised terminologies, education about the psychological effects of domestic violence, torture or other forms of persecution and abuse, and debriefings on the emotions that I/Ts face in particular settings.

62. The other service operator suggested creating different levels of accreditation within different domains (e.g. in the medical setting), and to define these according to experience and educational background. The service operator observed that currently the educational qualifications of medical interpreters are quite varied.

Specific concerns with a mandatory accreditation system

63. Service operators expressed their concerns about a potential shortage of accredited I/Ts in the short run. One of them pointed out that academic qualifications could be recognised differently in Hong Kong and may not allow some practising I/Ts who had obtained degrees in their own countries to take the accreditation tests.
64. Service operators said that if the accreditation system was in place, accredited I/Ts hired by their institutions might still be required to take another internal training course. One service operator said that if I/Ts got accredited in the medical domain then it could refocus its training in more professional and medical-related content that do not overlap with the accreditation training. But the service operator added that they would still assess the content of the accreditation courses to make sure they are well suited to their own organisation's requirements.

Specific concerns about optional accreditation

65. One service provider expressed concern that practising part-time I/Ts might lack the motivation to join the accreditation if and when there are no added-value to do so. The same service operator also said that if part-time I/Ts did not see any benefits such as an increase in salary, they would have no incentive to attend training courses and get accredited. So the challenge, in the service provider's opinion, was how to package this as an attractive means of achieving career enhancement or professional development.

Training

66. Service operators firmly felt that there had to be flexibility in the introduction of an accreditation system because most of the practising I/Ts do not possess formal training in interpreting and translating but their work experience and past experience needs to be recognised. They advocated setting up a vocational qualification or vocational courses to be conducted by an educational institution, and encouraging EM youngsters who speak fluent Cantonese to be trained to become interpreters. They suggested that

educational institutions offer a GCSE course in EM languages to spark interest in the interpreting field.

Recommendations

67. Having reviewed the representative overseas accreditation models for I/Ts, and having considered the survey findings and focus group interview results, the research team has come up with the following recommendations.

On accreditation system

- **Recommendation 1:** *A system of accreditation should be in place in both a general stream and specialist domains. Specialist accreditation can be offered for legal and medical interpreting, and general accreditation for I/Ts working in other public service settings such as housing, social welfare, education, labour and so on.*
- **Recommendation 2:** *Languages to be assessed for accreditation should primarily include the eight high demand South Asian & South East Asian languages in Hong Kong, namely, Bahasa Indonesia, Hindi, Nepali, Punjabi, Tagalog, Thai, Urdu and Vietnamese; other languages can be added on a need/demand basis.*
- **Recommendation 3:** *An optional system should be adopted initially and reviewed after a certain period of time. In the long run, it is advisable that where accreditation for T&I services in a language is offered, only accredited I/Ts should be hired to provide services in key public services in order to ensure the quality of T&I services.*
- **Recommendation 4:** *A single-tier accreditation mechanism is recommended for both the general stream and the specialist domains to streamline the assessment process.*

On accreditation mechanism

- **Recommendation 5:** *Accreditation should be obtained through examination as an objective and a fair assessment method. The Australian NAATI assessment model can be taken as a key reference.*
- **Recommendation 6:** *The introduction of accreditation should be supported by a quality assessment involving linguists, qualified and experienced I/Ts, as well as experts from specialist domains such as legal and healthcare professionals as the assessors.*

- **Recommendation 7:** *Training, language proficiency or relevant qualifications/ experience should be prerequisites for accreditation, except for those holding the title Registered I/Ts in the grace period (see registration for practising I/Ts below).*

On registration of practising I/Ts

- **Recommendation 8:** *To enable a smooth transition to accreditation, existing practitioners can be given a Registered Interpreter/Translator (Registered I/T) status. The title Registered I/T can be a prerequisite for and a pathway to accreditation (see accreditation prerequisites above). Registered I/T status applies to three groups of I/Ts, namely, practising I/Ts of languages for which no assessment is currently available; practising I/Ts who have yet to be accredited although assessment is available for their languages; and new I/T entrants who have undergone basic training and registration but have yet to be accredited.*
- **Recommendation 9:** *Once an accreditation system is in place, Registered I/Ts can be given a grace period of five years to take the assessment test. At the end of the grace period, those who fail to get accredited may be required to complete a training course and pass the competency tests before they can take the accreditation test again.*

On pre-accrediting training

- **Recommendation 10:** *Non-language-specific training courses on T&I skills, cultural awareness and professional practice and ethical issues should be provided to prepare candidates for the accreditation tests. Special training should also be provided for candidates sitting for specialist accreditation such as legal interpreting and medical interpreting.*
- **Recommendation 11:** *It is advisable that the courses be funded or subsidised by the government and preferably run by a designated UGC-funded university or an institution properly accredited by the Hong Kong Council for Accreditation of Academic & Vocational Qualifications.*

On accrediting and regulatory body

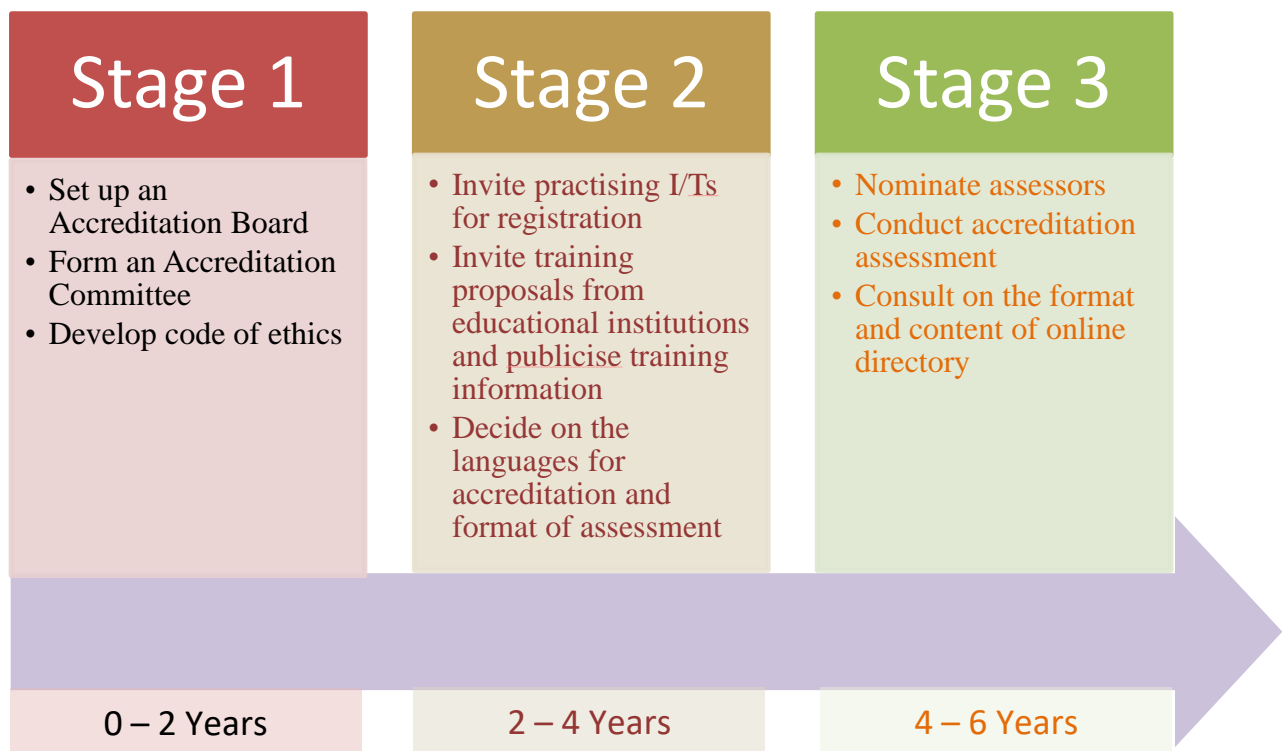
- **Recommendation 12:** *An accrediting and regulatory body endorsed and supported by the Government should be established to administer the accreditation system. Some possible options include setting up of a statutory body, appointment of a tertiary institution as the accreditation agent or partnership formed between a tertiary institution and a professional body/organisation (see paragraphs 5.8.12.1 – 5.8.12.4).*

- **Recommendation 13:** *The accrediting and regulatory body endorsed and supported by the Government should serve the functions of registration, conducting assessments, maintaining a directory of registered/accredited I/Ts, developing a code of ethics, handling complaints and exercising disciplinary actions. The body might also conduct study and consult on the fees to be charged for registration and accreditation.*

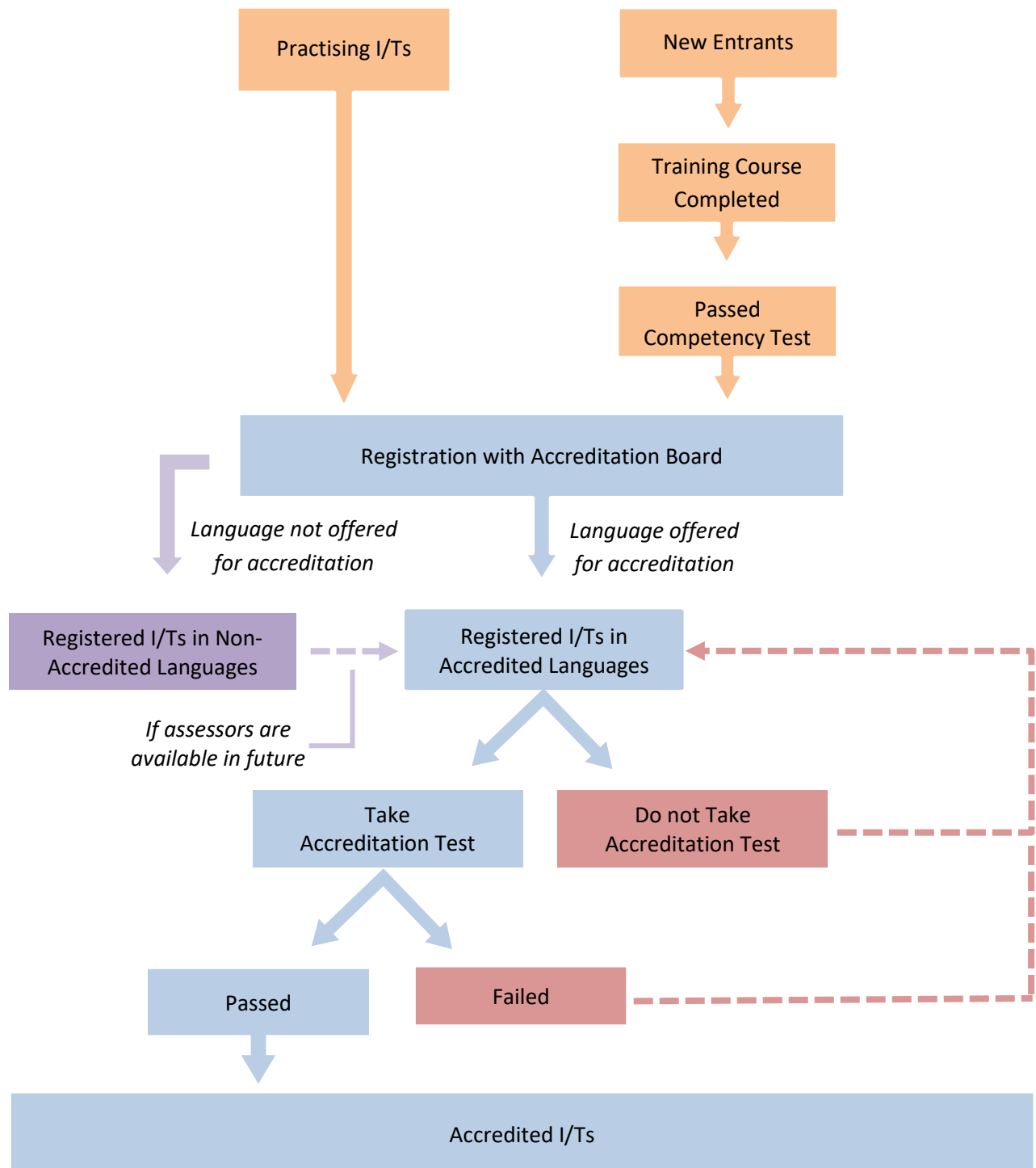
On establishing the system

- **Recommendation 14:** *It is recommended that, upon the availability of the Government funding, six years are allocated for setting up the accrediting and regulatory body, developing its rules and regulations, confirming the accreditation mandates and linking up with academic institutions.*

Roadmap to establish an accreditation system



Roadmap to accreditation for practitioners and new entrants



Chapter 1: Introduction

Background

- 1.1 The Equal Opportunities Commission (EOC) commissioned a research team from The University of Hong Kong (HKU) to conduct a project titled “A Study on a Potential Model for Accreditation and Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong”. This project primarily aims to explore the possibility of establishing an accreditation and regulation system for interpreters and translators (I/Ts) working in ethnic minority (EM) languages and how such a system should be implemented. The HKU research team comprises Dr. Eva Ng from the School of Chinese as Principal Investigator, Professor Janny Leung from the School of English and Ms Kelley Loper from the Centre for Comparative and Public Law (CCPL), Faculty of Law as co-investigators.

Public service interpreting in Hong Kong

- 1.2 Hong Kong is home to a substantial population of EMs, i.e., persons of non-Chinese ethnicity. The 2016 Population By-Census shows that there were a total of 584,383 EMs living in Hong Kong, accounting for 8% of the whole population.¹ The Hong Kong Poverty Situation Report on Ethnic Minorities 2016 shows that the poverty rate among EMs was much higher than the rate for the general population.² A study by the Commission on Poverty on EMs’ attitudes towards public services concluded that language and communication were the major barriers for EMs’ living in poverty to access public services.³
- 1.3 The Race Discrimination Ordinance (RDO) (Cap 602), enacted in 2008, prohibits direct and indirect discrimination, harassment and vilification on the ground of race. The Administrative Guidelines on Promotion of Racial Equality, issued by the Constitutional and Mainland Affairs Bureau in 2010, promote racial equality and ensure equal access by EMs to public services, specifically addressing the language

¹ Census & Statistics Department. *2016 Population By-census Thematic Report: Ethnic Minorities*, December 2017, <https://www.statistics.gov.hk/pub/B11201002016XXXXB0100.pdf> (accessed December 28, 2019).

² Census & Statistics Department. *Hong Kong Poverty Situation Report on Ethnic Minorities 2016*, February 2018, <https://www.statistics.gov.hk/pub/B9XX0004E2016XXXXE0100.pdf> (accessed December 28, 2019).

³ Commission on Poverty. *A Study on Ethnic Minorities’ Awareness and Satisfaction towards Selected Public Services*, March 2018, <https://www.povertyrelief.gov.hk/eng/pdf/A%20Study%20on%20EMs'%20Awareness%20and%20Satisfaction%20towards%20Selected%20Public%20Services%20-%20Report.pdf> (accessed December 28, 2019).

and communication problems that EMs have been facing for decades.

- 1.4 Before this, public service interpreting in Hong Kong had been limited to translation and interpretation (T&I) in courts and other related law enforcement settings such as the Customs and Excise Department, the Immigration Department, the Correctional Services Department and the Police Force. The Court Language Section (CLS) of the Judiciary was the only official provider (or operator) of such services. These limited T&I services were presumably established to implement part of the government's obligations under Article 11 of the Hong Kong Bill of Rights Ordinance (Cap 383) (HKBORO), which essentially duplicates Article 14 of the International Covenant on Civil and Political Rights (ICCPR) regarding the rights of individuals charged with criminal offences. Such rights include the right to "have the free assistance of an interpreter if [a person] cannot understand or speak the language used in court". Also, Article 5(a) of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) enshrines the "right to equal treatment before the tribunals and all other organs administering justice" for everyone regardless of race, color, descent or national or ethnic origin. Failure to provide T&I services for EMs or any inadequacy in such services may possibly amount to discrimination on the grounds of race or national or ethnic origin under ICERD, and derogate from the rights of criminally charged or convicted persons under the HKBORO and the ICCPR.
- 1.5 Effective communication has always been the biggest challenge facing EMs in accessing public services. In a survey conducted by Society for Community Organisation in February 2004, more than one-third of EMs have reported communication problems with staff members in hospitals, in what could potentially be matters of life and death, interpreters for EMs were not formally provided in public hospitals or clinics until after the RDO was introduced.⁴ A qualitative study in 2020 continues to highlight language barriers and cultural competence as challenges to providing healthcare services to South Asian EM patients in Hong Kong.⁵ In the study, 22 health professionals were interviewed, and some of them reported inadequate dissemination of appropriate information and a lack of adequate provision of health education for South Asian EM patients. On the other hand, all interviewees

⁴ Legislative Council Secretariat, "Interpreter services at hospitals for ethnic minorities," April 2008, <https://www.legco.gov.hk/yr06-07/english/bc/bc52/papers/bc520416cb2-1600-2-e.pdf> (accessed December 27, 2019).

⁵ Vandan, N., et al. (2020) Challenges of healthcare professionals in providing care to South Asian ethnic minority patients in Hong Kong: A qualitative study. *Health Soc Care Community* 28(2): 591-601. DOI: 10.1111/hsc.12892

lamented their lack of education in cultural competency/sensitivity and lack of on-the-job-training from their institutions.

- 1.6 Following its enactment, the RDO has been referenced in the Administrative Guidelines on Promotion of Racial Equality issued to government authorities.⁶ The government has since then been funding T&I services at the Centre for Harmony and Enhancement of Ethnic Minority Residents (HKCS-CHEER).⁷ The Hong Kong TransLingual Services (HKTS) was subsequently founded as a social enterprise to serve the language needs of EMs in Hong Kong.⁸
- 1.7 HKCS-CHEER is a Support Service Centre for EMs funded by the Home Affairs Department of the HKSAR Government. Unlike other Support Service Centres, HKCS-CHEER also provides T&I services in eight EM languages for non-Chinese/English speaking EMs and organisations as well as Government Bureaux/Departments operating essential public services. Telephone interpretation service is free of charge while simultaneous, on-site and escort interpretation service as well as translation and proof-reading services are mainly provided on request from and paid by the public service operators.
- 1.8 HKTS is a social enterprise established by the Hong Kong Sheng Kung Hui Lady MacLehose Centre. It provides charged T&I service in 19 Asian and European languages and sign language. HKTS is the main service contractor with the Hospital Authority. EM patients could request hospital staff to book on-site interpretation service when making appointment. Based on medical staff's judgement, both on-site interpretation and telephone interpretation services can be arranged for non-scheduled cases.

Entry requirements and recruitment tests for I/Ts of EM languages

- 1.9 HKCS-CHEER and HKTS recruit I/Ts with a basic requirement of holding a bachelor degree for full-time practitioners (although lower academic requirements are in some cases accepted for part-time I/Ts). I/T entrants are required to be proficient in English

⁶ Legislative Council Secretariat. "Use of healthcare services by ethnic minorities," April 2017, https://www.legco.gov.hk/yr16-17/english/hc/sub_com/hs52/papers/hs5220170410cb2-1119-2-e.pdf (accessed December 27, 2019).

⁷ Hong Kong Christian Service - Centre for Harmony and Enhancement of Ethnic Minority Residents (HKCS-CHEER), <http://www.hkcs.org/en/services/cheer> (accessed December 27, 2019).

⁸ Hong Kong TransLingual Services, http://www.hk-translingual.com/en/about_us.php (accessed December 27, 2019).

and at least one required EM language, subject to the operators' service scope. Refined but independent recruitment tests are developed by individual operators to select candidates for the specific needs of the operators.

- 1.10 These major service operators provide 40-100 hours of training to I/Ts, including pre-service and/or in-service training. Subject to the operators' needs, Translation/Interpretation departments of tertiary institutes are engaged in these training programmes to various degrees, such as collaboration in course development and/or delivery of individual modules.
- 1.11 The CLS of the Judiciary administers a recruitment test for candidates who meet the qualification requirements. Part-time Interpreters (PTIs) of the CLS carry out interpretation in 35 languages including EM languages.⁹ To qualify as PTIs (not including Chinese dialect interpreters), candidates should meet all of the following requirements:¹⁰
- (a) Possess a recognised university degree or an equivalent academic qualification
 - (b) Be proficient in the foreign language concerned
 - (c) Be proficient in either English or Cantonese
 - (d) Pass an oral and written entrance test
- 1.12 The entrance test assesses candidates' language and interpreting competence. To appoint examiners who possess superior language proficiency, referrals are usually sought from relevant Consulates.¹¹ A candidate who satisfies all the above requirements will be offered the status of registered PTI and included in the CLS's register of PTIs.
- 1.13 Training is provided for PTIs, limited to newcomers only, in the form of court visits, induction classes with handouts provided. Ongoing inspections are carried out to assess the performance of PTIs and feedback is provided.¹²

⁹ Judiciary Administration. "Remuneration for Part-time Interpreters Engaged by the Judiciary," 1, (May 2016), <https://www.legco.gov.hk/yr15-16/english/panels/ajls/papers/ajls20160523cb4-994-3-e.pdf> (accessed 27 December 2019).

¹⁰ *Ibid.*, Annex B.

¹¹ *Ibid.*

¹² *Ibid.*, 3.

Profile of practising I/Ts in EM languages for public services

- 1.14 In 2020, the manpower establishment of HKCS-CHEER is 30 I/Ts.¹³ It caters to eight of the high demand EM languages in Hong Kong, namely, Bahasa Indonesia, Hindi, Nepali, Punjabi, Tagalog, Thai, Urdu and Vietnamese. It also employs a few part-time I/Ts to assist in the provision of T&I services.
- 1.15 HKTS currently employs 100+ medical I/Ts, in a combination of full-time and part-time, providing T&I services in 19 languages and sign language. As the T&I service contractor for all hospitals and out-patient clinics under the Hospital Authority, HKTS is the key medical T&I service provider in Hong Kong.
- 1.16 As of March 2016, there were about 340 registered PTIs engaged by CLS for the provision of interpretation services during court proceedings in 35 foreign languages and 18 Chinese dialects. These PTIs are not Government employees. They serve as “an agent” on taking up an assignment to work for the Judiciary. Many of them have their own vocation and other engagements.
- 1.17 Certain departments, such as the Immigration Department, directly employ I/Ts, though the number is small.

Problems relating to interpretation in EM languages

- 1.18 In spite of the training and supervision available to PTIs in the Judiciary, the media has reported problems resulting from defective court interpreting services involving EM language interpreters from time to time. These incidents potentially undermine access to justice. For instance, in the court proceedings of a criminal trial (STCC1712/2003), an Indonesian interpreter was alleged to have misled the witness and to have distorted the witness’ evidence by adding his own opinion. This subsequently resulted in a retrial and triggered an enquiry by the Legislative Council’s Panel on Administration of Justice and Legal Services into the recruitment qualifications of PTIs.¹⁴
- 1.19 Later in 2013, a Punjabi interpreter wrongly translated the phrase “with intention to induce” in a criminal trial. As a result of this mistake, the conviction of the defendant

¹³ Home Affairs Bureau, “Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2020-21”, 1207-1209.

¹⁴ Judiciary Administration. “Performance of Court Interpreters,” (February 2004), <https://www.legco.gov.hk/yr03-04/english/panels/ajls/papers/aj0322cb2-1592-1e.pdf> (accessed December 27, 2019).

for creating a bomb was quashed.¹⁵ A barrister who speaks Punjabi was cited by the South China Morning Post as saying that he has noticed flaws in court interpretation on almost every occasion such professional services are required. He often interrupts the interpreter and immediately suggests a better alternative without letting the matter get out of hand.¹⁶ In the same news report, a linguist specialising in court interpreting reiterated her plea for the government to set up an accreditation system and to provide interpreters with proper training to better equip them for the job.

- 1.20 In *HKSAR v Moala Alipate* (CACC135/2017), a Tonga-born Auckland man, convicted of smuggling drugs and sentenced to 23 years and 9 months' imprisonment, had his conviction overturned by the Court of Appeal and had to stand retrial. The Court of Appeal accepted the applicant's ground of appeal that the Tongan interpreter, being a professional rugby player and coach without any qualification as an interpreter or experience in interpreting, had not provided him with a complete and accurate interpretation of the judge's summing-up and other evidence in court, and thus deprived him of a fair trial. In his affidavit, the Tongan interpreter admitted that he had difficulties catching up with the judge in his summing-up and that he was only able to interpret 20 to 30 percent of what was said by the judge in the summing-up.¹⁷
- 1.21 The CLS of the Judiciary had long been the only official provider of T&I services for EMs. It has therefore been the CLS' practice to share its register with related disciplinary forces, subject to the consent of the PTIs concerned. That register is not provided officially as a shared list for all Government offices and public bodies was understandable, as PTIs in the CLS register were recruited and tested on their competence to work in courts, not in, say, medical settings, and therefore they may not possess the required bilingual medical terminology or knowledge to enable them to work in hospitals or other medical institutions.
- 1.22 Apparently, there is currently no uniform standard in recruitment requirements, skills training, nor is there a uniform mechanism for quality assurance for EM language T&I services applicable to all service operators and providers for both the private and

¹⁵ Stuart Lau and Austin Chiu, "Poor quality of court translations puts justice at risk, experts warn," *South China Morning Post*, October 14, 2013, <https://www.scmp.com/news/hong-kong/article/1331100/poor-quality-court-translations-puts-justice-risk-experts-warn> (accessed 28 April 2020).

¹⁶ *Ibid.*

¹⁷ *HKSAR v Moala Alipate* (16/05/2019, CACC135/2017) [2019] 3 HKLRD 20, [2019] HKCA 537, https://legalref.judiciary.hk/lrs/common/search/search_result_detail_frame.jsp?DIS=121916&QS=%28%7Bmoala%7D+%25parties%29&TP=JU (accessed 29 April 2020).

public sectors. This might have contributed to the problems observed or variations in the quality of such services.

Aims of the project and research methods

1.23 As a statutory body tasked with the implementation of the four existing anti-discrimination laws in Hong Kong including the RDO, the EOC is concerned with the current T&I services in EM languages and the quality of translation and interpreting, and has been recommending that the Government set up a regulatory body to enhance the quality of interpreters and professionalise the service.¹⁸ The current project represents continued efforts by the EOC in this regard. The current research project commenced in December 2018 with the following specific objectives:

- (a) To provide a statistical profile of practising interpreters and translators in EM languages for public services, including, but not limited to, community support services, medical services and legal services;
- (b) To review overseas experiences in establishing an accreditation and regulation system, with particular focuses on major obstacles encountered and solutions adopted;
- (c) To identify options for a standardised accreditation mechanism for interpreters and translators in EM languages with reference to the current practice, overseas experiences and major stakeholders' views;
- (d) To examine potential regulation models, including, but not limited to, voluntary registration and licensing, with reference to the current practice, overseas experience and major stakeholders' views;
- (e) To provide options for a regulatory body with its functions, powers and accountability delineated;
- (f) To explore prospective pathways to introduce an accreditation and regulation system; and potential training needs for interpreters and translators to meet the requirements.

1.24 Following the definition of EMs in Population Census/By-census, EM languages in principle include all languages except the two Hong Kong official languages, Chinese and English. Nevertheless, as the ultimate goal for this Study is to improve T&I

¹⁸ Equal Opportunities Commission. A Study on Potential Model for Accreditation & Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong – STUDY BRIEF

services in the public service domain to promote racial equality, the primary focus of the following discussion will be given to those languages used by racially disadvantaged groups in Hong Kong. According to the language support services funded by the Government for accessing public service¹⁹ and recent statistics of interpretation services provided by the Hospital Authority in different languages²⁰, some South Asian and South East Asian languages, including but not limited to Bahasa Indonesia, Hindi, Nepali, Punjabi, Tagalog, Thai, Urdu and Vietnamese, are among the EM languages most in need for interpretation support in public services.

- 1.25 In order to achieve the objectives of this Study, the research team conducted an overview of representative overseas accreditation and regulation models, including in Australia, Canada, the United Kingdom (UK) and the United States, so as to identify salient features from these models. The research team also conducted an online survey to collect, among other things, stakeholders' views on the establishment of an accreditation system. Two sets of questionnaires were tailored for this purpose. The first questionnaire was designed for practising I/Ts who work in the medical, legal, and other public service settings; while the second is for institutional users who regularly use the services of I/Ts during the course of their daily work, including, but not limited to, judges, lawyers, doctors and nurses.
- 1.26 Dissemination of the online questionnaires started in July 2019. SurveyMonkey was used for the online questionnaires, with the help of the Technology-Enriched Learning Initiative (TELI) at HKU, which comprises a team of technological specialists with extensive experience and competence in online questionnaires. A total of 100 completed questionnaires were collected.
- 1.27 Focus group interviews were later conducted to give participants an opportunity to narrate their experiences and to triangulate the quantitative data from the online questionnaires in order to explore issues in greater depth. All participants in the online survey were asked to provide their contact details should they wish to join the interviews. In addition, service operators which employ I/Ts to provide services in EM languages for the public sector, whether in a part-time or full-time capacity, were invited to be interviewed. Nine focus group and structured interviews were

¹⁹ Home Affairs Bureau, "Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2020-21", 1203-1206

²⁰ Food and Health Bureau, "Replies to initial written questions raised by Finance Committee Members in examining the Estimates of Expenditure 2020-21", 191-193

subsequently conducted at the HKU and other locations, involving 26 participants, including representatives from key service operators such as HKCS-CHEER and HKTS.

Limitations of the study

- 1.28 The sample size of the survey was admittedly small, although it was within our target of 100 to 120 respondents. The limited budget rendered it impossible for us to approach EM users in their native languages, and their comprehension of the questionnaire in English without the assistance of an interpreter could not be taken for granted. As a result, their views as stakeholders could not be included in this study. It was also unfortunate the response rate to the questionnaire sent to judges/magistrates was deplorably low (see Chapter 3 for details). A larger sample would have enabled us to generate a fuller picture of the status quo of T&I services in EM languages in Hong Kong and to gather more views on a potential accreditation model.

Chapter 2: A Comparison of Overseas Models in Accreditation and Regulation of Interpreters and Translators

- 2.1 This chapter reviews overseas experiences in accrediting and regulating I/Ts in Australia, Canada, the UK and the United States. These countries were selected on the basis of their long-standing and globally recognised T&I training and certification systems. Besides, the language media in these systems are comparable to current EM language T&I practices in the local context. The chapter identifies salient features from these overseas models and compares their similarities and differences (a table of comparison is at Appendix 1). It references best practices that may be suitable for adoption in Hong Kong.

Australia

Certification/accreditation body

- 2.2 Certification for I/Ts in Australia is administered by the National Accreditation Authority for Translators and Interpreters (NAATI) Ltd., which is a not-for-profit company jointly owned by the Commonwealth, State and Territory governments and is governed by a Board of Directors. NAATI is the only organisation that issues certification for practitioners who work in the T&I profession in Australia.
- 2.3 The NAATI certification system came into effect on 1 January 2018, following a study funded by NAATI and conducted by Hale and her team,²¹ and has since replaced the old accreditation system. It is designed to evaluate if a candidate demonstrates the skills needed to practise as an I/T in Australia. At the same time, it gives assurance to people who engage I/Ts, that English and non-English speakers can interact effectively with each other.
- 2.4 Certification in Australia is not a consequence of legislation that requires individuals to satisfy certain criteria to practise in the T&I sector. Instead, it reflects governmental regulations that specify the standards of practice and level of proficiency that T&I practitioners contracted by institutions or organisations funded by commonwealth,

²¹ Sandra Hale, Ignacio Garcia, Jim Hlavac, Mira Kim, Miranda Lai, Barry Turner and Helen Slatyer, *Improvements to NAATI Testing. Development of a Conceptual Overview for a New Model for NAATI Standards, Testing and Assessment*. (Sydney: National Accreditation Authority for Translators and Interpreters, 2012), <https://www.naati.com.au/media/1062/intfinalreport.pdf> (accessed June 16, 2020).

state or territory governments must achieve.²²

Certification prerequisites

- 2.5 There are various pathways to gain NAATI certification or a Recognised Practising credential. Each pathway to certification has a number of prerequisites that candidates need to satisfy before they can sit a certification test. All pathways require candidates to complete some form of training prior to submitting an application to NAATI. Training requirements differ depending on the type of NAATI credential applied for. Some pathways will require candidates to meet NAATI standards for language, ethical and/or intercultural competencies. These may include:
- Meeting the English proficiency standard set by NAATI. This may require sitting a formal English proficiency test (e.g. IELTS).
 - Completing specialised training or passing the NAATI Intercultural Competency test.
 - Completing specialised training or passing the NAATI Ethical Competency test.
- 2.6 NAATI maintains a list of Endorsed Qualifications comprising tertiary translation and interpreting qualifications (diploma-level or higher) conferred by tertiary institutions. Candidates who have successfully earned an Endorsed Qualification are eligible to apply directly to NAATI to sit a certification test without satisfying any other prerequisites.

Recognised Practising credential

- 2.7 A Recognised Practising credential is granted in languages of emerging or low-demand communities where NAATI does not offer certification. Recognised Practising credentials do not have equal status with certification. Practitioners holding a Recognised Practising credential have recent and regular experience as an I/T, and need to prove to NAATI that they have obtained the basic experience and ability that a Recognised Practising credential demonstrates. This is done through providing specific proof of all the necessary conditions below:
- English language proficiency
 - Ethical and intercultural competency
 - Work experience as an I/T

²² Jim Hlavac, "A Cross-National Overview of Translator and Interpreter Certification Procedures." *International Journal for Translation and Interpreting Research* 5, no. 1 (2013): 40.

- Completion of a minimum level of training as an I/T
- 2.8 Candidates for a Recognised Practising Interpreter credential are required to complete at least 40 hours of Australian Qualifications Framework (AQF) accredited units in interpretation theory and/or practice. Candidates for a Recognised Practising Translator credential are required to complete at least 40 hours of AQF-accredited units in translation theory and/or practice.
- 2.9 As regards candidates who already possess pre-2018 NAATI credentials, they may gain a Recognised Practising credential as long as they can provide evidence of work practice using relevant skills.
- 2.10 NAATI directly assesses Language Competency for English or Auslan (Australian Sign Language), Intercultural Competency and Ethical Competency, but is only able to indirectly confirm their competencies in Languages Other Than English (LOTE) through evidence of work experience.
- 2.11 A Recognised Practising credential is a pathway to certification.

Types of NAATI certification

- 2.12 For translators, there are two levels of certification, namely:
- Certified Translator
 - Certified Advanced Translator
- 2.13 Certification for interpreters is available in four types/levels in the spoken language:
- Certified Provisional Interpreter
 - Certified Interpreter
 - Certified Specialist Interpreter (Health/Legal)
 - Certified Conference Interpreter
- 2.14 Applicants need to show that they meet the requirements for each certification type before they are approved to sit a NAATI test. These requirements are known as certification prerequisites, as described above in paragraph 2.5.

Certification assessments

- 2.15 Each type of certification comes with its own set of assessments. Details of the assessment formats are set out in Table 2.1 below, which involve the testing of skills

required for different situations in different domains.

Table 2.1. Details for NAATI Assessments for Interpreters/Translators

Mode	Interpretation
Languages Assessed	Between English and LOTE
Types of Certification	Assessment Format
Certified Provisional Interpreter	<ul style="list-style-type: none"> • Two consecutive interpreting (CI) face-to-face dialogue tasks • One CI remote dialogue task (via telephone)
Certified Interpreter	<ul style="list-style-type: none"> • One CI face-to-face dialogue • One CI remote dialogue • One sight translation (ST) into LOTE – related to and immediately after face-to-face dialogue task • One ST into English – related to and immediately after remote dialogue task • One CI monologue into LOTE • One CI monologue into English • One simultaneous interpreting (SI) monologue into LOTE • One SI monologue into English
Certified Specialist Health Interpreter	<ul style="list-style-type: none"> • One knowledge test with six sections (total of 60 questions) <ul style="list-style-type: none"> ○ Medical terminology ○ General medical knowledge ○ Knowledge of health systems ○ Ethics, culture, and the role of the interpreter ○ Advanced interactional management ○ Research and preparation • One CI – monologue into LOTE task • One CI – monologue into English task • One SI – monolingual exchange into LOTE task • One SI – monologue into English task <p>Interpreting tasks cover different sub-domains within health, with at least one task relating to mental health</p>
Certified Specialist Legal Interpreter Test	<ul style="list-style-type: none"> • One knowledge test with seven sections (total of 60 questions) <ul style="list-style-type: none"> ○ Legal terminology and general legal knowledge ○ Knowledge of legal systems and processes ○ Ethics and law ○ Culture and law ○ The role of the interpreter in the legal context ○ Advanced interactional management ○ Research and preparation

	<ul style="list-style-type: none"> • One dialogic extracts task (CI) • One CI monologue into LOTE task • One CI monologue into English task • One SI monolingual exchange into LOTE task <p>Interpreting tasks cover different legal domains, jurisdictions and types of courts</p>
Mode	Translation
Languages Assessed	Between English and LOTE
Types of Certification	Assessment Format
Certified Translator	<ul style="list-style-type: none"> • Two translations of 250-word texts each from different domains • One revision of a 250-word translation including providing details of proposed revisions (All texts are based on real life documents directed at the educated but non-expert reader)
Certified Advanced Translator	<ul style="list-style-type: none"> • Two translations of 400-word texts each from different domains. • One revision of a 400-word translation including providing details of proposed revisions. (All texts are based on real life documents written by specialists and directed at the specialist reader)

Examiners

2.16 NAATI examiners are selected from among their current register of NAATI certified I/Ts. They should be tertiary qualified in translating, interpreting, language, linguistics or a related discipline and possess near-native competence in English and the particular LOTE. Extensive professional experience in the T&I sector is another requirement along with a strong commitment to ethical practice and demonstrated ability to work with others.

Certification and recertification

2.17 Certification will be awarded once candidates have passed the certification test on T&I skills. Certified I/Ts are required to meet certain criteria every three years in order to retain the certification awarded. Failure to meet the requirements will cause the certification to expire.

Online directory/register of certified I/Ts

2.18 NAATI maintains an online directory to enable employers to locate qualified I/Ts. Details listed in the directory include names of the I/Ts, types/levels of certification, language combinations, and usually their contact information.²³

Regulatory regime

2.19 There is no code of ethics developed by NAATI but it adopts the codes from two professional associations, Australian Institute of Interpreters & Translators (AUSIT) and Australian Sign Language Interpreters' Association (ASLIA), as important elements in the accreditation and revalidation processes.

2.20 With clearly stated mechanism and policies, NAATI handles complaints against certified I/Ts. Complaints will be classified from Level 1 to Level 3 according to their severity. If a Level 3 complaint is established, possible disciplinary actions may include counselling, requirement for specific professional development, suspension or revocation of certification.

Canada

Certification/accreditation body

2.21 The Canadian Translators, Terminologists, and Interpreters Council (CTTIC)²⁴ is responsible for the application of uniform standards for professional certification across Canada. CTTIC is an incorporated federation of several provincial and territorial bodies of professional I/Ts. It does not have individual members because membership of professional organisations falls within provincial and territorial, rather than federal, jurisdiction.²⁵ Its membership consists of the following eight member bodies:

- Association of Translators and Interpreters of Alberta (ATIA)
- Society of Translators and Interpreters of British Columbia (STIBC)
- Association of Translators, Terminologists and Interpreters of Manitoba (ATIM)
- Corporation of Translators, Terminologists and Interpreters of New Brunswick (CTINB)
- Association of Translators and Interpreters of Nova Scotia (ATINS)

²³ "Online Directory", NAATI, <https://www.naati.com.au/online-directory/> (accessed April 27, 2020).

²⁴ "Our Mission," CTTIC, <http://www.cttic.org/mission.asp> (accessed April 27, 2020).

²⁵ "Member Associations," CTTIC, <http://www.cttic.org/member.asp> (accessed April 28, 2020).

- Association of Translators and Interpreters of Ontario (ATIO)
- Association of Translators and Interpreters of Saskatchewan (ATIS)
- Nunavut Interpreters/Translators Association

Certification prerequisites

2.22 The above member organisations represent their own members. To be eligible for accreditation, an applicant must apply and be accepted as a member with one of the above organisations first.

2.23 The CTTIC's constituent bodies may have different accreditation requirements but the requirements generally concern the following areas:

- Academic qualifications
- Membership in the relevant constituent body
- Passing language proficiency tests
- Passing tests on codes of ethics
- Professional experience (sometimes this requirement is demonstrated in terms of the number of words translated per year)

Types of CTTIC certification

2.24 In Canada, certification available for I/Ts includes:²⁶

- Certified Translator (C.T.)
- Certified Court Interpreter (C.Crt.I)
- Certified Conference Interpreter (C.C.I)
- Certified Community Interpreter (C.Com.I)
- Certified Medical Interpreter (C.M.I)
- Certified Terminologist (C.Term)

CTTIC certification mechanisms

2.25 There are three mechanisms of certification for the above-mentioned titles:²⁷

- (a) *On Dossier Certification (Translation, Interpretation and Terminology).*
Candidates with a recognised diploma and at least two years of pertinent work

²⁶ "Certification Process and Title Protection," Society of Translators and Interpreters of British Columbia (STIBC). [https://www.stibc.org/page/certification%20\(for%20members\).aspx#.XqvDthMzbml](https://www.stibc.org/page/certification%20(for%20members).aspx#.XqvDthMzbml) (accessed May 1, 2020).

²⁷ "Certification," CTTIC, <http://www.ctic.org/certification.asp> (accessed May 1, 2020).

experience, or without a recognised diploma or training but with at least five years of relevant professional practice are eligible for certification on dossier. Candidates must be sponsored by three certified members of the same constituent body of CTTIC and be assessed according to their breadth and nature of experience, qualifications, relevance of referees, as well as work submitted.

- (b) *Certification by Mentorship.* Under the mentorship programme (currently available only in Québec and New Brunswick), a mentor looks at the work of a mentee, discusses all aspects of professional services, suggests areas of practice to be considered, assesses progress made and suggests improvements over a period of at least six months. The mentor will evaluate the mentee's ability to practise the profession at the end of the mentorship programme and provide a recommendation to the certifying committee.
- (c) *Certification Examinations.* Certification examinations are administered by CTTIC. A uniform translation exam, based on the combined efforts of member bodies through the Board of Certification, is held once a year, while exams in conference interpretation, court interpretation and terminology are held on demand. Each exam includes a section on professional ethics.

2.26 Accreditation for I/Ts in Canada is optional but the titles of “Certified Translator”, “Certified Conference Interpreter” and “Certified Court Interpreter”, “Certified Community Interpreter”, “Certified Medical Interpreter” and “Certified Terminologist” can be used only after the candidate has passed the certification assessment. These titles are granted by the provincial body to which the candidates have applied for certification.

CTTIC's certification assessments

2.27 The CTTIC assessment formats depend on the types of accreditation applied for. Although prerequisites vary among constituent bodies of CTTIC, assessment formats are uniform across all such bodies, except where certain bodies do not offer a type of certification, e.g. Certification by Mentorship. The assessment formats for the various types of I/Ts are summarised in Table 2.2 below.

Table 2.2. CTTIC Certification Examinations for I/Ts

Mode	Interpretation
Languages Assessed	Languages offered may vary and include at least: <ul style="list-style-type: none"> • Between English and French • Between English/French and other languages
Types of Certification	Assessment Format
	All interpretation examinations include written and oral components. Only those who have passed the examination of the written component will be allowed to take the oral component examination. ²⁸
Certified Court Interpreter	<p><i>Written Component:</i></p> <ul style="list-style-type: none"> • Knowledge of Canadian Law and Court Procedures • Interpreter Professional Practice and Ethics • Translation of Terminology into the Language of Specialty and of a Text on a Legal Theme into English <p><i>Oral Component</i> (No information available)</p>
Certified Conference Interpreter	Not specified
Certified Medical Interpreter	<p><i>Written Component:</i></p> <ul style="list-style-type: none"> • Translation of a text on a Medical Theme from “other language” to English or French • Translation of a List of Medical Terms • Medical Interpreter Professional Practice and Ethics <p><i>Oral Component</i> (No information available)</p>
Certified Community Interpreter	<p><i>Written Component:</i></p> <ul style="list-style-type: none"> • Translation of a text on a Community Theme from “other language” to English or French • Community Interpreter Professional Practice • Ethics <p><i>Oral Component</i> (No information available)</p>
Mode	Translation
Types of Certification	Assessment Format
Languages Assessed	Languages offered may vary and include at least: <ul style="list-style-type: none"> • Between English and French • Between English/French and other languages
Certified Translator	<ul style="list-style-type: none"> • Translation of one compulsory text of a general nature of around 200 words • Translation of a text that is a choice between two somewhat specialised texts of about 200 words each

²⁸ “CTTIC Certification Exam,” ATIO, <https://atio.on.ca/events/certification-exam-2/> (accessed May 1, 2020).

2.28 CTTIC controls and supervises the above assessments and uses error analysis/deduction as modes of assessment.

2.29 Details of certified I/Ts can be found on each individual CTTIC member association's website.²⁹ Such details include names, contact information (emails and/or phone numbers), language combinations and types of certification. Information such as whether the I/Ts can accept freelance work and/or serve as a mentor is also indicated.³⁰

Regulatory regime

2.30 CTTIC does not have its own code of ethics. Instead, member organisations have their own codes of ethics for their members to follow. When a complaint is lodged, member organisation is responsible for handling the complaint and issuing the necessary disciplinary action if deemed appropriate.

United Kingdom

2.31 There are two organisations in the UK that represent the interests of T&I practitioners: the Chartered Institute of Linguists (CIOL), which was founded in 1910, and the Institute of Translation & Interpreting (ITI), founded in 1986. Both organisations function as professional associations with prerequisites for membership and offer service-point directories of their members for potential customers of T&I services.³¹ The CIOL is a professional organisation that coordinates and administers the language assessment and awards accredited qualifications to interpreting candidates who have passed an assessment test after completing a long period of non-intensive training.³²

2.32 Membership to CIOL is optional but, in practice, many jobs require that candidates have some form of qualification including CIOL accreditation and a postgraduate degree.³³ The CIOL maintains a publicly accessible register of its members including their levels of accreditation. For interpreters, there is also a register maintained by the National Register of Public Service Interpreters (NRPSI). To be listed on the register,

²⁹ "Finding a certified translator or interpreter", CTTIC, <http://www.cttic.org/chercher.asp> (accessed April 26, 2020).

³⁰ "Atia Directory", ATIA, <https://atia.ab.ca/directory/> (accessed April 26, 2020).

³¹ Hlavac, "A Cross-National Overview of Translator and Interpreter Certification Procedures", 54.

³² "Improvements to NAATI testing," NAATI, November 2012, <https://www.naati.com.au/media/1062/intfinalreport.pdf> (accessed May 1, 2020).

³³ "Career Affiliate," Chartered Institute of Linguists, <https://www.ciol.org.uk/career-affiliate> (accessed May 6, 2020).

an interpreter must have a recognised qualification in public service interpreting and evidence of appropriate work experience.³⁴

Prerequisites for accreditation

2.33 There are two forms of accreditation in the UK: by qualification or by CIOL membership. In accreditation by qualification, there are no distinct levels of accreditation and no general stream for I/Ts. Accreditation is offered only on one level. I/Ts who elect to be accredited by CIOL membership need to apply for it after passing the qualifying tests.

2.34 The CIOL does not recognise overseas accreditations in place of local accreditation but offers overseas assessment for accreditation. Depending on the location, there are different accreditation options available. For example, the Diploma in Police Interpreting is available only in London. There are no official prerequisites to accreditation but candidates are advised to meet certain standards depending on the accreditation applied for, including:³⁵

- Having a level of linguistic attainment in the source language which is at least equivalent to a good university degree and being familiar with the relevant cultural background
- Having a sound knowledge of the specific fields of choice

2.35 Candidates also need to possess at least one of the following:

- A degree in the source language
- Extensive knowledge of the source language gained from substantial and consistent use of the language in a professional capacity, or through having studied the particular language to effective operational proficiency.
- Attending a preparatory course (e.g. offered by the CIOL)³⁶

CIOL accreditation system

2.36 Accredited qualifications are awarded by CIOL to candidates who have passed a language test at the end of a period of non-intensive training and/or preparation for

³⁴ Holly Mikkelsen, *Introduction to Court Interpreting*. London: Routledge, 2017, 10.

³⁵ “Diploma in Translation: Handbook for Candidates,” IoL Educational Trust. March 2017.
<https://www.ciol.org.uk/sites/default/files/Handbook-DipTrans.pdf> (accessed May 1, 2020).

³⁶ “Diploma in Public Service Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017.
<https://www.ciol.org.uk/sites/default/files/Handbook-DPSI.pdf> (accessed May 2, 2020).

five years. That is, trainees having undergone a long “apprenticeship” are still required to sit and pass a final examination for the diploma to be issued. Passing the test in Diploma in Public Service Interpreting (DPSI) serves as a qualifying examination for inclusion in the NRPSI.

- 2.37 A candidate who wishes to obtain a Diploma in Public Service Interpreting can choose from five pathways namely: English law, Scottish law, and Northern Irish law (working for the courts, solicitors and immigration), Health (working in hospitals, clinics and general practice), and Local government (working in housing, social work and education). Despite their nomenclature, the Diploma in Public Service Interpreting and the Diploma in Police Interpreting actually assess both interpreting and translation skills. The interpreting modes currently being assessed are Simultaneous (Whispering), Consecutive and Sight Translation.
- 2.38 The Diploma in Translation is awarded to candidates who have passed all three units in the assessment for translators only, as shown in Table 2.3 below. Candidates may choose a specialist stream within each of the second and third units. The table also shows a comparison of the assessment formats for a Diploma in Public Service Interpreting, a Diploma in Police Interpreting and a Diploma in Translation.
- 2.39 The CIOL controls and supervises the assessments, although individual examination centres may be operated by other organisations approved by CIOL. It uses criterion/rubrics referencing as modes of assessment.

Table 2.3. Details of Assessment of Interpreter/Translators for CIOL

Mode	Interpretation
Languages Assessed	Between English and LOTE
Types of Certification	Assessment Format
Diploma in Public Service Interpreting ³⁷	<ul style="list-style-type: none"> One CI (from the chosen LOTE to English) and simultaneous (whispered) (from English to the chosen LOTE) interpreting face-to-face dialogue
With specialisation in: <ul style="list-style-type: none"> English law Scottish law Northern Irish law Health Local government 	<ul style="list-style-type: none"> One CI (from English to the chosen LOTE) and SI (whispered) (from the chosen LOTE to English) face-to-face dialogue Two sight translations, one from English to the chosen LOTE and the other from the chosen LOTE to English.

³⁷ “Diploma in Public Service Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017, <https://www.ciol.org.uk/sites/default/files/Handbook-DPSI.pdf> (accessed May 2, 2020).

	<ul style="list-style-type: none"> • Two written translations, one from English to the chosen LOTE and the other from the chosen LOTE to English
Diploma in Police Interpreting ³⁸	<ul style="list-style-type: none"> • Written ethics test • One CI face-to-face dialogue (from LOTE to English, and from English to LOTE) • Taking a police statement in English • One SI (whispered) face-to-face monologue (from English to LOTE) • One ST (from English to LOTE) • One written translation of a police statement (from LOTE into English) • One written translation of a text (from English into the chosen LOTE)
Mode	Translation
Languages Assessed	Between English/French/German/Spanish/Italian and other languages
Types of Certification	Assessment Format
Diploma in Translation	<ul style="list-style-type: none"> • One translation of a general text (from the chosen source language to English /French /German /Spanish /Italian) • One translation of a semi-specialised text in one of the following: technology, business or literature (from the chosen source language to English /French /German /Spanish /Italian) • One translation of a semi-specialised text in one of the following: science, social science or law (from the chosen source language to English /French /German /Spanish/Italian)

2.40 The Institute of Translation & Interpreting (ITI) is another body that offers different levels of membership to I/Ts, which reflect varying lengths of experience.³⁹ Qualified members of ITI have the right to bear the post-nominals “MITI” (Member of the Institute of Translation & Interpreting) or “FITI” (Fellow of the Institute of Translation & Interpreting).⁴⁰ The qualification process by which a member acquires this right is by assessment of the candidate’s work by his or her peers and an

³⁸ “Diploma in Police Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017, <https://www.ciol.org.uk/sites/default/files/Handbook-DPI.pdf> (accessed May 2, 2020).

³⁹ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures”, 54.

⁴⁰ *Ibid.*

evaluation of references.

Regulatory regime

2.41 CIOL's Code of Professional Conduct applies to, and is binding on, all members.

2.42 For complaints handling, CIOL's Investigation and Conduct Procedures set out the processes and timescales CIOL will follow to determine if there has been a breach of the Code and for any subsequent investigation. Possible sanctions include advising the member on best practice and their future conduct, requiring the member to take positive action such as continuing professional development, suspension or permanent exclusion from membership.

The United States

Certification for translators

2.43 Certification for translators in the United States (US) is chiefly conducted by the American Translators Association (ATA), a not-for-profit membership corporation that was founded in New York in 1959 as an association for professional translators. The organisation created an Interpreter's Division in 1988 to meet the needs of members who provide T&I services.⁴¹ It is now the largest professional association for T&I practitioners in the United States having over 10,000 members in more than 103 countries. It includes not only I/Ts but also other professionals and companies that have interest in the T&I field.⁴² Currently, there are several professional T&I organisations across the United States but the ATA serves as an umbrella organisation that provides a forum for sharing information on occupational and industry standards. It also offers certification tests to its members and has an online directory to allow potential employers to find an I/T in their desired languages. The directory displays the contact details and ATA certification or other credentials of certified I/Ts.⁴³

ATA certification and prerequisites

2.44 As of 1 January 2017, anyone can register to sit the ATA certification examination,⁴⁴ as long as they apply for an individual membership in advance.⁴⁵ Candidates must

⁴¹ Mikkelsen, Holly. *Introduction to Court Interpreting*. London: Routledge, 2017, 8.

⁴² "About Us," ATA, <https://atanet.org> (accessed May 3, 2020).

⁴³ "Online Directory," ATA, <https://www.atanet.org/onlinedirectories/termsAndRobot.php> (accessed May 3, 2020).

⁴⁴ "ATA Certification – Exam Eligibility Requirements," ATA, <https://atanet.org> (accessed May 3, 2020).

⁴⁵ *Ibid.*

submit a membership application which is processed in 3–5 business days before they can login to their membership account and register for the examination. This ATA certification examination is a three-hour, proctored, open-book test offered in 30 language combinations. Candidates are required to translate three text passages consisting of 228 to 275 words each but only two of them are graded and one passage will be automatically discarded.⁴⁶

Certification for interpreters

2.45 Certification for interpreters in the US is performed by various state-based authorities, with sub-distinctions such as medical interpreting and judicial interpreting.⁴⁷

Medical interpreting

2.46 The National Board of Certification for Medical Interpreters (NBCMI) is a nationally recognised certifying body in the United States that offers medical interpreters a Certified Medical Interpreter (CMI) credential, which is the most prestigious credential offered in the industry. The certification consists of written and oral tests.⁴⁸ The written test evaluates candidates’:

- cultural competence
- medical terminology in their working languages
- knowledge of the medical interpreters’ ethics and standards of practice
- understanding of the roles of the medical interpreter
- knowledge of medical specialties in working languages
- knowledge of legislation and regulations

2.47 In addition to a written translation test which evaluates candidates’ cultural competence, knowledge of medical terminology and medical specialties in their working languages, an oral test evaluates candidates’:

- mastery of linguistic knowledge of English
- mastery of linguistic knowledge of the other language
- interpreting knowledge and skills

⁴⁶ “ATA Certification – Certification Exam Overview,” ATA, https://atanet.org/certification/aboutexams_overview.php#11 (accessed May 3, 2020).

⁴⁷ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures,” 55.

⁴⁸ “Certified Medical Interpreter: Candidate Handbook,” The National Board of Certification for Medical Interpreters, May 2018, <https://www.certifiedmedicalinterpreters.org/assets/docs/national-board-candidate-handbook-May2018.pdf> (accessed May 8, 2020).

- 2.48 Certification is available in six languages: Spanish, Russian, Mandarin, Cantonese, Korean, and Vietnamese and the CMI credential is awarded in the specific languages tested for in the oral exam, if passed (for example: CMI-Spanish, CMI-Korean).
- 2.49 NBCMI only awards the CMI credential to individuals who meet all of the eligibility criteria and earn a passing score on both the written and oral examinations. To maintain certification, the CMIs are required to recertify every five years by undergoing training directly related to medical interpretation and approved by the NBCMI.

Judicial interpreting

- 2.50 In 1978, the Court Interpreters Act, 28 U.S.C. §1827 was signed into law and became the first federal statute that grants rights to a court interpreter. The act is intended to provide interpreters for defendants and witnesses in both civil and criminal cases in federal district courts. Consequently, the Federal Court Interpreting Certification Examination (originally called the Federal Court Interpreters Examination) was created in 1979 to provide federal certification to practising court interpreters.
- 2.51 The first examination was administered in the following year by the Director of the Administrative Office of the U.S. Courts, which is also directly responsible for the implementation of the Act.⁴⁹
- 2.52 The Federal Court Interpreter Certification Examination (FCICE) is offered for Spanish/English testing only.⁵⁰ The examination consists of two phases, written and oral, and a candidate must pass the written phase first before being allowed to take the oral examination. The written examination is a computer-administered screening examination which includes a multiple-choice test of English proficiency and a multiple-choice test of Spanish proficiency. To become federally certified, one must pass both the written and the oral examinations.
- 2.53 The oral examination tests candidates' ability to effectively perform the three modes of court interpreting: sight translation and simultaneous and consecutive interpretation of courtroom discourse, including monologues such as legal arguments

⁴⁹ Susan Berk-Seligson, *The Bilingual Courtroom Court Interpreters in the Judicial Process* (Chicago: The University of Chicago Press, 1990), 36.

⁵⁰ Astiz A. Carlos, "A Comment on Judicial Interpretation of the Federal Court Interpreters Act", *The Justice System Journal*, Vol. 14, No. 1 (1990): 103–109.

and jury instructions as well as witness testimony.

- 2.54 The Administrative Office categorises their interpreters into Certified, Professionally Qualified, and Language Skilled Interpreters. Certified Interpreters are those who have passed the certification examination provided for Spanish. The category of Professionally Qualified (PQ) Interpreters applies to all other languages. Credentials for PQ interpreters require sufficient documentation, authentication, and must meet certain qualification criteria. Finally, Language Skilled Interpreters, also called Ad Hoc Interpreters, are those who do not qualify as Certified or PQ interpreters, but who can demonstrate to the satisfaction of the court the ability to interpret court proceedings from English to a designated language and vice versa.
- 2.55 At the time of writing, Certified and PQ Interpreters are paid a daily rate of US\$418, or a half day rate of US\$226, and the overtime hourly (or part thereof) rate is US\$59. The corresponding rates for Language Skilled (Non-certified) Interpreters are US\$202, US\$111 and US\$35 respectively.⁵¹
- 2.56 On the other hand, the Language Access Services Section (LASS) of the National Center for State Courts (NCSC), created in 1995, provides state courts with resources to overcome language barriers and to ensure that individuals with limited English proficiency have access to core court functions. One of the fundamental roles of LASS is to regulate the development, administration and modification of court interpreting examinations.⁵² The examination consists of both oral and written parts. The oral test consists of sight translation into both languages along with consecutive and simultaneous interpreting tests. The written part measures the candidates' knowledge of the English language, court related terms and usage, and ethics and professional conduct.
- 2.57 The Court Interpreters Act, 28 U.S.C. § 1827 (b)(3) requires the Administrative Office of the US Courts to maintain a current master list of all federally certified court interpreters known as the National Court Interpreter Database (NCID). Therefore, the Administrative Office maintains a public version of the NCID known as the Public Release Roster (PRR). The PRR is not available online, but is available to all federal courts and the general public upon request from the Clerk's Office of

⁵¹ "Federal Court Interpreters," United States Courts, <https://www.uscourts.gov/services-forms/federal-court-interpreters> (accessed May 3, 2020).

⁵² "Services & Experts," NCSC, <https://www.ncsc.org/Services-and-Experts.aspx> (accessed May 8, 2020).

any US District Court.

- 2.58 There is a national-level professional organisation that represents the interests of court interpreters, the National Association of Judiciary Interpreters and Translators (NAJIT). Despite the name of the association, NAJIT members are not limited to judiciary interpreters and translators, but also include conference, community and medical interpreters. There is also a growing number of interpreters who work between English and American Sign Language (ASL) among its members, which also include judicial officers and administrators, language service providers, academics and interpreting and translation students. Most of its membership resides in the US but some members live and work outside of the US.⁵³ NAJIT launched a judiciary interpreter and translator certification programme in 2001 but discontinued it in 2012.⁵⁴ Debates among its members about the pros and cons of continuing to offer this credential are still ongoing.

Regulatory regime

- 2.59 ATA has its own Code of Ethics and Professional Practice setting out member's ethical and professional duty.
- 2.60 Ethics Committee of ATA has a procedure for handling complaints about unprofessional behaviour of its members. Possible disciplinary actions include censure, suspension or expulsion from membership.

Summary and conclusions

Certification and accrediting bodies

- 2.61 In all the countries we have reviewed, there are either governmental or professional bodies that administer testing for the awarding of certification to I/Ts who have demonstrated minimum standards of ability to practise in the field. The benefit of certification is obvious: it serves as “a benchmark term that informs providers and consumers of T&I services that an individual has demonstrated to an authorised and specialist body a required level of ability and performance.”⁵⁵ Although accreditation for I/Ts to practise in the field is not mandatory, many jobs or national employers

⁵³ “About.” NAJIT, <https://najit.org/about/> (accessed May 8, 2020).

⁵⁴ “Future of the NJITCE,” NAJIT, <https://najit.org/from-the-najit-board-the-future-of-the-njitce/?preview=true> (accessed May 8, 2020).

⁵⁵ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures,” 57.

require I/Ts to hold some form of certification or relevant qualifications.

Generic vs. specialist accreditation

2.62 From the models we have reviewed, it is evident that there are established specialist accreditations for interpreters especially in medical and legal (court and police) settings. Moreover, both Australia and Canada also offer specialist accreditation for conference interpreters. Only Canada and the UK offer specialist accreditation for translators but this is because, in the UK, the assessments for specialisation cater to both interpreting and translation skills despite the title of the specialisation (e.g. Diploma in Public Service Interpreting and/or Diploma for Police Interpreting).

Singular vs. multiple levels of accreditation

2.63 Accreditation levels vary for both the interpreting and translation fields in Australia and there seems to be a clear progression in their pathways. However, in Canada and the UK, there is no general stream and accreditation is offered on only one level for various specialisations. In the US, there are separate and distinct certifying bodies with their own pathways and certification concerns different fields of practice.

Selection of examiners from the accreditation body vs. other organisations

2.64 Examiners of certification are generally selected from the accreditation body's own members who have met certain qualifications. The accreditation body usually has control and supervision of its own assessment although in the UK, individual examination centres may be operated by other organisations approved by the accrediting body. When it comes to court interpreting in Canada and the UK, examinations for accreditation are administered by the professional associations themselves. In Australia and the US, the professional T&I associations in these countries work closely with the government and the national accrediting bodies to guarantee the quality of their testing programmes.

Public register/directory

2.65 It appears to be a common practice for accreditation bodies to maintain a publicly accessible register of their members with some of their details included such as names, language combinations, accreditation titles earned and at least one contact number or email address. The directories may also include other useful information for potential employers such as the specialisation (if any) and working location of the I/T.

Training and development

2.66 All accrediting bodies do not have a key role to play in the provision of training programme for accreditation and programme for continuing education, with the exception of NAATI, which does provide online courses on ethical competency and intercultural competency for candidates taking such tests.⁵⁶ NAATI also acknowledges relevant qualifications conferred by Endorsed Qualification Institutions as teaching and assessing the skills and knowledge required by the translating and interpreting profession. Candidates who have successfully obtained an endorsed qualification are able to apply directly to the accreditation body to sit a certification test without satisfying any other prerequisites.

Regulatory regime

- 2.67 I/Ts are required to follow a code of ethics in all the countries we have studied, though the code may be issued by different bodies, ranging from the accrediting body itself (in the UK and the US), member organisation (in Canada), to other professional associations (in Australia).
- 2.68 If I/Ts are found to be in violation of the code, a range of disciplinary actions is available such as receiving advice or censure, taking part in professional development, suspension of membership and expulsion.

⁵⁶ <https://www.naati.com.au/forms-fees/>

Chapter 3: The Survey

Objectives

- 3.1 The survey aimed to gather stakeholders' experience and perspectives about public T&I services in EM languages as well as their views on a potential accreditation and regulation system for such services. Stakeholders approached include: EM language I/Ts, T&I service operators and recipients including frontline officers of related government departments, medical and legal practitioners, and judges. EM language I/Ts are defined here as those who provide T&I services in various public institutions.

Target respondents and questionnaire design

- 3.2 Two sets of questionnaires were tailor-made for collecting feedback. The first questionnaire was for practising I/Ts who work in the medical, legal, and other public service settings (Appendix 2). The second was designed for institutional users who regularly use the services of I/Ts during the course of their daily work, including but not limited to judges and lawyers, doctors and nurses, as well as users in public service sectors (Appendix 3).

Ethical approval

- 3.3 According to HKU research policies, a research project involving human participants in research investigations must be approved by the Human Research Ethics Committee (HREC) of HKU, regardless of whether the research is funded by internal or external grants, or funded at all.
- 3.4 An application was submitted to the HREC of HKU by the research team accordingly, with the required information provided, including the funding body, title and details of the project such as the aims and methodology, together with the complete set of questionnaires for target respondents. An informed consent form in both English and Chinese was also submitted. The informed consent form served to inform participants in the project of the purpose and procedure of the study, potential risks/benefits, compensation for participation, issues relating to confidentiality and data retention, as well as the participants' right to withdraw at any time without negative consequences. Contact details of the Principal Investigator and the HREC of HKU were also provided on the informed consent form (see Consent Form at Appendix 4). Ethical approval was subsequently granted by the HREC of HKU (Appendix 5).

Dissemination of questionnaires

3.5 It was decided that the most effective and efficient way of dissemination would be for the questionnaires to be completed online by target respondents. Printed copies were also prepared as an alternative method where the target respondents could not be reached electronically. The target respondents were approached using various means including the following:

- (a) To reach EM language I/Ts, our primary target group for this research project, the Part-time Interpreters Unit of the Court Language Section (CLS) of the Judiciary, which gathers the largest pool of EM language I/Ts in Hong Kong, was approached to help forward the online survey link to the I/Ts in their register. We were, however, told in a subsequent email reply that they were “not able to accede to the request since this could cause misunderstanding about the association of the Judiciary with the study, and hence its conclusions and recommendations”. HKCS-CHEER and HKTS also shared similar concerns in handling the request to forward the online survey link to their I/Ts. As a result, we had to try other alternatives to reach this target group by email and WhatsApp messaging. One Research Assistant we subsequently hired is an EM language I/T himself and his personal connections with individual EM language I/Ts contributed to the large number of responses from this target group.
- (b) Institutional users of EM languages T&I services such as legal professionals were approached, assisted by the research team’s close connections with the legal profession through both personal correspondence and formal requests by emails that included the survey link. Nineteen printed copies were also sent to judges/magistrates with stamped return envelopes provided. Other institutional users including medical practitioners and users in other government institutions were contacted in the same manner.

Surveying period and overall survey results

3.6 The research team started the dissemination of the online questionnaires in July 2019. We monitored the progress of the survey, reached our target of around 100 responses, and ended the survey period in October 2019. SurveyMonkey was used for the online questionnaires, with the help of the Technology-Enriched Learning Initiative (TELI) at HKU, which comprises a team of technological specialists with extensive experience and competence in online questionnaires. By the end of October 2019, we

had the following number of completed responses from the two target groups:

- (a) I/Ts in EM languages: 78
- (b) Institutional users: 22

- 3.7 All the questionnaires were completed online, with the exception of one, which came from a High Court judge, who was the only respondent to return a completed questionnaire, among the 19 randomly selected judges at various court levels to whom printed copies had been sent.⁵⁷ This completed questionnaire was later entered into the online surveying tool to facilitate the analysis.
- 3.8 The majority of the survey respondents are practising I/Ts working in legal, medical or other public service settings, accounting for 78% of the 100 completed online responses. A total of 22 completed responses, or 22% of the total, were received from institutional users. The online questionnaires were marked as complete if the respondents answered all the mandatory questions relevant to the study even if the optional questions were left unanswered.
- 3.9 Focus group and structured interviews were later conducted with 18 I/Ts, six institutional users, and two service operators. With the exception of the two service operators, who were later approached for interviews with the assistance of the EOC, all of the other participants had indicated on the online survey their willingness to be contacted for an interview. All in all, nine focus group and structured interviews were conducted with a total of 26 participants.

Questionnaire for I/Ts and responses

- 3.10 An accreditation system will have a direct impact on I/Ts working in EM languages. It was therefore important to solicit the views of practising EM language I/Ts in the first place. The questionnaire for this target group was designed to first get a general profile of EM language I/Ts for public services focusing on their language capabilities and experience, as well as their views on a potential accreditation system. It is the longer questionnaire, comprising 48 questions in total. Questions 1 to 22 aimed to retrieve respondents' demographic data including age, gender, education, native and working languages, number of hours of practice each week, number of years in practice, as well as remuneration. Questions 23 to 35 intended to gauge the

⁵⁷ The Principal Magistrate of Fan Ling Magistracy however wrote to decline the invitation to take part in the survey.

respondents' level of satisfaction with career prospects and current working conditions, collect comments on the difficulties they face at work, the kind of training that they wish to undergo, and the time and cost they would be prepared to devote to such training if available. Questions 36 to 48 surveyed their opinions on the setting up of an accreditation and regulation system for I/Ts and on issues related to a publicly available register of I/Ts and the skills to be tested in the accreditation examinations.

Demographic data of I/Ts and current work conditions

3.11 Out of the 78 respondent I/Ts, 62 (79% of the sample) listed their roles as both interpreters and translators, while 16 (21%) identified themselves as interpreters only (see Figure 3.1).

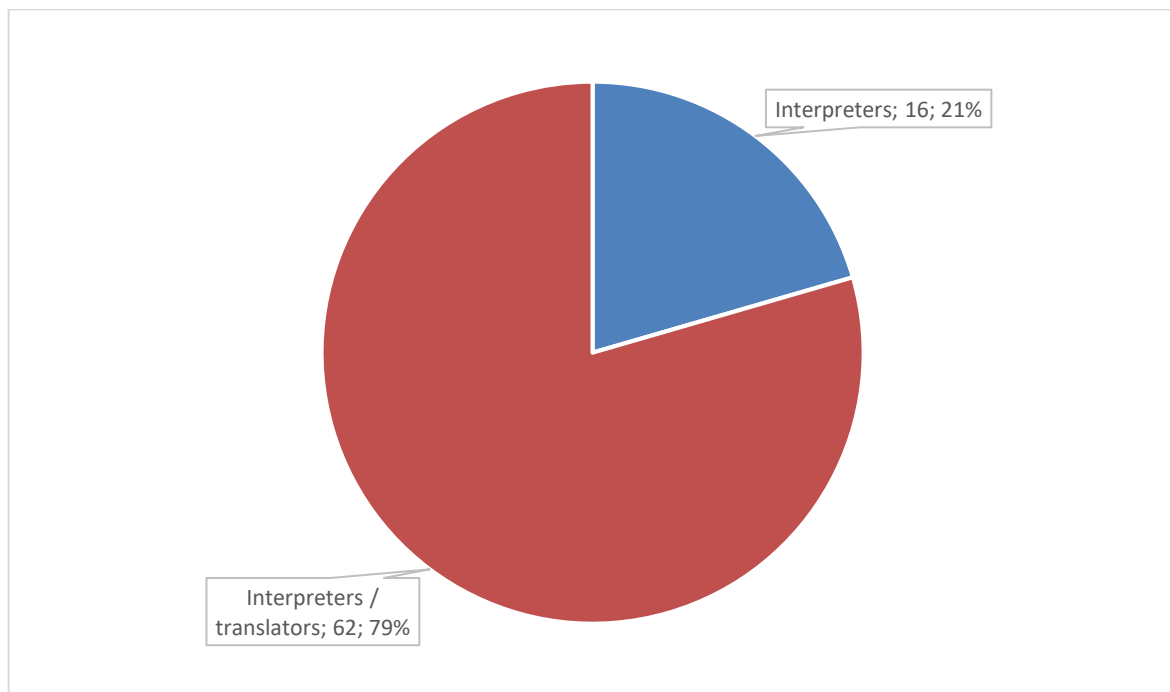


Figure 3.1. Roles

3.12 Most of the I/T respondents were female and the largest age group represented was between 30 and 40 years old (see Figures 3.2 & 3.3).

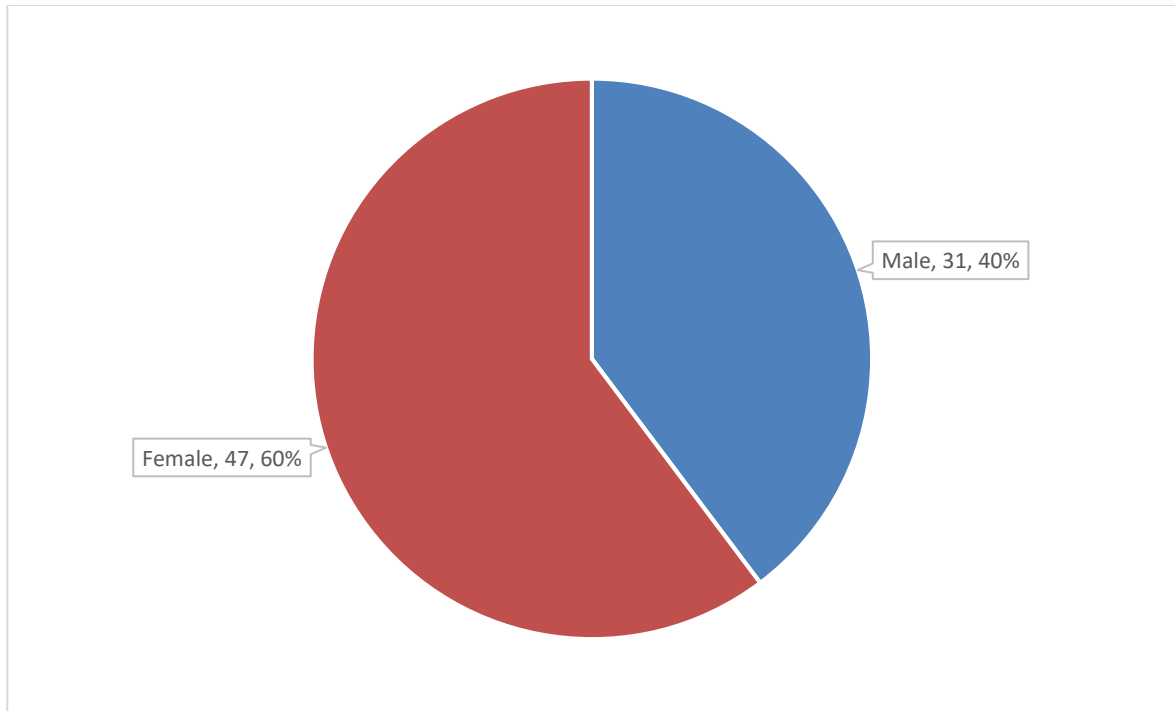


Figure 3.2. Gender of I/T respondents

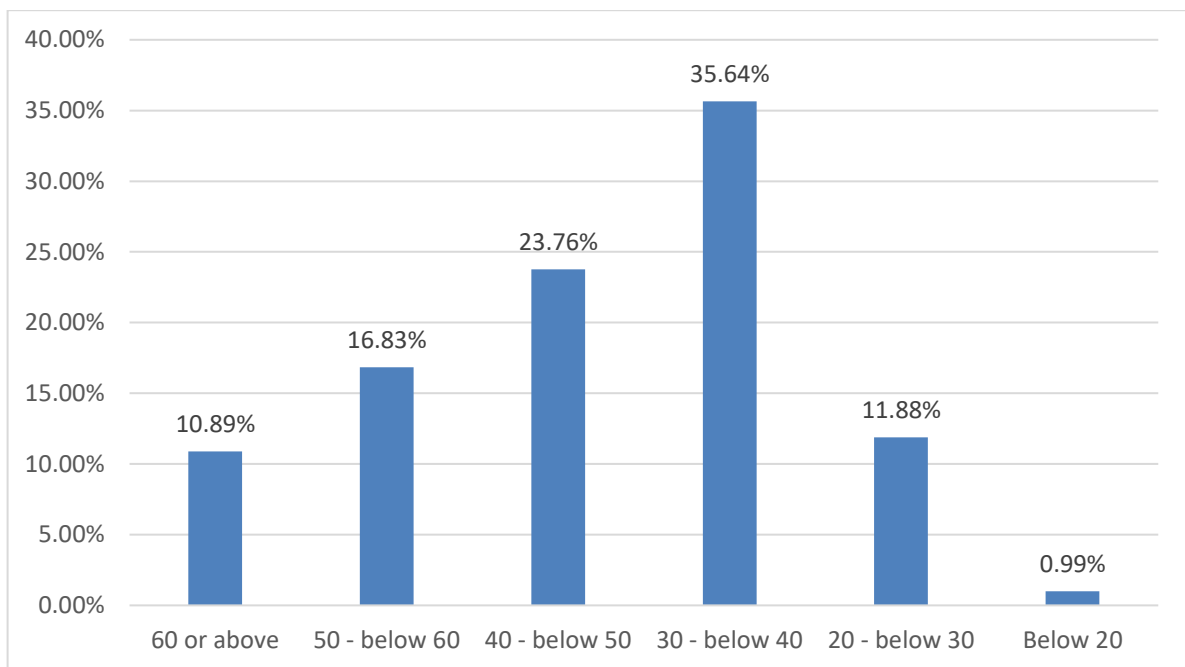


Figure 3.3. Age of I/T respondents

3.13 Around 95% of the respondent I/Ts have been living in Hong Kong for more than five years, with over 33% of them having lived in Hong Kong for over 20 years (Figure 3.4). With regard to ethnicity, most of the respondents identified themselves as Pakistani or Indian, each taking up an equal percentage (22.77%) of all the I/T respondents, followed by Filipino (12.87%), Nepalese (10.89%) and Indonesian (8%) (Figure 3.5).

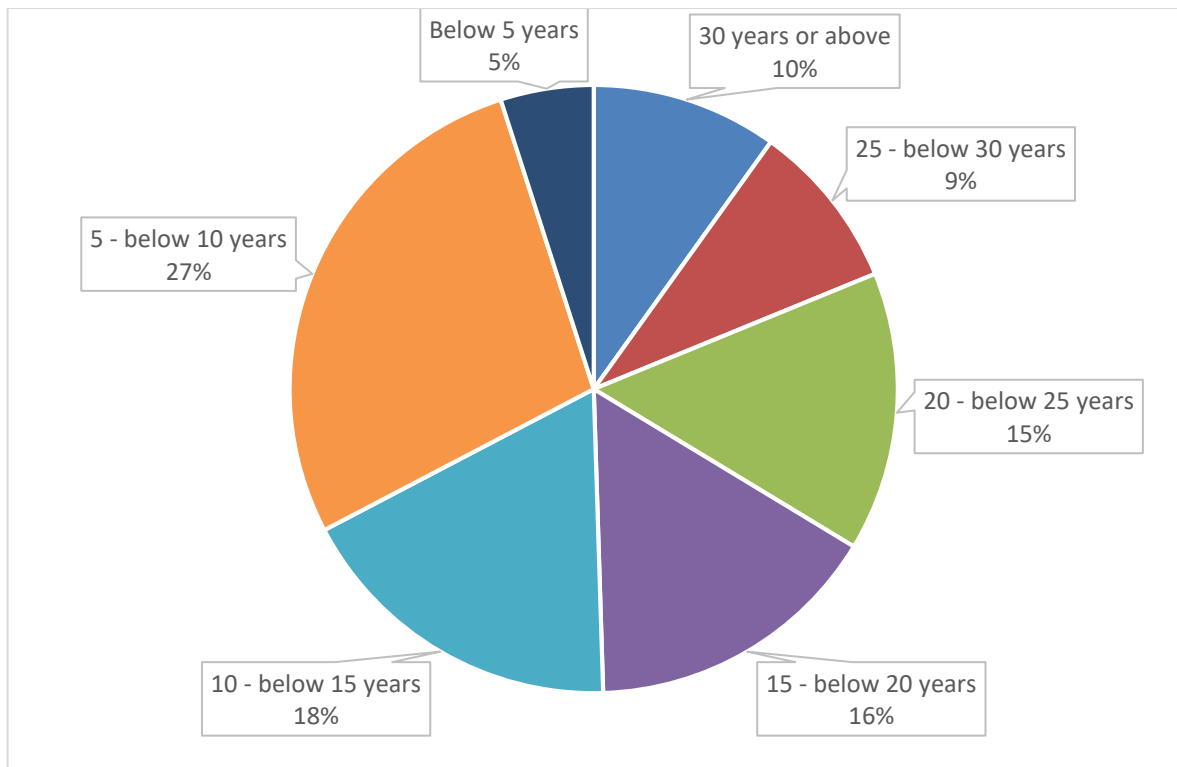


Figure 3.4. Length of Residence in Hong Kong

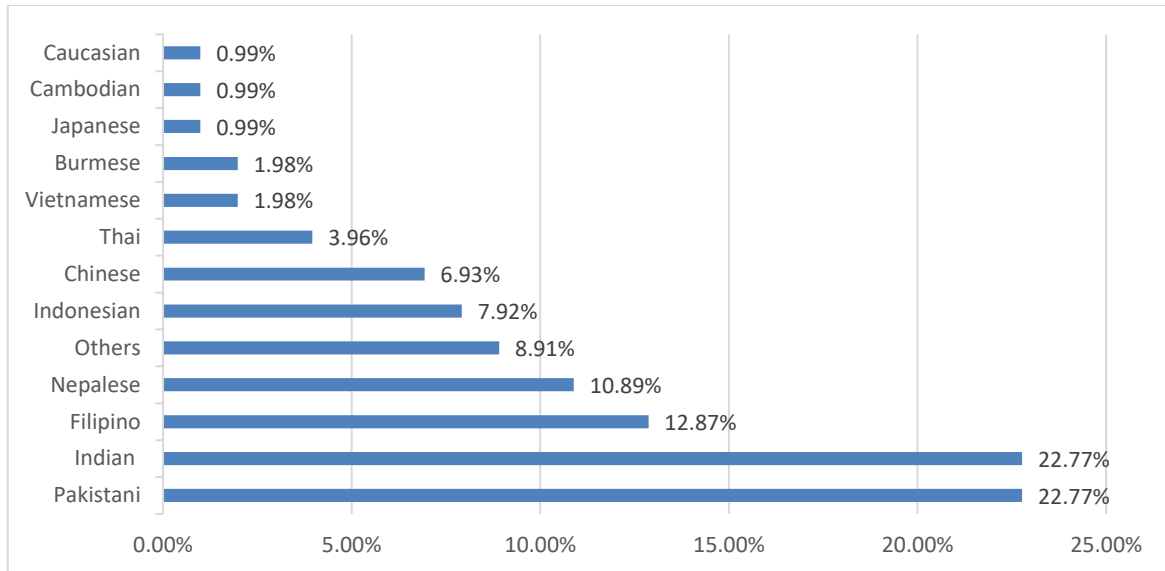


Figure 3.5. Ethnicity

3.14 A relatively larger percentage of the I/T respondents indicated Urdu (23.76%) as their native language, followed by Punjabi and Hindi, as depicted on Figure 3.6 below. Tagalog, a Philippine language was ranked 4th on the list followed by Nepali or Nepalese. Figure 3.6 below shows the list of languages and their corresponding percentages. Listed under Other languages are Gujarathi, Marathi, Pashto, Dutch, Cebuano, Ilocano, Ilonggo, and Swahili, as specified by the respondents.

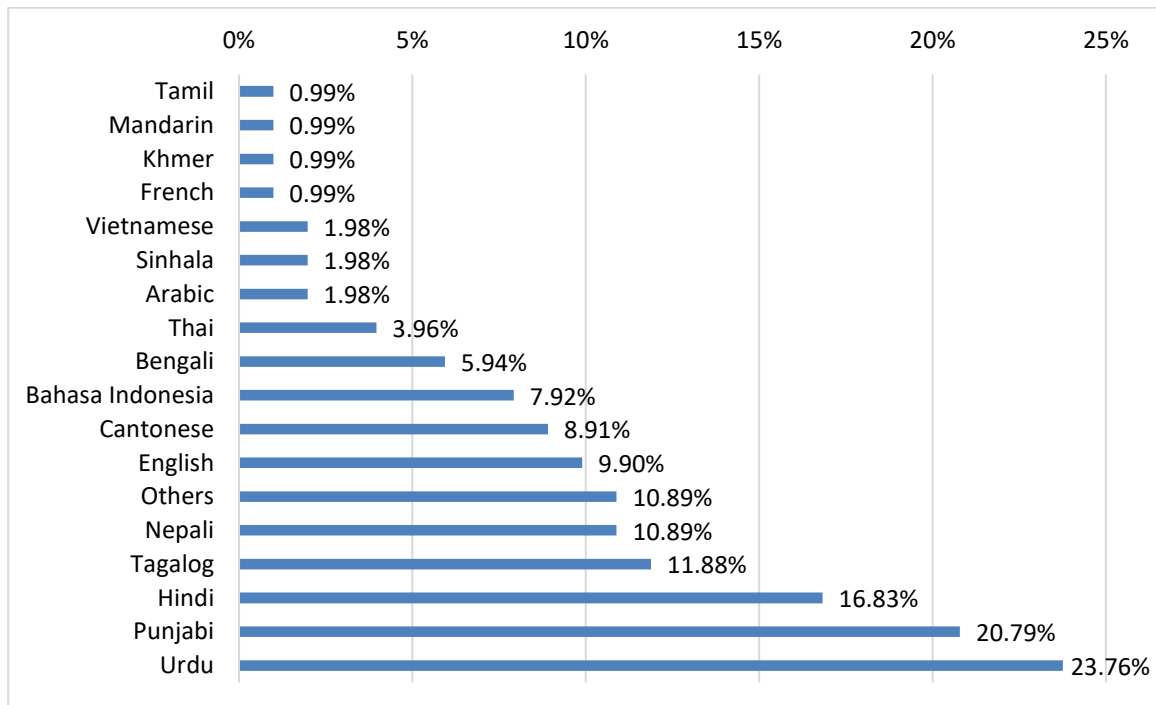


Figure 3.6. Native language of I/Ts

- 3.15 Over 94% of the I/Ts claimed to hold a bachelor's degree or above while 6% of them had only completed secondary education. However, as regards qualifications, only 29.7% of the respondents claimed to hold some form of qualification to practise as I/Ts.
- 3.16 Slightly over 76% of the respondents indicated that they had undergone relevant training with different organisations. As shown in Table 3.1 below, the trainings they received were provided by the three major service operators, i.e. HKCS-CHEER, HKTS and CLS of the Judiciary, as well as by local universities, while 13.33% reported to have trained with other non-profit organisations such as the Employees Retraining Board (ERB), Multilingual Interpreters and Translators Association (MITA) and the Justice Centre (formerly known as Hong Kong Refugee Advice Centre or HKRAC).

Table 3.1. Training Workshops for EM Language I/Ts

Training provided by	Percentage
Universities	34.67%
CHEER	41.33%
Hong Kong TransLingual Services	41.33%
Court Language Section of the Judiciary	40.00%
Others	13.33%

Note: The total response percentages exceed 100% because I/T respondents can receive training workshops from more than one organisations.

- 3.17 Table 3.2 shows that the length of training undergone by I/Ts varied from 2 to over 200 hours. Some could not specify the total number of hours as they received their training quite a few years ago.

Table 3.2. Duration of Training

Number of Hours	Percentage
200 hours or above	6.9%
100-below 200 hours	11.1%
50-below 100 hours	22.2%
10- below 50 hours	33.3%
Below 10 hours	9.7%
Cannot remember	16.8%

- 3.18 Figure 3.7 shows that the CLS of the Hong Kong Judiciary was the most active in engaging the services of EM language I/Ts among the three major service operators.

The Immigration Department has also recently employed a small number of contracted in-house interpreters who work in their offices full-time. The Hong Kong Police Force and other law enforcement agencies, Justice Centre, the Duty Lawyer Service, local universities and other private organisations also make use of the services of EM language legal interpreters on a part-time basis. All these institutions were specified in the “Others” category.

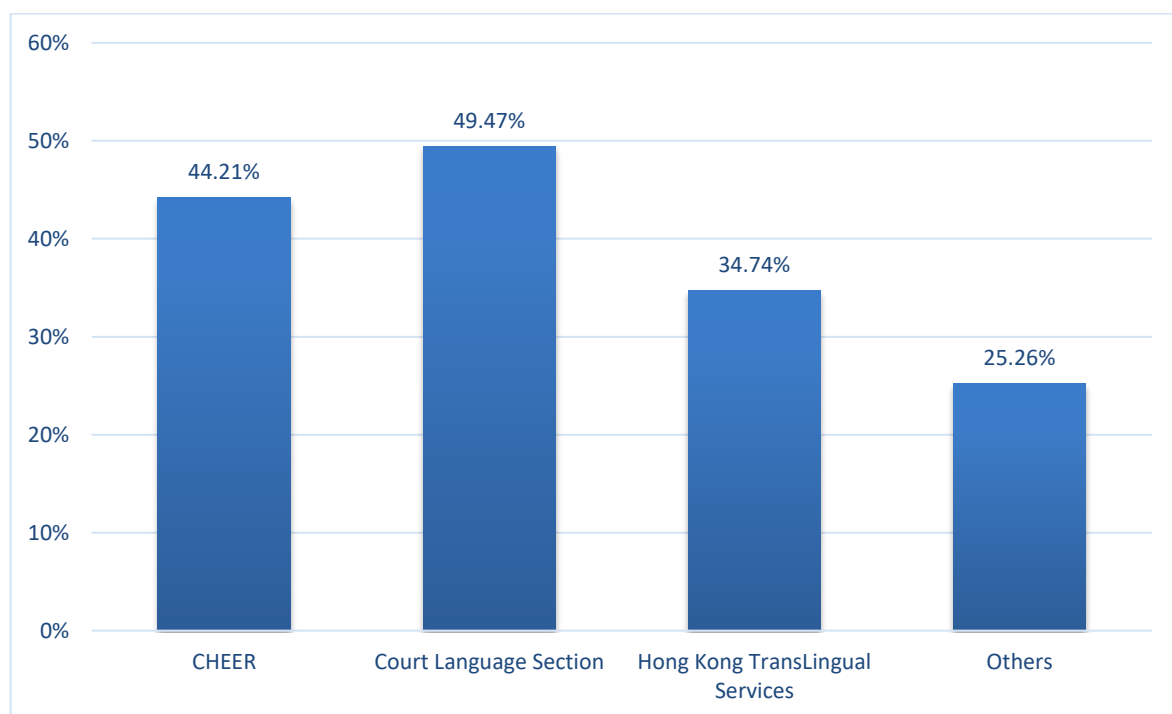


Figure 3.7. Institutions Engaging I/T Services in EM languages

Note: The total response percentages exceed 100% because I/T respondents can provide I/T services to more than one organisations.

3.19 While I/Ts engaged by the CLS are deployed to work in various courts and tribunals, which are under the administration of the Judiciary, those approached by HKCS-CHEER and HKTS work with a variety of government departments and NGOs. Figure 3.8 below shows the institutions where the I/Ts have rendered services. The three leading institutions for which the I/T respondents have provided services are the Hong Kong Judiciary, the Hospital Authority and the Labour Department, with the rest of the list comprising other NGOs and government departments. Those listed under “Others” include the Education Bureau, Legal Aid Department, Transport Department, Working Family and Student Financial Assistance Agency, Security

Bureau, Independent Commission Against Corruption (ICAC), and other agencies such as Consulates, the United Nations High Commissioner for Refugees (UNHCR), the International Organisation for Migration Hong Kong, private law firms and companies.

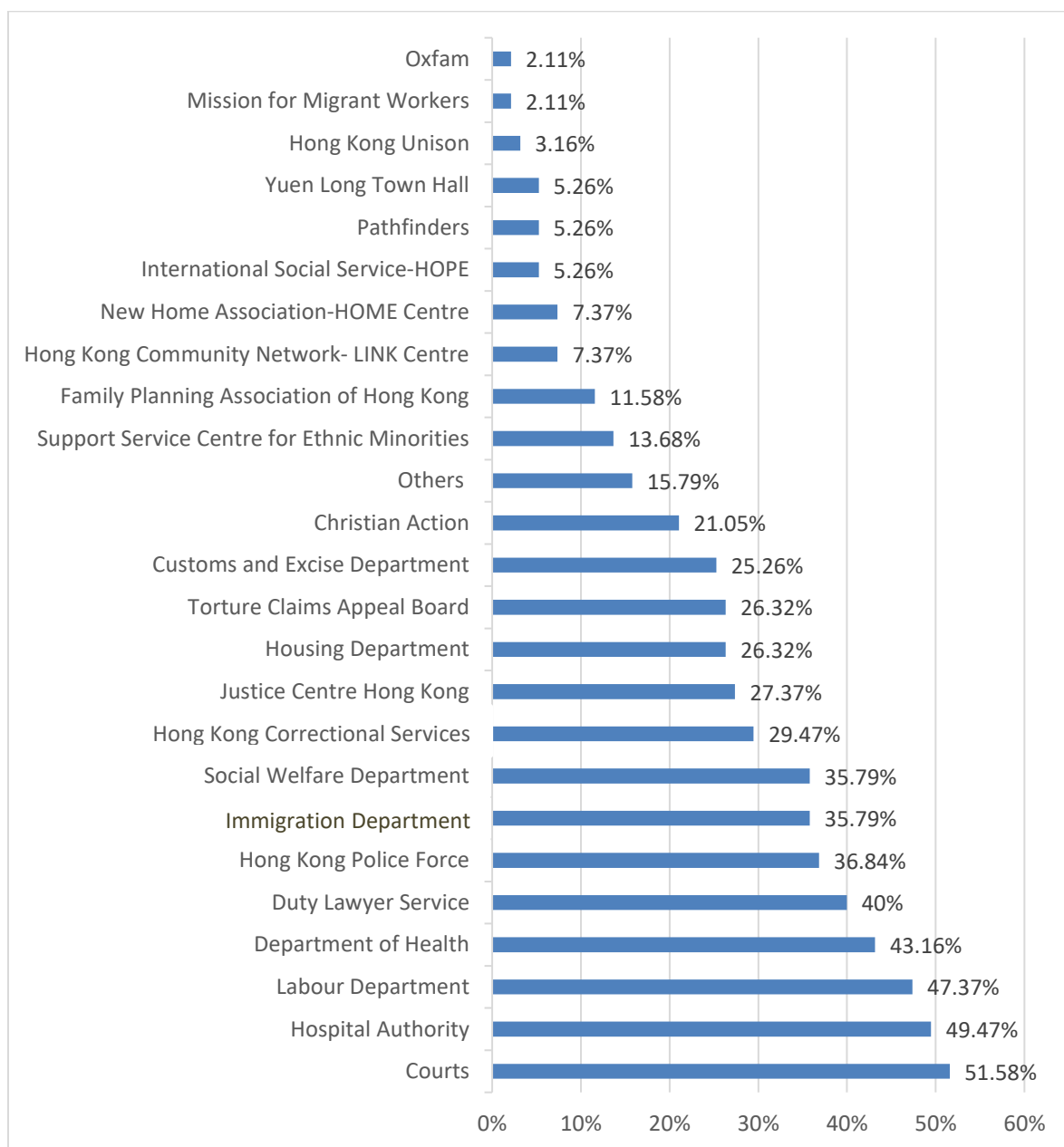


Figure 3.8. Institutions Where I/T Services were Rendered

3.20 Over 35% the respondent I/Ts have been practising for less than five years, with 47.72% having between 5 and 10 years of professional practice. The rest of the I/Ts have practised for over 11 years or more (Figure 3.9).

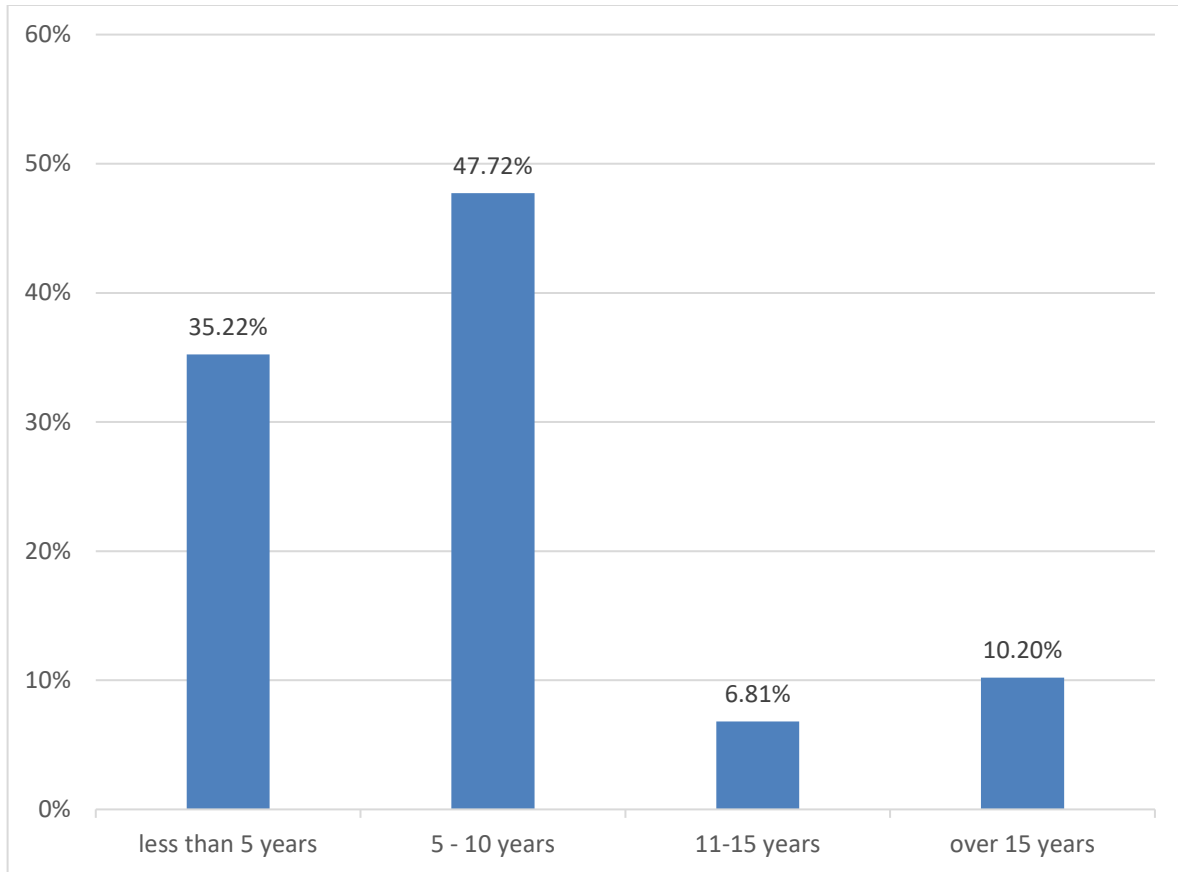


Figure 3.9. Length of Practice

3.21 Most of the respondents (60%) claimed to be paid by the hour, while a little less than 30% of them were working full-time receiving monthly salaries. Interestingly, around 10% of them reported to be paid both hourly and monthly. Around 25% of the I/T respondents work 40 hours or above each week, while 7.37% put in 30 to below 40 hours of work, and 22.11% practise between 20 to below 30 hours. Around 21% of the I/Ts also put in 10 to below 20 hours each week while about 24% work less than 10 hours (see Table 3.3 below).

Table 3.3. Hours of Practice and Mode of Payment

No. of Hours per week	Percentage	Mode of Payment	Percentage
40 hours or above	25.26%	Monthly	29.47%
30 to below 40 hours	7.37%	Hourly	60.00%
20 to below 30 hours	22.11%	Both	10.53%
10 to below 20 hours	21.05%		
Below 10 hours	24.21%		

Level of satisfaction with current work conditions

- 3.22 Over 65% of the respondents, whether paid hourly or monthly, indicated that they were not satisfied with their current pay, although half of them were satisfied with their career prospects while the other half were not (see Table 3.4 below).

Table 3.4. Level of Satisfaction with Current Remuneration and Career Prospects

Satisfied with Hourly Rate?		Satisfied with Monthly Salary?		Satisfied with Career Prospects?	
Satisfaction Level	Percentage	Satisfaction Level	Percentage	Satisfaction Level	Percentage
Strongly Disagree	24.24%	Strongly Disagree	31.58%	Strongly Disagree	20.00%
Disagree	42.42%	Disagree	36.84%	Disagree	30.00%
Agree	33.33%	Agree	26.31%	Agree	40.00%
Strongly Agree	0%	Strongly Agree	5.26%	Strongly Agree	10.00%

Desired remuneration

- 3.23 As shown in Table 3.5 below, most I/Ts chose an hourly rate from HK\$400 to \$600 and a monthly salary from HK\$20,000 to HK\$30,000 as their desired ranges of remuneration.

Table 3.5. Desired Remuneration

Desired Hourly Rate	Percentage	Desired Monthly Rate	Percentage
HK\$1,000 or above	7.57%	HK\$50,000 or above	18.42%
HK\$800 – below HK\$1,000	10.60%	HK\$40,000 – below HK\$50,000	5.27%
HK\$600 – below HK\$800	19.69%	HK\$30,000 – below HK\$40,000	31.57%
HK\$400 – below HK\$600	39.39%	HK\$20,000 – below HK\$30,000	39.47%
HK\$200 – below HK\$400	19.69%	HK\$10,000 – below HK\$20,000	5.26%
HK\$100 – below HK\$200	3.03%	Below HK\$10,000	0%
Below HK\$100	0%		

Difficulties and challenges faced

- 3.24 As shown in Figure 3.10 below, the number one challenge that I/Ts faced at work appears to be the current lack of official recognition of their T&I skills, followed by the lack of a clear career path or sense of progression. A third leading challenge is the absence of an assessment or regulation system for the professionalisation of their

work. The next major difficulty is not being provided with materials/documents needed to prepare for interpreting sessions.

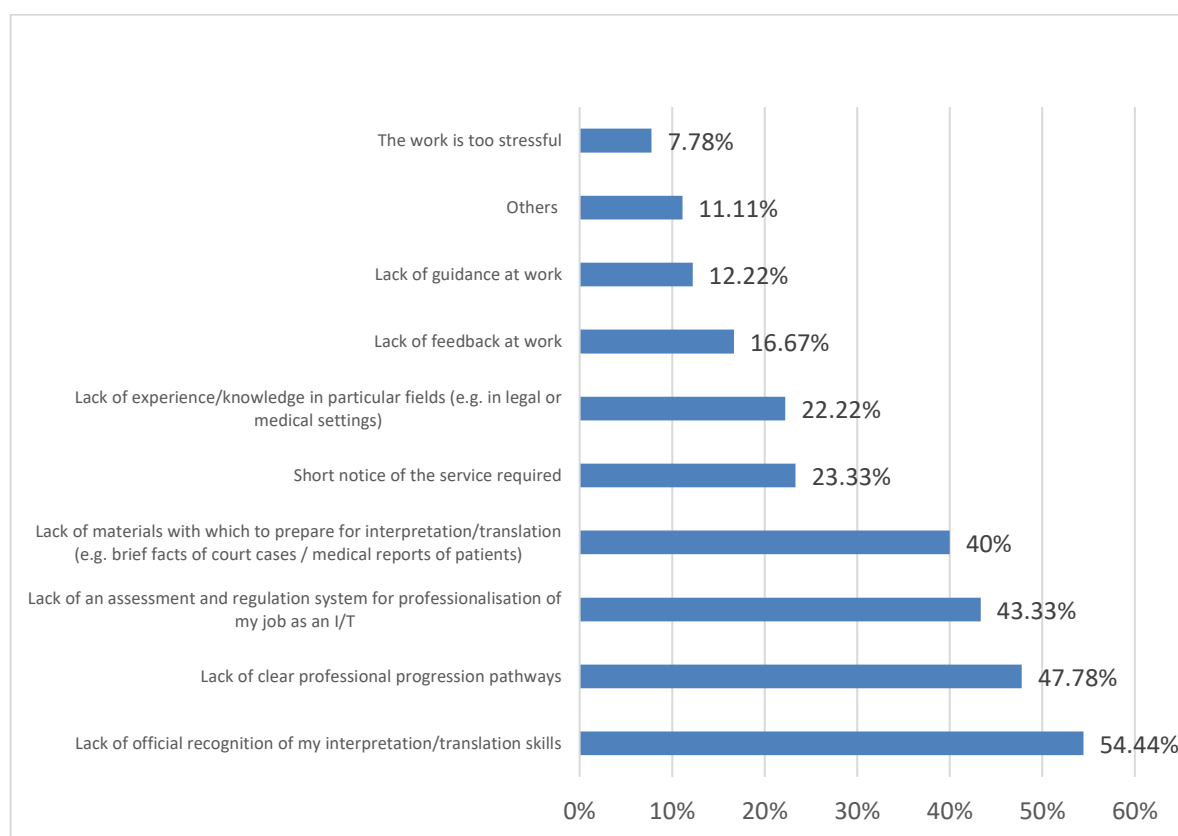


Figure 3.10. Difficulties Faced at Work

3.25 When asked how often they are provided with relevant information beforehand to prepare for an interpreting assignment, only 20% of the respondents indicated that they were frequently or always provided with such materials, while the answers picked by the rest were never (13.33%), rarely (31.11%) and occasionally (35.56%).

Views on training

3.26 As depicted on Table 3.6 below, an overwhelming majority of the I/T respondents (over 90%) were of the view that training is necessary for I/Ts. Respondents were also asked to choose their preferred training from a list and to indicate the level of importance of each type of training, with 1 being the least important and 10 the most important. Table 3.6 below shows the results presented from the highest to the lowest weighted average. In the Other option, some I/Ts specified the need to conduct regular and advanced trainings on terminology and translation so that they would not have to “do transliteration as it gets lost in translation”, or for the publication of a book on

terminology that EM interpreters could use “*so defendants or clients will not get confused*”. Some suggested that universities should “*grant an official certificate as recognition for our work that can help us get into better careers*”. A couple of other suggestions were to have regular trainings on work ethics and orientation for “*new and old interpreters and healthcare professionals together*”.

Table 3.6. Views on Training

Is Training Necessary for I/Ts?	
	Percentage
Yes	90.69%
No	9.30%
Type of Training	Weighted Average
Training for special domains such as legal or medical services	8.58
Orientation for new interpreters/translators	8.31
Professionalism and ethics training	8.05
Training in language competence	7.99
Training in cultural sensitivity	7.90
Experience-sharing	7.64
Management skill training	7.39
Stress management training	7.25
Other	7.20

Time and money to be invested on training

3.27 Only slightly over 6% of the I/Ts were not willing to devote time for training while a great majority of them would like to get trained and would even be willing to pay for it. Only 32.91% from the same group did not want to spend money on training. Table 3.7 below displays the number of hours they were inclined to spend on training and how much money they were willing to invest on training.

Table 3.7. Time and Money to be Invested on Training

Duration of Training	Percentage	Amount prepared to pay	Percentage
30 hours or above	35.44%	HK\$20,000 – below HK\$30,000	2.53%
20 hours – below 30 hours	18.99%	HK\$10,000 – below HK\$20,000	10.13%
10 hours – below 20 hours	22.78%	HK\$5,000 – below HK\$10,000	20.25%
Below 10 hours	16.46%	Below HK\$5,000	34.18%
I am not willing to devote any time to interpretation/translation training	6.33%	I am not willing to pay for interpretation/translation training	32.91%

Views on accreditation and related issues

- 3.28 Over 65% of the respondents preferred a compulsory type of accreditation system if one were to be introduced for two major reasons: that it would enable them to obtain 1) official recognition of their skills and 2) professionalisation of their work. Other reasons are set out in Table 3.8 below. Reasons specified in “Other” include enabling certification and more opportunities to get full-time jobs.
- 3.29 The majority (64.29%) of the I/Ts who preferred an optional accreditation system were mainly concerned about the possibility of losing their jobs if they are not accredited. Another 32.14% from the group chose “Difficulty getting accredited” as their reason. Those who chose “Other” (17.86%) specified some concerns about “*the qualifications and biased opinions of assessors*” and suggested that due consideration should be given to the “*seniority and work experience*” of I/Ts who have been practising for several years already. Others opined that accreditation was “*not required in the present context*”. Another I/T said that service operators with smaller budgets could choose to hire “*less qualified I/Ts and give chances to those who are not accredited*”.

Table 3.8. Views on Accreditation

Type of Accreditation	Percentage
Compulsory	65.38%
Optional	34.62%
Reasons for Preferring a Compulsory Accreditation System	
Standardised assessment for interpretation/translation skills	76.47%
Official recognition for interpretation/translation skills	82.35%
Professionalisation of interpretation/translation work	80.39%
Incentives for career advancement	64.71%
Possibility of improvement in remuneration	70.59%
Other	3.92%
Reasons for Preferring an Optional Accreditation System	
Difficulty getting accredited	32.14%
Concerns about losing the job if not accredited	64.29%
Other	17.86%

- 3.30 As Table 3.9 indicates, the majority of the I/Ts (66.67% of the sample) answered “yes” when asked whether or not there should be different levels of accreditation. Most of them (64.10% of the sample) also wish to have different types of accreditation. An

overwhelming 86.11% of the same group also want a publicly accessible register of I/Ts to be established.

Table 3.9. Types and Levels of Accreditation and Public Register

	Yes	No
Different Levels of Accreditation?	66.67%	33.33%
Different Types of Accreditation?	64.10%	35.90%
Publicly Accessible Register?	86.11%	14.10%

Contents of the accreditation tests

3.31 When asked what skills should be assessed in case an accreditation test is implemented in Hong Kong, the I/Ts rated language competence as the most essential. Table 3.10 below lists the skills considered essential to be included in assessment according to their weighted average. Respondents were asked to indicate the level of importance of each item chosen, with 1 being the least important and 10 the most important.

Table 3.10. Skills to be Assessed

Skill	Weighted Average
Language competence	8.38
Terminology	8.03
Ethical issues	7.79
Improvisation skills	7.78
Skills in different modes of interpretation	7.71
Cultural knowledge	7.64

Questionnaire for institutional users and responses

3.32 The questionnaire for institutional users of EM language T&I services aimed primarily to gauge their level of satisfaction with the services received, and to survey their views on a potential accreditation and regulation system for I/Ts of EM languages. A total of 25 questions were asked with questions 1 to 7 designed to solicit the details of the respondents' official duties that led to their use of T&I services, the frequency of their use of the services and the most frequently used EM languages. Respondents were also asked if relevant documents were provided to I/Ts for preparation (Questions 8 and 9), and about their level of satisfaction with the work of EM I/Ts, difficulties they had faced in using their services as well as their views on training needs (Questions 10 to 14), before they were finally asked about their views on issues relating to the setting up of an accreditation and regulation system for

interpretation and translation services in EM languages (Questions 15 to 25).

Demographic information

3.33 Twenty-two institutional users responded to the survey; 90.91% of the respondents had worked with interpreters, while 59.09% of them had also collaborated with translators. Table 3.11 below lists the names of the offices/organisations they are affiliated with and the number of responses received from each of these institutions. They reported to have worked with I/Ts in their capacities as Judge, Case Manager, Assistant Programme Officer, Counsellor, Legal Services Coordinator, Programme Officer, Social Workers (2), Assistant Labour Officer, Legal Case Manager, Legal Case Officer, Access to Justice Programme Manager, Trainee Solicitors (2), Senior Doctor, Paralegals (2), Law Clerk, and Barrister. Note that respondents might have worked with I/Ts in different official capacities and they were thus allowed to choose more than one affiliation.

Table 3.11. Affiliations of Institutional Users

Institutions	No. of Affiliations
NGOs and Schools Christian Action HELP for Domestic Workers Ho Yu College and Primary School Hong Kong Christian Services Justice Centre Hong Kong Pathfinders The Family Planning Association of Hong Kong	9
Government Departments and Public Bodies - <i>Legal</i> Department of Justice Duty Lawyer Service Judiciary Torture Claims Appeal Board	6
- <i>Enforcement</i> Hong Kong Police Force Immigration Department	2
- <i>Welfare and Medical Services</i> Department of Health Hospital Authority Housing Department Social Welfare Department	5
- <i>Employment</i> Labour Department	2

Institutions	No. of Affiliations
Support Service Centres for EMs CHEER Centre Support Service Centre for EMs (Unnamed)	2
Private Organisations Private Law Firm	6

Details of T&I services received

3.34 Almost 82% of the respondents said they used the services of I/Ts less than a year ago. Half of them reported to use T&I services occasionally while 36.36% them used the services frequently. Table 3.12 lists the languages for which they used T&I services:

Table 3.12. Languages Used in Interpretation

Language	No. of Responses
Urdu	11
Hindi	9
Tagalog	9
Bahasa Indonesia	7
Bengali	7
Nepali	7
French	5
Punjabi	4
Arabic	3
Sinhala	3
Tamil	3
Spanish	2
Mandarin	2
Burmese	1
German	1
Vietnamese	1
Other (Igbo & Somali)	2

3.35 When asked whether I/Ts were usually provided with any relevant information prior to the interpreting sessions, 36.36% of the respondents said “yes”, 40.91% replied “no”, and 22.73% replied that they did not know.

Difficulties encountered and level of satisfaction with I/T performance

3.36 Over 90% of the institutional users indicated that they were satisfied with the

performance of the I/Ts, although over 40% of them agreed that the quality of interpretation in EM languages is not as good as the quality of interpretation between Chinese and English. One possible reason for this high satisfaction rate is that institutional users do not know what to expect for professional T&I services. When asked further, some respondents reported that the practical difficulties they encountered when using the T&I services, as shown on Table 3.13 below, include I/Ts overstepping the boundaries of their roles (e.g. engaging in private conversations with clients or advising them what to say, etc.), not acting in a professional way, or not being accurate in their interpretation, etc. Over 50% of the respondents indicated that these problems were encountered occasionally.

Table 3.13. Difficulties Encountered While Working with I/Ts

Listed Difficulty	No. of Responses
The I/T was late	4
The I/T did not act in a professional way	7
The information conveyed by the I/T was not accurate	6
The interpreter could not understand me	4
I could not understand the interpreter	3
The I/T overstepped the boundaries of his/her role	8
The overall quality of the interpretation was unsatisfactory	1

Views on training

3.37 Not surprisingly, all the respondents agreed that I/Ts should undergo training. Table 3.14 lists the items they considered important to be included in training according to their weighted average. Respondents were asked to indicate the level of importance of each item chosen, with 1 being the least important and 10 the most important.

Table 3.14. Training Preferred by Institutional Users

Type of Training	Weighted Average
Professionalism and ethics training	8.20
Training for special domains such as legal or medical services	8.19
Orientation for new interpreters/translators	7.90
Training in language competence	7.85
Training in cultural sensitivity	7.25
Stress management training	6.20
Management skill training	6.11
Experience-sharing	5.95

Views on accreditation system

- 3.38 As shown in Table 3.15 below, the majority of the respondents (71.43%) preferred a compulsory accreditation system to an optional one (28.57%). Those who favoured a compulsory accreditation system explained that, among other reasons, it would help to ensure the quality and accuracy of T&I services. For those who preferred an optional accreditation system, one of the main concerns expressed were the potential difficulties in accessing services due to the inevitable shortage of qualified I/Ts to meet demand, at least in the short run.

Table 3.15. Views on Accreditation and Public Register

Establishment of Accreditation System	
Compulsory	71.43%
Optional	28.57%
Different Levels of Accreditation?	
Yes	71.43%
No	28.57%
Different Types of Accreditation?	
Yes	85.71%
No	14.29%
Publicly Accessible Register?	
Yes	95.24%
No	4.76%

- 3.39 The majority of the respondents in this group (71.43% of the sample) agreed that there should be different levels of accreditation according to the amount of training already received or experience gained by I/Ts. This, according to them, would enable users of the service to make an informed choice when engaging the service.
- 3.40 Most of the respondents (85.71% of the sample) considered it necessary to have different types of accreditation according to the specialisation of each I/T, since each field required a specific set of knowledge about terminology, cultural awareness and sensitivity.
- 3.41 A great majority of the respondents (95.24% of the sample) agreed to the creation of a publicly accessible register of I/Ts who have passed the accreditation test, primarily because a register would make it easier to access the service and allow T&I service users to make an informed choice when engaging the service.

- 3.42 When asked to comment on the current system of T&I services in EM languages in the context of Hong Kong's public services, responses were mixed. One respondent observed that the legal I/Ts' skills were good and professional. Another complained that information on how or where to access I/Ts was unavailable, and that I/Ts with rare languages did not need to be a registered interpreter to work in the courts, so the quality of their work was not guaranteed. One respondent complained about the lack of competence of an I/T he had engaged and added that there was a dearth of I/Ts for certain minority languages but "the government has shown unwillingness and inflexibility in finding creative solutions using resources already available to them due to petty political posturing".
- 3.43 Others suggested that official accreditation should be awarded without the candidates having to pay a fee for taking the accreditation tests so as to ensure enough supply of I/Ts. Another opined that the accreditation system needs to primarily focus on ensuring clear and correct communication between the service users and that it should not put "administrative convenience or budget above these objectives". One respondent emphasised the importance of distinguishing between dialects that are easily mixed-up.

Comparisons of stakeholders' responses to training needs, an accreditation system and a public registry

- 3.44 As regards training, all of the institutional users and the majority of I/Ts agreed that training was needed for I/Ts, as depicted in Table 3.16 below. For the I/Ts, the most important type of training was training in specialised domains, which also received high ratings by the institutional users. For the institutional users, training in professionalism and ethics was most important.

Table 3.16. Comparison of Stakeholders' Views on Training Needs

Training for Interpreters and Translators			
	I/Ts	Institutional Users	
Yes	90.91%	100%	
No	9.09%	0%	
Types of Training Rated by Weighted Average			Total
Training for special domains such as legal or medical services	8.58	8.19	16.77
Professionalism and ethics training	8.05	8.20	16.25

Orientation for new I/Ts	8.31	7.90	16.21
Training in language competence	7.99	7.85	15.84
Training in Cultural Sensitivity	7.90	7.25	15.15
Experience-sharing	7.64	5.95	13.59
Management skill training	7.39	6.11	13.50
Stress management training	7.25	6.20	13.45
Other	7.20	7.85	15.05

3.45 Table 3.17 below compares the statistics of the I/Ts' and institutional users' views of on issues relating to the establishment of an accreditation and regulation system for I/T services in EM languages.

Table 3.17. Comparison of Stakeholders' Views on Accreditation

Accreditation and Regulation System		
	I/Ts	Institutional Users
Compulsory	65.38%	71.43%
Optional	34.62%	28.75%
Different Levels of Accreditation According to Training and Experience		
Yes	66.67%	71.43%
No	33.33%	28.57%
Different Types of Accreditation According to Specialisation		
Yes	64.10%	85.71%
No	35.90%	14.29%
Establishment of Publicly Accessible Register of Accredited I/Ts		
Yes	86.11%	95.24%
No	13.89%	4.76%

3.46 Most I/Ts and institutional users preferred a compulsory accreditation system, with different levels and types of accreditation in specialised domains. The major reasons provided by I/Ts who opted for a compulsory accreditation system include the desire for standardisation of assessment for their interpretation/translation skills, and official recognition and professionalisation of their occupation.

3.47 Most of the respondents in the two groups also preferred a publicly available register of accredited I/Ts.

Chapter 4: Focus Group Interviews

Objectives and participants

- 4.1 Focus group interviews were conducted to give participants an opportunity to narrate their experiences and to triangulate the quantitative data from the online survey in order to explore issues at a greater depth. All participants in the online survey were asked to provide their phone numbers or email addresses should they wish to join the interviews. Nine focus group and structured interviews were subsequently conducted at HKU and other locations, involving 18 I/Ts from the legal, medical and other community settings, three institutional users and two service operators. Another three institutional users sent in their responses to a set of additional questions by email, bringing the total number of participants to 26. All of the interviews were audio recorded for transcription and analysis purposes, and prior consent was sought and received from the participants.

Summary of responses

Satisfaction level of I/Ts with current work conditions and career prospects

- 4.2 Most of the I/Ts interviewed expressed dissatisfaction with their work conditions due to low pay rates and unstable working hours; remuneration was relatively low compared to their counterparts providing T&I services from English to Chinese and vice versa. Work was only available as little as once every two weeks. They said that because of the lack of official recognition of their profession, most service users, including fellow EMs, looked down on them as mere cogs in a machine. As EMs themselves, they sometimes felt that they were treated unfairly by institutional users. Moreover, most of them were not satisfied with their career prospects due to the nature of the job including the lack of security. They stated that several organisations would look for freelancers or part-timers instead of regular full-time I/Ts, hence the work tended to be ad-hoc while they were expected to constantly be on call. This resulted in no fixed working hours or salaries each month. They wanted better job security in the field and the establishment of a career path. An Urdu community and legal interpreter with more than 7 years of experience made the following comments:

“In terms of monetary appreciation or recognition, we do not have such kind of environment in our own organisation. Sometimes people look down on us. Having served as an interpreter for seven years, I have worked in all sectors

such as legal, medical and community but I still cannot say that I have recognised expertise. So I think that we should have a certification for at least one field so that we can say that we are either legal interpreters or medical interpreters etc. We don't have such kind of certifications or trainings provided in Hong Kong."

- 4.3 Those who were satisfied with their current working conditions pointed out that the job was meaningful and self-fulfilling and therefore they did not care so much about the low pay and would not have high expectations for the development of their interpreting careers. Some of them actually held other full-time jobs while doing medical interpreting part-time. One Tagalog I/T working with the Hong Kong Judiciary said that she liked reading about crime and law and therefore loved working in a court setting despite the low remuneration. On the other hand, a Hindi/Punjabi I/T who used to work part-time for the CLS and is currently working full-time with the Hong Kong Immigration Department as an in-house interpreter reported that she was not only better paid but also happier with the other work conditions. She explained that there were plenty of asylum seekers from South Asian countries, hence the high demand for her services. She was busy almost every day and was satisfied with her workload, the working hours and current salary.

Current recruitment assessment for I/Ts

- 4.4 Ten interviewees said that the current assessment criteria for recruitment in their own sectors were not effective. The legal interpreters said their training was insufficient and the minimum education requirement was set at too low a level, especially for those who were recruited in the 1980s, when recruitment standards were far more lax and bilingual EMs were recruited purely out of necessity. Some interviewees doubt the assessors' professionalism and neutrality. One legal I/T who has been in the profession since 2003 commented in particular on the use of assessors sourced from consular offices: *"We don't know what happens there and how reliable the assessment is. Especially that the communities for EMs are quite small and tightly knit so it's very possible that you would know the staff of the consulate. I think to have an independent body to assess the interpreters would be better just to ensure that we have interpreters who have passed on the basis of their own capacity"*. A greater number of the interviewees suggested that the minimum education requirement should be a university degree, that more legal terminology should be included in the tests and training for court I/Ts, and that the assessors or recruiters should either come

from an independent body or have more interpreting knowledge or experience.

- 4.5 It was revealed during an interview that medical interpreters tended to receive more extensive training than their legal counterparts prior to and even after recruitment:

“We have it better than the Hong Kong Judiciary. They give us training all throughout the year at the HKTS. They start us with a written test, a really tough one. They train you with vocabulary for medical [use] because you don’t learn this in secondary school.”

Views on accreditation and regulation

- 4.6 **Interpreters/Translators.** All I/Ts interviewed supported the idea of setting up an accreditation system as this would enable I/Ts’ professionalism to be acknowledged, which would impact the demand and quality of work. More than half of the I/Ts interviewed preferred a compulsory system that includes different levels of accreditation, with some proposing that the accreditation system be introduced in stages and made optional at the first stage. One respondent pointed out, however, that multiple levels might lead to unequal treatment not only from their peers but also from service operators when choosing I/Ts for their projects.
- 4.7 **Institutional users.** All of the respondents were in favour of setting up an accreditation system mainly in order to ensure quality T&I services. Three interviewees preferred an optional system. One of them explained that despite the lack of an accreditation system in Hong Kong, they could still receive good service from experienced I/Ts. Two respondents preferred a mandatory system in order to maintain standards but with periodic reviews of the system. One other respondent was non-committal, saying that a downside of a mandatory system could be the *“decrease of availability and capacity of such interpretation services because the accreditation might require a process that may turn people away from being accredited.”* A barrister from a private law firm, who regularly uses legal interpreters in police stations and with the Duty Lawyer Service, advocated a mandatory system with different levels for different uses, and added that, although given practical considerations and time/resources/funds, having only one level of accreditation could be considered. If there was a demand for specialisation (i.e. medical interpreters for hospitals & legal interpreters for police/immigration/courts), this could be done at a later stage.

- 4.8 **Service operators.** The two service operators interviewed also believed in establishing an accreditation system as it would benefit I/Ts professionally. Both preferred an optional system in the beginning in order to have a grace period of at least a few years before the final model of accreditation became mandatory. One of them added that an internal system used by her organisation was working well for their current operations, but if an accreditation system were introduced, it would be good for all EM language I/Ts as a whole.

Setting up the accreditation system in stages

- 4.9 **Interpreters/Translators.** Almost all the I/Ts believed the accreditation system should be introduced in stages. Newcomers to the profession should be required to take the accreditation examinations first, followed by regular evaluations of everyone's performance after a few years. Only one interviewee preferred the immediate introduction of a compulsory system, even for experienced interpreters.
- 4.10 **Institutional users.** All of the institutional users preferred that the system be set up in stages. One of the respondents opined that although many existing senior I/Ts might not wish to be accredited, these senior I/Ts may nevertheless offer valuable advice and experience in the process. According to the same respondent, establishment of the system in stages may be sensible with new entrants accredited first, and once they reached an adequate number of service hours or sessions, they could apply for entry to the next level. The whole system should be reviewed a few years after its implementation.
- 4.11 **Service operators.** The two service operators suggested that an accreditation system should be introduced on a voluntary/optional basis first, for the reason that there is currently no educational institution providing accreditation or official training to EM language I/Ts. They suggested that educational institutions should provide training or accredited courses as a benchmark for official assessments before an official body is set up to govern the assessments for the accreditation system. They further suggested that the eight universities or other institutions in Hong Kong seize the opportunity to start providing training to produce qualified I/Ts for the EM community. They added that most of the practising I/Ts were educated abroad and the qualifications they obtained might not receive the same recognition in Hong Kong. It would be good if these I/Ts could undergo some training before applying to get official accreditation.

Concerns with a mandatory accreditation system

- 4.12 Service operators expressed their concerns about a potential shortage of accredited I/Ts in the short run should a mandatory accreditation system be implemented. One of them pointed out that academic qualifications could be recognised differently in Hong Kong and may not allow some practising I/Ts who had obtained degrees in their own countries to take the accreditation tests. They were, however, not particularly concerned about having to pay higher remuneration for accredited I/Ts should the mandatory accreditation be implemented, because the funding bodies may be obliged to cater to the remuneration rise in their allocation if the official accreditation system is in force. They said that accredited I/Ts hired by their institutions might still be required to take another internal training course. One service operator said that if I/Ts got accredited in the medical domain then it could refocus its training in more professional and medical-related content that do not overlap with the accreditation training. But she added that they would still assess the content of the accreditation courses to make sure they are well suited to their own organisation's requirements.

Concerns about an optional accreditation system

- 4.13 A major concern with an optional accreditation system is that practising I/Ts may not be motivated to obtain better qualifications. One service operator said that if I/Ts did not see any benefits, such as an increase in salary, they would have no incentive to attend training courses. So the challenge, in her opinion, was how to package this as an attractive means of achieving career enhancement or professional development. She therefore reiterated the importance of having training courses offered by a local educational institution in line with an accreditation system. However, she still considered it essential for her organisation to have its own training assessment for their I/Ts. *"So I wouldn't just accept, in the short-term, this accreditation system as a direct pass into our institution"*, she added.

Suggestions and comments

- 4.14 A suggestion from a service operator is that the setting up of interpreting domains that should not be exclusive of each other so that interpreters could specialise in a specific domain but could also take up assignments in other sectors. For example, public service interpreters may apply for accreditation in the general stream which would cover the usual skills such as knowledge of the code of ethics and memory enhancement drills. However, they should have the option to get accredited at an

advanced level that would include training on specialised terminologies, education about the psychological effects of domestic violence, torture or other forms of persecution and abuse, and debriefings on the emotions that I/Ts face in particular settings. In this way, their office could exercise flexibility when assigning I/Ts and prevent any potential lack of manpower in the future.

- 4.15 A service operator also pointed out that community interpreters should not be regarded as inferior to medical or legal I/Ts. In the Hong Kong context, the work of “public service interpreters”, a term which she suggested is preferable to “community interpreters”, requires a high degree of knowledge, responsiveness and common sense because they do not just focus on one particular sector. Hence, the service operator suggested that careful consideration be given when setting up the domains or layers within the accreditation system in relation to public service interpreting.
- 4.16 Another service operator’s suggestion is to create different levels of accreditation within different domains (e.g. in the medical setting), and to define these according to experience and educational background. The service operator observed that currently the educational qualifications of medical interpreters are quite varied.
- 4.17 Both representatives echoed their similar positions that the accreditation system should be voluntary in the initial stages and, depending on how the system develops in the future, it might soon evolve from optional to mandatory. In their opinion, Hong Kong is probably not ready for a compulsory accreditation system yet as all the institutions and stakeholders would have to be better prepared. As one participant put it:

“We are not just talking about language proficiency, we are talking about professionalising interpreting. So I think this isn’t just about immediately setting up an accreditation system but we also need to consider promoting recognition of the system by the community, education of interpreters, alignment or changes in policy, availability of resources, and training of institutional users before it becomes mandatory”.

- 4.18 Both service operators insisted that they would implement their own tests that reflected their unique services (i.e. medical I/Ts vs. public service I/Ts.), even if a compulsory accreditation system is eventually established.

Private or public body regulation

- 4.19 **Interpreters/Translators.** Half of the I/Ts interviewed suggested the profession should be regulated by a public body. They believed that privatising it would commercialise the profession and would mainly benefit private companies in the long run. Other interviewees preferred semi-privatisation: i.e. a private body that regulates the profession with government monitoring and a self-regulatory body that consists of I/Ts representing all sectors. One I/T however wanted a fully privatised system and said it should be run by “that association or body which should be raising my voice if I have any problems.”
- 4.20 **Institutional users.** Three of the institutional users agreed that the government should have the resources, capability and framework to regulate the profession. A staff member of the Social Welfare Department (SWD) who responded by email, however, opposed the idea and instead suggested that having a private body regulating the industry would encourage a competitive market and would continuously raise the quality of service. According to him, complaints should be handled by an independent body such as an NGO or private company and that an open platform should be established for public rating of the services. An executive officer from the Home Affairs Department (HAD) suggested that the system currently used to govern the service of Chinese/English language interpreters in the CLS of the Judiciary be adopted, with necessary adjustments made depending on its suitability to EM language interpreters.

Public Register

- 4.21 **Interpreters/Translators.** Seven out of the 18 I/T interviewees supported the idea of a publicly accessible register of professional I/Ts, especially for freelancers, but with the exclusion of highly identifiable personal information. Those who disagreed with the idea believed it would not be safe for personal information to be freely accessible, particularly of those who work in courts, and they suggested that only the government and certain organisations should have access to their personal information. One interviewee’s answer is shown below:

“No, it’s not a good idea for court interpreters. But for medical, it could be possible to do it. In the hospital they can also pick someone that they like. Some people will try to be smart by telling the doctors to call them for interpreting services next time. They will start selling themselves.”

- 4.22 **Institutional users.** All respondents agreed to the idea of having a publicly accessible register for transparency reasons and for the benefit of the public. One respondent said it would suffice to have the names and working languages of the interpreters while another reasoned that by having access to the identity of the I/Ts beforehand, they could request to change the assigned interpreter if needed. Another institutional user stated that not only would it make it easier to make complaints against erring I/Ts, but it would also make them take their jobs more seriously knowing that they would be receiving feedback.

Training

- 4.23 **Interpreters/Translators.** All the I/Ts interviewed were of the view that workshops and training on sector-specific terminology, interpreting skills such as note-taking and using symbols, language efficiency, and specialised training in other areas such as computer literacy should be provided for I/Ts. Some emphasised the importance of learning Cantonese and certain terminology specific to Hong Kong. With regard to trainers, they suggested that trainers should be able to speak their EM native languages for better teaching efficiency. One I/T suggested that workshops/seminars be conducted regularly for users of the service such as government or NGO workers, including legal professionals, which would better inform the service users about the boundaries of the role of the I/Ts. A Nepali legal interpreter pointed out that during the course of interpreting, there were times when she had to explain or paraphrase rather than translate verbatim as she might not have an equivalent term in her language due to linguistic differences. However, if she used a slightly longer sentence, services users might cast doubts on her interpretation. She added that legal professionals, including judges and lawyers, should be briefed about the role of professional I/Ts and how to work with them.
- 4.24 **Institutional users.** A case manager for an NGO that deals with abused domestic workers suggested training interpreters not only on cultural issues but also on their awareness of the mental and emotional experiences and trauma that their clients such as assault survivors may have had. Another social worker advocated for training on cultural awareness for I/Ts to understand more about Hong Kong people as “*some Hong Kong people can be very rude when they are stressed and they have their own special working style. Maybe this working style is different from the interpreter’s culture so if there are some workshops to promote cultural sensitivity and integration, it would be good*”. Others proposed training on a code of ethics, specialised training

on medical and legal interpreting and even training on communication skills on a regular basis in order to keep the interpreters updated.

- 4.25 **Service operators.** As for service operators, they firmly felt that there had to be flexibility in the introduction of an accreditation system because most of the practising I/Ts do not possess formal training in interpreting and translating but their work experience and past experience needs to be recognised. They advocated setting up a vocational qualification or vocational courses to be conducted by an educational institution, and encouraging EM youngsters who speak fluent Cantonese to be trained to become interpreters. They suggested that educational institutions offer a GCSE course in EM languages to spark interest in the interpreting field.

Summary and conclusion

- 4.26 Remuneration seems to be the number one cause of dissatisfaction among I/Ts, regardless of whether they are employed full-time or part-time/freelance. Most are paid on an hourly basis, with uncertain working hours. Job security – in terms of both wages and career prospects – is another major concern. More than half of the I/Ts considered their organisations' recruitment process ineffective, and the assessors unqualified and subjective in their assessment.
- 4.27 As regards training needs, there seems to be a consensus among all stakeholders. Even I/Ts would like more training/workshops related to specific domains, language proficiency and skills training. Other skills, such as cultural sensitivity and awareness of mental and emotional trauma of certain EM clients, such as refugees or asylum seekers and other victims of violence, were also deemed important.
- 4.28 All the stakeholders interviewed favoured the establishment of an accreditation and regulation system. Suggestions were also made that accreditation be optional initially for practising I/Ts, while newer I/Ts would be required to take the accreditation tests to enter the profession, and to make it compulsory for everyone after a few years, when the system is well in place.
- 4.29 Half of the I/Ts and most institutional users suggested that the Hong Kong government should bear the responsibility of regulating the industry. They were also keen on having a publicly accessible register for the sake of transparency and convenience, although the I/Ts would prefer their highly identifiable personal information to be excluded from public view for security reasons.

4.30 The service operators were mainly concerned with two things: the perceived lack of motivation for I/Ts, particularly part-time I/Ts who have been working in the industry since 1980s, in taking an optional accreditation, and the possible shortage of accredited I/Ts should a mandatory system be implemented. To them, such a system should be introduced with caution and flexibility, and should allow time for all stakeholders including the general public to adapt to the change.

Chapter 5: Conclusions and Recommendations

Language rights and human rights

- 5.1 Language rights are human rights. As Professor Fernand De Varennes, one of the consultants in this research project, rightly observed, “language rights are not collective rights, nor do they constitute ‘third generation’ or vague, unenforceable rights: by and large, the language rights of minorities are an integral part of well established, basic human rights widely recognised in international law, just as are the rights of women and children”.⁵⁸ The enactment of the RDO (Cap 602) in 2008 and the Administrative Guidelines on Promotion of Racial Equality (detailed in paragraph 5.3 below)(Administrative Guidelines) are major milestones in promoting the rights of ethnic minorities in Hong Kong. The Administrative Guidelines, in particular, provides some recognition of the language rights of EMs in Hong Kong.
- 5.2 While T&I services in legal settings have a long history of well over a century and a half in Hong Kong, the provision of such services in other public service settings has only developed recently. The provision of such services is important to ensure EMs’ full access to public services and to mitigate the linguistic inequalities that they may otherwise suffer. It is certainly an essential move in the right direction. However, by providing T&I services without a proper mechanism to ensure the quality of such services, the language rights of EMs are not fully protected.
- 5.3 Following the enactment of the RDO, the Government introduced the Administrative Guidelines in 2010 to provide general guidance to government bureaux/departments and public authorities to promote racial equality and ensure equal access by EMs to public services. Up to 2018, 23 relevant bureaux/departments and public bodies developed their measure checklists under the Administrative Guidelines. At this stage, most of them focused on addressing language barriers and fulfilling legal obligations, such as information in EM languages, interpretation services for EM language users, staff training on the RDO, etc., which was repeatedly criticised by the civil society as minimal and ineffectual. Under the 2018 Policy Address, the Government committed to improving the Administrative Guidelines for application to all Government bureaux/departments and public bodies providing services to EMs. Key concerns

⁵⁸ Fernand De Varennes, “Language Rights as an Integral Part of Human Rights”. *IJMS: International Journal on Multicultural Societies*. 2001, vol. 3, no.1: 15-25. UNESCO. ISSN 1817-4574, www.unesco.org/shs/ijms/vol3/issue1/art2 (accessed April 28, 2020).

extended to data collection in EM service users' language needs, training and guidance for staff on catering to the cultural and language barriers, etc., and all relevant bodies are required to update or come up with their measure checklists in 2020. Potential implications of this improvement are increased awareness of public service providers on the obligations to arrange T&I services for EM service users with language needs and thus higher demand of quality service.

Quality of T&I services matters

- 5.4 It is well documented and recognised among researchers in T&I studies that T&I services provided by unqualified interpreters/translators not only defeats the purpose of safeguarding EMs' language rights and of facilitating inter-lingual communication, but defective T&I services inevitably lead to all sorts of communication problems. These may have dire consequences, especially in legal and healthcare settings, where any interpretation or translation error can literally be a matter of life and death.⁵⁹ The important role interpreters play and the potential impact of their interpretation on the communication event has been well articulated in the literature of interpreting studies and aptly put by Swabey and Mickelson (2008): "In legal, medical, work and education settings, the choices and actions that interpreters take, or do not take, have the potential to influence the lives of the people involved".⁶⁰ Examples of problems relating to interpreting have been cited in Chapter 1.
- 5.5 There has been a heated debate in the UK on the outsourcing of public interpretation service. In 2012, public service interpreting was outsourced to a private company – Applied Language Solutions (ALS) – in order to cut the cost of T&I services, numerous problems have emerged concerning the poor quality of the interpreting services. One widely reported case involved a Romanian interpreter who wrongly interpreted the defendant's testimony by rendering "beaten" as "bitten". The mistake was not uncovered until the fourth day of the trial when the defendant was asked by the prosecutor for photos to show the bitemark.⁶¹ The poor quality in interpreting has been linked to incompetent interpreters being used in court by ALS in order to save

⁵⁹ Eva Ng and Ineke Crezee, eds., *Interpreting in Legal and Healthcare Settings: Perspectives on Research and Training* (Amsterdam: John Benjamins, 2020).

⁶⁰ Laurie Swabey and Paula G. Mickelson, "Role Definition: A Perspective on Forty Years of Professionalism in Sign Language Interpreting", in *Crossing Borders in Community Interpreting: Definitions and Dilemmas*, ed. Carmen Valero-Garcés, and Anne Martin. (Amsterdam: John Benjamins, 2008). <https://doi.org/10.1075/btl.76.04swa>.

⁶¹ "Trial collapses at Snaresbrook court after interpreter error," BBC, <https://www.bbc.com/news/uk-england-london-17709440> (accessed May 5, 2020).

costs. Lowered remuneration resulted in low morale among the qualified, nationally registered interpreters (those under the NRPSI), and most of them boycotted ALS contracts. This resulted in unqualified interpreters being used in court.⁶² The ALS referral process allegedly lacks transparency and there are no functional or operational guidelines for the agent.⁶³

- 5.6 Hong Kong adopts a diverse approach in funding the public service interpreting, with the combination of employing PTIs directly by CLS, outsourcing the services to service operators (HKCS-CHEER), and engaging social enterprises (HKTS) or private T&I firms directly by the institutional users. With the UK example indicating the possible adverse effect of complete outsourcing T&I service without monitoring the service quality and practitioners' competency, it is important for the Hong Kong Government to not just provide T&I services, but to ensure the uniform quality of such services in order to better protect the language rights and thus human rights of EMs in Hong Kong. To achieve this, a mechanism should be in place to monitor and regulate the services.

Accreditation to ensure quality in T&I services

- 5.7 As evaluating the accuracy of translation/interpreting would not be possible without the required linguistic skills, problems may not always be spotted and rectified. Problems that have gone unnoticed may well outnumber those uncovered and reported. To ensure that only capable I/Ts are allowed to practise in the field, it is important that they are required to undergo and pass standardised certification tests for their domains of practice, which is what is happening in many other countries including those we have examined.

Recommendations

- 5.8 Having reviewed the representative overseas accreditation models for interpreters and translators, and having considered the survey findings and focus group interview results, the research team has come up with the following recommendations.

⁶² *Ibid.*

⁶³ Leung, "Medical Interpreting as an Emerging Profession in Hong Kong", 279.

On accreditation system

5.8.1 ***Recommendation 1:*** *A system of accreditation should be in place in both a general stream and specialist domains. Specialist accreditation can be offered for legal and medical interpreting, and general accreditation for I/Ts working in other public service settings such as housing, social welfare, education, labour and so on.*

5.8.1.1 100% of survey respondents from all the two stakeholder groups (I/Ts and institutional users) agreed that an accreditation system should be introduced in Hong Kong to ensure standardisation of the quality of T&I services and promote professional recognition of I/Ts. Meanwhile, overseas experience shows that an accreditation system does help the I/T profession upgrade its service level and professional status.

5.8.1.2 It is a common practice in the overseas models to accredit specialist I/Ts practising in legal and healthcare settings. Information about certification criteria and pathways can be readily obtained.

5.8.1.3 In legal and medical interpreting, advanced knowledge of the terminology and cultural awareness in these disciplines is essential and misinterpreting may result in grave consequences.

5.8.1.4 In the focus group discussions with I/Ts, some court interpreters indicated that their training was insufficient and the minimum education requirement was too low especially for those I/Ts recruited in earlier years.

5.8.2 ***Recommendation 2:*** *Languages to be assessed for accreditation should primarily include the eight high demand South Asian & South East Asian languages in Hong Kong, namely, Bahasa Indonesia, Hindi, Nepali, Punjabi, Tagalog, Thai, Urdu and Vietnamese; other languages can be added on a need/demand basis.*

5.8.2.1 All the overseas models offer accreditation for languages with high usage. In Australia, emerging languages or languages with less demand are not offered for accreditation, but a Recognised Practising credential can be conferred to applicants who have recent and regular experience as translators and/or interpreters, and can prove to NAATI that they have obtained the basic experience and skills that a Recognised Practising credential demonstrates, including English language proficiency, ethical and intercultural competency, work experience as a translator or interpreter, as well as completion of a minimum level of training as a translator and/or interpreter.

- 5.8.2.2 The motivation for advocating an accreditation system for EM language I/Ts is to ensure uniform quality T&I services for underprivileged groups in accessing public services. Therefore, the above-mentioned eight languages should be prioritised under the accreditation system, as support for these languages has been clearly stated in Government policies and measures, which aim at helping major EM groups in Hong Kong who are likely to be disadvantaged by language barriers.
- 5.8.2.3 For rare languages, it may not be easy to find assessors for carrying out the accreditation.
- 5.8.3 ***Recommendation 3:*** *An optional system should be adopted initially and reviewed after a certain period of time. In the long run, it is advisable that where accreditation for T&I services in a language is offered, only accredited I/Ts should be hired to provide services in key public services in order to ensure the quality of T&I services.*
- 5.8.3.1 I/T accreditation in all of the overseas models we have reviewed are optional, although most state and national employers require accreditation to practise in the field.
- 5.8.3.2 Although most I/Ts (68.2%) and institutional users (71.4%) who responded to our survey preferred a compulsory accreditation system, major service operators of community T&I services worried that if accreditation is mandatory without any grace period, there may be an immediate manpower crisis as many practitioners in their current I/T crews who do not possess formal T&I training may be forced to leave their services. An optional system, at least in the early stage, can minimise the potential impact on the industry.
- 5.8.3.3 For some I/T survey respondents (20.4%), an optional system was preferred because of the concerns about the possibility of losing their jobs if they cannot meet the accreditation requirements.
- 5.8.3.4 Some may doubt whether practising I/Ts will be motivated to apply for accreditation. Nevertheless, the cases in the countries we have reviewed show that I/Ts generally want to get accredited in order improve their competitiveness if there is a system in place.

5.8.4 **Recommendation 4:** *A single-tier accreditation mechanism is recommended for both the general stream and the specialist domains to streamline the assessment process.*

5.8.4.1 Single-tier accreditation is adopted in the specialist certification process in the UK and Australia, and in both streams in Canada.

5.8.4.2 Single-tier accreditation simplifies the assessment process.

On accreditation mechanism

5.8.5 **Recommendation 5:** *Accreditation should be obtained through examination as an objective and a fair assessment method. The Australian NAATI assessment model can be taken as a key reference.*

5.8.5.1 Accreditation by examination is the usual means adopted by the overseas models we have examined. Only the Canadian model also accepts other means of assessment.

5.8.5.2 Some I/Ts in the survey and interviews pointed out that entry requirements for the PTI in the CLS of the Judiciary were low and need-based especially in the early days.

5.8.5.3 The NAATI assessment tests for Certified Translators, Certified Interpreters, Certified Health Interpreters and Certified Legal Interpreters can be used as a model, which involves the testing of candidates' bilingual competency in translating written texts (for Certified Translators), and in interpreting in consecutive and simultaneous modes, as well as sight translation (for Certified Interpreters in the general stream). For Certified Health and Legal Interpreters, a knowledge test about medical/legal terminology, healthcare/legal systems, general medical/legal knowledge and processes should also be administered.

5.8.6 **Recommendation 6:** *The introduction of accreditation should be supported by a quality assessment involving linguists, qualified and experienced I/Ts, as well as experts from specialist domains such as legal and healthcare professionals as the assessors.*

5.8.6.1 Over 75% of I/T survey respondents indicated that one of the major reasons for supporting the establishment of an accreditation system was the need for standardising assessment for T&I skills.

- 5.8.6.2 The focus group discussions with I/Ts revealed that one of the current causes of dissatisfaction among them is that they are uncertain about the examiners' qualifications, especially in the legal and community sectors. Hence, more careful consideration should be made in selecting examiners across sectors.
- 5.8.6.3 Based on the overseas experience, assessment could be conducted by examiners selected from among accredited and experienced interpreters; a dual-examiner approach to practical assessment could be adopted to avoid subjectivity. For specialist accreditation, examiners should possess the relevant specialist knowledge and terminologies of the fields.
- 5.8.6.4 Help can be sought from consulates for referrals and qualification confirmation of assessors. For rare languages for which assessors are difficult to find locally, overseas certifying bodies such as NAATI can be approached for referrals.
- 5.8.7 **Recommendation 7:** *Training, language proficiency or relevant qualifications/ experience should be prerequisites for accreditation, except for those holding the title Registered I/Ts in the grace period (see registration for practising I/Ts below)*
- 5.8.7.1 In Australia, candidates for certification are required to meet the English proficiency standard set by NAATI. This may require sitting a formal English proficiency test such as the IELTS or TOEFL. Candidates are also required to either complete specialised training or pass the NAATI Intercultural Competency test, complete specialised training or pass the NAATI Ethical Competency test.
- 5.8.7.2 Prerequisites ensure a minimum standard that candidates must have fulfilled and increase success rates.

On registration of practising I/Ts

- 5.8.8 **Recommendation 8:** *To enable a smooth transition to accreditation, existing practitioners can be given a Registered Interpreter/Translator (Registered I/T) status. The title Registered I/T can be a prerequisite for and a pathway to accreditation (see accreditation prerequisites above). Registered I/T status applies to three groups of I/Ts, namely, practising I/Ts of languages for which no assessment is currently available; practising I/Ts who have yet to be accredited although assessment is available for their languages; and new I/T entrants who have undergone basic training and registration but have yet to be accredited.*

- 5.8.8.1 Since the accreditation system is optional, registration can serve as an option or a transition for experienced I/Ts with basic training but cannot or do not want to get accredited for one reason or another. The current recruitment tests, training and job appraisals from the major service operators for practising I/Ts, together with the registration requirements, can serve as gatekeepers, which, to a certain extent, would ensure the service quality.
- 5.8.8.2 Among the overseas models we have reviewed, Australia and the US grant the statuses – “Recognised Practising Interpreter/Translator” and “Language Skilled Interpreter” respectively – to I/Ts without certification in recognition of their skills and experience.
- 5.8.8.3 In Australia, the Recognised Practising credential serves as a prerequisite for certification, or when certification is not offered for certain languages due to low demand.
- 5.8.9 ***Recommendation 9:*** *Once an accreditation system is in place, Registered I/Ts can be given a grace period of five years to take the assessment test. At the end of the grace period, those who fail to get accredited may be required to complete a training course and pass the competency tests before they can take the accreditation test again.*
- 5.8.9.1 The accrediting body may assess the impact of the system to the industry and decide on any renewal requirements for registration in terms of training, practice proof and/or fee payment.

On pre-accrediting training

- 5.8.10 ***Recommendation 10:*** *Non-language-specific training courses on T&I skills, cultural awareness and professional practice and ethical issues should be provided to prepare candidates for the accreditation tests. Special training should also be provided for candidates sitting for specialist accreditation such as legal interpreting and medical interpreting.*
- 5.8.10.1 Training courses of a similar nature in the overseas models are all conducted in English and are thus non-language specific. Otherwise it would be difficult to find enough trainers to cater to the different language needs of the candidates. Assessment of their English language proficiency, intercultural and ethical competency can also be conducted in English. If there are candidates who are proficient in Chinese, training in Chinese can also be developed and provided.

5.8.10.2 All the accrediting bodies in the overseas models are not directly involved in training but some endorse training programmes from selected academic institutions. Similar links should be established if accreditation is adopted in Hong Kong.

5.8.11 **Recommendation 11:** *It is advisable that the courses be funded or subsidised by the government and preferably run by a designated UGC-funded university or an institution properly accredited by the Hong Kong Council for Accreditation of Academic & Vocational Qualifications.*

5.8.11.1 Over 90% of the I/T survey respondents indicated that their top three priority areas for training are specialist skills in medical or legal interpreting, practice orientation and professionalism and ethics. Over 54% were willing to invest 20 hours or more on professional training while 12.7% were willing to pay \$10,000 or more on training courses.

5.8.11.2 In the initial phase of the professionalisation process of the T&I industry, Government financial support for training is essential because the current low professional recognition of I/Ts and the varied remuneration levels may deter practising I/Ts and new entrants from pursuing training, especially if they have to pay for a costly programme. Without the Government support, tertiary institutions also lack incentives to develop such training programmes.

On accrediting and regulatory body

5.8.12 **Recommendation 12:** *An accrediting and regulatory body endorsed and supported by the Government should be established to administer the accreditation system. Some possible options include setting up of a statutory body, appointment of a tertiary institution as the accreditation agent or partnership formed between a tertiary institution and a professional body/organisation.*

5.8.12.1 In all the overseas countries we have reviewed, there are either governmental or professional bodies that administer testing for the awarding of certification to I/Ts who have demonstrated minimum standards of ability to practise in the field. Unlike the overseas experiences, there is no established, officially recognised professional association of EM language I/Ts in Hong Kong. One of common models is through the setting up of independent statutory bodies examples of which include the Nursing Council, Social Workers Registration Board, The Hong Kong Institution of Engineers, Pharmacy and Poisons Board of Hong Kong. However, these statutory bodies were mostly established and exercise their

power under relevant ordinances, and such set-ups may not be applicable to an optional registration and accreditation system.⁶⁴

5.8.12.2 The new approach adopted by the Government in regulating 15 non-statutorily regulated healthcare professions can be used as a point of reference in setting up this accrediting and regulatory body. Under the Accredited Registers Scheme for Healthcare Professions, a tertiary institution is appointed as the Accreditation Agent with funding support by the Government to establish accreditation standards, make accreditation recommendations to the Department of Health and conduct annual review of accredited healthcare professional bodies which are responsible for performing the actual accrediting and regulatory function.⁶⁵

5.8.12.3 The engagement of both a tertiary institution and a professional body in this approach suits the needs of establishing an accrediting body for EM language I/Ts in that the tertiary institution can be funded to develop training programme and validate the accreditation assessment of the professional body, which can be funded to build the system, manage the registered/accredited practitioners and carry out its accrediting and

⁶⁴ Other professions grant professional qualifications through the UK Chartered Institute system, such as The Chartered Institute of Building, The Chartered Institute of Arbitrators (East Asia Branch). Established in 1984, CIOL(HKS) is, however, only a local Society of The Chartered Institute of Linguists (CIOL) in the UK. Its functions include organising professional development activities such as talks and conferences for local members, and promotes the international recognition of CIOL qualifications. Examinations to get CIOL qualifications are administered by the CIOL in the UK.

⁶⁵ In 2016, the Department of Health launched the Accredited Registers Scheme for Healthcare Professions (the AR Scheme). Under the principle of professional autonomy, the AR Scheme aims to enhance the society-based registration arrangements for healthcare professions with a view to assuring the professional competence of healthcare professionals and providing more information for the public to make informed decisions. With funding support by the Government, a tertiary institution is appointed as the Accreditation Agent (AA) to implement the AR Scheme. AA is tasked with establishing accreditation standards, making accreditation recommendations to the Department of Health and conducting annual review of accredited healthcare professional bodies.

The healthcare professional body can opt to apply for the accreditation voluntarily. AA will assess each application based on its accreditation standards such as governance, operational effectiveness, risk management and quality improvement, standards for registrants, education and training requirements, etc. Accreditation is awarded to only one professional body in each profession that has met the prescribed standards.

The accredited healthcare professional body is responsible for managing the membership, administering the register of their own professions, publishing their register of healthcare professionals on their websites and handling complaints against its members. As members of the accredited body, healthcare professionals can use the Accreditation Mark and a specific title (Member of Register of [Profession] accredited by Department of Health" for easy identification by the general public. The accreditation is valid for three years which is subjected to annual review by AA. As of now, five professional bodies for audiologists, dietitians, clinical psychologists, educational psychologists and speech therapists have been awarded accreditation.

regulatory functions.

5.8.12.4 To adopt this approach, the following suggestions should be considered, having regards to the features of the EM language T&I industry in Hong Kong. First, funding should include support for development and implementation of regular training course on essential non-language skills. Secondly, instead of appointing a tertiary institution to screen and recommend a professional body as an accrediting body, an alternative can be for the Government to subsidise a partnership formed between a tertiary institution and a professional body/organisation with considerable experience in this industry to kickstart the process.

5.8.13 ***Recommendation 13:*** *The accrediting and regulatory body endorsed and supported by the Government should serve the functions of registration, conducting assessments, maintaining a directory of registered/accredited I/Ts, developing a code of ethics, handling complaints and exercising disciplinary actions. The body might also conduct study and consult on the fees to be charged for registration and accreditation.*

5.8.13.1 A publicly accessible I/T register with details on the working languages and levels or fields of registered/accredited I/Ts will enable service users to make informed decisions when engaging T&I services.

5.8.13.2 A code of ethics is essential to regulate the professional conduct of I/Ts. Without a well-established I/T professional association, the accrediting and regulatory body needs to take up the role of drafting the code as well as a practice guideline for practitioners and for the service users and operators.

5.8.13.3 The code as well as the complaint mechanism and handling procedures should be made available for I/Ts, users, as well as members of the public.

5.8.13.4 A reasonable charging policy shall be set up to maintain financial sustainability without imposing a heavy burden on I/Ts.

On establishing the system

5.8.14 Recommendation 14: *It is recommended that, upon the availability of the Government funding, six years are allocated for setting up the accrediting and regulatory body, developing its rules and regulations, confirming the accreditation mandates and linking up with academic institutions.*

5.8.14.1 Operators for community I/T services suggested that the accreditation system should be introduced by phase and on a voluntary/optional basis for the reason that there is no educational institution providing official training to I/Ts.

5.8.14.2 Service operators and I/Ts interviewed were concerned that many existing practitioners may not be able to meet accreditation requirements if proper training programmes are not available.

Roadmap to establish an accreditation system

5.9 Once a body is appointed with available funding to set up the accreditation system, it may follow the actions set out below to roll out the process:

- Formation of an accreditation committee, members of which should comprise experts from the T&I field including experienced practitioners and scholars in T&I studies, as well as legal, medical and public service professionals.
- Registration for practising I/Ts can start as soon as possible after the accreditation body has been set up.
- Training courses must be made available before accreditation assessments can be conducted.
- A website of the accrediting body should be developed and should contain information about
 - the mission and terms of reference of the accrediting body
 - members of the accreditation committee
 - code of ethics for practitioners, as well as guidelines for service users on how to work with interpreters/translators
 - available training courses and accreditation assessments

- An online directory of registered/accredited I/Ts should also be made available on the website for potential users of T&I services.

5.10 A proposed roadmap to the establishment of an accreditation system is depicted in Figure 5.1.

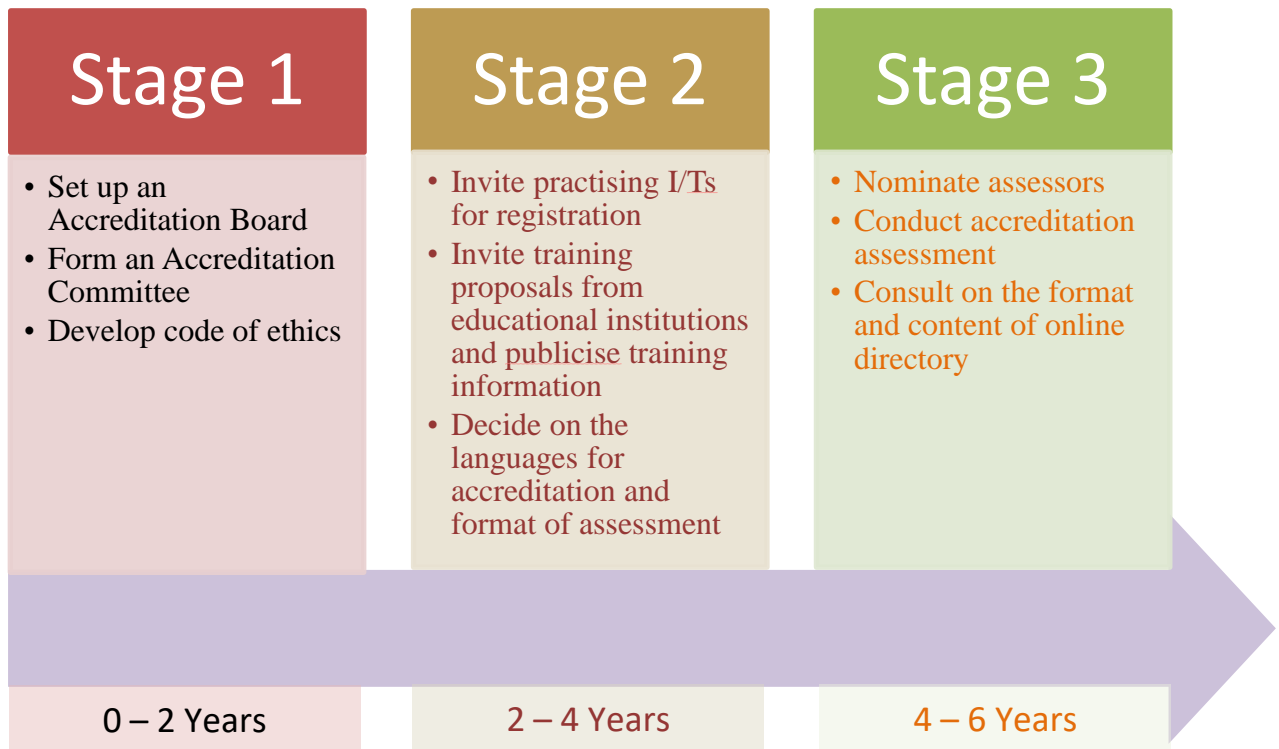


Figure 5.1. Roadmap to establishing an accreditation system in Hong Kong

Roadmap to accreditation for practitioners and new entrants

5.11 Practising I/Ts, who are able to present their credentials demonstrating experience in T&I services, qualifications, and employment status with at least one of the three major service operators, can register with the Accreditation Board for the title Registered Translator/Interpreter as soon as the Accreditation Board has been set up. Pre-accreditation training is optional for Registered I/Ts. Registered I/Ts with languages for which accreditation is offered can choose to proceed to accreditation when the accreditation assessment examination is available for their languages. Multiple attempts are allowed. Those who fail to get accredited can remain Registered I/Ts to ensure their continued practice in the field.

- 5.12 Subject to the review of the accrediting body on how the introduction of the accreditation system impacts the industry, Registered I/Ts with languages for which accreditation is offered may be required to have their titles renewed once every two to three years by producing evidence of 1) recent and regular experience as I/Ts working for one of the three service operators, 2) English language proficiency, and 3) ethical and intercultural competency (by means of online computer-administered tests) to the Accreditation Board.
- 5.13 New entrants to the field should be required to attend a training course and to pass the competency tests before they can proceed to registration and accreditation. Those who have completed the training course and passed the competency tests can register with the Accreditation Board for the title Registered I/T. Candidates whose languages are offered for accreditation can choose to proceed to accreditation by taking the accreditation assessment examination. Both Registered I/Ts and Accredited I/Ts are eligible for providing services in the public sector, though it is highly advisable for public bodies to hire accredited I/Ts. Registered I/Ts whose languages are not offered for accreditation are also employable by the public sector to provide T&I services.
- 5.14 A proposed roadmap to accreditation for practising I/Ts and for new entrants to the field of T&I is depicted in Figure 5.2.

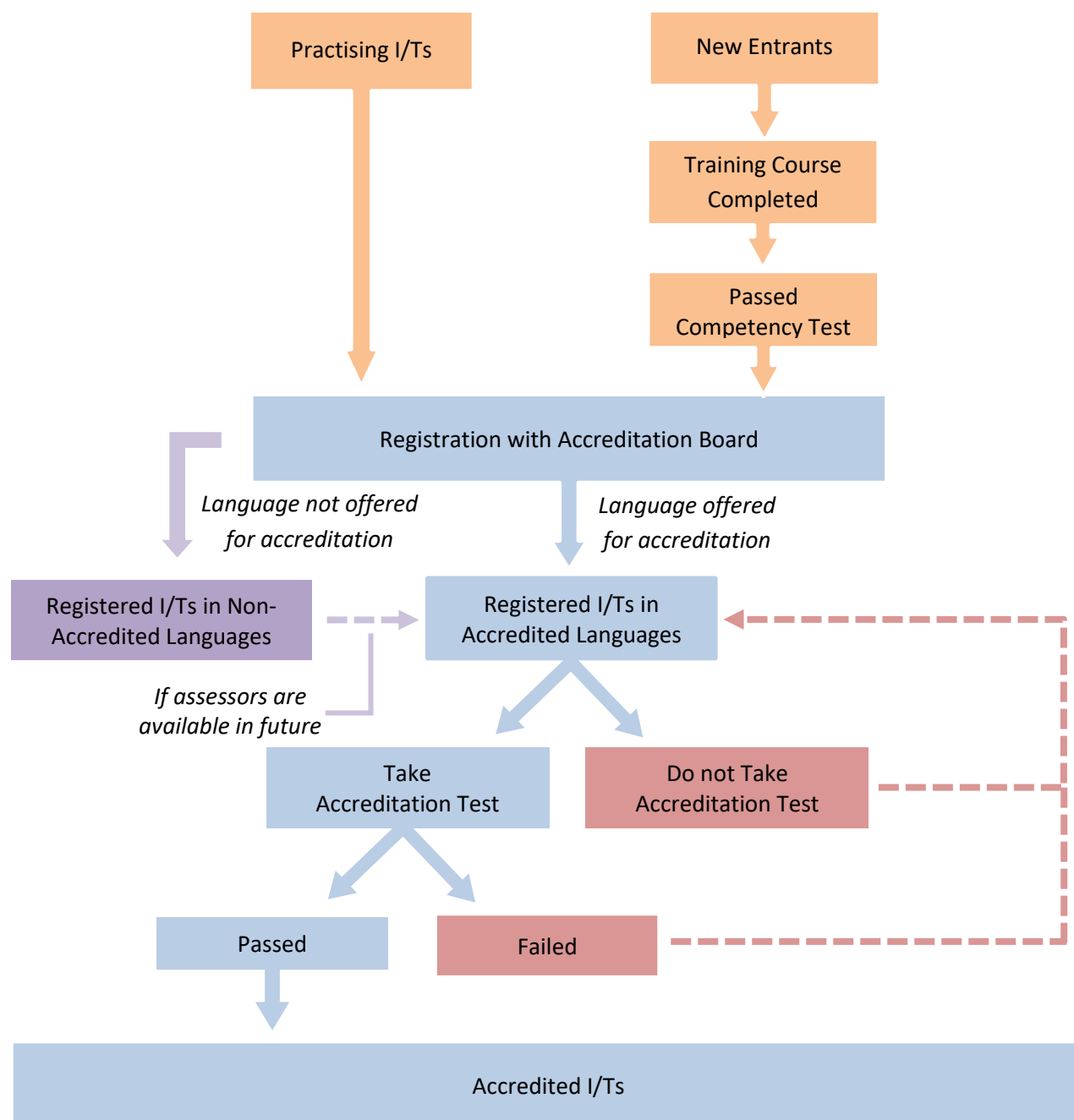


Figure 5.2. Roadmap to accreditation for practising I/Ts and new entrants

Concluding remarks

5.15 Quality in translation and interpreting should not be regarded as the sole responsibility of the practitioners. “All parties need to assume responsibility: [...] employers need to assume responsibility for providing suitable conditions and remuneration; the different systems need to assume responsibility for ensuring that minimum standards are demanded; educational institutions need to assume

responsibility for providing adequate resources and support; researchers need to assume responsibility for making their research relevant, applicable and accessible to practitioners; and interpreters need to assume responsibility for their own professional development and professionalism.”⁶⁶ Only when all the parties (or stakeholders) assume their fair share of responsibility can quality in T&I services be attained and the language rights of minorities be adequately safeguarded. By introducing an accreditation system for I/Ts working in EM languages, the Government will be assuming responsibility for ensuring that standards are demanded from practitioners in the field and providing operational, and professional practices guidelines for stakeholders including practitioners, users and employers of T&I services. The establishment of an accreditation system will also motivate practitioners to assume responsibility for their own professional development and professionalism. The training and assessment of the certification examinations will also involve the participation of educational institutions, educators and researchers in T&I education and studies. More importantly, this will ultimately ensure the quality of T&I services and mitigate linguistic inequalities in society.

⁶⁶ Uldis Ozolins and Sandra Hale, “Quality in Interpreting: A Shared Responsibility,” in *The Critical Link 5: Quality Interpreting – A Shared Responsibility*, ed. Sandra Hale, Uldis Ozolins, and Ludmila Stern, 1–10. (Amsterdam: John Benjamins, 2009).

Postface

This Study has examined only accreditation systems for interpreters and translators in English-speaking countries, in particular, immigrant countries with long-standing and well-established accreditation systems for interpreters and translators. These accreditation systems were chosen due to their global recognition. The accreditation tests in these countries are by default conducted between English and languages other than English. This however does not preclude the system proposed from using the combination of Chinese and other EM languages for the assessment tests, like the China Accreditation Test for Translators and Interpreters (CATTI)ⁱ, depending on the demand. As we all know, Chinese is a dominant language widely used especially in non-specialist fields and Cantonese is commonly spoken among service providers, although currently there is little information about the number of local ethnic minority language interpreters and translators with Chinese language qualifications. It is hoped that with the introduction of the accreditation system, such information will become readily available to facilitate future planning and policy making.

ⁱ China Accreditation Test for Translators and Interpreters (“CATTI”) is the accreditation system under the Ministry of Human Resources and Social Security of People’s Republic of China. Its certification is recognised throughout the country and is one of the prerequisites for professional translators and interpreters. The languages assessed are between Chinese (simplified & Putonghua) and Arabic/English/French/German/Japanese/Korean/Russian/Spanish.

**Survey on the Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong**

Comparison of Overseas Models in Accreditation and Regulation of Interpreters and Translators

	Australia	Canada	UK	US
<i>Accreditation System</i>				
Principal Body	NAATI National Accreditation Authority for Translators and Interpreters Ltd.	CTTIC Canadian Translators, Terminologists and Interpreters Council	CIOL Chartered Institute of Linguists	ATA American Translators Association
Ownership	Non-for-profit company owned by government	Incorporated federation of provincial & territorial bodies (member associations)	Chartered institute owned by professional members	Not-for-profit membership corporation under the laws of the State of New York
Accreditation for Practice	Optional, but commonly required by state or national employers	Optional, but compulsory for the title of “certified” practitioners	Optional, but required by many jobs	Optional, except medical and judicial interpreters
Publicly Accessible Register	Yes	Yes	Yes	Yes
Overseas Accreditation available	Yes (for certified translator/certified advanced translator)	No	Yes (for Diploma in Translation) ¹	Yes (online)

¹ <https://www.ciol.org.uk/diptrans#quicktabs-diptrans=2>

	Australia	Canada	UK	US
Prerequisites for Accreditation	Comprehensive in terms of educational level, training background, language proficiency, experience, etc.	Comprehensive but varied among member bodies but generally concern the areas such as academic qualifications, language proficiency, codes of ethics and professional experience; Membership of the provincial member associations	No official prerequisites, but candidates are advised to meet certain standards depending on the accreditation applied for, including having a level of linguistic attainment in the source language, being familiar with the relevant cultural background, having a sound knowledge of the specific fields of choice, etc	No entry requirements but must provide evidence of formal training and recognition; Accept experienced candidates without a degree
Other Special Features	A Recognised Practising credential is granted in languages of emerging or low-demand communities where NAATI does not offer certification		There is also a register maintained by the National Register of Public Service Interpreters for those who have a recognised qualification in public service interpreting and evidence of work experience	
<i>Interpreters</i>				
Languages Assessed	Between English and Languages Other Than English (LOTE) ²	Languages assessed may vary and include at least: between English and French and Between English/French and other language	Between English and LOTE ³	<ul style="list-style-type: none"> - For medical interpreting, between English and, Spanish/Russian/Mandarin /Cantonese/Korean/ Vietnamese - For judicial interpreting, Into English from 14 specified languages, and from English into 16 specified languages

² For a full list of the languages covered, please see: <https://www.tisnational.gov.au/en/Agencies/Help-using-TIS-National-services/Languages>.

³ The languages available for accreditation depend on the type of accreditation involved. For the Diploma in Public Service Interpreting, see IoLET (2017), Diploma in Public Service Interpreting: Handbook for Candidates, p. 43. For the Diploma in Police Interpreting, see IoLET (2014), Diploma in Police Interpreting: Handbook for Candidates, p. 36.

	Australia	Canada	UK	US
General Practitioner Accreditation	<ul style="list-style-type: none"> - Certified Provisional Interpreter - Certified Interpreter - Recognised Practising Interpreter 	Certified Interpreter and Certified Translator but these are to be awarded by the provincial regulatory bodies.	Nil	Nil
Specialist Accreditation	<ul style="list-style-type: none"> - Health - Legal - Conference 	<ul style="list-style-type: none"> - Court - Conference - Community - Medical 	Diploma in Public Service Interpreting (DPSI) with specialisation in: <ul style="list-style-type: none"> - English law (courts, solicitors, immigration) - Scottish law (courts, solicitors, immigration) - Northern Irish law (courts, solicitors, immigration) - Health (hospitals, clinics, general practice) - Local government (housing, social work, education) Diploma in Police Interpreting (DPI)	Medical interpreting accredited and regulated by National Board of Certification for Medical Interpreters , offering a Certified Medical Interpreter credential Judicial interpreting by Administrative Office of the US Courts , offering three categories of Judicial Interpreters: <ul style="list-style-type: none"> - Certified - Professionally Qualified - Language Skilled
Translators				
Languages Assessed	Between English and LOTE	Languages assessed may vary and include at least: between English and French and between English/French and other language	Between English/ French/ German/ Spanish/ Italian and other languages ⁴	<ul style="list-style-type: none"> - Into English from 14 specified languages - From English into 16 specified languages
Types of Accreditation	Two levels <ul style="list-style-type: none"> - Certified Translators - Certified Advanced Translators 	<ul style="list-style-type: none"> - Certified Translator 	<ul style="list-style-type: none"> - Diploma in Translation - Despite their nomenclature, the DPSI and DPI assess both interpreting and translation skills 	Accreditation by membership

⁴ The languages available for accreditation depend on the type of accreditation involved. For instance, for the Diploma in Translation, the source language may be “any recognized language of a nation or national group having a culture, literature and expression of thought to which the syllabus of the examination can be applied and of which [the candidates] have a suitably good grasp”: see IoLET (2017), Diploma in Translation: Handbook for Candidates, p 12. For the Diploma in Police Interpreting, see IoLET (2014), Diploma in Police Interpreting: Handbook for Candidates, p. 36.

	Australia	Canada	UK	US
<i>Both Interpreters & Translators</i>				
Assessment Formats	Heavy on task-based practical assessment	<ul style="list-style-type: none"> - Certification Examination - On Dossier Certification - Certification by Mentorship 	Heavy on task-based written and practical assessment	Three-hour written examination
Assessment Standards	<ul style="list-style-type: none"> - Transfer Competency - Language Competency - Intercultural Competency - Thematic Competency - Ethical Competency - Research Competency - Service Provision Competency - Technological Competency 	Not specified	<p>Assessment standards vary among different types of certified practitioners but generally include:</p> <ul style="list-style-type: none"> - Completeness/ cohesion - Accuracy and appropriateness - Fluency and pronunciation/ effectiveness of communication - Organization of work - Delivery - Language use - Technical skills in relation to specific professional categories 	Not Specified
Examiners	Certified I/Ts at an appropriate level with extensive professional experience; experienced in setting test materials, marking these tests and/or teaching translation and interpretation; native or near-native proficiency in English and the relevant LOTE, etc.	Experienced certified members of constituent bodies of CTTIC; For certification by mentorship, the mentors have to have at least 5 years of certified experience as translators in relevant languages.	<p>Selection criteria include:</p> <ul style="list-style-type: none"> - Excellent command of English - Native speaker of the relevant LOTE - Suitable qualifications in the National Qualifications Framework 	Selected from among ATA members who are certified in the relevant languages.
Renewal	Every 3 years with ongoing work practice and continuous professional development	Nil	Yearly by paying membership dues	Every three years with 20 hours of continuing education activities

	Australia	Canada	UK	US
Training				
Training Programme for Accreditation	Online training for ethical and intercultural competencies available; ⁵ acknowledges Endorsed Qualifications – relevant qualifications obtained from tertiary institutions in Australia as having fulfilled the certification prerequisites. ⁶	Nil	Nil	Nil
Continuing Professional Development Programme	Nil	Nil	Nil	Nil
Regulation				
Code of Ethics	Nil, but adopts the codes from two professional associations, AUSIT & ASLIA, as important elements in the accreditation and revalidation processes. ⁷	Code of ethics only by member associations; A section in all certification examination ⁸	Yes ⁹	Yes ¹⁰
Complaints Handling	Yes, with clearly stated mechanism and policies. ¹¹	No. It is the member organisation that deals with complaints against its own members.	Yes. Set out in its Investigation and Conduct Procedures. ¹²	Yes, with a procedure for handling complaints about illegal behaviour of its members by the Ethics Committee. ¹³

⁵ <https://www.naati.com.au/forms-fees/>

⁶ <https://www.naati.com.au/services/endorsed-qualification/>

⁷ <https://www.naati.com.au/become-certified/how-do-i-become-certified/ethical-competency/>

⁸ <http://www.cttic.org/certification.asp>

⁹ https://www.ciol.org.uk/sites/default/files/Code_6.pdf

¹⁰ https://www.atanet.org/governance/code_of_ethics_commentary.pdf

¹¹ <https://www.naati.com.au/policies/complaints-policy/>

¹² <https://www.ciol.org.uk/benefits/code/Investigation-and-Conduct-Procedures>

¹³ https://www.atanet.org/governance/code_of_ethics_commentary.pdf

	Australia	Canada	UK	US
Disciplinary Actions	Yes, possible disciplinary actions: <ul style="list-style-type: none"> - Counselling - Requirement for specific professional development - Suspension or revoking of certification 	- No, the member organisation handles the complaint and will issue the necessary disciplinary action.	Yes, possible sanctions include: <ul style="list-style-type: none"> - Permanent exclusion from membership - Suspension from membership - Revoking chartership - Advising the member of best practice and their future conduct - Requiring the member to take positive action such as continuing professional development Publicising the outcome of the investigation ¹⁴	Yes, possible disciplinary actions: <ul style="list-style-type: none"> - Censure - Suspension - Expulsion from membership¹⁵

¹⁴ <https://www.ciol.org.uk/sites/default/files/Disciplinary%20Procedures%202019.pdf>

¹⁵ https://www.atanet.org/docs/p_bylaws.pdf

Survey on the Potential Model for Accreditation & Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong

ETHNIC MINORITY LANGUAGE INTERPRETERS AND/OR TRANSLATORS

You are invited to participate in a research study conducted by the University of Hong Kong and commissioned by the Equal Opportunities Commission. The purpose of the study is to review the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

You will be asked questions about your background, your experience with and your views on such services. The survey will take around 15 to 20 minutes to complete, and you can choose to terminate the survey at any time without negative consequences. Please note that all information collected will be used only for this study. Personal details will never be disclosed or identifiable from this survey, whether to employers or anyone else. Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project. If you have any questions about the research, please feel free to contact **Dr Eva Ng by phone (3917-2745) or by email (nsng@hku.hk)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

☐ I understand the procedures described above and agree to participate in this study (tick box and proceed).

This questionnaire is intended for interpreters/translators in ethnic minority languages in Hong Kong's public sector.

*In this questionnaire, "ethnic minority language" refers to any language which is not Chinese or English (or their varieties).

Upon completion of all the questions in this questionnaire, you will receive a HK\$100 electronic Starbucks coupon.

1. Are you an interpreter/translator in ethnic minority languages in Hong Kong's public sector?

☐ No (THANK YOU FOR YOUR INTEREST. YOU ARE NOT ELIGIBLE TO PARTICIPATE IN THIS SURVEY)

☐ Yes

2. Please specify your role (tick more than one box if applicable).

☐ Interpreter

☐ Translator

3. Your gender:

☐ Male

☐ Female

☐ Other (please specify: _____)

4. Your age:

☐ 60 years old or above

☐ 50 – below 60 years old

☐ 40 – below 50 years old

☐ 30 – below 40 years old

☐ 20 – below 30 years old

☐ Below 20 years old

5. Your ethnicity: (tick more than one box if applicable)

☐ Burmese

☐ Cambodian

☐ Caucasian

☐ Chinese

☐ Filipino

☐ Indian

☐ Indonesian

☐ Japanese

☐ Korean

☐ Lao

☐ Malay

☐ Nepalese

☐ Pakistani

☐ Thai

- ☐ Vietnamese
- ☐ Other (please specify: _____)

6. Your highest education level:

- ☐ Postgraduate
- ☐ Undergraduate
- ☐ Secondary
- ☐ Primary
- ☐ Other (please specify: _____)
- ☐ No formal education received

7. How long have you lived in Hong Kong in total?

- ☐ 30 years or above
- ☐ 25 – below 30 years
- ☐ 20 – below 25 years
- ☐ 15 – below 20 years
- ☐ 10 – below 15 years
- ☐ 5 – below 10 years
- ☐ Below 5 years

8. What is your native language? (tick more than one box if applicable)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin
- ☐ Nepali
- ☐ Portuguese

- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

9. What are your working languages as an interpreter/a translator? (tick at least two boxes)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin
- ☐ Nepali
- ☐ Portuguese
- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

10. Do you hold any qualifications as an interpreter/a translator?

☐ No

☐ Yes (please specify:)

Please specify your qualifications as an interpreter/a translator:

11. Have you received any training as an interpreter/a translator?

☐ No (PROCEED TO QUESTION 14)

☐ Yes

12. Please specify the type(s) of the training received (tick more than one box if applicable):

☐ Training workshops for interpreters/translators in ethnic minority languages provided by universities

☐ Training workshops for interpreters/translators in ethnic minority languages provided by HKCS-CHEER

☐ Training workshops for interpreters/translators in ethnic minority languages provided by Hong Kong TransLingual Services

☐ Training workshops for interpreters/translators provided by Court Language Section of the Judiciary

☐ Other (please specify: _____)

13. How many hours of training have you received in total?

_____ hour(s)

14. By which of the following institutions have you been approached for rendering interpreting/translation services? (tick more than one box if applicable)

☐ HKCS-CHEER

☐ Court Language Section

☐ Hong Kong TransLingual Services

☐ Other (please specify: _____)

15. Which of the following institutions have you rendered services for? (tick more than one box if applicable)

- ☐ Christian Action
- ☐ Courts
- ☐ Customs and Excise Department
- ☐ Department of Health
- ☐ Duty Lawyer Service
- ☐ Hong Kong Community Network – LINK Centre
- ☐ Hong Kong Correctional Services
- ☐ Hong Kong Police Force
- ☐ Hong Kong Unison
- ☐ Hospital Authority
- ☐ Housing Department
- ☐ Immigration Department
- ☐ International Social Service – HOPE
- ☐ Justice Centre Hong Kong
- ☐ Labour Department
- ☐ Mission for Migrant Workers
- ☐ New Home Association – HOME Centre
- ☐ Oxfam
- ☐ PathFinders
- ☐ Social Welfare Department
- ☐ Support Service Centre for Ethnic Minorities (including the Chomolongma Multicultural Community Centre)
- ☐ The Family Planning Association of Hong Kong
- ☐ The Neighbourhood Advice-Action Council – TOUCH Centre
- ☐ Torture Claims Appeal Board
- ☐ Yuen Long Town Hall
- ☐ Other (please specify: _____)

16. For how many years have you been practising as an interpreter/a translator in total?

_____ year(s)

17. On average, how many hours per week do you practise as an interpreter/a translator?

- ☐ 40 hours or above
- ☐ 30 – below 40 hours
- ☐ 20 – below 30 hours
- ☐ 10 – below 20 hours
- ☐ Below 10 hours

18. How long does each of your interpretation/translation sessions last on average without a break?

- ☐ 3 hours or above
- ☐ 2 hours – below 3 hours
- ☐ 1 hours – below 2 hours
- ☐ Below 1 hour

19. How often do you have to work solo without the assistance of another interpreter/translator?

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

20. As an interpreter/a translator, are you paid by an hourly rate or a monthly salary?

- ☐ Hourly rate (PROCEED TO QUESTIONS 21, 23 AND 24, THEN QUESTION 26)
- ☐ Monthly salary (PROCEED TO QUESTIONS 22, 23 AND 25, THEN QUESTION 26)
- ☐ Both (PROCEED TO QUESTIONS 21 TO 25, THEN QUESTION 26)

21. What is your hourly rate as an interpreter/a translator?

- ☐ HK\$1,000 or above
- ☐ HK\$800 – below HK\$1,000
- ☐ HK\$600 – below HK\$800
- ☐ HK\$400 – below HK\$600
- ☐ HK\$200 – below HK\$400
- ☐ HK\$100 – below HK\$200
- ☐ Below HK\$100

22. What is your monthly salary as an interpreter/a translator?

- ☐ HK\$50,000 or above
- ☐ HK\$40,000 – below HK\$50,000
- ☐ HK\$30,000 – below HK\$40,000
- ☐ HK\$20,000 – below HK\$30,000
- ☐ HK\$10,000 – below HK\$20,000
- ☐ Below HK\$10,000

23. Please indicate your level of agreement with the following statement:

I am satisfied with my current pay as an interpreter and/or translator.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

24. What is your desired hourly rate as an interpreter/a translator at your current position and level?

- ☐ HK\$1,000 or above
- ☐ HK\$800 – below HK\$1,000
- ☐ HK\$600 – below HK\$800
- ☐ HK\$400 – below HK\$600
- ☐ HK\$200 – below HK\$400
- ☐ HK\$100 – below HK\$200
- ☐ Below HK\$100

25. What is your desired monthly salary as an interpreter/a translator at your current position and level?

- ☐ HK\$50,000 or above
- ☐ HK\$40,000 – below HK\$50,000
- ☐ HK\$30,000 – below HK\$40,000
- ☐ HK\$20,000 – below HK\$30,000
- ☐ HK\$10,000 – below HK\$20,000
- ☐ Below HK\$10,000

26. Please indicate your level of agreement with the following statement:

I am satisfied with my career prospects as an interpreter and/or translator.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

27. In what settings do you currently work or have you previously worked as an interpreter / a translator? (tick more than one box if applicable)

- ☐ Courts
- ☐ Police
- ☐ Correctional services
- ☐ Immigration
- ☐ Public health
- ☐ Housing services
- ☐ Social welfare
- ☐ Other (please specify: _____)

28. Is there any particular context where you would like to work as an interpreter / a translator, but currently cannot? (tick more than one box if applicable)

- ☐ Courts
- ☐ Police
- ☐ Correctional services
- ☐ Immigration
- ☐ Public health
- ☐ Housing services
- ☐ Social welfare
- ☐ Other (please specify: _____)
- ☐ None

29. In your work as an interpreter, how often are you provided with relevant information beforehand to prepare for the interpreting job?

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

30. What difficulties have you faced while working as an interpreter/a translator?

- ☐ Lack of experience/knowledge in particular fields (e.g. in legal or medical settings)
- ☐ Short notice of the service required
- ☐ Lack of materials with which to prepare for interpretation/translation (e.g. brief facts of court cases / medical reports of patients)
- ☐ The work is too stressful

- ☐ Lack of guidance at work
- ☐ Lack of feedback at work
- ☐ Lack of clear professional progression pathways
- ☐ Lack of official recognition of my interpretation/translation skills
- ☐ Lack of an assessment and regulation system for professionalisation of my job as a translator/an interpreter
- ☐ Other (please specify: _____)

31. How often do you face the above difficulties? (Optional)

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

32. Do you think training is necessary for interpreters/translators?

- ☐ No (PROCEED TO QUESTION 36)
- ☐ Yes

33. What training do you think is necessary for interpreters/translators? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Training in language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training for special domains such as legal or medical services
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Professionalism and ethics training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Experience-sharing
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Management skill training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Stress management training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training in cultural sensitivity
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Orientation for new interpreters/translators
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify below: _____)
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

34. How much time in total are you willing to devote to interpretation/translation training?

- ☐ 30 hours or above
- ☐ 20 hours – below 30 hours
- ☐ 10 hours – below 20 hours
- ☐ Below 10 hours
- ☐ I am not willing to devote any time to interpretation/translation training

35. For a training course of around 30 hours, what do you think would be a reasonable fee?

- ☐ HK\$20,000 – below HK\$30,000
- ☐ HK\$10,000 – below HK\$20,000
- ☐ HK\$5,000 – below HK\$10,000
- ☐ Below HK\$5,000
- ☐ I am not willing to pay for interpretation/translation training

36. If an accreditation system is to be introduced for interpreters/translators working in ethnic minority languages in Hong Kong's public service, would you like such a system to be compulsory or optional?

(An accreditation system will consist of assessments of interpretation/translation skills such that interpreters/translators can gain official recognition of their competence and qualifications, in certain domains such as legal, healthcare, or other public services.)

- ☐ Compulsory (PROCEED TO QUESTION 37, THEN QUESTION 39)
- ☐ Optional (PROCEED TO QUESTION 38, THEN QUESTION 39)

37. Why do you prefer a compulsory accreditation system? (tick more than one box if applicable)

- ☐ Standardised assessment for interpretation/translation skills
- ☐ Official recognition for interpretation/translation skills
- ☐ Professionalization of interpretation/translation work
- ☐ Incentives for career advancement
- ☐ Possibility of improvement in remuneration
- ☐ Other (please specify: _____)

38. Why do you prefer an optional accreditation system? (tick more than one box if applicable)

- ☐ Difficulty getting accredited
- ☐ Concerns about losing the job if not accredited
- ☐ Other (please specify: _____)

39. Do you think there should be a publicly accessible register of interpreters/translators who have passed certain assessments on their interpretation/translation skills?

- ☐ Yes
- ☐ No

40. What would be the reason(s) for your answer to the question above? (Optional)

41. Do you think there should be different levels of accreditation according to the amount of training already received/experience gained by each interpreter/translator?

- ☐ Yes
- ☐ No

42. What would be the reason(s) for your answer to the question above? (Optional)

43. Do you think there should be different types of accreditation according to the specialisation of each interpreter/translator, e.g. in the legal, medical or other fields?

- ☐ Yes
- ☐ No

What would be the reason(s) for your answer to the question above? (Optional)

44. If an **interpretation** test is to be implemented in Hong Kong, what do you think are the essential skills that the test should assess? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Skills in different modes of interpretation
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Terminology
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Improvisation skills
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Ethical issues
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Cultural knowledge
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify below: _____)
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

45. If a **translation** test is to be implemented in Hong Kong, what do you think are the essential skills that the test should assess? (please also indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Translation skills
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Terminology
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Sensitivity to genre
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Cultural knowledge
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify below: _____)
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

46. What other comments, if any, do you have on the current system of interpretation/translation services in ethnic minority languages in Hong Kong's public service?

47. If an accreditation and regulation system is to be introduced for interpretation/translation services in ethnic minority languages in Hong Kong's public sector, what suggestions, if any, do you have on such a system?

Thank you for completing the questionnaire. As a token of gratitude, you will receive a HK\$100 electronic Starbucks coupon. Please enter your email address here (the email address will be used for the sole purpose of receiving the coupon, unless you give additional consent as specified below):

_____.

After the questionnaires have been processed, we may conduct interviews and discussions with some respondents, which will last for approximately 30 to 60 minutes. If you are interested, please tick the box below to indicate your consent to further contact. Additional remuneration of HK\$100 will be given to you for participating in a face-to-face interview.

☐ I agree to be contacted at my email address or phone number for interviews and discussions in connection with this study.

Please provide us with your phone number if you wish to be contacted at your phone number for interviews and discussions: _____

**Survey on the Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong**

**ETHNIC MINORITY LANGUAGE
INTERPRETATION AND/OR TRANSLATION SERVICE
INSTITUTIONAL USERS**

You are invited to participate in a research study conducted by the University of Hong Kong and commissioned by the Equal Opportunities Commission. The purpose of the study is to review the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

You will be asked questions about your background, your experience with and your views on such services. The survey will take around 10 minutes to complete, and you can choose to terminate the survey at any time without negative consequences. Please note that all information collected will be used only for this study. Personal details will never be disclosed or identifiable from this survey, whether to employers or anyone else. Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project. If you have any questions about the research, please feel free to contact **Dr Eva Ng by phone (3917-2745) or by email (nsng@hku.hk)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

☐ I understand the procedures described above and agree to participate in this study (tick box and proceed to Part II).

This questionnaire is intended for institutional users of interpretation/translation services in ethnic minority languages in Hong Kong's public sector, including judges, lawyers, police officers, doctors, nurses and any other government or NGO officers.

*In this questionnaire, "ethnic minority language" refers to any language which is not Chinese or English (or their varieties).

Upon completion of all the questions in this questionnaire, you will receive a HK\$50 electronic Starbucks coupon.

1. In your official duties, have you worked with interpreters/translators in ethnic minority languages in Hong Kong's public sector?

☐ No (THANK YOU FOR YOUR INTEREST. YOU ARE NOT ELIGIBLE TO PARTICIPATE IN THIS SURVEY)

☐ Yes

2. Please specify whom you have worked with (tick more than one box if applicable):

☐ Interpreter(s)

☐ Translator(s)

3. Which of the following bodies are you working for? (tick more than one box if applicable)

☐ Christian Action

☐ Customs and Excise Department

☐ Department of Health

☐ Department of Justice

☐ Duty Lawyer Service

☐ Hong Kong Community Network – LINK Centre

☐ Hong Kong Correctional Services

☐ Hong Kong Police Force

☐ Hong Kong Unison

☐ Hospital Authority

☐ Housing Department

☐ Immigration Department

☐ International Social Service – HOPE

☐ Judiciary

☐ Justice Centre Hong Kong

☐ Labour Department

☐ Mission for Migrant Workers

☐ New Home Association – HOME Centre

☐ Oxfam

☐ PathFinders

☐ Private law firm

☐ Social Welfare Department

☐ Support Service Centre for Ethnic Minorities (including the Chomolongma Multicultural Community Centre)

☐ The Family Planning Association of Hong Kong

☐ The Neighbourhood Advice-Action Council – TOUCH Centre

☐ Torture Claims Appeal Board

☐ Yuen Long Town Hall

☐ Other (please specify: _____)

4. What is your job title?

5. How often do you use the service of an interpreter in ethnic minority languages in your work?

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

6. When did you last use the service of an interpreter/a translator in ethnic minority languages in your work?

- ☐ Less than one year ago
- ☐ About one year ago
- ☐ About two years ago
- ☐ Other (please specify: _____)

7. In your work, for which languages have you used interpretation/translation services? (include both the source language, i.e. language interpreted/translated from, and the target language, i.e. language interpreted/translated into; tick at least two boxes)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin
- ☐ Nepali
- ☐ Portuguese

- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

8. As far as you know, are the interpreters/translators usually provided beforehand with any relevant information for preparation?

- ☐ Yes
- ☐ No (PROCEED TO QUESTION 10)
- ☐ I don't know (PROCEED TO QUESTION 10)

9. What kind(s) of relevant information are the interpreters/translators usually provided with?

- ☐ Legal documents
- ☐ Brief facts of the court case
- ☐ Medical files
- ☐ Applications for public housing
- ☐ Applications for social welfare
- ☐ Other (please specify: _____)

10. Please indicate your level of agreement with the following statement:

Overall, I am satisfied with the performance of the interpreters and/or translators in ethnic minority languages.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

11. Please indicate your level of agreement with the following statement:

Overall, the quality of interpretation in ethnic minority languages is not as good as that between Chinese and English.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Cannot tell

12. What difficulties have you faced while using interpretation/translation services in ethnic minority languages? (tick more than one box if applicable)

- ☐ The interpreter/translator was late
- ☐ The interpreter/translator did not act in a professional way
- ☐ The information conveyed by the interpreter/translator was not accurate
- ☐ The interpreter could not understand me
- ☐ I could not understand the interpreter
- ☐ The interpreter/translator overstepped the boundaries of his/her role
- ☐ The overall quality of the interpretation was unsatisfactory
- ☐ Other (please specify: _____)

13. How often do you face the above difficulties? (Optional)

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

14. What training do you think is necessary for interpreters/translators? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Training in language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training for special domains such as legal or medical services
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Professionalism and ethics training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Experience-sharing
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

- ☐ Management skill training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Stress management training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training in cultural sensitivity
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Orientation for new interpreters/translators
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify: _____)
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

15. If an accreditation system is to be introduced for interpreters/translators working in ethnic minority languages in Hong Kong's public service, would you like such a system to be compulsory or optional?

(An accreditation system will consist of assessments of interpretation/translation skills such that interpreters/translators can gain official recognition of their competence and qualifications, in certain domains such as legal, healthcare, or other public services.)

- ☐ Compulsory
☐ Optional

16. What would be the reason(s) for your answer to the question above? (Optional)

17. Do you think there should be a publicly accessible register of interpreters/translators who have passed certain assessments on their interpretation/translation skills?

- ☐ Yes
☐ No

18. What would be the reason(s) for your answer to the question above? (Optional)

19. Do you think there should be different levels of accreditation according to the amount of training already received/experience gained by each interpreter/translator?

☐ Yes

☐ No

20. What would be the reason(s) for your answer to the question above? (Optional)

21. Do you think there should be different types of accreditation according to the specialisation of each interpreter/translator, e.g. in the legal, medical or other fields?

☐ Yes

☐ No

22. What would be the reason(s) for your answer to the question above? (Optional)

23. What other comments, if any, do you have on the current system of interpretation/translation services in ethnic minority languages in Hong Kong's public service?

24. If an accreditation and regulation system is to be introduced for interpretation/translation services in ethnic minority languages in Hong Kong's public sector, what suggestions, if any, would you have on such a system?

Thank you for completing the questionnaire. As a token of gratitude, you will receive a HK\$50 electronic Starbucks coupon. Please enter your email address here (the email address will be used for the sole purpose of receiving the coupon, unless you give additional consent as specified below):

_____.

After the questionnaires have been processed, we may conduct interviews and discussions with some respondents, which will last for approximately 30 to 60 minutes. If you are interested, please tick the box below to indicate your consent to further contact. Additional remuneration of HK\$100 will be given to you for participating in a face-to-face interview.

☐ I agree to be contacted at my email address or phone number for interviews and discussions in connection with this study.

Please provide us with your phone number if you wish to be contacted at your phone number for interviews and discussions: _____

**Informed Consent Form for Adult
(Focus Group Interview)**

**A Study on Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong**

You are invited to participate in a research study co-conducted by Dr Eva Ng in the School of Chinese, Professor Janny Leung in the School of English and Ms Kelley Loper in the Centre for Comparative and Public Law at the University of Hong Kong, contracted by the Equal Opportunities Commission.

PURPOSE OF THE STUDY

The study aims at reviewing the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

PROCEDURES

You will be asked questions orally on your background, involvement in interpretation and translation services in ethnic minority languages in Hong Kong's public sector, comments about the current system and suggestions for a potential accreditation and regulation system for interpreters and translators working on this subject area. The procedure will be audio-recorded for subsequent analysis.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION

This procedure has no known risks.

COMPENSATION FOR PARTICIPATION

You will receive a HK\$100 supermarket coupon for your participation in this procedure.

POTENTIAL BENEFITS

There may not be direct or immediate benefits to you. However, the research project can provide valuable insights into ways of improving the quality of Hong Kong's public interpretation and translation services in ethnic minority languages, and balancing the interests of various stakeholders in the matter.

CONFIDENTIALITY

All the information obtained in this study will remain strictly confidential, and will be used for research purposes only. Personal details will never be disclosed or identifiable from this interview, whether to employers or anyone else. You can review the audio-recording and ask for the entire audio-recording or parts of it to be erased if necessary.

DATA RETENTION

Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. This means that you can choose to stop at any time without negative consequences.

QUESTIONS AND CONCERNS

If you have any questions about the research, please feel free to contact **Dr Eva Ng (3917-2745)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

SIGNATURE

I _____ (Name of Participant)

understand the procedures described above and agree to participate in this study.

[I ** agree / do not agree to the audio-recording during the procedure.]

I ** wish / do not wish to be identified.

(** Please delete as appropriate.)

Signature of Participant

Date:

HREC Approval Expiration date: 13 February 2023

HREC Reference Number: EA1901005

THE UNIVERSITY OF HONG KONG



February 14, 2019

Dr. Eva Nga Shan Ng
School of Chinese

Dear Dr. Ng,

Application for Ethics Approval
HREC's Reference Number: EA1901005

I refer to your application for ethics approval of your project entitled "A Study on Potential Model for Accreditation & Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong".

2. I am pleased to inform you that the application has been approved by the Human Research Ethics Committee (HREC) regarding the ethical aspect of the above-mentioned research project, and the expiration date of the ethical approval is February 13, 2023.
3. Starting from April 1, 2015, the HREC's reference number of your project (i.e. EA1901005) has to be shown in all materials sent to potential and actual participants to enable participants to link the materials to an approved project.
4. You are reminded to report to the Committee any amendments and new information on the project. Any deviation from the study protocol or compliance incident that has occurred during a study and may adversely affect the rights, safety or well-being of any participant or breaches of confidentiality should be reported to the HREC within 15 calendar days from the first awareness of the deviation/incident by the PI. Application for amendment(s) of an approved project including project extension should be submitted using a prescribed form which can be downloaded from the Research Services homepage (<http://www.rss.hku.hk/integrity/ethics-compliance/hrec>). Application for extension should be submitted well before the initially approved expiration date.

Yours sincerely,

Professor T.S. Veitch
Chairman
Human Research Ethics Committee

c.c. Dr. J.H.C. Leung, School of English
Ms. K.A. Loper, Department of Law

TSV/vy/bw

THE REGISTRY 教務處

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研究為香港少數族裔語言傳譯／翻譯員制訂資歷認證 與規管制度的可行模式

研究報告

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研究團隊

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鳴謝

本項目得以順利完成，有賴研究助理朱朗霖先生、Clyde Talosig 先生、Kimberly Lopez 小姐和文嘉宜小姐的努力，在此謹向他們致謝。我們亦感謝香港大學科創習新（TELI）郭泰安博士幫助處理網上問卷，以及法律學院專業法律教育部門首席講師羅穎彤女士，協助團隊將調查問卷分發給律師。我們還要感謝參與本研究的少數族裔語言的傳譯／翻譯員，機構用戶和少數族裔語言傳譯／翻譯服務的營辦商，感謝他們完成問卷調查及參加焦點小組訪談分享意見。

最後，我們要特別感謝新南威爾士大學的 Sandra Hale 教授以及愛爾蘭國立大學戈爾韋分校和比勒陀利亞大學（南非）的 Fernand De Varennes 教授擔任本項目的顧問。

（中文譯本僅供參考，文義如與英文本有歧異，概以英文本為準。）

英文縮寫與中文對照表

AQF	澳洲學歷資格框架
ASLIA	澳洲手語翻譯協會
ATA	美國翻譯協會
ATIA	艾伯塔省翻譯及傳譯協會
ATIM	曼尼托巴翻譯、術語學家及傳譯員協會
ATINS	新斯科舍省翻譯和傳譯員協會
ATIO	安大略翻譯及傳譯員協會
ATIS	薩斯喀徹溫省翻譯及傳譯員協會
AUSIT	澳洲傳譯和翻譯協會
CIOL	特許語言學會
CMI	認證醫療傳譯員
CTINB	新不倫瑞克省翻譯、術語學家及傳譯員公司
CTTIC	翻譯員、術語學家及傳譯員協會
DPSI	公共服務傳譯文憑
ERB	僱員再培訓局
FITI	翻譯及傳譯學會院士
HREC	香港大學人類研究倫理委員會
ITI	翻譯及傳譯學會
LASS	語言服務部
MITA	多國語言傳譯／翻譯協會
MITI	翻譯及傳譯學會會員
NAATI	全國翻譯員及傳譯員資歷認可管理局
NAJIT	全國司法傳譯員及翻譯員協會
NBCMI	國家醫療傳譯認證局
NCID	國家法庭傳譯員資料庫
NCSC	全國州法院中心
NRPSI	國家公共服務傳譯員登記冊
PQ	專業認證
PRR	公眾發佈名冊
STIBC	卑詩省翻譯及傳譯協會
TELI	香港大學科創習新

研究為香港少數族裔語言傳譯／翻譯員制訂資歷認證 與規管制度的可行模式

研究概要

引言及研究背景

1. 平等機會委員會（平機會）委託香港大學的研究團隊進行題為《研究為香港少數族裔語言傳譯／翻譯員制訂資歷認證與規管制度的可行模式》的研究計劃。研究主要目的是探討在香港引入少數族裔語言傳譯／翻譯員資歷認證及規管制度的可行性，以及如何落實該制度。
2. 本研究計劃於 2018 年 12 月展開，具體目標如下：
 - (a) 提供現時在公共服務範疇，包括但不限於社區支援服務、醫療服務和法律服務，提供服務的少數族裔語言傳譯／翻譯員的統計資料；
 - (b) 檢視海外設立資歷認證及規管制度的經驗，集中討論所遇到的主要困難和採用的解決辦法；
 - (c) 參考目前做法、海外經驗和主要持份者意見後，就設立少數族裔語言傳譯／翻譯員資歷認證的標準機制提出不同方案；
 - (d) 參考目前做法、海外經驗和主要持份者意見後，研究可行的規管模式，包括但不限於自願註冊和發牌模式；
 - (e) 就規管機構的功能、權限和問責機制提出不同的方案；及
 - (f) 探討引入資歷認證和規管制度的未來路線；以及傳譯／翻譯員要達到認證要求所須的培訓需要。
3. 為達到上述目標，研究團隊檢視了一些海外具代表性的資歷認證和規管模式，並進行線上問卷調查及持份者焦點小組訪問，收集持份者對於建立資歷認證及規管制度的意見。持份者包括香港少數族裔語言傳譯／翻譯員、服務用戶及服務營辦商。

研究方法

4. 研究團隊進行對海外資歷認證及規管模式，包括澳洲、加拿大、英國及美國等地的文獻綜述。
5. 研究團隊以線上問卷的方式，收集持份者對於建立資歷認證模式的意見。問卷共有兩份，第一份是為在醫療、法律及其它公共服務範疇提供服務的傳譯／翻譯員而設，第二份供從事公共服務，日常使用傳譯／翻譯服務的人士填寫。
6. 線上問卷於 2019 年 7 月發放。研究團隊得到香港大學科創習新（TELI）的協助，使用 SurveyMonkey 軟件發放問卷。科創習新團隊由一群科技專才組成，處理線上問卷經驗豐富，最終成功收回 100 份問卷。
7. 研究團隊亦進行焦點小組訪談，讓受訪者進一步分享相關經驗，以及配合問卷數據進行深入分析。研究團隊向所有參與線上問卷而願意受訪的人士索取聯絡資料，分別於香港大學及其它地點進行了九個焦點小組訪問，共有 26 人參加。受訪者包括傳譯／翻譯員、服務用

戶及服務營辦商。

公共服務的少數族裔語言傳譯／翻譯員的統計資料

8. 現時香港少數族裔傳譯／翻譯服務，主要由香港基督教服務處——「融匯——少數族裔人士支援服務中心」（融匯中心）、香港翻譯通服務（香港翻譯通）及司法機構法庭語文組提供。
9. 融匯中心在 2020 年傳譯員人手編制為 30 名，以應付香港八種高需求的少數族裔語言，包括印尼語、印度語、尼泊爾語、旁遮普語、他加祿語、泰語、烏爾都語及越南語。融匯中心亦聘請一些兼職傳譯／翻譯員提供服務。香港翻譯通現時有超過 100 名全職或兼職的醫療傳譯／翻譯員，提供 19 種語言的傳譯／翻譯服務以及手語服務。香港翻譯通是醫院管理局轄下的醫院及診所傳譯／翻譯服務主要營辦商，是香港最主要的醫療傳譯／翻譯服務提供者。服務營辦商視傳譯／翻譯員的個人資料為受保護資料，因此未能向研究團隊透露。
10. 截至 2016 年 3 月，司法機構法庭語文組大約有 340 名登記兼職傳譯員，為法庭提供 35 種外語及 18 種中國方言的傳譯服務。這些登記兼職傳譯員並非司法機構的僱員，他們大多數都有自己的正職。
11. 縱然服務營辦商未能提供傳譯／翻譯員的完整資料，研究團隊從線上問卷中，可以大概了解傳譯／翻譯員一些基本背景數據（參閱下文 21 至 29 段）。

海外模式的比較

12. 研究團隊檢視澳洲、加拿大、英國和美國等國家認證和規管傳譯／翻譯員的經驗。選擇這些國家是因為它們的傳譯／翻譯培訓和認證系統由來已久，全球認受性高。此外，這些傳統移民接收國普遍使用英語，傳譯／翻譯服務對少數族裔人士是不可或缺的。有鑒於香港中英文雙語的語言環境，這些國家的制度有很高的參考價值。
13. 澳洲傳譯／翻譯員的認證由全國翻譯員及傳譯員資歷認證管理局（NAATI）統籌。NAATI 是一家非牟利機構，由聯邦、州份和地區政府共同擁有，並由董事會管理。NAATI 是澳洲唯一為傳譯／翻譯從業員頒發資格認證的機構。NAATI 為一般範疇的傳譯／翻譯員提供兩個等級的資歷認證，分別為：認證翻譯員及認證高級翻譯員；認證暫准傳譯員及認證傳譯員。而專業範疇的資歷認證只為傳譯員提供，每個專業範疇只設一個等級，包括認證會議傳譯員、認證專業法律傳譯員及認證專業醫療傳譯員。資歷認證以考試形式進行，考生向 NAATI 報名考試之前，必須完成培訓，並符合要求才能參加資歷認證的考試。至於部分 NAATI 沒有提供認證的語言，如新興或語言需求低的語言，傳譯／翻譯員符合培訓資格或經驗要求即可獲得認可執業資格。
14. 加拿大傳譯／翻譯員的認證由加拿大翻譯員、術語學家及傳譯員協會（CTTIC）管理，該協會是由數個省和地區專業傳譯／翻譯機構組成的聯合會。申請人必須是其中一個省或地區專業傳譯／翻譯機構的會員，才獲得申請 CTTIC 認證的資格。參與認證的考生需要符合若干必備條件，包括持有相關學歷、通過語言能力和專業操守測試。一般範疇翻譯員和專業範疇傳譯員的認證只設有一個等級，類別包括認證翻譯員、認證法庭傳譯員、認證會議傳譯員、認證社區傳譯員、認證醫療傳譯員以及認證術語學家。CTTIC 採用三種認證機制，

分別是資歷認證、師友認證和考試認證。

15. 英國有兩間代表翻譯和傳譯員利益的機構，分別為特許語言學家學會（CIOL）以及翻譯及傳譯學會（ITI）。CIOL 協調和管理語言能力評估工作，為完成長期培訓並通過評估測試的申請人授予認證資格。CIOL 為翻譯員（翻譯文憑）和專業法律範疇的傳譯員（公共服務傳譯文憑及警察傳譯文憑）提供綜合類別的資歷認證。有意通過 CIOL 獲得資歷認證的傳譯／翻譯員，需要先通過資格測試才能得到 CIOL 會籍。成功通過公共服務傳譯文憑(DPSI)考試的人士，可被列入國家公共服務傳譯員登記冊（NRPSI）。
16. ITI 為有不同工作經驗的傳譯／翻譯員提供不同級別的會籍。合資格的 ITI 會員可使用「MITI」（翻譯和傳譯學會會員）或「FITI」（翻譯和傳譯學會院士）的銜稱。會員需由其他同儕評估其表現及評核推薦書，成功通過才可使用上述銜稱。
17. 美國翻譯員的資歷認證主要由美國翻譯協會（ATA）頒發。至於專業範疇的傳譯員如司法及醫療傳譯員，則由州政府機關進行認證及管理，包括國家醫療傳譯認證局（NBCMI）及美國法院行政辦公室。NBCMI 向醫療傳譯員提供認證醫療傳譯員（CMI）的資歷認證，是行業內最具聲望的認證。NBCMI 只向符合所有資格要求，並通過筆試和口試的人士，頒發 CMI 資歷認證。
18. 美國法院行政辦公室將傳譯員分為認證、專業資格及熟練語言傳譯員。認證傳譯員是指通過西班牙文認證考試的傳譯員。專業資格傳譯員（PQ）適用於其它語言的傳譯員。專業資格傳譯員的資格需要足夠的文件證明，並必須達至若干資格標準。熟練語言傳譯員，也稱臨時傳譯員，是指那些不具備認證或專業資格的傳譯員，但法院信納他們有足夠語言能力在聆訊程序進行英語與外語的雙向傳譯。
19. 綜合以上所述，所有或大多數海外模式都具有以下共同特徵：
 - (a) 四個國家的主要認證和規管機構本身是傳譯／翻譯的專業組織，或者與省份或國家傳譯／翻譯專業機構有緊密聯繫的機構；
 - (b) 四個國家的傳譯／翻譯資歷認證都是自願性質，但廣受用家認可，特別是服務用戶；
 - (c) 這些國家全部都有專業範疇傳譯員的資歷認證。美國有兩個機構分別進行認證，NBCMI 提供醫療傳譯員的資歷認證，而美國法庭行政管理部則負責法院傳譯員的評估。四個國家均有法庭／法律傳譯員的資歷認證；
 - (d) 四個國家都採用相關的傳譯／翻譯專業機構制定的操守指引；
 - (e) 四個國家的所有或大多數主要認證機構，在不同程度上履行以下職能：
 - 所有機構均進行評估及評審工作；
 - 所有機構均提供一個可供公眾查閱的登記名冊；
 - 除了加拿大的 CTTIC，其餘三個機構會處理投訴，並在有需要時行使紀律處分；在加拿大，這項職能由 CTTIC 轄下的會員機構各自執行；以及
 - (f) 四個主要機構均不會提供傳譯／翻譯培訓，部分會與聯營機構推行持續專業教育或與高等教育機構合作，認可它們的課程。

線上問卷調查

20. 大多數受訪者（78 名）都是傳譯／翻譯員，在法律、醫療或其它社區服務範疇中從事傳譯／翻譯工作，佔 100 份已收回問卷的 78%。機構用戶受訪者提交了 22 份問卷，佔總數的 22%。

問卷結果 —— 傳譯／翻譯員

傳譯／翻譯員的個人統計數據

21. 79%回應者表示自己擔當傳譯員和翻譯員兩個角色，而 21%的回應者稱自己只做傳譯工作。
22. 60.3%回應者是女性，人數最多的年齡群是 30 至 40 歲（35.6%）。
23. 大約 95%回應者在香港居住超過五年，其中超過 33%在香港居住超過 20 年。
24. 大部分回應者稱自己是巴基斯坦人或印度人，各佔相同比例（22.8%），其次是菲律賓人（12.9%），尼泊爾人（10.9%）和印尼人（7.9%）。
25. 最多回應者表示其母語為烏爾都語（23.8%），其次是旁遮普語（20.8%）和印度語（16.8%）。
26. 超過 94%回應者聲稱擁有學士學位或以上的學歷，約 6%的回應者只完成高中教育。但是，只有 29.7%回應者聲稱擁有某種形式的傳譯／翻譯資格。
27. 超過 35%回應者從事傳譯／翻譯工作不到五年，而 47.7%回應者擁有五至十年的經驗。
28. 略多於 76%的回應者表示，他們已經接受過不同機構與傳譯／翻譯有關的培訓。為他們提供培訓的三個主要機構是融匯中心、香港翻譯通和法庭語文組。
29. 最多回應者曾經為以下五個機構提供傳譯／翻譯服務：法院（51.6%）、醫院管理局（49.5%）、勞工處（47.4%）、衛生署（43.2%）和當值律師服務（40.0%）。

對於資歷認證及相關事宜的看法

30. 超過 65%回應者支持採用強制性資歷認證制度，主要有三個原因：令技能得到官方認證（82.4%）、有助傳譯／翻譯工作專業化（80.4%），及為傳譯／翻譯員提供規範化的評估（76.5%）。
31. 至於那些支持自願性資歷認證的回應者（34.6%），大多數人表示（64.3%）擔心得不到資歷認證便會失去工作。32.1%受訪者擔心「難以獲得資歷認證」。17.9%回應者選擇「其它」類別，表示憂慮「評審員的資格和偏見」。他們建議為已擁有數年「資歷和工作經驗」的傳譯／翻譯員給予適當的考量。其餘回應者則認為「在目前情況下不需要資歷認證」，指經費較少的服務營辦商會選擇「僱用較淺資歷的傳譯／翻譯員，令沒有通過資歷認證的傳譯／翻譯員亦有工作機會。」；而通過資歷認證的傳譯／翻譯員，由於擁用較高水平的技能，應該可以獲得更高的報酬。
32. 大多數回應者（66.7%）認為應該設有不同級別的資歷認證，其中大多數人（64.1%）也希望獲得不同類型的資歷認證。絕大多數回應者（86.1%）希望設立通過認證的傳譯／翻譯員登記名冊，並開放讓公眾查閱。
33. 被問及香港要實行資歷認證制度，不同類型技能的重要性的比較時（以 1 分表示最不重要，

10 分最重要），回應者認為「語言能力」是最為重要的（8.38），其次是「術語」（8.03）。

問卷結果 —— 機構用戶

機構用戶的背景資料

34. 在我們收到的 22 份回覆中，90.9% 回應者曾與傳譯員合作，當中 59.1% 亦曾與翻譯員合作。
35. 受訪者來自不同界別，例如政府部門、非政府機構和私營公司。當中部分來自執法部門和法院服務，例如香港警務處、律政司、當值律師服務、香港司法機構、酷刑聲請上訴委員會；其它則來自公營醫療服務機構，例如醫院管理局和衛生署，或者勞工處和房屋署。至於非政府機構和學校則包括基督教勵行會、家傭匡扶中心、香港基督教服務處、Justice Centre Hong Kong、融幼社、香港家庭計劃指導會、以及耆色園主辦可譽中學暨可譽小學。有受訪者來自兩間支援少數族裔的服務中心，其餘受訪者則來自私人律師事務所。

傳譯／翻譯服務詳情

36. 接近 82% 回應者表示，他們在過去一年內使用過傳譯／翻譯服務。一半回應者表示偶爾使用傳譯／翻譯服務，而 36.4% 回應者經常使用。
37. 50% 回應者曾使用烏爾都語的傳譯服務，其次是印度語（40.9%）和他加祿語（40.9%）。
38. 超過 90% 回應者表示滿意傳譯／翻譯員的工作表現。但與此同時，超過 40% 回應者認為少數族裔語言的傳譯質素比不上中英文傳譯。

對於資歷認證及相關事宜的看法

39. 大多數回應者（71.4%）支持強制性認證制度，比支持自願性質的比例（28.6%）高。
40. 大多數回應者（85.7%）認為應按每個傳譯／翻譯員的專業範疇，設立不同類型的認證，原因是每個範疇都有其知識領域，涉及專用術語、文化意識和敏感度。
41. 絕大多數回應者（95.2%）認為應建立能讓公眾查閱的認證傳譯／翻譯員登記名冊，方便用戶更方便尋求服務資訊，同時可以根據有關資訊決定合適人選。
42. 所有受訪者同意傳譯／翻譯員應接受培訓。被問及不同類型的培訓的重要性（其中 1 分表示最不重要，10 分最重要），回應者認為「專業及操守培訓」（8.20）、「法律或醫療等專業範疇的培訓」（8.19）和「迎新培訓」（7.90）為最重要的三個培訓項目。

焦點小組訪談

43. 26 名受訪者通過焦點小組訪談或電子郵件形式，向研究團隊提供了進一步的意見。當中有 18 名是來自法律、醫療和社區範疇的傳譯／翻譯員，三名機構用戶和兩名服務營辦商代表。此外，三名機構用戶通過電子郵件回覆研究團隊的問題。

傳譯／翻譯員的回應

對當前工作環境和職業前景的滿意程度

44. 大多數受訪傳譯／翻譯員都因為工資偏低和工作時數不穩定，不滿意他們的工作條件。他們認為，由於專業技能缺乏官方認證，大多數服務用戶，包括同屬少數族裔的服務使用者也看不起他們，認為他們只是個卑微的小角色。
45. 由於工作性質不穩定，大多數受訪者對自己的職業前景不滿意。他們表示，有些機構寧願聘請自由工作者或兼職傳譯／翻譯員，也不願意僱用全職傳譯／翻譯員。再者，他們的工作屬臨時性質，卻需要隨時候命，每個月沒有固定工作時數或收入。他們希望工作能更有保障，以及有更清晰的職業前景。

當前傳譯／翻譯員的招聘考核

46. 18 名受訪者當中有十名表示，他們所屬範疇的招聘考核標準效能不高。受訪的法庭傳譯員指出，傳譯／翻譯員的培訓不足，教育程度要求太低。這種情況在 1980 年代招聘的傳譯／翻譯員尤為普遍。那時的招聘標準非常寬鬆，獲聘懂雙語的少數族裔傳譯／翻譯員純粹是出於需要。受訪者對招聘人員和評核員是否具備專業能力和公平公正表示懷疑。

對資歷認證和規管的看法

47. 所有受訪傳譯／翻譯員均支持建立資歷認證制度，讓他們的專業技能獲得認證，增加工作機會和提高服務質素。超過一半的受訪者支持強制性資歷認證制度及提供不同等級的認證，部份建議在首階段先屬自願性質。其中一名受訪者擔心設立不同等級的資歷認證後會出現同行之間的不同待遇，甚至服務營辦商聘請傳譯／翻譯員時也會有差別對待。
48. 幾乎所有受訪者都支持分階段設立資歷認證制度。新入行的傳譯／翻譯員需要先接受認證考試，數年後再定期評估個別從業員的工作表現。只有一名受訪者認為應全面立刻落實強制性資歷認證制度，經驗的傳譯／翻譯員同樣適用。

對規管機構的看法

49. 有一半的受訪者認為行業應由公共機構規管。他們認為，交給私人機構營運會令行業變得商業化，長遠而言只會令私人公司得益。其他受訪者支持半私有化，即由私人機構規管行業，政府則負起監督的角色。機構的成員來自不同範疇的傳譯／翻譯員，進行自我規管。但一名傳譯／翻譯員希望設立完全私有化的制度，並相信「該組織在有需要的時候，會為我發聲。」

對公共登記名冊的看法

50. 在 18 名受訪者中，有七名支持設立可讓公眾查閱的傳譯／翻譯員登記名冊，尤其是兼職傳譯／翻譯員的名冊，但不包括可以辨識個人身份的敏感資料。反對的受訪者認為，公開個人資料對在法院工作的傳譯／翻譯員的安全構成風險，建議只有政府和一些特定組織才能查閱傳譯／翻譯員的個人資料。

對培訓的看法

51. 所有受訪者都認為應該為傳譯／翻譯員提供以下培訓：包括行業專業術語、傳譯技巧（筆記和符號運用）、語言效率及電腦知識。部分受訪者亦強調學習粵語和一些香港專用語的重要性。

機構用戶的回應

對資歷認證和規管的看法

52. 六名受訪者一致支持設立一個資歷認證制度，以確保傳譯／翻譯服務質素。
53. 三名受訪者支持自願認證制度，當中一名表示香港目前沒有資歷認證制度，但經驗豐富的傳譯／翻譯員依然能夠提供優質服務。兩名受訪者支持強制性資歷認證制度，以保持服務的標準和質素，但需要定期檢討落實情況。餘下一名受訪者未有明確表態，表示強制性制度的弊端是「減少此類傳譯服務的供應，因為資歷認證的過程可能會令部份人士卻步。」
54. 所有機構用戶受訪者均支持分階段推行資歷認證制度。一名受訪者指出，很多具備多年經驗的傳譯／翻譯員或許不希望參與資歷認證，但他們可以在制度落實過程中提供寶貴的經驗和建議。新入行的傳譯／翻譯員應先參加資歷認證，當他們累積足夠服務時數或節數後，便可以申請提升至更高級別。整個制度應在落實數年後進行檢討。

對規管機構的看法

55. 三名受訪機構用戶同意政府具備規管行業的資源、能力和架構。不過一名政府部門的代表則持相反意見，建議由私人機構規管行業，藉以鼓勵市場競爭，提升服務質素。他認為應由獨立機構例如非政府或私人機構處理投訴，同時設立開放平台供公眾對服務評分。
56. 另一名政府部門代表則建議參考司法機構法庭語文組目前規管中英文傳譯員服務的制度，並根據少數族裔語言傳譯／翻譯員的情況作出必要的調整。

對公共登記名冊的看法

57. 基於透明度和公眾利益的原則，所有受訪者都贊成設立可讓公眾查閱的傳譯／翻譯員登記名冊。一名受訪者表示，名冊中只需載列傳譯／翻譯員的姓名和所提供的語言服務。另一名受訪者認為，通過事先查閱傳譯／翻譯員身份，他們可以在有需要時申請更改獲委派的傳譯／翻譯員。

對培訓的看法

58. 一名處理受虐家庭傭工個案的非政府機構個案主任建議，傳譯／翻譯員不單要接受有關文化差異的培訓，還要對服務對象，例如遭受暴力對待的倖存者心理、情感經歷以及創傷的處理有所認識。另一名社工倡議為傳譯／翻譯員提供文化意識培訓，令傳譯／翻譯員更了解香港人。其他受訪者則建議定期進行專業守則和操守培訓、醫療和法律傳譯方面的專門培訓、溝通技巧培訓，讓傳譯／翻譯員的知識及技巧與時俱進。

服務營辦商代表的回應

對資歷認證和規管的看法

59. 受訪的兩名服務營辦商代表支持建立認證制度，認為對整體傳譯／翻譯行業有利。他們希望制度初期以自願形式推行，並設立數年的過渡期才正式落實強制性認證制度。
60. 他們建議資歷認證制度應先以自願形式推行，原因是目前並沒有教育機構為少數族裔語言傳譯／翻譯員提供官方培訓或認證課程。他們建議在成立專責執行認證制度的資歷認證機構之前，教育機構應該提供培訓和認證課程，確立官方評估的指標。他們補充，大多數現職傳譯／翻譯員都在外地接受教育，他們的資格未必在香港獲得同等認可。因此，較佳的做法是讓這些現職的傳譯／翻譯員在申請認證測試前接受培訓。

對不同類型和等級的資歷認證的看法

61. 一名服務營辦商代表建議，不同傳譯專業範疇的認證應互不排斥，傳譯員可以專注某個專業範疇，同時亦可提供其它範疇的傳譯服務。以社區傳譯員為例，他們可以在一般範疇中申請認證，該認證涵蓋一般技能，包括專業操守和增強記憶力的訓練。與此同時，他們亦可以選擇參與高級認證，包括學習專門術語、了解家暴、被虐或被迫害人士的心理狀況、以及傳譯／翻譯員在特定環境下需要面對的情緒處理。
62. 據另一名服務營辦商代表的觀察，目前醫療傳譯員之間的教育程度有很大差異，建議在不同專業範疇（例如：醫療），根據傳譯／翻譯員的經驗和教育背景，設立不同認證等級。

對強制性認證制度的擔憂

63. 兩名服務營辦商代表對落實強制性認證制度短期內可能出現認證傳譯／翻譯員短缺的情況，表示擔憂。其中一名服務營辦商代表指出，由於海外學歷在香港未必獲得同等認可，一些持有海外學位的現職傳譯／翻譯員或許未能符合參加認證測試的資格。
64. 兩名服務營辦商代表指出認證傳譯／翻譯員可能也需要參加服務營辦商舉辦的內部培訓課程。一名服務營辦商代表表示，傳譯／翻譯員獲得醫學範疇的認證，機構便可以將內部訓練聚焦至專業及醫療相關範疇，避免將資源重覆投入相似的培訓。但機構仍會審視認證課程的內容，確保內容完全符合其機構的要求。

對自願性認證的擔憂

65. 一名服務營辦商代表擔心現職兼職傳譯／翻譯員缺乏獲得更高資歷認證的動力。她續指如果兼職傳譯／翻譯員看不到認證會帶來甚麼好處（例如加薪），他們不會有動力參加培訓課程和認證。她認為如何將資歷認證包裝為對傳譯／翻譯員的持續專業發展有利的制度是一大挑戰。

對培訓的看法

66. 兩名服務營辦商代表確信落實資歷認證制度必須靈活變通。大多數現職傳譯／翻譯員沒有受過正規培訓，但是他們具有豐富工作經驗，理應獲得認可。他們提倡由教育機構開設職

業資格或職業課程，鼓勵精通粵語的少數族裔青年接受培訓成為傳譯員。他們建議教育機構提供少數族裔語言的中等教育普通證書（GCSE）課程，激發青年投身傳譯／翻譯行業。

建議

67. 參考海外傳譯／翻譯員資歷認證的模式，問卷及焦點小組訪談所得結果後，研究團隊有以下的建議：

有關資歷認證制度

- **第一項建議：**資歷認證制度應涵蓋一般傳譯／翻譯，以及專業傳譯／翻譯服務的認證。專業資歷認證包括法律和醫療兩個範疇；一般認證則為提供包括房屋事務、社會福利、教育及勞工等不同範疇的社區服務傳譯／翻譯員而設。
- **第二項建議：**認證的語言應涵蓋八種在香港需求最高的南亞裔及東南亞裔語言，即印尼語、印度語、尼泊爾語、旁遮普語、他加祿語、泰語、烏爾都語和越南語，並按需要添加其它族裔語言。
- **第三項建議：**資歷認證制度應先以自願模式開始，在實行一段時間後進行檢討。長遠而言，凡資歷認證涵蓋的語言，主要公共服務的傳譯／翻譯工作應只由認證傳譯／翻譯員擔任，以確保服務質素。
- **第四項建議：**設立單級制一般及專業範疇資歷認證以簡化考核程序。

有關資歷認證制度的運作

- **第五項建議：**資歷認證須透過客觀公平考試方式獲取，可以借鏡澳洲 NAATI 認證評估模式。
- **第六項建議：**引入資歷認證制度的同時，應配備優質的評審制度，邀請語言學家、合資格及有豐富經驗的傳譯／翻譯員，和具備專業知識的法律及醫學界的專家擔任評審員。
- **第七項建議：**除登記傳譯／翻譯員外（見下文有關為現職傳譯／翻譯員進行登記部分），接受培訓、語言能力及相關資格和經驗應為獲取資歷認證的必備條件。

有關為現職傳譯／翻譯員進行登記

- **第八項建議：**為確保順利過渡至資歷認證制度，現職傳譯／翻譯員可獲授予登記傳譯／翻譯員資格。登記傳譯／翻譯員可視作為認證的必備條件和邁向認證的途徑（見下文認證路線圖部分）。登記傳譯／翻譯員適用於三個組別的傳譯／翻譯員：現職傳譯／翻譯員提供服務的語言未有包括在認證制度之內；有為該語言提供認證但現職傳譯／翻譯員尚未申請認證；以及已接受基本培訓及登記但尚未申請認證的新入職傳譯／翻譯員。
- **第九項建議：**資歷認證制度正式實施後，登記傳譯／翻譯員會有五年寬限期去參加認

證評估測試。寬限期結束後，沒獲得認證的登記傳譯／翻譯員有可能需要完成培訓課程和通過能力評估測試，才能重新參加認證測試。

有關參與資歷認證前的培訓

- **第十項建議：**在參加認證測試之前，應該要先為考生提供非以特定語言為本的綜合培訓課程，包括傳譯／翻譯技巧，文化意識及專業操守等，讓他們為測試早作準備。如考生參加專業範疇的認證測試如法律傳譯和醫療傳譯，亦應該為他們提供相應的培訓課程。
- **第十一項建議：**培訓課程應由政府資助或補貼。若由指定受大學教育資助委員會資助的大學或由香港學術及職業資歷評審局認可的機構營運課程則更佳。

有關資歷認證和規管機構

- **第十二項建議：**設立一個獲政府認可和支持的認證和規管機構，藉以管理認證制度。部份可行的建議包括成立一個獨立法定機構、委任一間大專院校，或由大專院校伙拍專業機構或其它在這個範疇有豐富經驗的機構參與（見下文 5.8.12.1 至 5.8.12.4 段）。
- **第十三項建議：**由政府認可和支持的認證和規管機構應履行以下職能：包括執行登記程序、進行資歷認證評估、管理登記及認證傳譯／翻譯員名冊、制定倫理守則，以及處理投訴和採取紀律處分。機構也會就登記費用和認證費用的水平進行研究和諮詢。

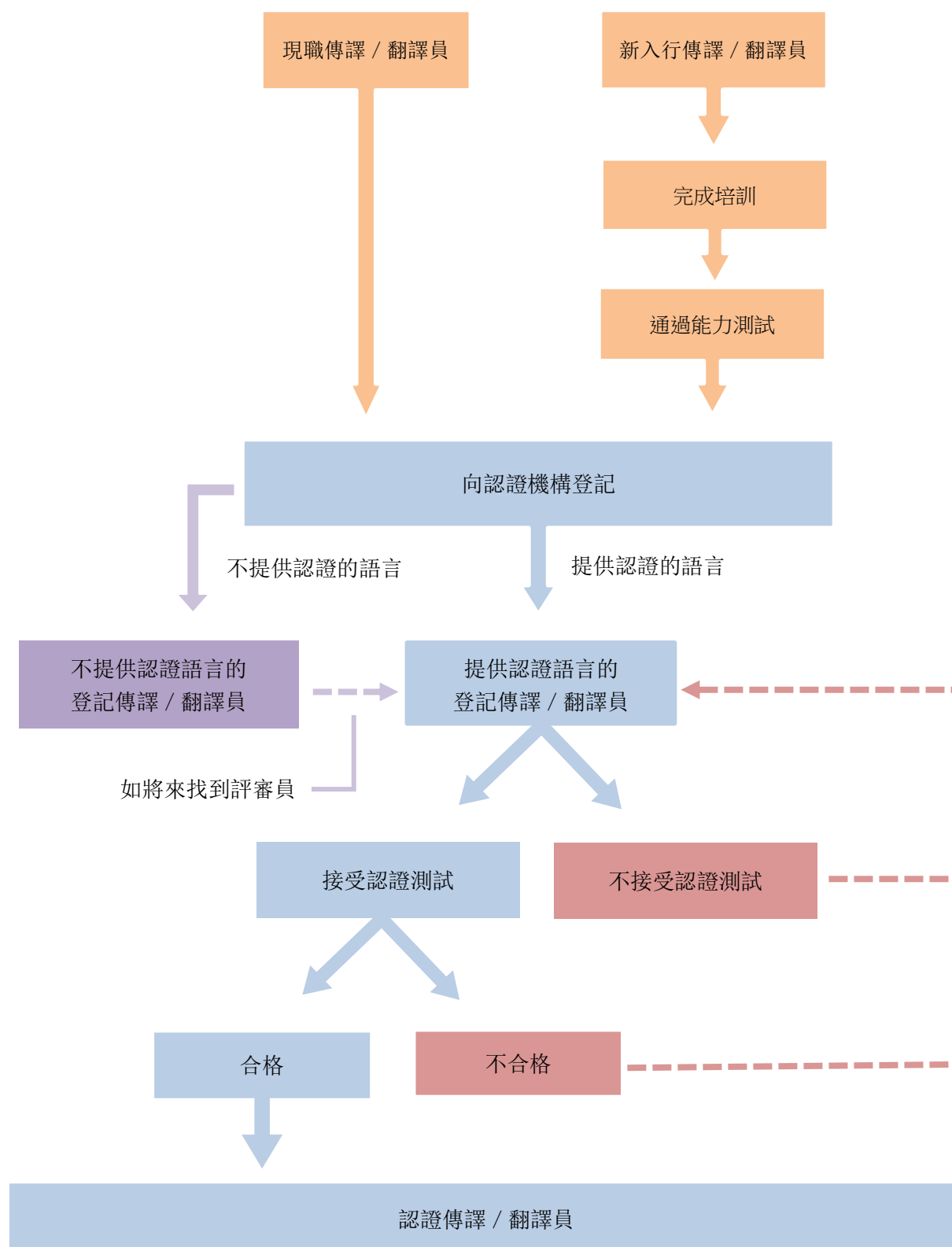
有關落實執行

- **第十四項建議：**視乎可供動用的政府資助，現建議以六年為期，有序地建立資歷認證和規管機構、制定有關規章與規則、確認資歷認證機構的權責，並與學術機構建立聯繫。

設立資歷認證制度路線圖



現職及新入行傳譯／翻譯員的認證路線圖



第一章 引言

研究背景

- 1.1 平等機會委員會（平機會）邀請了香港大學研究團隊進行題為《研究為香港少數族裔語言傳譯／翻譯員制訂資歷認證與規管制度的可行模式》的研究計劃（下稱「研究」）。研究主要目的是探討在香港引入少數族裔語言傳譯／翻譯員資歷認證和規管制度的可行性，以及如何落實該模式。香港大學研究團隊由中文學院吳雅珊博士擔任首席研究員，英文學院梁曉姿教授和法律學院比較及公共法中心羅愷麗女士擔任合作研究員。

香港的公共服務傳譯

- 1.2 香港少數族裔（即非華裔）人口眾多，他們視香港為家。2016 年中期人口統計結果顯示，香港共有 584 383 名少數族裔人士，佔全港人口百分之八¹。《2016 年香港少數族裔人士貧窮情況報告》指出，少數族裔的貧窮率遠高於全港人口²。扶貧委員會進行對少數族裔對公共服務的認知和滿意程度研究發現，語言不通和溝通問題是少數族裔貧窮人口使用公共服務時遇到的主要障礙³。
- 1.3 《種族歧視條例》（第 602 章）於 2008 年制訂，禁止基於種族的直接歧視和間接歧視、騷擾以及中傷。政制及內地事務局於 2010 年發佈《促進種族平等行政指引》，推廣種族平等以及確保少數族裔人士能平等使用公共服務，特別是解決少數族裔長期以來面對的語言和溝通問題。
- 1.4 在這之前，只有在香港法庭和相關執法機關，例如香港海關、入境事務處、懲教署及香港警務處，才會為少數族裔人士提供公共服務的傳譯／翻譯服務。司法機構法庭語文組是唯一官方服務提供者（或營辦者）。這些有限度的服務大概是政府為求履行《香港人權法案條例》（第 383 章）第 11 條所訂的法律責任。此條文源於《公民權利和政治權利國際公約》第 14 條，保障人民面對刑事罪行檢控時的權利，包括如被告人「不通曉或不能使用法院所用之語言，應免費為備通譯協助之」。此外，《消除一切形式種族歧視國際公約》第 5(a)條規定，人人不分種族、膚色、國籍或族裔，享有「法庭和所有其它司法機構的平等待遇權利」。若未能為少數族裔人士提供傳譯／翻譯服務，或是該項服務有任何不足之處，根據《消除一切形式種族歧視國際公約》，有機會構成對種族、民族或人種的歧視，並損害根據《香港人權法案條例》和《公民權利和政治權利國際公約》所列明被刑事檢控或被定罪者的權利。
- 1.5 少數族裔人士使用公共服務時的最大挑戰就是如何達至有效溝通。根據香港社區組織協

¹ 政府統計處，《2016 年中期人口統計－主題性報告：少數族裔人士》，2017 年 12 月，摘自 <https://www.byccensus2016.gov.hk/data/16bc-ethnic-minorities.pdf>（於 2019 年 12 月 28 日登入）

² 政府統計處，《2016 年香港少數族裔人士貧窮情況報告》，2018 年 2 月，摘自 <https://www.statistics.gov.hk/pub/B9XX0004C2016XXXXC0100.pdf>（於 2019 年 12 月 28 日登入）

³ 扶貧委員會，《少數族裔對公共服務的認知和滿意程度研究報告》，2018 年 3 月，摘自 <https://www.povertyrelief.gov.hk/chi/pdf/A%20Study%20on%20EMs%27%20Awareness%20and%20Satisfaction%20towards%20Selected%20Public%20Services%20-%20Report.pdf>（於 2019 年 12 月 28 日登入）

會於 2004 年 2 月進行的調查，在生死攸關的醫療環境中，超過三分之一的少數族裔人士聲稱與醫護人員存在溝通問題。《種族歧視條例》實施後，公立醫院和診所才正式為少數族裔人士提供傳譯服務⁴。一項於 2020 年進行的定性研究再次指出本港向南亞裔病人提供醫療服務時遇到的語言及文化障礙⁵。該研究訪問了 22 名醫護人員，部份被訪者指未能充分傳達資訊，以及沒有提供足夠的健康教育給南亞裔病人。另一方面，所有受訪者對於他們所屬機構未有提供文化能力或文化敏感度培訓和在職培訓而感到惋惜。

- 1.6 隨著《種族歧視條例》生效，向政府部門發出的《促進種族平等行政指引》均有引用《種族歧視條例》⁶。自此以後，政府一直資助香港基督教服務處——「融匯——少數族裔人士支援服務中心」（融匯中心）提供傳譯和翻譯服務⁷。香港翻譯通服務（香港翻譯通）其後成立，以社會企業模式運作，為本港的少數族裔提供翻譯服務⁸。
- 1.7 融匯中心是一所為少數族裔人士提供服務的機構，由民政事務總署撥款資助。融匯中心與其他少數族裔人士支援服務中心的分別在於前者為非華語及非英語少數族裔人士和服務少數族裔人士的機構和政府部門，提供八種少數族裔語言的傳譯和翻譯服務。電話傳譯服務是免費的，而即場傳譯服務、筆譯服務以及校對服務則主要是因應公營服務機構的要求而提供，並會收取服務費用。
- 1.8 香港翻譯通是一所由香港聖公會麥理浩夫人中心成立的社會企業，提供 19 種語言的付費傳譯及翻譯服務，當中包括亞洲和歐洲語言，以及手語。香港翻譯通是醫院管理局的主要服務提供者。少數族裔病人預約診症服務時可透過醫護人員預先安排到場傳譯服務。在非預約情況下，醫護人員會視乎需要，為病人安排到場傳譯服務或電話傳譯服務。

少數族裔語言傳譯／翻譯員的入行要求及招聘測試

- 1.9 融匯中心和香港翻譯通招聘全職傳譯／翻譯員的入職基本要求為擁有學士學位（但在個別情況下，聘請兼職傳譯／翻譯員會接受較低學歷資格的應徵者）。視乎營辦商的服務範圍，傳譯／翻譯員需精通英語及最少一種少數族裔語言。個別服務營辦者會基於需要而調整招聘測試方式，訂立不同的測試，從而選擇合適的應徵者。
- 1.10 上述兩間主要服務營辦商會為獲聘的傳譯／翻譯員提供 40 至 100 小時不等的職前及在職培訓。視乎服務提供者的需要，大專院校的翻譯／傳譯學系在不同程度上參與制訂培訓課程，如協作發展課程及教授課程單元等。
- 1.11 法庭語文組為符合資格要求的應徵者進行招聘測試。兼職傳譯員提供包括少數族裔語言在內的 35 種語言⁹。應徵者成為法庭語文組的兼職傳譯員（中文方言傳譯員除外）須符合

⁴ Legislative Council Secretariat, "Interpreter services at hospitals for ethnic minorities," April 2008, <https://www.legco.gov.hk/yr06-07/english/bc/bc52/papers/bc520416cb2-1600-2-e.pdf> (accessed December 27, 2019)

⁵ Vandan, N. et al. (2020)

⁶ 立法會秘書處，「少數族裔人士使用醫療服務」，2017 年 4 月，摘自 https://www.legco.gov.hk/yr16-17/chinese/hc/sub_com/hs52/papers/hs5220170410cb2-1119-2-c.pdf（於 2019 年 12 月 27 日登入）

⁷ 香港基督教服務處「融匯－少數族裔人士支援服務中心」，<http://www.hkcs.org/tc/services/cheer>「融匯－少數族裔人士支援服務中心」（於 2019 年 12 月 27 日登入）

⁸ 香港翻譯通服務，http://www.hk-translingual.com/tc/about_us.php（於 2019 年 12 月 27 日登入）

⁹ 司法機構政務處，「司法機構所聘用的兼職傳譯員的酬金」，2016 年 5 月，摘自 <https://www.legco.gov.hk/yr15-16/chinese/panels/ajls/papers/ajls20160523cb4-994-3-c.pdf>（於 2019 年 12 月 27 日登入）

以下所有要求¹⁰：

- (a) 擁有認可的大學學位或同等學歷
- (b) 精通有關外語
- (c) 精通英語或粵語
- (d) 通過招聘測試的口試和筆試

- 1.12 招聘測試會評估應徵者的語言和傳譯能力。為了任命具有卓越語言能力的考官，法庭語文組通常會向有關領事館尋求推薦人選¹¹。符合上述所有要求的應徵者可獲法庭語文組登記成為兼職傳譯員資格，並納入登記名冊中。
- 1.13 法庭語文組只會為新入職的兼職傳譯員提供培訓，包括法庭探訪、迎新工作坊及筆記。法庭語文組會對兼職傳譯員持續考核，評估兼職傳譯員的工作表現，並向他們提供反饋¹²。

公共服務少數族裔語言傳譯／翻譯員的統計資料

- 1.14 融匯中心在 2020 年傳譯員人手編制為 30 名¹³，提供八種在香港需求最高的少數族裔語言，包括印尼語、印度語、尼泊爾語、旁遮普語、他加祿語、泰語、烏爾都語及越南語。融匯中心同時聘請少量兼職傳譯／翻譯員，協助提供傳譯／翻譯服務。
- 1.15 香港翻譯通目前有超過 100 名全職或兼職的醫療傳譯／翻譯員，提供 19 種語言及手語的傳譯／翻譯服務，為醫院管理局轄下的醫院和診所提供服務。香港翻譯通是香港最主要的醫療傳譯／翻譯服務營辦商。
- 1.16 截至 2016 年 3 月，法庭語文組約有 340 名登記兼職傳譯員，為 35 種外國語言及 18 種中國方言提供法庭傳譯／翻譯服務。兼職傳譯員並非司法機構的僱員。他們是以代理人的身份，接受司法機構委派的工作。他們大部分都有自己的正職或其它業務。
- 1.17 若干部門如入境事務處直接聘請傳譯／翻譯員，但聘請人數不多。

少數族裔語言傳譯的問題

- 1.18 儘管法庭語文組已提供培訓和進行規管，媒體偶爾也會報導因少數族裔語言兼職傳譯員在審訊期間出錯而導致可能造成審訊不公的情況。在一宗刑事案件（STCC1712／2003）的法庭審訊中，一名印尼語傳譯員被指控誤導證人及加入自己的意見扭曲證人供詞，導致案件需要重審。立法會司法及法律事務委員會後來跟進該案件，並要求司法機構回應質詢，釐清法庭語文組招聘兼職傳譯員的要求¹⁴。

¹⁰ 同上，附錄 B

¹¹ 同上

¹² 同上，第 3 頁

¹³ 民政事務局，「審核二零二零至二一年度開支預算管制人員對財務委員會委員初步書面問題的答覆」，第 1140 至 1142 頁

¹⁴ 司法機構政務處，「法庭傳譯人員的表現」，2004 年 2 月，摘自 <https://www.legco.gov.hk/yr03-04/chinese/panels/ajls/papers/aj0322cb2-1592-1c.pdf>（於 2019 年 12 月 27 日登入）

- 1.19 在 2013 年，一名旁遮普語傳譯員在法庭審訊中錯誤翻譯「意圖誘使」一詞，導致法庭撤銷被告製造炸彈的定罪¹⁵。南華早報引述一名通曉旁遮普語的大律師的訪問，他指出幾乎每次法庭使用這類傳譯服務時，他都留意到傳譯員有出錯的情況。他通常會打斷傳譯員，立刻說出較準確的譯法，以免令場面失控¹⁶。在同一報道中，一名專門研究法庭傳譯的學者重申要求政府設立資歷認證制度，並為傳譯員提供充足培訓，以勝任傳譯工作。
- 1.20 在 *HKSAR vs Moala Alipate* (CACC135/2017) 一案中，一名於東加出生的奧克蘭男子因走私毒品被判入獄 23 年零 9 個月，後獲上訴法院推翻定罪並下令重審。上訴法院接納上訴人的上訴理據，指東加傳譯員只是一名職業橄欖球運動員及教練，並沒有任何傳譯資格或經驗，未能完整和準確向被告傳譯法官的案情總結及庭上的其它證據，剝奪被告接受公平審訊的權利。該名東加傳譯員在提交予上訴法庭的誓章中承認，他難以跟上原審法官在案情總結時說話的速度，只能譯出當中兩至三成的內容¹⁷。
- 1.21 法庭語文組向來都是少數族裔語言翻譯服務的唯一官方服務提供者，在得到兼職傳譯員的同意下，法庭語文組會按一貫做法與相關執法部門分享登記名冊。法庭語文組未有將登記名冊分享給所有政府部門和公共機構的做法無可厚非，原因是名冊中的兼職傳譯員招聘和考核皆為法庭傳譯而設，而非其他範疇。比如醫療傳譯，兼職法庭傳譯員未必具備所需的雙語能力或知識翻譯醫療術語，可以在醫院或其它醫療設施提供服務。
- 1.22 顯然易見，私營和公共部門的服務營辦商和服務提供者在招聘要求、技能培訓方面沒有統一標準，也沒有對少數族裔語言傳譯／翻譯服務進行質素保證的機制，這可能是導致上述的問題和服務質素參差不齊的原因。

研究目的和研究方法

- 1.23 作為一個執行香港現有四條反歧視法例包括《種族歧視條例》的法定機構，平機會關注現時的少數族裔語言翻譯和傳譯的質素問題，並一直倡議政府成立規管制度，以提升傳譯員的質素，令服務趨向專業化¹⁸。本研究正是延續平機會在這方面的工作。本研究在 2018 年 12 月展開，具體目標如下：
- (a) 提供現時為公共服務，包括但不限於社區支援服務、醫療服務和法律服務，少數族裔語言傳譯／翻譯員的統計資料；
 - (b) 檢視海外設立資歷認證及規管制度的經驗，集中討論所遇到的主要困難和採用的解決辦法；
 - (c) 參考目前做法、海外經驗和主要持份者意見後，就設立少數族裔語言傳譯／翻譯員資歷認證的標準機制提出不同方案；

¹⁵ Stuart Lau and Austin Chiu, "Poor quality of court translations puts justice at risk, experts warn," *South China Morning Post*, October 14, 2013, <https://www.scmp.com/news/hong-kong/article/1331100/poor-quality-court-translations-puts-justice-risk-experts-warn> (accessed 28 April 2020).

¹⁶ 同上

¹⁷ *HKSAR v. Moala Alipate* (16/05/2019, CACC135/2017) [2019] 3 HKLRD 20, [2019] HKCA 537, https://legalref.judiciary.hk/lrs/common/search/search_result_detail_frame.jsp?DIS=121916&QS=%28%7Bmoala%7D+%25parties%29&TP=JU (accessed 29 April 2020).

¹⁸ 平等機會委員會，「研究為香港少數族裔語言傳譯／翻譯員制訂資歷認證與規管制度的可行模式」研究摘要

- (d) 參考目前做法、海外經驗和主要持份者意見後，研究可行的規管模式，包括但不限於自願註冊和發牌模式；
 - (e) 就規管機構的功能、權限和問責機制提出不同的方案；及
 - (f) 探討引入資歷認證和規管制度的未來路線；以及傳譯／翻譯員要達到認證要求所須的培訓需要。
- 1.24 根據人口普查／中期人口統計對少數族裔的定義，少數族裔語言原則是涵蓋香港法定中文及英文語言以外的所有語言。話雖如此，研究的最終目標是改善公共服務的傳譯及翻譯服務以促進種族平等，因此討論會聚焦於香港的弱勢種族社群常用的語言。根據政府為改善使用公共服務而資助的傳譯和翻譯服務¹⁹以及醫院管理局提供不同語言傳譯服務的最新數據²⁰，南亞及東南亞語言，包括但不限於印尼語、印度語、尼泊爾語、旁遮普語、他加祿語、泰語、烏爾都語及越南語，是公共服務中傳譯需求最大的少數族裔語言。
- 1.25 為達到上述目標，研究團隊檢視了若干外國資歷認證和規管模式，由澳洲、加拿大、英國以至美國，藉以識別這些模式的特色。同時，研究團隊亦進行了線上問卷調查，收集持份者對在香港引入少數族裔語言傳譯／翻譯資歷認證制度的意見。問卷合共有兩份：第一份是為在醫療、法律及其它公共服務範疇提供服務的傳譯／翻譯員而設，第二份是為日常提供公共服務的過程中，曾使用傳譯／翻譯服務的用戶填寫，包括但不限於法官、律師、醫生和護士。
- 1.26 線上問卷於 2019 年 7 月發放。研究團隊得到香港大學科創習新（TELI）的協助，使用 SurveyMonkey 軟件發放問卷，科創習新具備科技專才，處理線上問卷經驗豐富，成功收回 100 份問卷。
- 1.27 研究團隊亦進行了焦點小組訪談，讓受訪者進一步分享相關經驗，以配合問卷數據進行深入分析。研究團隊向所有參與線上問卷並願意受訪的人士索取聯絡資料。與此同時，研究團隊亦邀請了聘請全職或兼職傳譯／翻譯員，及為公共部門提供服務的營辦商進行訪談。研究團隊分別於香港大學及其它地點進行合共九個焦點小組訪談，共有 26 人參加，受訪者包括主要服務營辦商如融匯中心和香港翻譯通的代表。

研究不足之處

- 1.28 儘管問卷回應的數量已達到研究團隊原先所訂 100 至 120 份的目標，樣本數字仍是偏少。鑒於研究經費所限，我們無法以少數族裔語言接觸少數族裔服務使用者，亦不能確保少數族裔人士能在沒有傳譯員幫助下全面理解英文問卷內容。因此，本研究未能收集這群持份者的意見。另一遺憾的地方是，法官／裁判官的回覆率極低（詳見第三章）。如能取得較大的樣本數字，對香港少數族裔語言傳譯／翻譯服務情況便能有更全面的了解，亦能蒐集更多對資歷認證模式的意見。

¹⁹ 民政事務局，「審核二零二零至二一年度開支預算管制人員對財務委員會委員初步書面問題的答覆」，第 1136 至 1139 頁

²⁰ 食物及衛生局（衛生科），「審核二零二零至二一年度開支預算管制人員對財務委員會委員初步書面問題的答覆」，第 181 至 183 頁

第二章 海外傳譯／翻譯資歷認證模式的比較

- 2.1 本章檢視澳洲、加拿大、英國和美國四個國家認證和規管傳譯／翻譯員的經驗。這些國家在傳譯／翻譯培訓和認證制度由來已久，全球認受性高，研究團隊遂選定它們作為研究對象。除此之外，這些制度的傳譯／翻譯語言跟本地少數族裔語言相類，可供合適的比較和借鏡。本章從所選定的海外模式中識別共同特徵和相異之處（詳見附錄一），期以從中尋找最適合香港推行的模式。

澳洲

認證機構

- 2.2 澳洲傳譯／翻譯員的認證由全國翻譯員及傳譯員資歷認可管理局（下稱 NAATI）統籌。NAATI 是一家非牟利機構，由聯邦、州份和地區政府共同擁有，並由董事會管理。NAATI 是唯一為澳洲傳譯／翻譯員頒發資格認證的組織。
- 2.3 現行 NAATI 的認證制度於 2018 年 1 月 1 日生效，取代舊認證制度。新制度是根據一項由 NAATI 資助，並由 Hale 教授及研究團隊所進行的研究建議而實施的²¹。認證制度旨在評估申請人是否具備在澳洲從事傳譯／翻譯所需的技能。與此同時，該制度確保受聘的傳譯／翻譯員，能負起會說英語和不會說英語的市民之間溝通橋樑的角色。
- 2.4 在澳洲，法例並沒有強制要求傳譯／翻譯員必須符合一定的條件才能提供服務。認證制度只是反映在聯邦、州份和地區政府層面，在政府資助機構提供服務的傳譯／翻譯員必須達到一定專業水準以及語言水平²²。

認證必備條件

- 2.5 有志從事傳譯／翻譯的人士可透過不同途徑獲得 NAATI 認證或認可執業資格 (Recognised Practicing credential)。每種途徑的要求各有不同，考生必須符合這些要求才能參加認證測試。雖則如此，不論循甚麼途徑，考生均需完成某種形式的培訓，才可向 NAATI 遞交申請。培訓要求須視乎申請 NAATI 認證類別而定。有些途徑要求考生達到 NAATI 所訂的語言、職業操守和／或跨文化能力的標準。當中包括：
- 達到 NAATI 制定的英語水平標準，可能需要參加官方英語水平測試（如 IELTS 國際英語測試）。
 - 完成專業培訓或通過 NAATI 跨文化能力測試。
 - 完成專業培訓或通過 NAATI 職業操守能力測試。

²¹ Sandra Hale, Ignacio Garcia, Jim Hlavac, Mira Kim, Miranda Lai, Barry Turner and Helen Slatyer, *Improvements to NAATI Testing. Development of a Conceptual Overview for a New Model for NAATI Standards, Testing and Assessment*. (Sydney: National Accreditation Authority for Translators and Interpreters, 2012), <https://www.naati.com.au/media/1062/intfinalreport.pdf> (accessed June 16, 2020).

²² Jim Hlavac, "A Cross-National Overview of Translator and Interpreter Certification Procedures." *International Journal for Translation and Interpreting Research* 5, no. 1 (2013): 40.

- 2.6 NAATI 備存一份資格認證清單，列出由高等教育機構授予的專上翻譯和傳譯資格（文憑或更高水平）。成功獲取清單內資格認證的申請人可以直接向 NAATI 申請參加認證測試而無需滿足其它必備條件。

認可執業資格

- 2.7 對於尚未獲 NAATI 提供認證的新興或低需求語言，相關的傳譯／翻譯員可以申請認可執業資格。認可執業資格的地位不同於資歷認證。申請認可執業資格的人士須具備新近及恆常的傳譯／翻譯經驗，以及成功向 NAATI 證明已達到認可執業水平的基本經驗和能力。就此，申請人必須提供符合以下所有必要條件的具體證明文件：
- 英語水平
 - 職業操守和跨文化能力
 - 具有傳譯／翻譯工作經驗
 - 完成傳譯／翻譯員的最低培訓水平
- 2.8 申請認可執業傳譯員資格的人士應完成至少 40 個小時的培訓，通過由澳洲學歷資格框架（AQF）認證的傳譯理論和／或實踐的學習單元。申請認可執業翻譯員資格人士必須完成至少 40 個小時 AQF 認證的翻譯理論和／或實踐學習單元。
- 2.9 2018 年前已獲 NAATI 認證的人士，只要能夠提供使用相關技能工作的證明，就可以獲得認可執業資格。
- 2.10 NAATI 會直接評估申請人英語或手語能力（Auslan）、跨文化能力和職業操守。然而，英語以外的語言（LOTE）（外語）能力則只能透過工作經驗的證據間接確認。
- 2.11 認可執業資格是獲得認證的途徑之一。

NAATI 認證種類

- 2.12 翻譯員的認證分為兩個等級：
- 認證翻譯員
 - 認證高級翻譯員
- 2.13 傳譯員認證有四種類型或等級：
- 認證臨時傳譯員
 - 認證傳譯員
 - 認證專業範疇傳譯員（醫療／法律）
 - 認證會議傳譯員
- 2.14 申請者需要證明自己符合每種認證種類的要求，才獲准參加 NAATI 測試。這些要求即上文 2.5 段列出的認證必備條件。

認證評估

- 2.15 每類認證各自有一套特設的評估標準，詳情載列於表 2.1。視乎不同領域的不同情況，涉及所需的技能也各有不同。

表 2.1. NAATI 傳譯／翻譯員評估的詳細資料

模式	傳譯
評估語言	英語和外語
認證類別	評估模式
認證臨時傳譯員	<ul style="list-style-type: none"> 兩項以面對面對話形式進行的接續傳譯 一項遙距對話的接續傳譯（電話傳譯）
認證傳譯員	<ul style="list-style-type: none"> 一項以面對面對話形式進行的接續傳譯 一項遙距對話接續傳譯 一項由英語譯成外語的視譯：內容跟面對面對話傳譯相關，緊接其後 一項由外語譯成英語的視譯題目：內容跟遙距對話傳譯相關，緊接其後 一項由英語譯成外語的獨白接續傳譯 一項由外語譯成英語的獨白接續傳譯 一項由英語譯成外語的獨白即時傳譯 一項由外語譯成英語的獨白即時傳譯
認證醫療傳譯員	<ul style="list-style-type: none"> 一份共有 60 題，6 個範疇的知識測試 <ul style="list-style-type: none"> 醫學術語 醫學常識 醫療制度知識 職業操守、文化及傳譯員職責 進階溝通管理技巧 資料搜集及準備 一項由英語譯成外語的獨白接續傳譯 一項由外語譯成英語的獨白接續傳譯 一項由英語譯成外語的單語對話即時傳譯 一項由外語譯成英語的獨白即時傳譯題目 <p>傳譯涵蓋醫療領域內不同範疇，當中至少有一項與精神健康有關。</p>
認證專業範疇 法律傳譯員	<ul style="list-style-type: none"> 一份共有 60 題，7 個範疇的知識測試 <ul style="list-style-type: none"> 法律術語及法律常識 法律制度和程序 職業操守與法律 文化與法律 傳譯員在司法體制的角色 進階溝通管理技巧 資料搜集及準備 一項對話選段接續傳譯 一項由英語譯成外語的獨白接續傳譯 一項由外語譯成英語的獨白接續傳譯 一項由英語譯成外語的單語對話即時傳譯 <p>傳譯評估涉及不同法律領域、司法管轄權及法院級別。</p>

模式	翻譯
評估語言	英語和外語
認證類別	評估模式
認證翻譯員	<ul style="list-style-type: none"> • 翻譯兩份不同範疇約 250 字文本 • 修改一份約 250 字的翻譯文本，包括提供建議修改的理由（所有文本都是反映現實生活文件，而目標讀者為非專業但富學識的人士）
認證高級翻譯員	<ul style="list-style-type: none"> • 翻譯兩份不同範疇約 400 字的文本 • 修改一份約 400 字的翻譯文本，包括提供建議修改的理由（所有文本都是反映現實生活文件，由專家撰寫的，對象為專業讀者）

評審員

2.16 NAATI 評審員是從其現有的 NAATI 認證傳譯／翻譯員登記名冊中揀選出來。他們應具有翻譯、傳譯、語言、語言學或相關學科的大專學歷，並具有近乎母語水平的英語和某特定外語能力。評審員必須在傳譯／翻譯領域具備豐富的專業經驗、高尚的職業操守，及展示團隊合作的能力。

認證及重新認證

2.17 一旦考生通過翻譯或傳譯技能的認證測試，會獲發認證資格。認證傳譯／翻譯員每三年必須達到某些準則才獲認證續期，若未能達標，認證在屆滿期後便會失效。

認證傳譯／翻譯員的線上名冊

2.18 NAATI 備存一份線上名冊，讓僱主尋找合資格的傳譯／翻譯員。名冊中載列傳譯／翻譯員的姓名、認證類型／等級、提供傳譯／翻譯服務的語言，以及他們的聯絡資料²³。

規管制度

2.19 NAATI 沒有制定本身的倫理守則，但採納了澳洲傳譯和翻譯協會（AUSIT）和澳洲手語翻譯協會（ASLIA）兩個專業協會的守則，作為認證和續證過程中的重要一環。

2.20 NAATI 根據訂明的機制和政策處理對認證傳譯／翻譯員的投訴。投訴按其嚴重性分為 1 級至 3 級。如第 3 級投訴成立，相關傳譯／翻譯員將面對紀律處分，包括接受輔導、要求進行特定專業培訓、暫停或撤銷其認證。

²³ “Online Directory”, NAATI, <https://www.naati.com.au/online-directory/> (accessed April 27, 2020).

加拿大

認證機構

2.21 加拿大翻譯員、術語學家及傳譯員協會（CTTIC）²⁴負責在加拿大各地實施統一的專業認證標準。CTTIC 是由數個省和地區專業傳譯／翻譯機構組成的聯合會。由於專業機構會員屬於省和地區²⁵而非聯合會的管轄範圍，因此 CTTIC 沒有個人會員資格。它的會員來自以下八個成員機構：

- 艾伯塔省翻譯及傳譯協會（ATIA）
- 卑詩省翻譯及傳譯協會（STIBC）
- 曼尼托巴翻譯、術語學家及傳譯員協會（ATIM）
- 新不倫瑞克省翻譯、術語學家及傳譯員公司（CTINB）
- 新斯科舍省翻譯及傳譯員協會（ATINS）
- 安大略翻譯及傳譯員協會（ATIO）
- 薩斯喀徹溫省翻譯及傳譯員協會（ATIS）
- 努納武特傳譯／翻譯協會

認證必備條件

2.22 上述成員機構各自代表自己的會員。申請人必須是上述其中一個成員機構的會員，才獲得申請 CTTIC 認證的資格。

2.23 CTTIC 的成員機構可能各有不同的認證要求，但通常會涵蓋以下範疇：

- 學歷
- 有關成員機構的會員資格
- 通過語言能力測試
- 通過專業操守測試
- 專業經驗（有時會以每年的翻譯量來衡量）

CTTIC 認證種類

2.24 在加拿大，翻譯和傳譯的認證種類包括²⁶：

- 認證翻譯員
- 認證法庭傳譯員
- 認證會議傳譯員
- 認證社區傳譯員
- 認證醫療傳譯員
- 認證術語專家

²⁴ “Our Mission,” CTTIC, <http://www.cttic.org/mission.asp> (accessed April 27, 2020).

²⁵ “Member Associations,” CTTIC, <http://www.cttic.org/member.asp> (accessed April 28, 2020).

²⁶ “Certification Process and Title Protection,” Society of Translators and Interpreters of British Columbia (STIBC). [https://www.stibc.org/page/certification%20\(for%20members\).aspx#.XqvDthMzbml](https://www.stibc.org/page/certification%20(for%20members).aspx#.XqvDthMzbml) (accessed May 1, 2020).

CTTIC 認證機制

2.25 上述各類認證資格可透過三種機制獲取²⁷：

- (a) 資歷認證（翻譯、傳譯和術語）：申請人須擁有認可的文憑並具備至少兩年相關工作經驗；如未有認可的文憑或培訓，則須具備至少五年相關專業工作經驗。同時，申請人須要獲得於 CTTIC 轄下同一個成員機構內的三名認證會員支持，並根據申請人的相關經驗的性質和廣度、資歷、推薦者的相關性，以及申請人遞交的工作文本進行評審。
- (b) 師友認證：根據師友計劃（目前僅在魁北克省和新不倫瑞克省提供），導師會檢視學員的工作，討論專業服務的各方面事項，向學員建議可考慮的工作領域，評估其進展和提出改進建議。師友期至少六個月，導師將在指導計劃結束時評估學員的專業能力，並向認證委員會作出推薦。
- (c) 考試認證：在認證考評局的協助及 CTTIC 的統籌下，成員機構每年會舉行一次統一翻譯認證測試，而會議傳譯、法庭傳譯和術語考核則按實際需要而舉行。每項測試和考核都包括專業操守的部分。

2.26 加拿大的傳譯／翻譯員資格認證是自願的，但申請人通過認證評估之後，才能向其申請認證的省級成員機構申請認證翻譯員、認證會議傳譯員、認證法庭傳譯員、認證社區傳譯員、認證醫療傳譯員及認證術語專家等稱銜。

CTTIC 認證評估

2.27 CTTIC 的評估方式視乎所申請的認證類型而定。儘管 CTTIC 各成員組織的認證必備條件各有不同，所有成員組織的評估方式都是統一的，只是有個別成員機構不提供某種類型的認證，例如導師認證。下表 2.2 總結各種類型的傳譯／翻譯員的評估方式。

表 2.2. CTTIC 傳譯／翻譯評估的詳細資訊

模式	傳譯
評估語言	提供的語言可能各有不同，但至少包括： <ul style="list-style-type: none">• 英語和法語• 英語／法語和其它語言
認證類別	評估模式
	所有傳譯考試均設有筆試和口試部分，只有通過筆試的考生才能參與口試 ²⁸
認證法庭傳譯員	筆試部份： <ul style="list-style-type: none">• 加拿大法律及法庭程序的知識• 傳譯員的專業行為和操守• 專門術語翻譯，及將一篇以法律為主題的文章翻譯成英語 口試部分沒有相關資料提供
認證會議傳譯員	未有註明
認證醫療傳譯員	筆試部份：

²⁷ “Certification,” CTTIC, <http://www.cttic.org/certification.asp> (accessed May 1, 2020).

²⁸ “CTTIC Certification Exam,” ATIO, <https://atio.on.ca/events/certification-exam-2/> (accessed May 1, 2020).

	<ul style="list-style-type: none"> 將一篇以醫療為主題的文章從其它語言翻譯至英語或法語 翻譯醫療專用名詞 醫療傳譯員的專業行為及操守 <p>□試部分沒有相關資料提供</p>
認證社區傳譯員	<p>筆試部份：</p> <ul style="list-style-type: none"> 將一篇以社區事務為主題的文章從其它語言翻譯至英語或法語 社區傳譯員專業行為 專業操守 <p>□試部分沒有相關資料提供</p>
模式	翻譯
認證類別	評估模式
評估語言	<p>提供的語言可能各有不同，至少包括：</p> <ul style="list-style-type: none"> 英語和法語 英語／法語和其它語言
認證翻譯員	<ul style="list-style-type: none"> 指定翻譯一篇約 200 字普通文體的文章 從兩篇約 200 字比較專業的文章選取一份翻譯

2.28 CTTIC 控制並監督認證評估，以及使用誤差分析／扣分法作為評估方式。

2.29 經認證的傳譯／翻譯員的資料可以在個別 CTTIC 成員機構的網站上找到²⁹，包括聯絡方式（電郵及／或電話號碼）、提供傳譯／翻譯服務的語言及認證類別。同時，網站亦會顯示認證傳譯／翻譯員是否接受特約形式的聘用和／或是否願意擔任認證導師³⁰。

規管制度

2.30 CTTIC 沒有制訂專業倫理守則。然而，成員機構分別訂立一套專業倫理守則供成員依循。如收到投訴，成員機構負責處理投訴和在適當情況下施行紀律處分。

英國

2.31 英國有兩間代表翻譯員和傳譯員利益的機構，分別為成立於 1910 年的特許語言學家學會（CIOL）以及於 1986 年成立的翻譯和傳譯學會（ITI）。兩者均屬專業組織，要成為會員必須符合必備條件。它們會向有意使用傳譯／翻譯服務的客戶提供其會員的服務目錄³¹。CIOL 協調和管理語言評估工作，為完成長期培訓並通過評估測試的申請人授予認證資格³²。

2.32 擁有 CIOL 會員資格屬自願性質。但在現實情況中，許多工作要求申請人具備某種資格，

²⁹ “Finding a certified translator or interpreter”, CTTIC, <http://www.cttic.org/chercher.asp> (accessed April 26, 2020).

³⁰ “Atia Directory”, ATIA, <https://atia.ab.ca/directory/> (accessed April 26, 2020).

³¹ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures”, 54.

³² “Improvements to NAATI testing,” NAATI, November 2012, <https://www.naati.com.au/media/1062/intfinalreport.pdf> (accessed May 1, 2020).

包括 CIOL 認證和碩士學位³³。CIOL 備存一份可讓公眾查閱的登記名冊，載有會員認證資格等級。傳譯員方面，國家公共服務傳譯員登記冊（NRPSI）也載有傳譯員的資料。要獲納入登記冊內，傳譯員必須具有公共服務傳譯的認證資格，及相關工作經驗的證明³⁴。

認證必備條件

- 2.33 英國有兩種形式的認證：資歷認證或 CIOL 會員資格。資歷認證不設不同認證等級，亦不會提供一般範疇認證。欲透過成為 CIOL 會員而獲得認證傳譯／翻譯員的資格，申請須先通過資格測試。
- 2.34 CIOL 不承認在海外獲得的認證資格以取代本地認證，但提供為認證而設的海外評估。認證選項因地而異。舉一個例，只有倫敦才提供警察傳譯文憑。官方沒有訂立申請認證資格的必備條件，但建議申請人應符合擬申請認證類別的若干標準，包括³⁵：
- 原語水平應至少達到良好的大學本科程度，並熟悉相關的文化背景
 - 對選擇認證的專業範疇有充分瞭解
- 2.35 申請人還需要具備以下至少一項資格：
- 以原語修讀的大學本科學位
 - 透過在專業範疇工作中恆常使用或透過修讀相關課程而精通相關原語
 - 修讀預備課程（例如 CIOL 提供的課程）³⁶

CIOL 認證制度

- 2.36 完成五年的非密集式培訓和／或預備課程，並通過語言測試，即可獲 CIOL 的認證資格。換言之，接受過長期「學徒制」培訓的學員仍需要參加並通過文憑考試。通過公共服務傳譯文憑（DPSI）的考試則可被納入 NRPSI。
- 2.37 有志獲取公共服務傳譯文憑的人士，有以下五種途徑可供選擇：英國法、蘇格蘭法、北愛爾蘭法（為法院、律師樓和入境部門工作）、醫療（在醫院、診所和普通科門診工作）和地方政府（從事房屋、社工和教育相關傳譯工作）。儘管公共服務傳譯文憑和警察傳譯文憑同稱為傳譯文憑，它們實際上會評估申請人的傳譯和翻譯能力。傳譯技巧評估包括即時傳譯（耳語）、接續傳譯和視譯。
- 2.38 翻譯文憑僅授予通過翻譯評估中所有三個單元的申請人，如下表 2.3 所示。申請人可以在第二和第三單元中各選一項專業範疇。圖表亦比較了公共服務傳譯文憑、警察傳譯文憑和翻譯文憑的評估方式。
- 2.39 儘管個別考試中心可能由 CIOL 批准的其它組織營辦，CIOL 負責評估的控制及監察工作，並以標準／評分指標作為評估參照。

³³ “Career Affiliate,” Chartered Institute of Linguists, <https://www.ciol.org.uk/career-affiliate> (accessed May 6, 2020).

³⁴ Holly Mikkelsen, *Introduction to Court Interpreting*. London: Routledge, 2017, 10.

³⁵ “Diploma in Translation: Handbook for Candidates,” IoL Educational Trust. March 2017. <https://www.ciol.org.uk/sites/default/files/Handbook-DipTrans.pdf> (accessed May 1, 2020).

³⁶ “Diploma in Public Service Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017. <https://www.ciol.org.uk/sites/default/files/Handbook-DPSI.pdf> (accessed May 2, 2020).

表 2.3. CIOL 傳譯／翻譯員的評估方式

模式	傳譯
評估語言	英語和外語
認證類別	評估方式
公共服務傳譯文憑 ³⁷ 專業範疇： <ul style="list-style-type: none"> • 英國法 • 蘇格蘭法 • 北愛爾蘭法 • 醫療 • 地方政府 	<ul style="list-style-type: none"> • 一項面對面對話接續傳譯（由外語譯成英語）和即時傳譯（耳語）（由英語譯成外語） • 一項面對面對話接續傳譯（由英語譯成外語）和即時傳譯（耳語）（由外語譯成英語） • 兩項視譯，一項由英語譯成外語，另一項由外語譯成英語 • 兩份翻譯，一份由英語譯成外語，另一份由外語譯成英語
警察傳譯文憑 ³⁸	<ul style="list-style-type: none"> • 職業守則筆試 • 一項面對面對話接續傳譯（由外語譯成英語，及由英語譯成外語） • 以英語撰寫一份口供紙 • 一項面對面的獨白即時傳譯（耳語）（由英語譯成外語） • 一項視譯（由英語譯成外語） • 翻譯一份口供紙（由外語譯成英語） • 翻譯一篇文章（由英語譯成外語）
模式	翻譯
評估語言	英語／法語／德語／西班牙語／意大利語和外語
認證類別	評估方式
翻譯文憑	<ul style="list-style-type: none"> • 翻譯一份普通文章（由選定的原語言譯成英語／法語／德語／西班牙語／意大利語） • 翻譯一份關於科技、商業或文學（三選一）的半專業文章（由選定的原語言譯成英語／法語／德語／西班牙語／意大利語） • 翻譯一份科學、社會科學或法律（三選一）的半專業文章（由選定的原語言譯成英語／法語／德語／西班牙語／意大利語）

2.40 除 CIOL 外，翻譯和傳譯學會（ITI）是另一個認證機構有為不同工作經驗的傳譯員／翻譯³⁹提供不同級別會籍。合資格的 ITI 會員可獲得「MITI」（翻譯和傳譯學會會員）和「FITI」（翻譯和傳譯學會院士）⁴⁰銜稱。會員需由其他同儕評估其表現及參考評審，成功通過才可使用上述銜稱。

規管制度

2.41 CIOL 制定的專業倫理守則適用於且對所有會員，對他們有約束力。

³⁷ “Diploma in Public Service Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017, <https://www.ciol.org.uk/sites/default/files/Handbook-DPSI.pdf> (accessed May 2, 2020).

³⁸ “Diploma in Police Interpreting: Handbook for Candidates,” IoL Educational Trust. March 2017, <https://www.ciol.org.uk/sites/default/files/Handbook-DPI.pdf> (accessed May 2, 2020).

³⁹ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures”, 54.

⁴⁰ 同上

- 2.42 CIOL 的調查和行為程序列出了 CIOL 處理投訴的程序和時間表，以決定會員是否違反守則以及隨後的調查行動。制裁行動包括奉勸相關會員遵循恰當做法及行為，要求會員採取積極行動例如持續進修，暫停甚至永久撤銷其會員資格。

美國

翻譯員的認證

- 2.43 美國翻譯員的資歷認證主要由美國翻譯協會（ATA）頒發。ATA 於 1959 年在紐約成立，是一家由翻譯員組成的非牟利會員制專業協會。協會於 1988 年成立傳譯部，以滿足提供翻譯和傳譯服務會員的需求⁴¹。ATA 是美國目前最大的傳譯／翻譯員專業協會，擁有一萬多名會員，會員遍佈 103 個國家，會員不僅包括傳譯／翻譯員，還有對翻譯和傳譯範疇感興趣的專業人士和公司⁴²。現時美國各地有數個專業的傳譯／翻譯組織，ATA 擔任協調角色，提供一個平台分享有關職業和行業標準的資訊。除此之外，ATA 向會員提供認證測試，並備存認證傳譯／翻譯員的線上名冊，讓有意聘用傳譯／翻譯員的僱主找到提供合適人選。名冊中載列會員的聯絡資料、ATA 認證以及其它認證資格⁴³。

ATA 認證和必備條件

- 2.44 自 2017 年 1 月 1 日起，申請人只要預先申請成為個人會員⁴⁴，便可以登記參加 ATA 的認證測試⁴⁵。申請人提交會籍申請表後，3 至 5 個工作天內會獲發會員登入戶口，申請人透過登入戶口便可登記參加測試。ATA 的認證測試屬開卷考試，在監考員監督下進行。測試有 30 種語言組合可供選擇，時間為 3 小時。考生須翻譯三段文字，每段長度為 228 到 275 字，當中只有兩段文字會給予評分，另一段將被自動作廢不予評分⁴⁶。

傳譯員的認證

- 2.45 在美國，傳譯員的認證是由多個州政府機關進行認證及管理，亦有分開醫療傳譯及法庭傳譯等的專業範疇⁴⁷。

醫療傳譯

- 2.46 國家醫療傳譯員認證局（NBCMI）是全國認可的認證機構，向醫療傳譯員提供醫療傳譯員認證（CMI）證書，在業內享負盛名。認證包括筆試和口試⁴⁸。筆試評估考生以下的能力：
- 文化能力
 - 工作語言的醫學術語

⁴¹ Mikkelsen, Holly. *Introduction to Court Interpreting*. London: Routledge, 2017, 8.

⁴² “About Us,” ATA, <https://atanet.org> (accessed May 3, 2020).

⁴³ “Online Directory,” ATA, <https://www.atanet.org/onlinedirectories/termsAndRobot.php> (accessed May 3, 2020).

⁴⁴ “ATA Certification – Exam Eligibility Requirements,” ATA, <https://atanet.org> (accessed May 3, 2020).

⁴⁵ 同上

⁴⁶ “ATA Certification – Certification Exam Overview,” ATA, https://atanet.org/certification/aboutexams_overview.php#11 (accessed May 3, 2020).

⁴⁷ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures,” 55.

⁴⁸ “Certified Medical Interpreter: Candidate Handbook,” The National Board of Certification for Medical Interpreters, May 2018, <https://www.certifiedmedicalinterpreters.org/assets/docs/national-board-candidate-handbook-May2018.pdf> (accessed May 8, 2020).

- 醫療傳譯員的道德操守和行為準則
 - 對醫療傳譯員角色的理解
 - 工作語言的醫學專業知識
 - 法例及規則的知識
- 2.47 筆試評估申請人的文化能力、工作語言的醫學術語和醫學專業知識。口試則會評估他們是否掌握以下的知識和技能：
- 英語運用知識
 - 外語運用知識
 - 傳譯知識和技巧
- 2.48 認證涵蓋六種語言：西班牙語、俄語、普通話、粵語、韓語和越南語，而 CMI 證書會以通過傳譯測試的語言（例如：CMI-西班牙語，CMI-韓語）的形式授予。
- 2.49 NBCMI 僅向符合所有申請資格，並在筆試和口試中獲得及格分數的人士頒發 CMI 證書。認證傳譯員必須每五年接受與醫療傳譯直接相關並由 NBCMI 批准的培訓，方可保留認證資格。

司法傳譯

- 2.50 1978 年，《法庭傳譯員法案》（美國法典 28 卷 1827 條）正式通過並成為第一條賦予享用法庭傳譯員服務權利的聯邦法規。該法案旨在為聯邦地方法院在民事和刑事案件中的被告和證人提供傳譯服務。聯邦法院傳譯認證考試（前稱「聯邦法院傳譯員考試」）遂在 1979 年應運而生，為法院傳譯從業員提供聯邦認證。
- 2.51 美國法院行政辦公室負責落實法案⁴⁹。翌年，第一次考試在辦公室籌辦下順利舉行。
- 2.52 聯邦法院傳譯員認證考試只提供西班牙語及英語的測試⁵⁰。測試分為筆試和口試兩個階段，只有通過筆試的考生才能參加口試。筆試使用電腦運作，旨在篩選考生，包括測試英語水平及西班牙語水平的多項選擇題。只有通過筆試和口試的考生才能獲得認證資格。
- 2.53 口試評估考生三種傳譯方式的能力，包括視譯、即時傳譯和接續傳譯。內容圍繞法庭審訊，包括法律論述、陪審團指引等單方演說及證人作供等。
- 2.54 美國法院行政辦公室將傳譯員分為認證、專業資格及熟練語言傳譯員三個類別。認證傳譯員是指通過西班牙文認證考試的傳譯員。專業資格傳譯員是適用於其它語言的傳譯員。專業資格傳譯員的評估需要足夠的文件證明，並必須達至若干資格標準。熟練語言傳譯員，也稱臨時傳譯員，是指那些不具備認證或專業資格的傳譯員，但法院信納他們有足夠語言能力在聆訊程序進行英語與外語的雙向傳譯。
- 2.55 目前，認證及專業資格傳譯員日薪為 418 美元，或半日薪 226 美元，超時額外收費每小時（或不足一小時）59 美元。熟練語言傳譯員的相關報酬分別為 202 美元，111 美元及 35 美元⁵¹。

⁴⁹ Susan Berk-Seligson, *The Bilingual Courtroom Court Interpreters in the Judicial Process* (Chicago: The University of Chicago Press, 1990), 36.

⁵⁰ Astiz A. Carlos, "A Comment on Judicial Interpretation of the Federal Court Interpreters Act", *The Justice System Journal*, Vol. 14, No. 1 (1990): 103–109.

⁵¹ "Federal Court Interpreters," United States Courts, <https://www.uscourts.gov/services-forms/federal-court-interpreters> (accessed May 3, 2020).

- 2.56 另一方面，全國州法院中心（NCSC）的語言服務部（LASS）於 1995 年成立，為州法院提供資源克服語言障礙，並確保英語能力不足的人士可以使用法庭的核心服務。LASS 的其中一個重要職責是規管有關法院傳譯考試的發展、管理和修訂⁵²。考試包括口試和筆試兩部份。口試以兩種語言雙向互譯，模式包括視譯、接續和即時傳譯。筆試評估考生的英語知識、法院相關術語和應用，及對道德操守和專業行為的認知。
- 2.57 《法庭傳譯員法案》（美國法典 28 卷 1827 條）(b)(3)項要求美國法院行政辦公室備存一份清單，列出所有獲聯邦認證的法庭傳譯員。該清單稱為國家法庭傳譯員資料庫（NCID）。因此，美國法院行政辦公室制訂了一個 NCID 的公眾版本，稱為公眾發布名冊（PRR）。PRR 不能在網上閱覽，但聯邦法院和公眾人士可以向美國任何地方法院書記官辦公室要求查閱使用。
- 2.58 全國司法傳譯及翻譯員協會（NAJIT）是一個代表法庭傳譯員利益，屬於國家層面的專業組織。NAJIT 會員不限於法庭傳譯／翻譯員，還同時包括會議傳譯員、社區傳譯員和醫療傳譯員。另一方面，越來越多會員從事英語和美式手語的傳譯工作，他們來自不同專業領域，由司法人員、行政人員、語言服務提供者、學者至傳譯和翻譯學生不等。大多數會員居住在美國，但亦有部份在美國以外的地方生活和工作⁵³。2001 年，NAJIT 推出法庭傳譯／翻譯員的認證課程，但在 2012 年突然停辦⁵⁴。會員對提供該認證的利弊之處至今仍爭論不休。

規管制度

- 2.59 ATA 訂立的一套倫理和專業守則，列出會員的道德和專業責任。
- 2.60 ATA 轄下的道德委員會有既定的程序處理針對會員不專業行為的投訴。紀律處分可包括譴責，以及暫停或撤銷會員資格。

概括及總結

認證機構

- 2.61 在以上四個海外模式之中，傳譯／翻譯員的認證測試都是由政府或專業機構負責，透過測試評估傳譯／翻譯員是否擁有提供服務的最基本水平，並按此頒發認證資格。認證的好處顯而易見：認證能為服務營辦商及用戶提供指標，證明傳譯／翻譯員的能力和工作表現獲指定專業機構認可⁵⁵。儘管傳譯／翻譯員資格認證制度並非強制性，很多工作或政府部門均要求傳譯／翻譯員擁有某種形式的認證或相關資格。

一般或專業認證

- 2.62 從我們檢視的模式看來，為傳譯員提供專業認證做法十分普遍，尤其是在醫療和法律（法庭和警署）範疇。澳洲和加拿大更為會議傳譯員提供專業認證。另一方面，只有加拿大和英國為翻譯員提供專業資格認證，而在英國的情況，儘管稱為公共服務傳譯文憑和警察傳譯文憑，評估是兼顧傳譯和翻譯兩種技能。

⁵² “Services & Experts,” NCSC, <https://www.ncsc.org/Services-and-Experts.aspx> (accessed May 8, 2020).

⁵³ “About,” NAJIT, <https://najit.org/about/> (accessed May 8, 2020).

⁵⁴ “Future of the NJITCE,” NAJIT, <https://najit.org/from-the-najit-board-the-future-of-the-njitce/?preview=true> (accessed May 8, 2020).

⁵⁵ Hlavac, “A Cross-National Overview of Translator and Interpreter Certification Procedures,” 57.

單一或多級認證

- 2.63 澳洲為傳譯和翻譯行業提供不同等級的認證，為從業員提供較明確的職業發展路向。加拿大和英國沒有一般範疇的認證，只提供不同專業範疇單一級別認證。美國有不同和獨立運作的認證機構，提供不同範疇的認證和職涯路向。

從認證機構或其它機構選拔評審員

- 2.64 認證評審員通常是從認證機構中已經達到相當水平的成員中選拔。大部份認證機構自行負責評估工作的控制及監察，可是在英國個別考試中心可以由認證機構認可的其它組織來營辦。在加拿大和英國，法庭傳譯的認證考試由專業協會自行舉辦。澳洲和美國的專業傳譯和翻譯協會與政府和國家認證機構密切合作，以確保其考核質素。

公共登記名冊

- 2.65 認證成員的名冊普遍公開，資訊包括姓名、傳譯／翻譯語言組合、認證銜稱以及至少一個聯繫電話或電子郵件。有些名冊還載有傳譯和翻譯員的專業範疇（如有）和工作地區等對僱主有用的資料。

培訓和進修

- 2.66 除 NATTI 外，所有認證機構在提供認證培訓或持續進修方面沒有扮演關鍵角色。NAATI 為參與認證考試的考生提供職業操守能力和跨文化能力的線上課程⁵⁶。NAATI 亦認受由認可高等教育機構授予的資格，作為教授申請人和評估他／她是否擁用翻譯和傳譯行業所需的技巧和知識。成功獲取認受資格的申請人可以直接向 NAATI 申請參加認證測試而無需滿足其它必備條件。

規管制度

- 2.67 在所審視的四個海外模式中，傳譯／翻譯員需遵守專業倫理守則，儘管守則由不同機構發布，由認證機構（在英國和美國）、成員機構（在加拿大）至專業協會（在澳洲）不等。
- 2.68 如傳譯／翻譯員違犯守則，有機會遭受紀律處分，包括到聽取建議或接受譴責，參加持續進修，暫停或撤銷其會員資格。

⁵⁶ <https://www.naati.com.au/forms-fees/>

第三章 問卷調查

目標

- 3.1 問卷調查的目的是收集持份者在提供公共服務期間使用少數族裔語言傳譯和翻譯服務的經驗和觀點，以及他們對推行認證及規管制度的看法。研究團隊接觸的持份者群組包括少數族裔語言傳譯／翻譯員、提供傳譯和翻譯的服務營辦商，以及機構用戶。機構用戶來自相關政府部門的前線人員、醫護人員、律師和法官。少數族裔語言傳譯／翻譯員是指為不同公共機構提供少數族裔語言傳譯／翻譯服務的人士。

參加者和問卷設計

- 3.2 本次調查特別設計了兩份問卷。第一份問卷為在醫療、法律和其它公共服務範疇中從事傳譯和翻譯工作的人士而設（附錄二）；第二份問卷是針對在日常工作中恆常使用傳譯和翻譯服務的機構用戶，包括但不限於法官、律師、醫生、護士，以及公共服務部門的用戶（附錄三）。

倫理批核

- 3.3 根據香港大學的研究政策，無論該研究項目獲得內部資源或外間資助，或者甚至沒有獲得任何資助下進行，凡涉及以人類為對象的研究項目都必須獲得香港大學人類研究倫理委員會（HREC）的批准。
- 3.4 研究團隊就此項研究向 HREC 提交申請，附上所需資訊包括資助機構、研究名稱和研究詳細資訊如目標和研究方法，以及兩份針對參加者的問卷文本。除此之外，研究團隊提交了中英雙語知情同意書。知情同意書用於告知參加者研究的目的和程序、潛在的風險／利益、參加者的報酬、與資料保密和數據保存有關的問題，以及參加者有權隨時退出調查而不會面對任何不利後果。首席研究員和 HREC 的聯絡方法（詳見附錄四）也包括在知情同意書內。HREC 隨後給予此項研究的倫理批核（附錄五）。

發放問卷

- 3.5 研究團隊認為最有效的發放方式是以網上問卷方式進行。同時，研究團隊準備問卷列印本，讓無法通過電子方式填寫的參加者使用。此外，研究團隊透過以下方式接觸參加者：
- (a) 為聯繫到主要研究對象，即少數族裔語言傳譯／翻譯員，我們聯絡了擁有多少族裔語言傳譯／翻譯員的名單及相關聯絡資料的司法機構法庭語文組兼職傳譯員辦事處，要求辦事處將網上調查問卷連結轉發給所有登記傳譯／翻譯員填寫。遺憾的是，辦事處透過電子郵件回覆我們，告知「不希望予外界誤會司法機構有份參與研究計劃及作出相關的結論和建議，因此無法接受該請求。」同樣地，融匯中心和香港翻譯通對於轉發網上調查問卷給其聘用的傳譯／翻譯員有所保留。因此，我們嘗試替代方案，僱用一名少數族裔語言傳譯／翻譯員擔任研究助理，通過電郵和 WhatsApp 信息聯絡研究對象。研究助理與一些少數族裔語言傳譯／翻譯員熟稔，最後收到許多來自這群組的回應。
 - (b) 在聯繫使用少數族裔語言翻譯及傳譯服務的機構用戶（例如法律界人士）方面，研究

團隊透過相熟的法律界人士，以個人通訊和電郵將問卷連結轉發給他們。另一方面，研究團隊向法官／裁判官寄出 19 份問卷列印本（連回郵信封），同時以相同的方式聯繫了其他機構用戶，包括醫生和其它政府機構的用戶。

調查期和調查結果

3.6 研究團隊於 2019 年 7 月開始在網上分發問卷。期間團隊一直跟進進度，直至 2019 年 10 月達到預期收回問卷數目約 100 份，調查隨即結束。問卷採用軟件 SurveyMonkey 進行，並得到香港大學科創習新（TELI）的協助，TELI 擁有一隊科技專才團隊，處理線上問卷經驗豐富。截至 2019 年 10 月，兩個持份者群組收回來的完整問卷數量如下：

(a) 少數族裔語言傳譯／翻譯員：78

(b) 機構用戶：22

3.7 除了高等法院法官寄回的一份問卷，其它問卷都是在網上完成的。這名法官是在各級法院隨機選擇的 19 名法官中，唯一一名把填好的問卷寄回的人⁵⁷。隨後我們將這份問卷輸入 SurveyMonkey 一併分析。

3.8 大部分參加者為法律、醫療或其它社區傳譯／翻譯員，佔總數 100 份收回問卷的 78%。機構用戶有 22 份，佔總數的 22%。如參加者回答了所有必答問題，即使未有回答自由作答問題，問卷也會標記為「已完成」。

3.9 完成問卷調查後，研究團隊與 18 名傳譯／翻譯員、六名機構用戶和兩個服務營辦商進行了焦點小組結構性訪談。兩個服務營辦商是在平機會協助下進行面談，其餘受訪者是在網上問卷中表示同意與研究團體進行面談。即研究團體合共與 26 名參與者進行了九場焦點小組結構性訪談。

傳譯／翻譯員的調查問卷及結果

3.10 認證制度直接影響少數族裔語言傳譯／翻譯員的工作，了解他們的觀點至為重要。問卷首先收集這些少數族裔語言傳譯／翻譯員的背景資料，主要了解他們的語言能力和經驗，最後是他們對認證制度的看法。這份問卷的篇幅較長，共有 48 題。第 1 至 22 題旨在收集受訪者的個人統計資料，包括年齡、性別、教育程度、母語和工作語言、每週工作時數、工作年期以及薪酬。第 23 至 35 題旨在了解他們對職業前景和目前工作條件的滿意程度、在工作中遇到的困難、期望接受的培訓，以及願意就培訓投入多少時間和金錢。第 36 至 48 題收集他們對推行傳譯／翻譯員認證和監管制度的意見、對設立傳譯／翻譯員公開名冊的態度，和對認證考試中要測試的技能等等問題的看法。

傳譯／翻譯員的個人統計資料和目前工作條件

3.11 在 78 名回應的傳譯／翻譯員中，有 62 名（佔總數 79%）表示自己擔當傳譯員和翻譯員兩個角色，另外 16 名（佔 21%）則稱自己只做傳譯工作（見圖 3.1）。

⁵⁷ 粉嶺裁判法院的主任裁判官則致信婉拒參加調查。

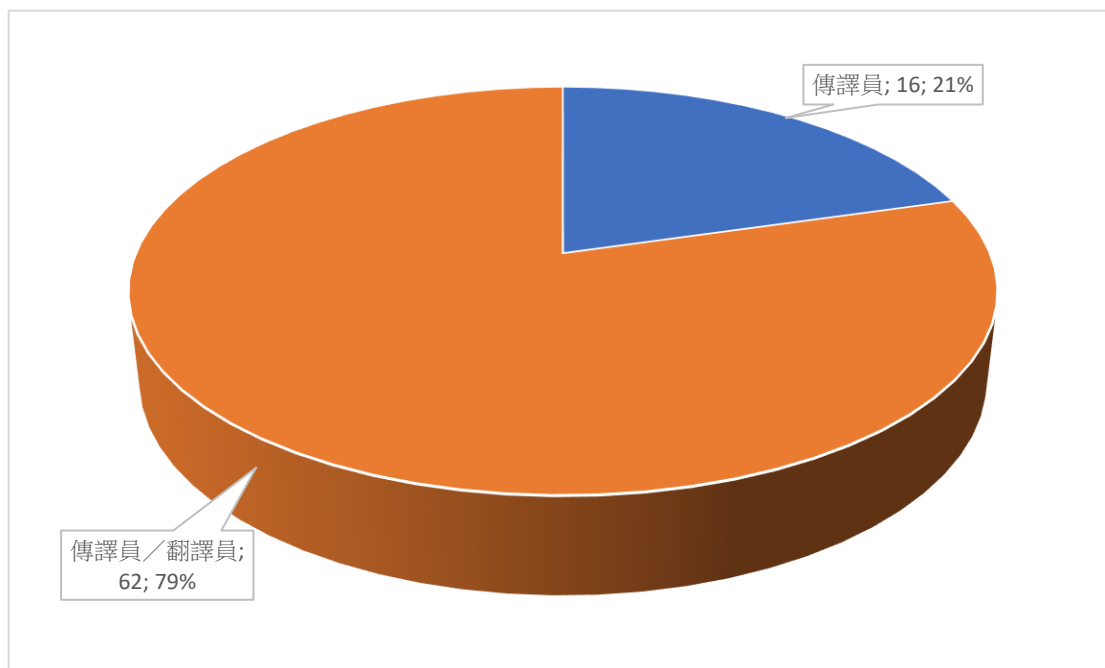


圖 3.1. 角色

3.12 大部分回應者為女性，人數最多的年齡群是 30 至 40 歲（見圖 3.2 及 3.3）。

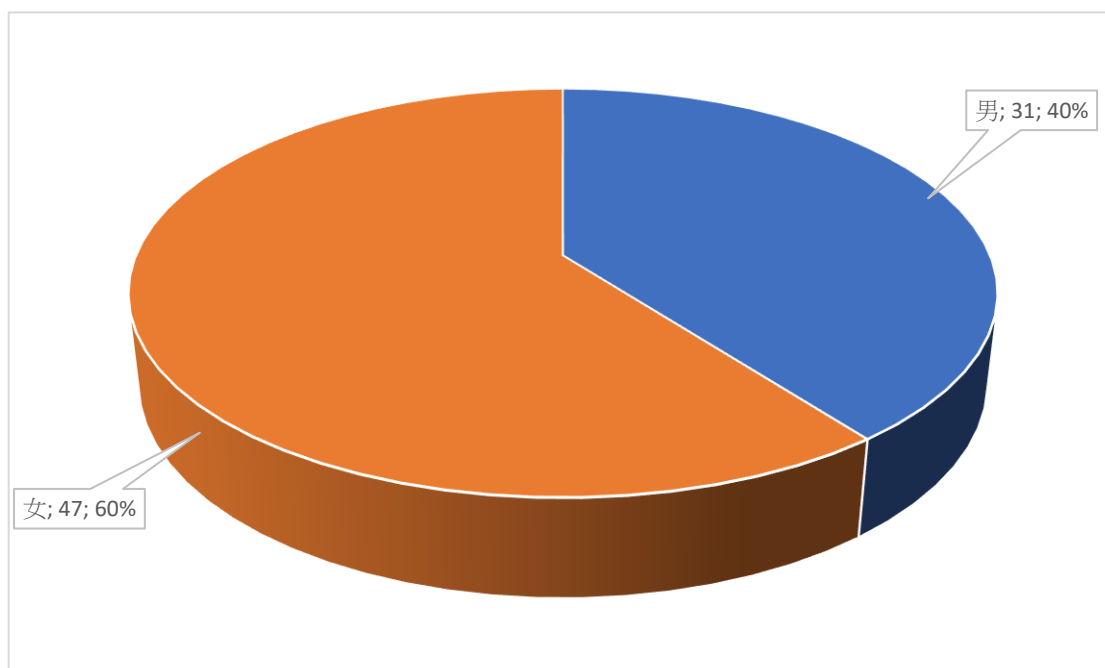


圖 3.2. 回應者的性別

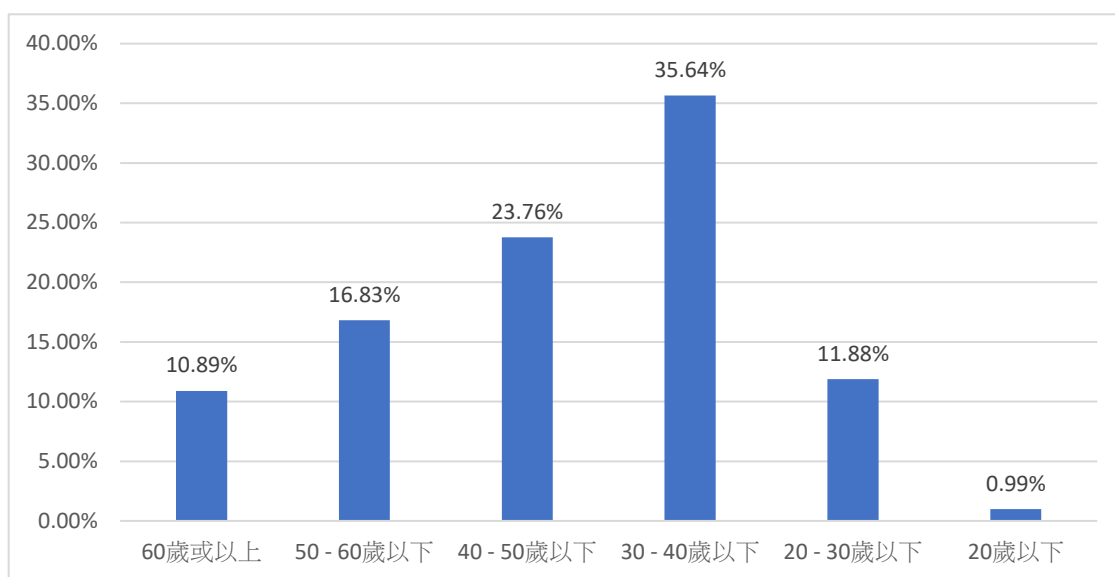


圖 3.3. 回應者的年齡

- 3.13 大約 95% 回應者在香港居住超過五年，其中超過 33% 在香港居住超過 20 年（圖 3.4）。至於種族方面，回應者聲稱來自巴基斯坦與來自印度的比例相同（均為 22.77%），其次是菲律賓（12.87%），尼泊爾（10.89%）和印尼（7.92%）（圖 3.5）。

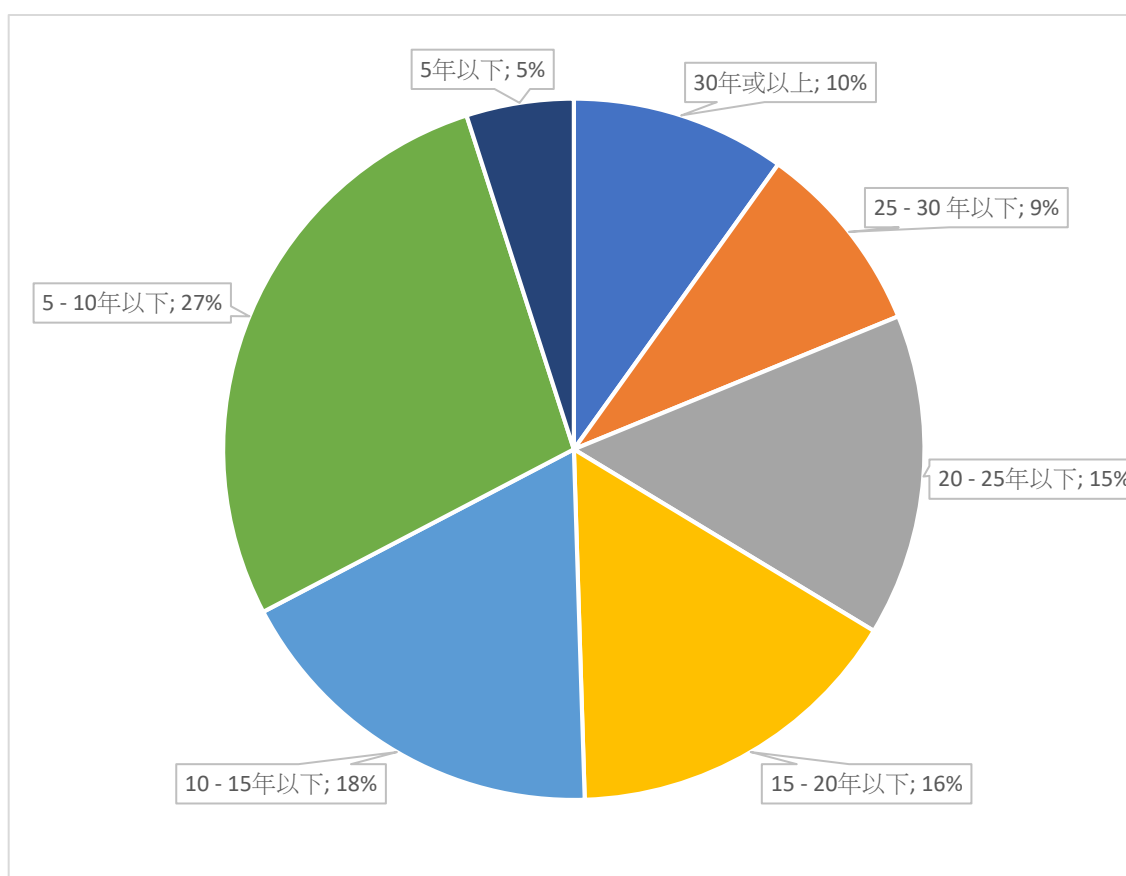


圖 3.4. 在港居留的時間

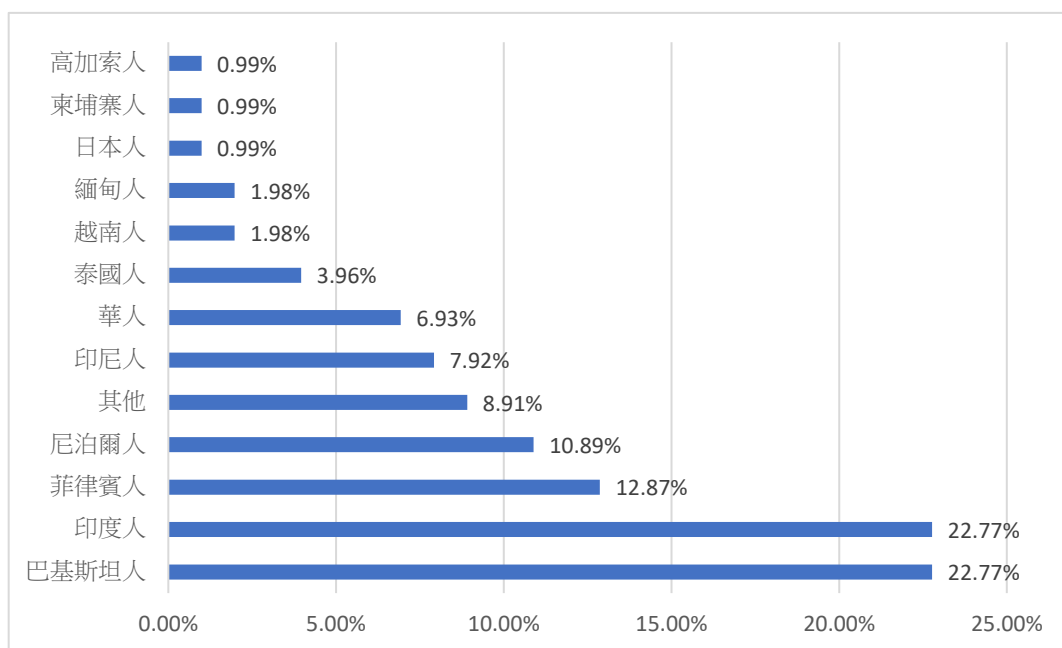


圖 3.5. 種族

3.14 最多回應者表示其母語為烏爾都語（23.76%），其次是旁遮普語和印度語，如下圖 3.6 所示。他加祿語在名單中排名第四，隨後是尼泊爾語。圖 3.6 顯示了各類語言及百分比。「其它」類別有古吉拉特語、馬拉地語、普什圖語、荷蘭語、宿霧語、伊洛卡諾語、伊隆戈語和斯瓦希里文。

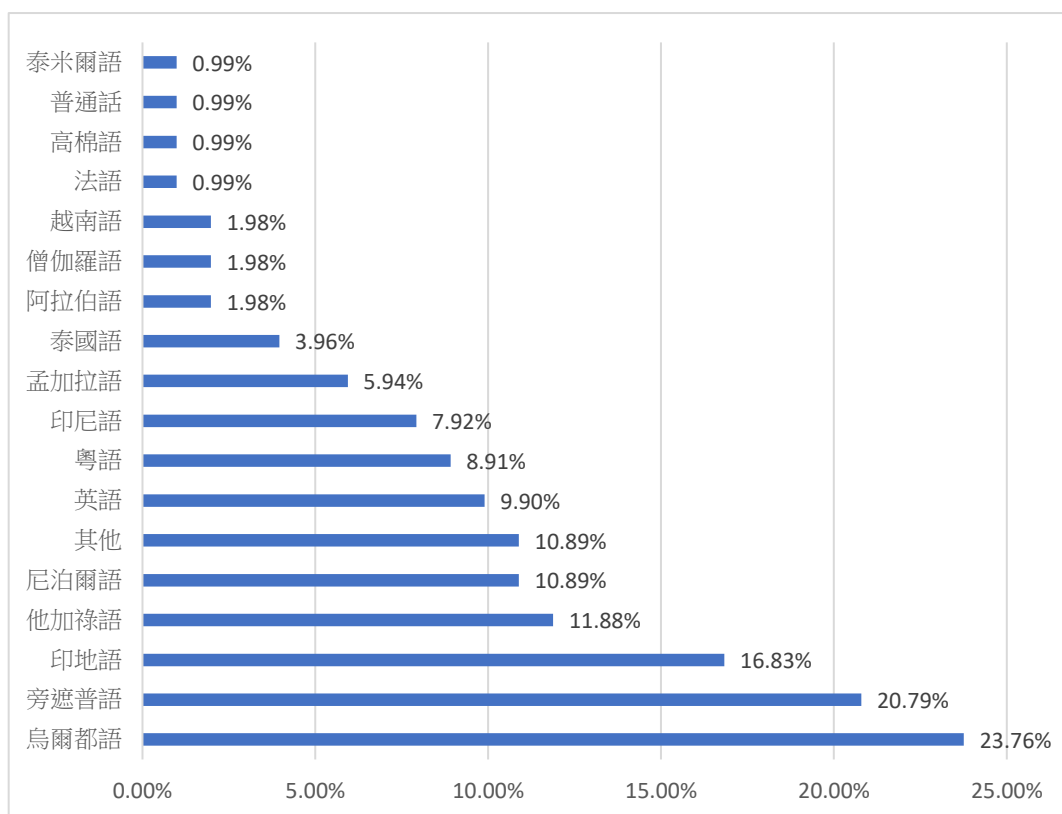


圖 3.6 傳譯／翻譯員的母語

3.15 超過 94%的傳譯／翻譯員聲稱擁有學士學位或以上的學歷，只有高中教育程度的約佔 6%。但是，只有 29.7%回應者聲稱擁有某種形式的傳譯／翻譯資格。

3.16 略多於 76%的回應者表示，他們已經接受過不同機構與傳譯／翻譯有關的培訓，如下表 3.1 所示。為他們提供培訓的三個主要機構分別為融匯中心、香港翻譯通和法庭語文組，也有本地大學院校。13.33%的回應者表示曾接受過其它非政府機構的培訓，例如僱員再培訓局（ERB）、多國語言傳譯／翻譯協會（MITA）和 Justice Centre（前稱香港難民援助中心，HKRAC）。

表 3.1. 為少數族裔語言傳譯／翻譯員提供培訓的機構

提供培訓的機構	百分比
大學	34.67%
融匯中心	41.33%
香港翻譯通	41.33%
司法機構的法庭語文組	40.00%
其它	13.33%

備註：總百分比超過 100%是因為傳譯／翻譯員可以在多於一間機構接受培訓。

3.17 表 3.2 列出傳譯／翻譯員所接受的培訓時間由 2 小時到 200 多小時不等。個別回應者因年代久遠，無法具體說明培訓的總時數。

表 3.2. 培訓時數

時數	百分比
200 小時或以上	6.9%
100 至 200 小時以下	11.1%
50 至 100 小時以下	22.2%
10 至 50 小時以下	33.3%
10 小時以下	9.7%
無法具體說明	16.8%

3.18 圖 3.7 顯示，司法機構法庭語文組是在三間主要服務營辦商中，使用少數族裔語言傳譯和翻譯服務最多的機構。入境事務處近年也僱用少量合約制全職傳譯員，長駐辦公室工作。「其它」類別的資料顯示，香港警務處和其它執法機構、Justice Centre、當值律師服務、本地大學院校和其它私人機構亦有聘請兼職少數族裔語言法律傳譯員。

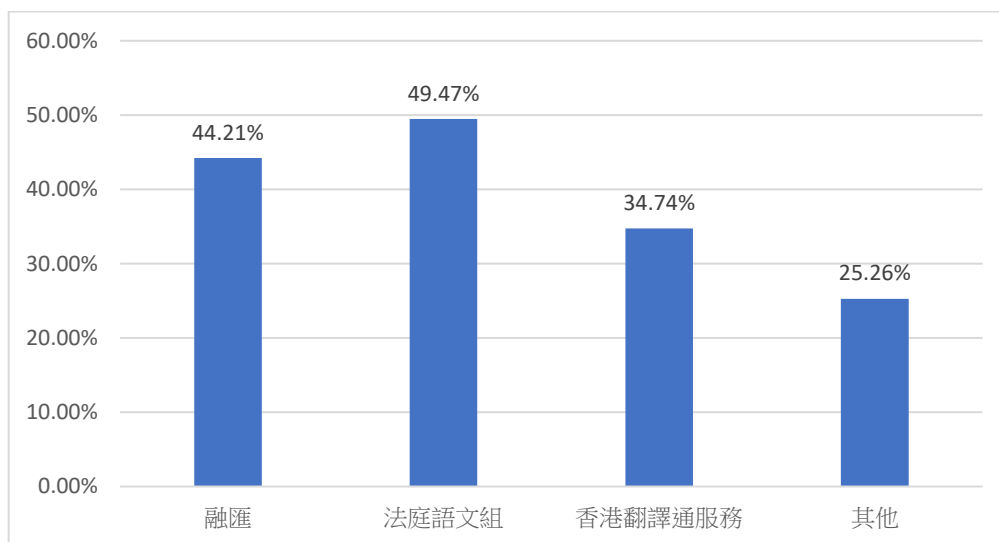


圖 3.7. 使用少數族裔語言傳譯和翻譯服務的機構

備註：總百分比超過 100% 是因為傳譯／翻譯員可以在多於一間機構提供服務。

- 3.19 由法庭語文組聘用的傳譯／翻譯員會被分派到司法機關轄下的各級法院和審裁處內工作，而融匯中心和香港翻譯通聘用的會在政府部門和非政府機構內提供服務。下圖 3.8 顯示傳譯／翻譯員提供服務的機構。回應者主要為以下三個機構提供服務：法院、醫院管理局和勞工處；隨後是其它非政府機構和政府部門。「其它」類別列出的機構有教育局、法律援助署、運輸處、在職家庭和學生資助辦事處、保安局、廉政公署，以及其它機關例如領事館、聯合國難民事務高級專員公署、香港國際移民組織、律師事務所和私人公司。

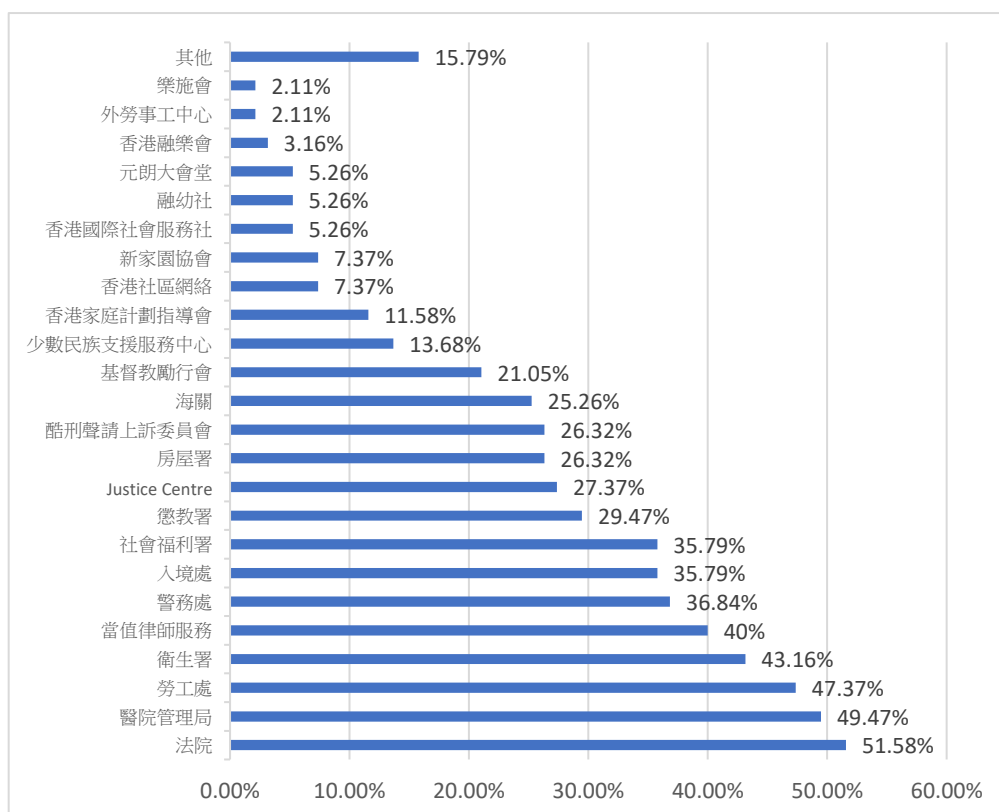


圖 3.8 傳譯／翻譯員服務的機構

3.20 超過 35% 回應者從事傳譯／翻譯不到五年，而 47.72% 傳譯／翻譯員擁有五至十年的經驗。其餘的傳譯／翻譯員有 11 年以上的工作經驗（見下圖 3.9）。

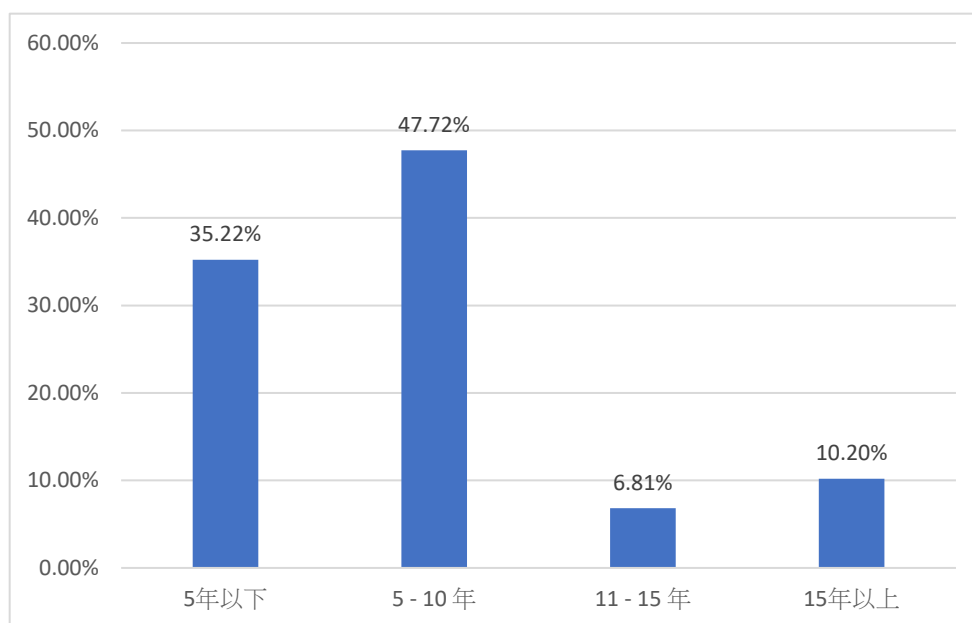


圖 3.9. 工作經驗

3.21 60% 回應者聲稱收取時薪，只有不到 30% 回應者全職工作及領取月薪。有趣的是，約 10% 回應者聲稱同時領取月薪和時薪。約 25% 回應者每周工作 40 小時或以上；7.37% 每周工作 30 至 40 小時以下；22.11% 每周工作 20 至 30 小時以下；約 21% 每周工作 10 到 20 小時以下，約 24% 僅工作 10 小時以下（見下表 3.3）。

表 3.3. 工作時間及支付方式

每週工作時間	百分比	支付方式	百分比
40 小時或以上	25.26%	月薪	29.47%
30-40 小時以下	7.37%	時薪	60.00%
20-30 小時以下	22.11%	兩者都有	10.53%
10-20 小時以下	21.05%		
10 小時以下	24.21%		

對當前工作條件的滿意程度

3.22 無論是領取時薪還是月薪，超過 65% 回應者不滿意當前薪酬水平。當中一半滿意自己的職業前景，而另一半則不滿意（見下表 3.4）。

表 3.4. 對目前薪酬和職業前景的滿意程度

對按時支付滿意與否？		對按月支付滿意與否？		對職業前景滿意與否？	
滿意程度	百分比	滿意程度	百分比	滿意程度	百分比
很不滿意	24.24%	很不滿意	31.58%	很不滿意	20.00%
不滿意	42.42%	不滿意	36.84%	不滿意	30.00%
滿意	33.33%	滿意	26.31%	滿意	40.00%
很滿意	0%	很滿意	5.26%	很滿意	10.00%

期望薪酬

3.23 如下表 3.5 所示，大部份傳譯／翻譯員期望時薪可達 400 至 600 港元，月薪達 2 萬至 3 萬港元。

表 3.5. 期望薪酬

期望時薪	百分比	期望月薪	百分比
1,000 港元或以上	7.57%	5 萬港元或以上	18.42%
800 至 1,000 港元以下	10.60%	4 萬至 5 萬港元以下	5.27%
600 至 800 港元以下	19.69%	3 萬至 4 萬港元以下	31.57%
400 至 600 港元以下	39.39%	2 萬至 3 萬港元以下	39.47%
200 至 400 港元以下	19.69%	1 萬至 2 萬港元以下	5.26%
100 至 200 港元以下	3.03%	1 萬港元以下	0%
100 港元以下	0%		

困難和挑戰

3.24 如下圖 3.10 所示，傳譯／翻譯員在工作上面對的最大困難是缺乏傳譯／翻譯技能的官方認證，其次是缺乏明確的職業路徑或晉升階梯，第三是缺乏可讓工作變得專業的評估或規管制度，然後是沒有為他們提供所需的材料／檔案準備傳譯工作。

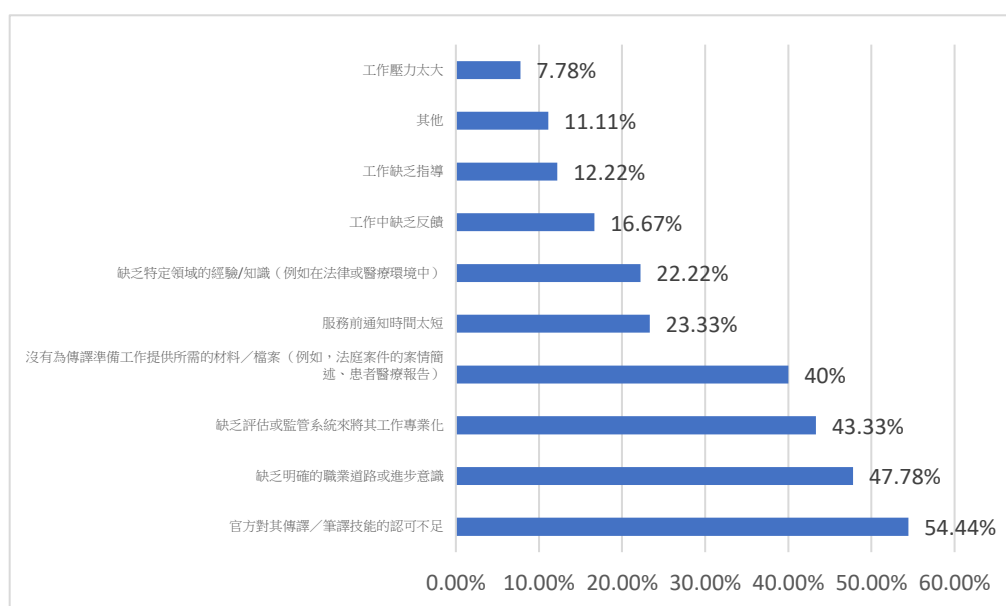


圖 3.10. 工作中遇到的困難與挑戰

3.25 關於預先收到有關資料作傳譯準備工作方面，只有 20%的受訪者表示他們經常或常常收到此類資料，從未收過的有 13.33%，很少收到的佔 31.11%，35.56%受訪者偶爾收到。

對培訓的意見

3.26 如下表 3.6 所示，絕大多數傳譯／翻譯員回應者（超過 90%）認為接受培訓實屬必要。此外，問卷還要求回應者從清單中挑選他們優先選取的培訓項目，並就其重要性評分（1 表示最不重要，10 為最重要）。下表 3.6 從高至低顯示各項目平均值。在「其它」選項中，一些傳譯／翻譯員指出需要定期進行深入的術語和翻譯培訓，讓他們不至於要「使用音譯，因為會導致翻譯意思失真」，另一些指出需要出版一本有關術語的書籍讓少數族裔語言傳譯員使用，「被告或客戶就不會一頭霧水」。部份回應者則建議大學院校應「頒授正式證書，以認證我們的工作，幫助我們更好發展職業」。若干回應者建議定期舉辦專業操守培訓及迎新培訓，供「新舊傳譯人員和醫療專業人員參加」。

表 3.6. 培訓意見

培訓是否必要？	
	百分比
是	90.69%
否	9.30%
培訓類型	平均值
針對專業範疇的培訓，例如法律或醫療服務	8.58
新入行傳譯員／翻譯員的迎新培訓	8.31
專業及操守培訓	8.05
語言能力培訓	7.99
文化敏感度培訓	7.90
經驗分享	7.64
管理技能培訓	7.39
壓力管理培訓	7.25
其它	7.20

投資在培訓的時間和金錢

3.27 只有略高於 6%的傳譯／翻譯員不願意花時間接受培訓。大部份回應者願意接受培訓，甚至願意支費培訓費用。只有 32.91%回應者不想花錢在培訓上。下表 3.7 顯示他們願意在培訓上付出的時間及金錢。

表 3.7. 投資在培訓的時間和金錢

培訓時間	百分比	願意付出的金錢	百分比
30 小時或以上	35.44%	2 萬至 3 萬港元以下	2.53%
20 小時至 30 小時以下	18.99%	1 萬至 2 萬港元以下	10.13%
10 小時至 20 小時以下	22.78%	5 千至 1 萬港元以下	20.25%
10 小時以下	16.46%	5 千港元以下	34.18%
我不願意在培訓上付出的時間及金錢	6.33%	我不願意花錢在培訓上	32.91%

對於資歷認證及相關事宜的看法

- 3.28 超過 65% 回應者支持採用強制性的資歷認證制度，相信能令自己的技能得到官方認證，有助傳譯／翻譯工作專業化。其它原因在下表 3.8 中列出。在「其它」中列出的原因包括：使他們能夠獲得認證，以及更大機會獲得全職工作。
- 3.29 至於那些支持自願性資歷認證的回應者（34.6%），大多數人表示（64.29%）擔心得不到資歷認證便會失去工作。32.1% 回應者擔心「難以獲得資歷認證」。17.9% 回應者選擇「其它」類別是因為憂慮「評審員的資格和偏見」，他們建議為已擁有數年「資歷和工作經驗」的傳譯／翻譯員給予適當的考慮。其餘受訪者則認為「在目前情況下不需要資歷認證」，指經費較少的服務營辦商還會選擇「僱用資歷較淺的傳譯／翻譯員，令沒有通過資歷認證的傳譯／翻譯員亦有工作機會」。

表 3.8. 對認證模式的看法

認證性質	百分比
強制性	65.38%
自願性	34.62%
選擇強制性認證制度的原因	
為傳譯／翻譯員提供規範化的評估	76.47%
為傳譯／翻譯技巧提供認證	82.35%
有助傳譯／翻譯工作專業化	80.39%
提供職業晉升的誘因	64.71%
酬勞可望提升	70.59%
其它	3.92%
選擇自願性認證制度的原因	
難以獲得資歷認證	32.14%
擔心得不到資歷認證則會失業	64.29%
其它	17.86%

- 3.30 下表 3.9 顯示，大多數回應者（66.67%）認為應該設有不同級別的資歷認證，其中大多數人（64.1%）也希望獲得不同類型的資歷認證。絕大多數回應者（86.11%）希望設立通過認證的傳譯／翻譯員登記名冊，並開放讓公眾查閱。

表 3.9. 認證類型和等級及公共登記名冊

	是	否
是否應設有不同級別的認證？	66.67%	33.33%
是否應設有不同類型的認證？	64.10%	35.90%
是否應設立公眾可查閱的登記名冊？	86.11%	14.10%

認證評估的內容

- 3.31 被問及一旦香港實行資歷認證制度，哪些技能應該接受評估時，回應者認為評估「語言能力」最為重要。問卷要求回應者在列出的各項技能進行重要性評分（1 表示最不重要，10

為最重要)。下表 3.10 從高至低顯示各技能的平均值。

表 3.10. 測試技能

技能	平均值
語言能力	8.38
專業術語	8.03
職業道德操守	7.79
應變技巧	7.78
不同傳譯方式的技巧	7.71
文化知識	7.64

機構用戶調查問卷和結果

3.32 問卷專為使用少數族裔語言翻譯及傳譯服務的機構用戶而設，調查他們對服務的滿意程度，以及對少數族裔語言傳譯／翻譯員資歷認證和規管制度的看法。問卷共有 25 題，第 1 至第 7 題調查回應者在執行甚麼性質的公務過程中需要傳譯和翻譯服務、使用服務的頻繁程度，以及最常用的少數族裔語言。第 8 至 9 題詢問回應者是否有向傳譯／翻譯員提供相關文件以供他們準備，而第 10 至 14 題調查回應者對少數族裔語言傳譯／翻譯員工作表現的滿意程度、在使用服務時遇到的困難，及對培訓需求的意見。第 15 至 25 題收集機構用戶對設立少數族裔語言傳譯和翻譯服務的資歷認證和監管制度的意見。

背景資料

3.33 研究團隊一共收回 22 份問卷，90.91% 回應者曾與傳譯員合作，當中 59.09% 亦曾與翻譯員合作。下表 3.11 列出回應者所屬的辦事處／機構，和每個機構收到的回覆數字。他們報稱與傳譯／翻譯員合作時的公務身份包括法官、個案主任、助理節目主任、輔導員、法律服務統籌、項目主任、社工（2）、助理勞工主任、法律案件經理、法律案件主任、訴諸法律項目經理、見習律師（2）、高級醫生、律師助理（2）、律政書記和大律師。回應者可能曾以不同公職或身份與傳譯／翻譯員合作，故他們可以選擇多於一家機構。

表 3.11. 機構用戶與傳譯／翻譯員的合作

機構	合作次數
非政府機構和學校 基督教勵行會 家傭匡扶中心 嗇色園主辦可譽中學暨可譽小學 香港基督教服務處 Justice Centre Hong Kong 融幼社 香港家庭計劃指導會	9
政府部門和公共機構 - 法律服務 律政司 當值律師服務 香港司法機關 酷刑聲請上訴委員會	6

機構	合作次數
- 執法部門 香港警務處 入境事務處	2
- 福利及醫療服務 衛生署 醫院管理局 房屋署 社會福利署	5
- 就業 勞工署	2
少數族裔支援服務中心 融匯中心 少數族裔支援服務（沒有提供機構名稱）	2
私人機構 私人律師事務所	6

傳譯／翻譯服務詳情

3.34 接近 82%回應者表示，他們在過去一年內使用過傳譯／翻譯服務。一半回應者表示偶爾使用傳譯／翻譯服務，而 36.36%回應者經常使用。表 3.12 列出回應者所使用服務的語言。

表 3.12. 傳譯中使用的語言

語言	數量
烏爾都語	11
印度語	9
他加祿語	9
印尼語	7
孟加拉語	7
尼泊爾語	7
法語	5
旁遮普語	4
阿拉伯語	3
僧伽羅語	3
泰米爾語	3
西班牙語	2
普通話	2
緬甸語	1
德語	1
越南語	1
其它（伊博和索馬里語）	2

3.35 關於機構用戶會否在傳譯／翻譯員提供服務之前給予相關資料，36.36%回應者表示「會」，40.91%表示「不會」，22.73%回答「不知道」。

遇到的困難和對傳譯／翻譯員工作表現的滿意程度

- 3.36 超過 90%機構用戶滿意傳譯／翻譯員的工作表現，雖然有超過 40%認為少數族裔語言的傳譯質素比不上中英文傳譯。機構用戶的滿意程度高，其中一個原因可能是他們不知道何謂專業傳譯／翻譯服務。如下表 3.13 顯示，一些回應者被進一步詢問在使用傳譯／翻譯服務面對甚麼困難時，他們的意見包括傳譯／翻譯員逾越了職責界線（例如與客戶私下談話，建議客戶說些甚麼等等），服務欠專業，傳譯不準確等等。超過一半回應者表示偶爾遇到這些問題。

表 3.13. 使用傳譯和翻譯服務時遇到的困難

困難	數量
傳譯／翻譯員遲到	4
傳譯／翻譯員服務欠專業	7
傳譯／翻譯不準確	6
傳譯員不明白我說的話	4
我不明白傳譯員說的話	3
傳譯／翻譯員逾越了職責界線	8
整體傳譯質素未如理想	1

對培訓的意見

- 3.37 所有回應者一致同意傳譯／翻譯員應接受培訓。表 3.14 列出回應者視為重要的培訓類型，並根據平均值從高至低排列，其中 1 代表最不重要，10 最重要。

表 3.14. 機構用戶選取的培訓項目

培訓類型	平均值
專業及操守培訓	8.20
針對專業範疇的培訓，例如法律或醫療服務	8.19
新入行傳譯員／翻譯員的迎新培訓	7.90
語言能力培訓	7.85
文化敏感度培訓	7.25
壓力管理培訓	6.20
管理技能培訓	6.11
經驗分享	5.95

對於資歷認證及相關事宜的看法

- 3.38 如下表 3.15 所示，大多數（71.43%）回應者支持強制性認證制度，28.57%則選擇自願性認證制度。支持強制性認證制度的回應者指出，該制度能確保傳譯／翻譯服務質素和準確度。選擇自願性認證制度的回應者則主要關注到一旦落實強制性認證制度，合資格的傳譯／翻譯員會在短期內出現供不應求，導致有需要人士可能難以獲得相關服務。

表 3.15. 對認證類型和等級及公共登記名冊的看法

應設立哪種資歷認證制度？	
強制性	71.43%
自願性	28.57%
是否設立不同級別的認證？	
是	71.43%
否	28.57%
是否設立不同類型的認證？	
是	85.71%
否	14.29%
是否應提供可供公眾查閱的傳譯／翻譯員登記名冊？	
是	95.24%
否	4.76%

- 3.39 大多數回應者（71.43%）同意，應按傳譯／翻譯員已接受的培訓或經驗，設立不同等級的認證，讓用戶可以在安排服務時根據資訊決定人選。
- 3.40 大多數回應者（85.71%）認為應按每個傳譯／翻譯員的專業範疇，設立不同類型的認證，原因是不同範疇需要譯員具備相關的知識，專用術語，文化意識和敏感度。
- 3.41 絕大多數回應者（95.24%）認為應建立能讓公眾查閱的認證傳譯／翻譯員登記名冊，方便用戶更方便尋求服務資訊，同時可以根據有關資訊決定合適人選。
- 3.42 回應者對現行香港公共服務中的少數族裔語言傳譯／翻譯服務的評價毀譽參半。一名回應者認為法律傳譯員掌握良好的技巧，表現專業；另一名則不滿無法得知獲取傳譯／翻譯員資訊的途徑，並指出有些稀有少數族裔語言的傳譯／翻譯員無需登記即可在法院工作，無法保證服務質素。此外，一名受訪者不滿聘用的傳譯／翻譯員能力不足，指出部分少數族裔語言的傳譯／翻譯員十分短缺，但「政府因循苟且，不願意靈活變通地善用現有資源解決問題，只會擺一些無謂的政治姿態」。
- 3.43 有些回應者則建議應設立官方認證制度，傳譯／翻譯員毋需繳付認證測試費用，以確保有足夠的傳譯／翻譯員供應。另一些回應者認為，資歷認證制度須注重確保服務使用者之間能清晰和準確地溝通交流，故不應將「行政便利或預算凌駕在此目標之上」。一名受訪者強調一些容易混淆的方言，一定要分辨清楚，避免張冠李戴。

比較不同持份者對培訓需要、資歷認證制度和公共登記名冊的看法

- 3.44 如下圖 3.16 所示，所有機構用戶及大部分傳譯／翻譯員均認為需要為傳譯／翻譯員提供培訓。對傳譯／翻譯員而言，專業範疇技能是公認為最重要的培訓項目，機構用戶對此項目也給予很高分數。對機構用戶而言，專業及操守培訓最為重要。

表 3.16. 比較不同持份者對於培訓需要的看法

傳譯／翻譯員的培訓			
	傳譯／翻譯員	機構用戶	
需要	90.91%	100%	
不需要	9.09%	0%	
培訓類型的平均值			總和
針對專業範疇的培訓，例如法律或醫療服務	8.58	8.19	16.77
專業及操守培訓	8.05	8.20	16.25
新入行傳譯員／翻譯員的迎新培訓	8.31	7.90	16.21
語言能加培訓	7.99	7.85	15.84
文化敏感度培訓	7.90	7.25	15.15
經驗分享	7.64	5.95	13.59
管理技能培訓	7.39	6.11	13.50
壓力管理培訓	7.25	6.20	13.45
其它	7.20	7.85	15.05

- 3.45 下表 3.17 比較不同持份者對建立少數族裔語言傳譯／翻譯服務資歷認證和規管制度的意見。

表 3.17. 比較不同持份者對資歷認證制度的看法

應建立哪種資歷認證制度？		
	傳譯／翻譯員	機構用戶
強制性	65.38%	71.43%
自願性	34.62%	28.75%
應否根據培訓和經驗設有不同等級的認證？		
應該	66.67%	71.43%
不應該	33.33%	28.57%
應否根據專業設有不同類型的認證？		
應該	64.10%	85.71%
不應該	35.90%	14.29%
應否設立可供公眾查閱的認證傳譯／翻譯員登記名冊？		
應該	86.11%	95.24%
不應該	13.89%	4.76%

- 3.46 大部分傳譯／翻譯員和機構用戶支持強制性資歷認證制度，並認為應設有不同等級的認證，以及不同類別的專業範疇認證。回應的傳譯／翻譯員選擇強制性資歷認證制度的原因包括：希望為傳譯／翻譯員提供規範化的評估、為傳譯／翻譯技巧提供官方認證，以及有助傳譯／翻譯工作專業化。
- 3.47 大部分機構用戶和傳譯／翻譯員都支持設立公眾可查閱的認證傳譯／翻譯員登記名冊。

第四章 焦點小組訪談

目的及受訪者

- 4.1 問卷調查完成後，研究團隊進行焦點小組訪談，讓受訪者進一步分享相關經驗，配合問卷數據對議題作深入分析。研究團隊早前要求參與線上問卷而願意接受訪問的人士提供聯絡資料，包括電話號碼和電郵地址。根據收集得到的個人資料，研究團隊隨後在香港大學和其它地點進行九次焦點小組結構性訪談。受訪者包括 18 名來自法律、醫療和社區範疇的傳譯／翻譯員、三名機構用戶及兩名服務營辦商代表。此外，三名機構用戶通過電子郵件回覆研究團隊的問題，即合共有 26 名受訪者。所有訪談均在徵得受訪者同意下錄音，以便研究團隊作謄寫和分析之用。

回應摘要

傳譯／翻譯員對當前工作條件和職業前景的滿意程度

- 4.2 大部分受訪的傳譯／翻譯員都因為工資偏低和工作時數不穩定而不滿意他們的工作條件。他們認為自己的報酬較中英文傳譯的同行為低，而且幾乎每兩星期才有一次工作機會。受訪者認為他們的專業技能缺乏官方認證，因此大部分服務用戶，包括同屬少數族裔服務使用者，也看不起他們，認為他們只是個卑微的小角色。再者，身為少數族裔，受訪者有時也會遭受機構用戶的不平等對待。由於工作性質不穩定，大多數受訪者對自己的職業前景不滿意。他們表示，有些機構寧願聘請自由工作者或兼職傳譯／翻譯員，也不願意僱用全職傳譯／翻譯員。他們的工作屬臨時性質，卻需要隨時候命，每個月沒有固定工作時數或收入。他們希望工作能更有保障，以及有更清晰的職業前景。一名具七年以上工作經驗的烏爾都語社區及法庭傳譯員指出：

「在我所屬的機構中，我們得不到應有的報酬或認可。有時人們會小看我們。我當傳譯已經有七年，在所有範疇包括法律、醫療和社區中都工作過，但我依然不能說自己的專業得到認可。我認為至少應在某一個專業範疇中設立認證制度，我們便能稱自己為法律傳譯員或醫療傳譯員。在香港，我們沒有此類認證或培訓。」

- 4.3 滿意目前工作條件的受訪者則指出，翻譯工作有意義和有滿足感，他們不太介意薪酬低，也不會對在傳譯行業的發展抱有過高期望。他們有一部分人有其它全職工作，醫療傳譯只屬兼職工作。一名在香港司法機構提供他加祿語傳譯的受訪者表示，她熱愛閱讀與犯罪和法律有關的文章，即使工作報酬低，仍熱愛在法庭工作。另一邊廂，一名曾經在法庭語文組兼職工作，目前在入境事務處全職工作的印度語／旁遮普語傳譯員分享，她不單覺得工作收入穩定，也滿意其它工作條件。她解釋大量來自南亞國家的尋求庇護者，對傳譯服務需求大增，每天都很繁忙。她滿意自己的工作量、工作時間和目前收入。

當前傳譯／翻譯員的招聘考核

- 4.4 18 名受訪者當中有十名表示，他們所屬範疇的招聘考核標準效能不高。受訪的法庭傳譯員指出，傳譯／翻譯員的培訓不足，教育程度要求太低。這種情況在 1980 年代招聘的傳譯／翻譯員尤為普遍。那時的招聘標準非常寬鬆，獲聘懂雙語的少數族裔傳譯／翻譯員純粹是出於需要。一些受訪者對招聘人員和評審員是否具備專業能力和公平公正表示懷疑。

一名從 2003 年開始當法律傳譯／翻譯員的受訪者對領事館舉薦的評審員有以下意見：「我們不知道這是怎麼一回事，亦不知道評審有多可靠，尤其是少數族裔的社群相對人數較少，人與人之間緊密聯繫，所以傳譯員很有可能會認識領事館的職員。我認為應該要有一個獨立的機構來評審傳譯員，確保傳譯員以自己的實力通過測試。」很多受訪者建議招聘的最低教育水平為擁有大學本科學位，有認為法庭傳譯員的測試和培訓需要加入更多法庭術語的內容，評審員應該來自獨立機構，或具備更多傳譯知識及經驗。

4.5 受訪者亦披露無論在職前還是職後，醫療傳譯員接受的培訓遠對比法庭傳譯員多：

「我們這裏比香港司法機構優勝。香港翻譯通整年都會給我們培訓。一開始會給我們來個相當棘手的筆試。然後會給我們進行醫學詞彙培訓，這些在中學是學不到的。」

對資歷認證和規管的看法

4.6 **傳譯員／翻譯員**：所有受訪傳譯／翻譯員均支持建立資歷認證制度，讓他們的專業技能獲得認證，增加工作機會和提高服務質素。超過一半的受訪者支持強制性資歷認證制度及提供不同等級的認證，部份建議在首階段先屬自願性質。一名受訪者擔心設立不同等級的資歷認證後會出現同行之間的不同待遇，甚至服務營辦商聘請傳譯／翻譯員時也會有差別對待。

4.7 **機構用戶**：所有受訪機構用戶都贊成設立資歷認證制度，以保證傳譯和翻譯服務的質素。三名受訪者支持制度屬自願性質，當中一名表示香港目前沒有資歷認證制度，但經驗豐富的傳譯／翻譯員依然能夠提供優質服務。兩名受訪者支持強制性資歷認證制度，以保持服務的標準和質素，但需要定期檢討制度的落實。餘下一名受訪者未有明確表態，表示強制性制度的弊處是「減少此類傳譯服務的供應，因為資歷認證的過程可能會令部份人士卻步。」一名來自私人律師事務所，亦經常在警署和當值律師服務使用法律傳譯服務的大律師指出，他支持推行設有不同等級和類型的強制性認證制度，但考慮到時間、資源和經費等實際情況，可能推行一個單一等級的資歷認證制度較為可取。如果專業範疇認證（例如：醫院所需的醫療傳譯員或警署／入境事務處／法庭所需的法律傳譯員）有市場需求，這些範疇的認證可以在下一個階段推行。

4.8 **服務營辦商**：受訪的兩名服務營辦商代表支持建立資歷認證制度，認為這對整體傳譯／翻譯行業有利。他們都希望制度初期以自願形式推行，並設立數年的過渡期才落實強制性認證制度。其中一名受訪代表補充，她所屬機構現行亦有運作良好的評估制度，但仍相信資歷認證制度的設立對所有少數族裔語言傳譯員都是好事。

分階段設立資歷認證制度

4.9 **傳譯／翻譯員**：幾乎所有受訪者都支持分階段設立資歷認證制度。新入行的傳譯／翻譯員需要先接受認證考試，數年後再定期評估個別從業員的工作表現。只有一名受訪者認為應全面立刻落實強制性資歷認證制度，包括有經驗的傳譯／翻譯員。

4.10 **機構用戶**：所有機構用戶受訪者均支持分階段推行資歷認證制度。一名受訪者指出，很多具備多年經驗的傳譯／翻譯員或許不希望參與資歷認證，但他們可以在制度落實過程中提供寶貴的經驗和建議。新入行的傳譯／翻譯員應先參加資歷認證，當他們累積足夠服務時數或節數後，便可以申請提升至更高級別。整個制度應在落實數年後進行檢討。

- 4.11 **服務營辦商**：兩名服務營辦商代表認為資歷認證制度應先以自願形式推行，原因是目前並沒有教育機構為少數族裔語言傳譯／翻譯員提供官方培訓或認證課程。他們建議在成立專責執行認證制度的資歷認證機構之前，教育機構應該提供培訓和認證課程，確立官方評審的指標。他們補充，大多數現職傳譯／翻譯員都在外地接受教育，他們的資格未必在香港獲得同等認可。因此，較佳的做法是讓這些現職的傳譯／翻譯員在申請認證測試前接受培訓。

對強制性認證的擔憂

- 4.12 兩名服務營辦商代表對落實強制性認證制度短期內可能出現認證傳譯／翻譯員人手短缺的情況表達關注。其中一名服務營辦商代表指出，由於海外學歷在香港未必獲得同等認可，一些在持海外學位的現職傳譯／翻譯員或許未能符合參加認證測試的資格。然而，他們並不特別擔心實施強制性資歷認證後，須向獲得認證的傳譯／翻譯員支付較高的報酬。他們相信撥款機構會因應資歷認證制度的落實而相應增加資助。受訪代表指出，已認證的傳譯／翻譯員可能也需參加機構內部的培訓課程。一名服務營辦商代表指出傳譯／翻譯員獲得醫療範疇的認證，機構便可以將內部訓練聚焦至專業及醫療相關範疇，避免將資源重覆投入相似的培訓。但她補充機構仍會審視認證課程的內容，確保內容完全符合其機構的要求。

對自願性認證的擔憂

- 4.13 推行自願性資歷認證制度的主要憂慮是現職傳譯／翻譯員會缺乏獲得更高資歷認證的動力。一名服務營辦商代表表示，如果兼職傳譯／翻譯員看不到認證會帶來甚麼好處（例如加薪），他們不會有動力參加培訓課程和認證。她認為如何將資歷認證包裝為對傳譯／翻譯員的持續專業發展有利的制度是一大挑戰。她重申本地教育機構能提供根據認證制度度身訂造的培訓課程非常重要。然而，她依然認為她所屬機構對傳譯／翻譯員進行內部培訓和評估還是必要的。她補充指出：「短期內，我不會接納資歷認證等同符合機構受聘的要求。」

建議及意見

- 4.14 一名服務營辦商代表建議，不同傳譯專業範疇的認證應互不排斥，傳譯員可以專注某個專業範疇，同時亦可提供其它範疇的傳譯服務。以社區傳譯員為例，他們可以在一般範疇中申請認證，該認證涵蓋一般技能，包括專業操守和增強記憶力的訓練。與此同時，他們亦可以選擇參與高級認證，包括學習專門術語、了解家暴、被虐或被迫害人士的心理狀況，以及傳譯／翻譯員在特定環境下需要面對的情緒處理。透過這種方法，機構可以因應工作靈活地安排傳譯／翻譯員，以避免可能出現的人力短缺問題。
- 4.15 一名服務營辦商代表指出社區傳譯員不應被視為比醫療或法律傳譯員次一等。她同時指出香港的「公共服務傳譯員」（她認為名稱比「社區傳譯員」更貼切）須具備高知識水平、反應能力和常識，因為他們的服務不只是侷限在某一個範疇。她認為在資歷認證制度中設立有關公共服務範疇的認證類別時，應謹慎考慮以上建議。
- 4.16 據另一名服務營辦商代表的觀察，目前醫療傳譯員之間的教育程度有很大差異，建議在不同專業範疇（例如：醫療），根據傳譯／翻譯員的經驗和教育背景，設立不同認證等級。

- 4.17 兩名代表都認同看法：在落實資歷認證制度的初期以自願形式推行。視乎將來的發展，認證制度可由自願性轉為強制性。他們認為，香港可能尚未具備推行強制性認證制度的條件，原因是相關機構和持份者都未準備就緒。正如一名受訪者表示：

「這不只是提升語言水平的問題，而是關乎令傳譯服務更專業，所以不可能馬上設立一個強制性資歷認證制度，而是需要在推行之前，做好配套工作例如促進社會人士接受這個認證制度、做好傳譯／翻譯員教育培訓工作、政策適度的調整或改變、資源供應，以及機構用戶的培訓。」

- 4.18 兩名服務營辦商代表均堅持，即使最終設立強制性資歷認證制度後，依然會對傳譯／翻譯員進行招聘考核，確保可顧及營辦商服務的獨特性，例如醫療傳譯／翻譯員及公共服務傳譯／翻譯員。

私營或公共機構規管

- 4.19 **傳譯／翻譯員**：有一半的受訪者認為行業應由公共機構規管。他們認為，交給私人機構營運會令行業變得商業化，長遠而言只會令私人公司得益。其他受訪者支持半私有化，即由私人機構規管行業，政府則負起監督的角色。機構的成員來自不同範疇的傳譯／翻譯員，進行自我規管。但有一名傳譯／翻譯員希望設立完全私有化的制度，並相信「該組織在有需要的時候，會為我發聲。」

- 4.20 **機構用戶**：三名受訪機構用戶同意政府具備規管行業的資源、能力和架構。不過，一名透過電郵回應的社會福利署代表則持相反意見，建議由私人機構規管行業，藉以鼓勵市場競爭，提升服務質素。他認為應由獨立機構例如非政府或私人機構處理投訴，同時設立開放平台供公眾對服務評分。一名民政事務總署的行政主任則建議參考司法機構法庭語文組目前規管中英文傳譯員服務的制度，並根據少數族裔語言傳譯／翻譯員的情況作出必要的調整。

對公共登記名冊的看法

- 4.21 **傳譯員／翻譯員**：在 18 名受訪者中，有七名支持設立可讓公眾查閱的傳譯／翻譯員登記名冊，尤其是兼職傳譯／翻譯員的名冊，但不包括可以辨識個人身份的敏感資料。反對的受訪者認為，公開個人資料對在法院工作的傳譯／翻譯員的安全構成風險，建議只有政府和一些特定組織才能查閱傳譯／翻譯員的個人資料。一名受訪者的回應如下：

「不，這對於法庭傳譯員來說並不是好事。但對於醫療傳譯員或者是可行的。在醫院服務使用者會挑他們喜歡的（傳譯／翻譯員）。有些人（傳譯／翻譯員）會機警地告知醫生可以下次聯絡自己提供翻譯服務，並開始推銷自己。」

- 4.22 **機構用戶**：基於透明度和公眾利益的原則，所有受訪者都贊成設立可讓公眾查閱的傳譯／翻譯員登記名冊。一名受訪者表示，名冊中只需載列傳譯／翻譯員的姓名和所提供的語言服務。另一名受訪者認為，通過事先查閱傳譯／翻譯員身份，他們可以在有需要時申請更改獲委派的傳譯／翻譯員。另一名機構用戶表示，設立名冊不僅較容易投訴出錯的傳譯／翻譯員，傳譯／翻譯員亦知道會收到回饋意見，讓他們更認真地做好自己的本份。

對培訓的看法

- 4.23 **傳譯員／翻譯員：**所有受訪者都認為應該為傳譯／翻譯員提供以下培訓：包括行業專業術語、傳譯技巧（筆記和符號運用）、語言效率及電腦知識。部分受訪者亦強調學習粵語和一些香港專用語的重要性。受訪者指出導師應通曉少數族裔語言，以提高教學效率。一名受訪者建議定期為機構用戶，包括政府、非政府組織員工（例如：法律專業人士）舉辦培訓班或研討會，讓他們了解傳譯／翻譯員的角色界線。一名尼泊爾法律傳譯員指出在傳譯時，因為不同語言之間沒有相同的詞彙，有時她需要向服務對象作進一步解釋而非一字一句直接翻譯。然而，當她為此而使用較長句子時，機構用戶可能會投以懷疑的目光，質疑其是否忠誠傳譯。她認為法律專業人員，包括法官和律師，都應該要瞭解專業傳譯／翻譯員的角色，以及如何和他們充分合作。
- 4.24 **機構用戶：**一名處理受虐家庭傭工個案的非政府機構案件主任建議，傳譯員不單要接受有關文化差異的培訓，還要對服務對象，例如遭受暴力對待的倖存者心理、情感經歷以及創傷的處理有所認識。另一名社工倡議向傳譯／翻譯員提供文化意識培訓，令傳譯／翻譯員更了解香港人，因為「一些香港人在承受壓力時會很無禮，而他們有特殊的處事方式，可能與傳譯員本身的文化背景不同。因此，舉辦工作坊促進文化敏感度和融合會很有幫助。」其他受訪者則建議定期進行專業守則和操守培訓、醫療和法律傳譯方面的專門培訓，溝通技巧培訓，讓傳譯／翻譯員的知識及技巧與時俱進。
- 4.25 **服務營辦商：**兩名服務營辦商代表堅信落實資歷認證制度必須靈活變通，因為大多數現職傳譯／翻譯員沒有受過正規培訓，但是他們具有豐富工作經驗，理應獲得認可。他們提倡由教育機構開設職業資格或職業課程，鼓勵精通粵語的少數族裔青年接受培訓成為傳譯員。他們建議教育機構提供少數族裔語言的中等教育普通證書（GCSE）課程，激發青年投入傳譯／翻譯行業。

概括與結論

- 4.26 無論是全職、兼職或是自由工作形式的傳譯／翻譯員，薪酬都是他們對工作最不满意的因素。他們大部分都領取時薪，工作時數不穩定。就業保障（包括工資和職業前景）是另一個主要的關注事項。超過一半的傳譯／翻譯員整體認為其工作機構的招聘方式欠缺成效，評審員不夠資格且評審過於主觀。
- 4.27 所有持份者對培訓需要的看法似乎一致。傳譯／翻譯員希望在特定範疇、語言能力和技能提升有更多的培訓或工作坊。除此之外，有些技能包括文化敏感度、對少數族裔服務對象，例如難民或尋求庇護者，及暴力受害者的精神和情感創傷的認識，也有一定的重要性。
- 4.28 所有受訪持份者對設立資歷認證和規管制度持正面態度。他們還提出一些建議，包括現職傳譯／翻譯員在推行初期可以自願選擇認證，而新入行傳譯／翻譯員則需要參加資歷認證測試，才能入行。在制度妥善落實數年之後，所有傳譯／翻譯員應強制參與資歷認證測試。
- 4.29 一半的傳譯／翻譯員及大部分機構用戶均建議香港政府應承擔規管行業的責任。他們期望基於透明度和便利的原則，備存一個可供公眾查閱的認證傳譯／翻譯員登記名冊。不過為安全起見，傳譯／翻譯員希望將可以辨識個人身份的敏感資料隱藏。

- 4.30 服務營辦商代表主要對兩方面表示憂慮：現職傳譯／翻譯員，特別是自 1980 年代開始擔任兼職傳譯員的一群，缺乏參與自願認證的動力，以及實施強制資歷認證制度時可能出現認證傳譯／翻譯員人手短缺的問題。他們認為應該謹慎而靈活地落實制度，並給予所有持份者包括公眾人士充足時間適應轉變。

第五章 總結及建議

語言權與人權

- 5.1 語言權是基本人權。正如本研究的顧問 Fernand De Varennes 教授精闢地指出：「語言權不是集體權利，也不是『第三代人權』或模糊且不可落實的權利。宏觀而言，少數族裔的語言權被公認是基本人權一部分，在國際法中獲得廣泛認可，正如婦女和兒童的權利一樣。⁵⁸」2008 年制定的《種族歧視條例》（第 602 章）以及《促進種族平等行政指引》（下稱「行政指引」，詳見下文 5.3）是推動香港少數族裔權利的重要里程碑。行政指引特別對於落實少數族裔在香港的語言權提供一定程度的認同。
- 5.2 法律傳譯／翻譯服務在香港的歷史已遠超一個半世紀。其它公共服務近年才開始逐步使用傳譯／翻譯服務。該等服務對確保少數族裔能夠充分享用公共服務，減低他們因語言遭受不平等對待的重要性無庸置疑，絕對是朝著正確方向邁出的重要一步。然而，沒有一個合適的制度確保傳譯／翻譯服務質素，少數族裔的語言權仍未獲得全面保障。
- 5.3 隨著《種族歧視條例》生效，政府於 2010 年為政府決策局／部門和公共主管當局提供指引，推廣種族平等以及確保不同種族人士均能平等使用公共服務。直至 2018 年，23 個相關決策局／部門和公共主管當局在行政指引下各自制定一套措施清單。在現階段，大部分指引集中解決語言障礙和履行其法律義務，例如提供不同族裔語言的資料，為少數族裔人士提供翻譯／傳譯服務，以及《種族歧視條例》的員工培訓等。然而民間不斷批評這些措施寥寥可數，成效不彰。2018 年的施政報告內，政府致力優化行政指引以適用於所有為少數族裔人士提供服務的政策局、部門和有關機構。指引擴展到收集服務數據包括少數族裔服務用戶的語言需要，協助員工處理文化及語言障礙的培訓和措施等等。相關機構需於 2020 年更新和制訂措施清單。優化措施有望提高公共服務提供者為有需要的少數族裔服務用戶安排翻譯及傳譯服務和更佳服務質素的意識。

傳譯／翻譯服務質素的重要性

- 5.4 眾多傳譯／翻譯研究文獻指出，不合資格的傳譯／翻譯服務不僅未能達到維護少數族裔語言權和促進跨語言交流的目的，更會無可避免地導致各種溝通問題。在法律和醫療範疇中，任何一個傳譯或翻譯的失誤都可以是生死攸關⁵⁹，後果不堪設想。傳譯員在傳譯中擔當重要角色，而傳譯對溝通交流的重要作用在有關文獻已充分闡述，以 Swabey 和 Mickelson (2008) 的描述最為貼切：「在法律、醫療、工作和教育環境中，傳譯員所做的，或是沒有做的選擇和行動，都可能對牽涉其中的人的生命有深遠的影響。⁶⁰」本報告的第一章已引述了一些傳譯失誤而引起的問題個案。
- 5.5 在英國，外判公共傳譯服務引發激烈爭議。自 2012 年起，英國政府為了節省開支，將傳譯服務外判給一家名為 Applied Language Solutions（英文簡稱 ALS）的私人公司。此後，傳譯服務質素參差，問題叢生。其中一宗個案涉及一名羅馬尼亞傳譯員錯誤傳譯被告的供詞，將「被打」（beaten）譯成「被咬」（bitten）。一直到審訊的第四天，當檢控官要求

⁵⁸ Fernand De Varennes, "Language Rights as an Integral Part of Human Rights". *IJMS: International Journal on Multicultural Societies*. 2001, vol. 3, no.1: 15-25. UNESCO. ISSN 1817-4574, www.unesco.org/shs/ijms/vol3/issue1/art2 (accessed April 28, 2020).

⁵⁹ Eva Ng and Ineke Crezee, eds., *Interpreting in Legal and Healthcare Settings: Perspectives on Research and Training* (Amsterdam: John Benjamins, 2020).

⁶⁰ Laurie Swabey and Paula G. Mickelson, "Role Definition: A Perspective on Forty Years of Professionalism in Sign Language Interpreting", in *Crossing Borders in Community Interpreting: Definitions and Dilemmas*, ed. Carmen Valero-Garcés, and Anne Martin. (Amsterdam: John Benjamins, 2008). <https://doi.org/10.1075/btl.76.04swa>.

被告提供顯示咬痕的照片時⁶¹，錯誤才被發現，隨即引起傳媒廣泛報道。傳譯質素低與 ALS 爲了節省成本，聘用不稱職的傳譯員為法庭提供服務有直接的關係。低報酬導致國家註冊的合格傳譯員（NRPSI）士氣低落，大多數從業員抵制 ALS 合約，法庭別無他法，只能聘用不合資格的傳譯員⁶²。據了解，ALS 引薦過程缺乏透明度，亦沒有向代理人提供運作指南⁶³。

- 5.6 香港採用多元的方式資助公共傳譯服務，措施包括直接聘用法庭語文組兼職傳譯員、將傳譯服務外判給服務營辦商（融匯中心）、以及透過僱用社會企業（香港翻譯通）或私人傳譯／翻譯公司，直接向機構用戶提供服務。英國的例子正正凸顯將傳譯／翻譯服務完全外判，卻沒有監察服務質素和傳譯／翻譯員的能力可能衍生的問題。因此，只是提供傳譯／翻譯服務並不足夠，香港政府更要確保統一的服務質素，充分保障香港少數族裔的語言權和人權。為達到上述目標，香港應設立機制以監督和規管相關服務。

以認證確保傳譯／翻譯服務的品質

- 5.7 評估傳譯／翻譯的準確性需要掌握相關語言技能，要察覺和糾正問題殊非易事。因此，不為人知的問題可能遠比發現的多。為了確保只有具備能力的傳譯／翻譯員才能提供服務，有必要讓他們在專業範疇中接受並通過標準的認證測試，就如本研究所檢視的海外國家的做法一樣。

建議

- 5.8 參考了海外傳譯／翻譯員資歷認證的模式，問卷及焦點小組訪談所得結果，研究團隊有以下的建議：

資歷認證制度

- 5.8.1 **第一項建議：**資歷認證制度應涵蓋一般傳譯／翻譯，以及專業傳譯／翻譯服務的認證。專業資歷認證包括法律和醫療兩個範疇；一般認證則為提供包括房屋事務、社會福利、教育及勞工等不同範疇的社區服務傳譯／翻譯員而設。
- 5.8.1.1 兩個持份者群組的所有問卷調查回應者（傳譯／翻譯員以及機構用戶）均同意，應在香港引入資歷認證制度，以確保傳譯／翻譯服務質素，推動傳譯／翻譯的專業認證。海外經驗顯示，認證制度有助傳譯／翻譯行業提升其服務水平和專業地位。
- 5.8.1.2 海外模式普遍設有法律和醫療兩個專業範疇的資歷認證，有關認證標準和方式的資訊一應俱全，唾手可得。
- 5.8.1.3 法律和醫療傳譯員必須對其專業範疇內的術語和文化意識有透徹認識，傳譯失誤的後果不堪設想。
- 5.8.1.4 在與傳譯／翻譯員進行的焦點訪談中，有些法庭傳譯員表示培訓不足，教育程度要求太低。這種情況在早年招聘的傳譯／翻譯員尤為普遍。

⁶¹ “Trial collapses at Snaresbrook court after interpreter error,” BBC, <https://www.bbc.com/news/uk-england-london-17709440> (accessed May 5, 2020).

⁶² 同上

⁶³ Leung, “Medical Interpreting as an Emerging Profession in Hong Kong”, 279.

5.8.2 **第二項建議：**認證的語言應涵蓋八種在香港需求最高的南亞裔及東南亞裔語言，即印尼語、印度語、尼泊爾語、旁遮普語、他加祿語、泰語、烏爾都語和越南語，並按需要添加其它族裔語言。

5.8.2.1 所有海外模式均會為常用語言提供資歷認證評估。在澳洲，認證機構沒有提供新興或低需求語言的評估，但是會向具備新近及恆常經驗的傳譯／翻譯員授予認可執業資格。申請人須向 NAATI 證明已達到認可執業水平的基本經驗和能力，包括英語水平、職業操守、跨文化能力、具有傳譯／翻譯員的工作經驗，以及完成傳譯／翻譯員的最低培訓水平。

5.8.2.2 為少數族裔語言傳譯／翻譯員設立認證制度主要是為了確保弱勢群體使用公共服務時能享用高質素的傳譯／翻譯服務。因此，上述八種語言應是在認證制度下優先考慮的認證語言。政府的政策以及措施中亦清楚列明對使用這些語言的人士提供援助，藉以幫助在香港有可能受到語言障礙影響的主要少數族裔群體。

5.8.2.3 至於較罕見的語言，找評審員進行認證工作也許不容易。

5.8.3 **第三項建議：**資歷認證制度應先以自願模式開始，在實行一段時間後進行檢討。長遠而言，凡資歷認證涵蓋的語言，主要公共服務的傳譯／翻譯工作應只由認證傳譯／翻譯員擔任，以確保服務質素。

5.8.3.1 研究團隊檢視的海外傳譯／翻譯員認證制度均屬自願性質，雖則大多數州分和國家機構都要求傳譯／翻譯員具備資歷認證才有機會獲得聘用。

5.8.3.2 儘管大多數傳譯／翻譯員（68.2%）和機構用戶（71.4%）傾向強制性認證制度，主要服務營辦商擔心如果強制性認證沒有寬限期，未接受正式培訓的傳譯／翻譯員或許會被迫離職，營辦商可能即時面臨人手短缺的問題。在初期實行自願制資歷認證制度，可以減少對行業造成的衝擊。

5.8.3.3 一些傳譯／翻譯員（20.4%）支持自願制，因為擔心一旦不能通過認證，就會失業。

5.8.3.4 有些人可能會質疑現職傳譯／翻譯員會否有動力去取得認證。不過從海外模式可見，傳譯／翻譯員為了提升競爭力，只要有資歷認證制度，一般都有打算取得認證。

5.8.4 **第四項建議：**設立單級制一般及專業範疇資歷認證以簡化考核程序。

5.8.4.1 英國及澳洲的專業範疇資歷認證評估，以及加拿大的一般和專業資歷認證評估均採用單級制。

5.8.4.2 單級認證制度能簡化評審程序。

有關資歷認證制度的運作

5.8.5 **第五項建議：**資歷認證須透過客觀公平測試方式獲取，可以借鏡澳洲 NAATI 認證評估模式。

5.8.5.1 考試是海外模式普遍採用的評審方式。只有加拿大採納考試以外的評審方式。

5.8.5.2 部分傳譯／翻譯員在問卷及訪談中提及，早年獲聘請成為法庭語文組兼職傳

譯員主要是因應當時的需要而受聘，因此入職門檻較低。

- 5.8.5.3 可採用 NAATI 評審「認證翻譯員」、「認證傳譯員」、「認證醫療傳譯員」及「認證法庭傳譯員」的模式，包括測試考生在下列各項的雙語能力：翻譯文本（「認證翻譯員」）；接續傳譯、即時傳譯和視譯（「一般範疇認證傳譯員」）。在「認證醫療傳譯員」和「認證法律傳譯員」的評估當中，會考核考生對於醫療及法律術語、醫療及法律制度、醫療及法律常識及程序的掌握。
- 5.8.6 **第六項建議：**引入資歷認證制度的同時，應配備優質的評審制度，邀請語言學家、合資格及有豐富經驗的傳譯／翻譯員，和具備專業知識的法律及醫學界的專家擔任評審員。
- 5.8.6.1 超過 75% 的傳譯／翻譯員表示，支持設立認證制度的主要原因之一是有需要為翻譯及傳譯技能提供規範化的評估。
- 5.8.6.2 在焦點小組訪談中，傳譯／翻譯員當前不滿意行業的原因之一是對評審員的資歷有所懷疑，特別是法律和社區服務範疇的評審員。因此，在不同範疇選拔評審員時，應審慎考慮人選。
- 5.8.6.3 根據海外經驗，可以從獲資歷認證和經驗豐富的傳譯／翻譯員中選拔評審員，並在考核中採用「雙評制」的方法來避免主觀因素影響。在專業範疇的資歷認證評審，評審員應對該範疇的專業知識和術語有深入的認識。
- 5.8.6.4 可以考慮向領事館尋求推薦評審員和核實其資歷。若罕見語言的評審員難以在本地找到，可向海外認證機關例如 NAATI 尋求轉介。
- 5.8.7 **第七項建議：**除登記傳譯／翻譯員外（見下文有關為現職傳譯／翻譯員進行登記部分），接受培訓、語言能力及相關資格和經驗應為獲取資歷認證的必備條件。
- 5.8.7.1 在澳洲的資歷認證制度，申請人需要達到 NAATI 設定的英語能力標準。他們可以透過參加官方英語水平測試，例如 IELTS 和 TOEFL 來達到標準。此外，他們必須完成專業培訓或通過 NAATI 跨文化能力測試，以及完成專業培訓或通過 NAATI 職業操守能力測試。
- 5.8.7.2 訂立認證必備條件可以確保申請人達到基本水平，提高成功獲得認證資格的機會。

有關為現職傳譯／翻譯員進行登記

- 5.8.8 **第八項建議：**為確保順利過渡至資歷認證制度，現職傳譯／翻譯員可獲授予登記傳譯／翻譯員資格。登記傳譯／翻譯員可視為認證的必備條件和邁向認證的途徑（見下文認證路線圖部分）。登記傳譯／翻譯員適用於三個組別的傳譯／翻譯員：現職傳譯／翻譯員提供服務的語言未有包括在認證制度之內；有為該語言提供認證但現職傳譯／翻譯員尚未申請認證；以及已接受基本培訓及登記但尚未申請認證的新入職傳譯／翻譯員。
- 5.8.8.1 由於資歷認證制度是自願性質，登記制度可以作為那些接受過基本培訓和經驗豐富的傳譯／翻譯員一個過渡性安排。他們基於某些原因，未能或不想申請認證。現時服務營辦商為現職傳譯／翻譯員提供的招聘測試、在職培訓及工作評估，以及登記制度的要求可以作為門檻，在某程度上確保服務質素。
- 5.8.8.2 澳洲和美國均會授予「認可執業／專業資格傳譯／翻譯員」或「熟練語言傳譯

員」的資格給未有認證的傳譯／翻譯員作為對他們能力和經驗的肯定。

5.8.8.3 在澳洲，「認可執業資格」是參與資歷認證的必備條件。若某語言需求低而未能提供認證時，該語言的傳譯／翻譯員可申請「認可執業資格」。

5.8.9 **第九項建議：**資歷認證制度正式實施後，登記傳譯／翻譯員會有五年寬限期去參加認證評估測試。寬限期結束後，沒獲得認證的登記傳譯／翻譯員有可能需要完成培訓課程和通過能力評估測試，才能重新參加認證測試。

5.8.9.1 認證機構可評估新制度會為行業帶來的影響及決定登記續證時對培訓、工作經驗證明以及費用的要求。

有關參與資歷認證前的培訓

5.8.10 **第十項建議：**在參加認證測試之前，應該先為考生提供非以特定語言為本的綜合培訓課程，包括傳譯／翻譯技巧，文化意識及專業操守等，讓他們為測試早作準備。如考生參加專業範疇的認證測試如法律傳譯和醫療傳譯，亦應該為他們提供相應的培訓課程。

5.8.10.1 類似形式的培訓課程在海外模式均以英語進行，並沒有其它外語的課程提供，原因是機構難以覓得不同語言的導師去迎合操不同語言考生的需求。英語能力、跨文化能力及專業操守的評估均可以英語進行。如有一定數目的考生精通中文，可考慮發展和提供中文培訓課程。

5.8.10.2 海外模式中所有認證機構均不直接參與培訓工作，但部份會認可某些學術機構提供的課程。在香港進行資歷認證也可以仿效這種做法。

5.8.11 **第十一項建議：**培訓課程應由政府資助或補貼。若由指定受大學教育資助委員會資助的大學或由香港學術及職業資歷評審局認可的機構營運課程則更佳。

5.8.11.1 超過 90% 的受訪傳譯／翻譯員表示，在培訓方面，最優先考慮的三個範疇是：針對專業範疇如醫療或法律服務的培訓，迎新培訓和專業及操守培訓。超過 54% 的受訪者願意在專業培訓上投入至少 20 小時，而 12.7% 的人願意為培訓花費港幣 10,000 以上。

5.8.11.2 成立翻譯和傳譯認證制度初期，政府資助相關培訓是很重要的。現時傳譯／翻譯員缺乏專業認可，薪酬水平的差異有機會令現職以及新入行的傳譯／翻譯員對培訓卻步，遑論需要他們支付高昂學費。同樣地，若沒有政府資助，大專院校亦會欠缺誘因發展相關培訓課程。

有關資歷認證和規管機構

5.8.12 **第十二項建議：**設立一個獲政府認可和支持的認證和規管機構，藉以管理認證制度。部份可行的建議包括成立一個獨立法定機構、委任一間大專院校，或由大專院校伙拍專業機構或其它在這個範疇有豐富經驗的機構參與。

5.8.12.1 研究團隊所檢視的海外模式是由政府或專業機構管理認證測試，為那些達到基本標準要求的傳譯／翻譯從業員授予認證。與海外情況不同，香港並沒有現存獲官方認可的少數族裔傳譯／翻譯員專業團體。就此，常見的模式之一是成立獨立的法定機構如香港護士管理局、社會工作者註冊局、香港工程師

學會、香港藥劑業及毒藥管理局。這些法定機構大多是根據相關條例設立並行使其權力，該模式可能不適用於自願性登記和認證制度⁶⁴。

- 5.8.12.2 政府在規管 15 個無須進行法定註冊的醫療專業中採用的新模式，可以作為成立認證和規管機構的有用參考。在「認可醫療專業註冊先導計劃」下，一間大專院校獲政府資助及委任為認證機構，執行實際認證和規管職能。認證機構的工作包括制訂認可標準和程序，將認可醫療專業團體的建議呈交衛生署考慮，以及為這些團體進行年度評估⁶⁵。
- 5.8.12.3 大專院校和專業團體協作參與的模式可切合少數族裔語言傳譯／翻譯員認證的需要。大專院校在獲得財政支援下，可以制定培訓課程和對專業團體進行認證評估。另一方面，獲資助的專業團體可以建立有關制度、管理登記／認證傳譯／翻譯員和執行規管的職能。
- 5.8.12.4 因應香港少數族裔語言傳譯和翻譯行業的特色，採用這種模式需考慮以下因素。首先，資助應包括用作發展和提供定期傳譯／翻譯工作必需的非語言技能培訓課程。其次，與其委任大專院校甄選和推薦專業團體為認證機構，另一種可行方法是由政府資助大專院校與專業團體／其它在這個範疇有豐富經驗機構之間的協作，以開展相關工作。
- 5.8.13 **第十三項建議：**由政府認可和支持的認證和規管機構應履行以下職能：包括執行登記程序、進行資歷認證評估、管理登記及認證傳譯／翻譯員名冊、制定倫理守則，以及處理投訴和採取紀律處分。機構也會就登記費用和認證費用的水平進行研究和諮詢。
- 5.8.13.1 可供公眾查閱的登記名冊包含傳譯／翻譯員的工作語言組合，以及已登記或已認證的類型和等級等資料，有助服務使用者在使用翻譯及傳譯服務時作出明智的選擇。
- 5.8.13.2 倫理守則對於規範傳譯／翻譯員的專業行為至關重要。由於香港沒有傳譯／翻譯員專業團體，認證和規管機構便需要承擔制訂倫理守則的責任，以及為傳譯／翻譯員從業員、服務用戶和服務營辦商分別提供實務指引。

⁶⁴ Other professions grant professional qualifications through the UK Chartered Institute system, such as The Chartered Institute of Building, The Chartered Institute of Arbitrators (East Asia Branch). Established in 1984, CIOL(HKS) is, however, only a local Society of The Chartered Institute of Linguists (CIOL) in the UK. Its functions include organising professional development activities such as talks and conferences for local members, and promotes the international recognition of CIOL qualifications. Examinations to get CIOL qualifications are administered by the CIOL in the UK.

⁶⁵ 衛生署於 2016 年推出認可醫療專業註冊先導計劃(「先導計劃」)，旨在以專業自主的原則，加強現時無須進行法定註冊的醫療專業以學會為本的註冊安排，以確保醫療人員的專業水平，並為市民提供更多資訊，協助他們在選擇醫療服務提供者時作出決定。一間大專院校獲政府資助及委任為認證機構，執行實際認證和規管職能。認證機構的工作包括制訂認可標準和程序、將認可醫療專業團體的建議呈交衛生署考慮，以及為這些團體進行年度評估。

先導計劃屬自願參與性質，醫療專業團體可按本身的情況決定是否參與。認證機構就管治架構、運作成效、風險管理和質素改善、註冊標準、教育和培訓要求等等，制訂專業團體須符合的認可標準。認證機構只會為每個專業認可一個符合認可註冊計劃所訂明標準的專業團體。

根據先導計劃認可的醫療專業團體有責任管理屬下註冊會員、編製名冊並上載至其網站供公眾閱覽，以及處理投訴。如成為認可醫療專業團體的註冊會員，該人可使用認可標誌及在名片上使用「衛生署認可[醫療專業]名冊會員」名銜，方便公眾辨識。認可資格的有效期為三年，認可醫療專業團體期間須接受認證機構的周年覆核。現時有五個醫療專業獲得認證，分別為聽力學家、營養師、臨床心理學家、教育心理學家、以及言語治療師。

- 5.8.13.3 應提供倫理守則、投訴機制及處理程序讓傳譯／翻譯員、服務用戶及市民大眾查閱。
- 5.8.13.4 制定一個合理的收費政策有助資歷認證制度維持財政穩健，亦不會給傳譯／翻譯員帶來沉重的負擔。

有關落實執行

- 5.8.14 **第十四項建議：**視乎可供動用的政府資助，現建議以六年為期，有序地建立資歷認證和規管機構，制定有關規章與規則，確認資歷認證機構的權責，並與學術機構建立聯繫。
 - 5.8.14.1 社區傳譯／翻譯服務營辦商建議資歷認證制度應先以自願形式分階段推行，原因是目前並沒有教育機構為少數族裔語言傳譯／翻譯員提供官方培訓課程。
 - 5.8.14.2 服務營辦商和傳譯／翻譯員擔心，如果沒有相應的培訓課程，不少在職傳譯／翻譯員可能無法滿足資歷認證的要求。

設立認證制度路線圖

5.9 若最終有機構獲委託和資助設立資歷認證制度，可以按照下列程序展開工作：

- 成立認證委員會，委員會成員應由傳譯／翻譯領域的專家組成，包括有豐富經驗的傳譯／翻譯員和學者，以及法律、醫療和提供公共服務的專業人士。
- 當認證機構成立後，盡快為現職傳譯／翻譯員進行登記。
- 在落實認證評估之前，必須向傳譯／翻譯員提供培訓課程。
- 認證機構應建立網站，提供下列資訊：
 - 認證機構的使命和職權範圍
 - 認證委員會成員
 - 傳譯／翻譯員的倫理守則，同時以服務用戶為對象的使用翻譯／傳譯服務指引
 - 可供報讀的培訓課程和認證評估的相關資料
- 備存及管理登記或認證傳譯／翻譯員的線上名冊，供有意使用少數族裔語言傳譯／翻譯服務的用戶查閱。

5.10 設立資歷認證制度的建議路線圖在見於下圖 5.1。



圖 5.1 設立資歷認證制度路線圖

現職及新入行傳譯／翻譯員的認證路線圖

- 5.11 認證機構成立後，只要現職傳譯／翻譯員能夠證明其在翻譯和傳譯行業服務的經驗、持有相關資歷，以及受聘於三家主要服務營辦商之一，便可向認證機構登記以獲得「登記傳譯／翻譯員」的職銜。登記傳譯／翻譯員可自願參加認證前的培訓課程。如果登記傳譯／翻譯員的服務語言有認證考核，便可以選擇參加認證測試，次數不限。若最終未能通過認證，他們仍可保持登記傳譯／翻譯員的職銜，繼續在行內工作。
- 5.12 視乎認證機構如何評估引入資歷認證制度會為行業帶來的影響，如登記傳譯／翻譯員的服務語言有認證考核，他們需要每兩至三年延續登記資格。他們需要向認證機構提供以下證明：1) 近期及持續在三大服務營辦商其中一家擔任傳譯／翻譯員、2) 英語能力及3) 專業倫理和跨文化能力（通過線上測試）。
- 5.13 新入行傳譯／翻譯員需要參加培訓課程，並通過能力測試，才能進行登記和認證。已完成培訓課程且通過基本測試的人士，可向認證機構申請成為登記傳譯／翻譯員。如服務語言設有認證考核，申請人可選擇參與認證測試。登記和認證傳譯／翻譯員均可以在公共部門提供服務，不過後者有較高資格可獲優先聘用。如果登記傳譯／翻譯員的語言沒設有認證考核，公共部門仍可聘用他們提供傳譯／翻譯服務。
- 5.14 現職及新入行傳譯／翻譯員建議的認證路線圖可見於下圖 5.2。

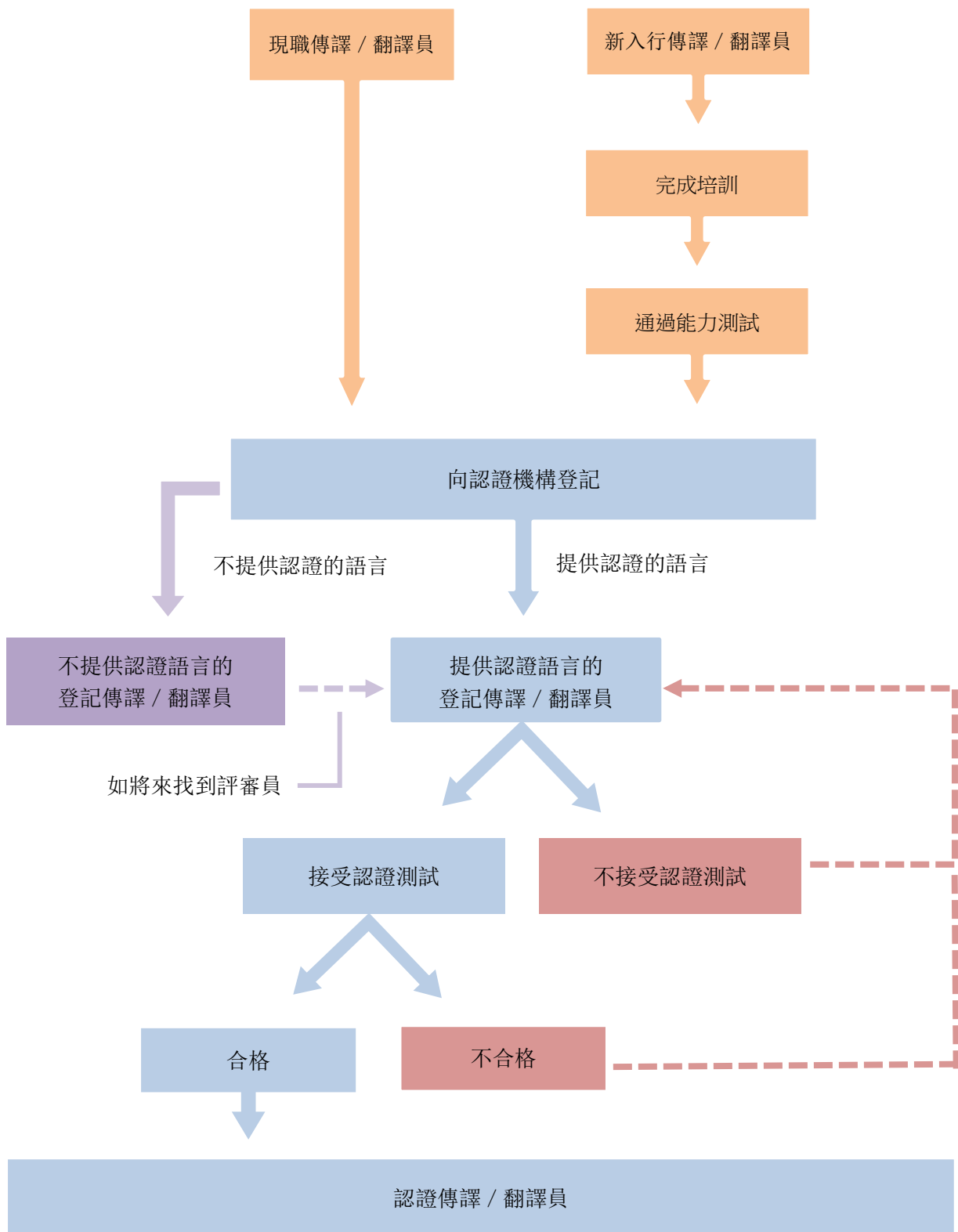


圖 5.2 現職及新入行傳譯／翻譯員的認證路線圖

結語

翻譯及傳譯質素優劣不單單只是傳譯／翻譯員的責任。「各持份者需一同承擔責任：[.....]僱主需要肩負向傳譯／翻譯員提供合理工作條和薪酬的責任；各個考核制度需要承擔確保服務水平的責任；教育機構需要承擔提供足夠資源和支援的責任；研究人員有責任確保其研究有針對性和實用性，研究結果可供傳譯／翻譯員閱覽；以及傳譯／翻譯員也有責任不斷提升自己的專業資格。⁶⁶」唯有各持份者共同承擔責任，翻譯及傳譯的服務質素才得以提升，少數族裔的語言權也從而得到充分的保障。通過為少數族裔語言傳譯／翻譯員設立資歷認證制度，政府可履行確保傳譯／翻譯員表現達到應有專業水平的責任，也盡責任為傳譯／翻譯員、服務用戶以及服務營辦商提供專業實務守則。除此之外，建立資歷認證制度亦有助鼓勵傳譯／翻譯員履行發展自己專業資格的責任。而教育機構、教育工作者和研究人員，亦可參與培訓及認證測試的工作，各司其職。最重要的是，各持份者付出的努力，最終能促成翻譯及傳譯服務的質素，減少社會上因語言問題而產生的不公平現象。

⁶⁶ Uldis Ozolins and Sandra Hale, "Quality in Interpreting: A Shared Responsibility," in *The Critical Link 5: Quality Interpreting – A Shared Responsibility*, ed. Sandra Hale, Uldis Ozolins, and Ludmila Stern, 1–10. (Amsterdam: John Benjamins, 2009).

後記

這項研究重點檢視英語國家為傳譯／翻譯員而設的認證系統，尤其是傳譯／翻譯培訓和認證系統由來已久和認受性高的移民接收國。選擇檢視這些認證系統是因為它們的全球認受性高。當然這些國家的認證測試普遍是英語及外語之間進行的。然而，視乎實際需要，我們不排除建議中的認證制度會有中文和其它少數族裔語言的組合進行考核，就如全國翻譯專業資格（水平）考試（CATTI）那樣ⁱ。眾所周知，中文是非專業範疇的主要用語，而粵語乃服務提供者常用的語言，只是現時缺乏有關具中文資歷的本地少數族裔語言傳譯／翻譯員的數據。希望認證制度推行以後，有關的數據易於掌握，有助規劃日後工作及制訂政策。

ⁱ 全國翻譯專業資格（水平）考試是受中國國家人力資源和社會保障部委託，由中國外文局負責實施與管理的一項國家級職業資格考試，是一項在全國實行的、統一的、面向全社會的翻譯專業資格認證。認證語言是由中文（簡體及普通話）翻譯至阿拉伯語／英語／法語／德語／日語／韓語／俄語及西班牙語。

Survey on the Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong

Comparison of Overseas Models in Accreditation and Regulation of Interpreters and Translators

	Australia	Canada	UK	US
<i>Accreditation System</i>				
Principal Body	NAATI National Accreditation Authority for Translators and Interpreters Ltd.	CTTIC Canadian Translators, Terminologists and Interpreters Council	CIOL Chartered Institute of Linguists	ATA American Translators Association
Ownership	Non-for-profit company owned by government	Incorporated federation of provincial & territorial bodies (member associations)	Chartered institute owned by professional members	Not-for-profit membership corporation under the laws of the State of New York
Accreditation for Practice	Optional, but commonly required by state or national employers	Optional, but compulsory for the title of “certified” practitioners	Optional, but required by many jobs	Optional, except medical and judicial interpreters
Publicly Accessible Register	Yes	Yes	Yes	Yes
Overseas Accreditation available	Yes (for certified translator/certified advanced translator)	No	Yes (for Diploma in Translation) ¹	Yes (online)

¹ <https://www.ciol.org.uk/diptrans#quicktabs-diptrans=2>

	Australia	Canada	UK	US
Prerequisites for Accreditation	Comprehensive in terms of educational level, training background, language proficiency, experience, etc.	Comprehensive but varied among member bodies but generally concern the areas such as academic qualifications, language proficiency, codes of ethics and professional experience; Membership of the provincial member associations	No official prerequisites, but candidates are advised to meet certain standards depending on the accreditation applied for, including having a level of linguistic attainment in the source language, being familiar with the relevant cultural background, having a sound knowledge of the specific fields of choice, etc	No entry requirements but must provide evidence of formal training and recognition; Accept experienced candidates without a degree
Other Special Features	A Recognised Practising credential is granted in languages of emerging or low-demand communities where NAATI does not offer certification		There is also a register maintained by the National Register of Public Service Interpreters for those who have a recognised qualification in public service interpreting and evidence of work experience	
<i>Interpreters</i>				
Languages Assessed	Between English and Languages Other Than English (LOTE) ²	Languages assessed may vary and include at least: between English and French and Between English/French and other language	Between English and LOTE ³	<ul style="list-style-type: none"> - For medical interpreting, between English and, Spanish/Russian/Mandarin/Cantonese/Korean/ Vietnamese - For judicial interpreting, Into English from 14 specified languages, and from English into 16 specified languages

² For a full list of the languages covered, please see: <https://www.tisnational.gov.au/en/Agencies/Help-using-TIS-National-services/Languages>.

³ The languages available for accreditation depend on the type of accreditation involved. For the Diploma in Public Service Interpreting, see IoLET (2017), Diploma in Public Service Interpreting: Handbook for Candidates, p. 43. For the Diploma in Police Interpreting, see IoLET (2014), Diploma in Police Interpreting: Handbook for Candidates, p. 36.

	Australia	Canada	UK	US
General Practitioner Accreditation	<ul style="list-style-type: none"> - Certified Provisional Interpreter - Certified Interpreter - Recognised Practising Interpreter 	Certified Interpreter and Certified Translator but these are to be awarded by the provincial regulatory bodies.	Nil	Nil
Specialist Accreditation	<ul style="list-style-type: none"> - Health - Legal - Conference 	<ul style="list-style-type: none"> - Court - Conference - Community - Medical 	Diploma in Public Service Interpreting (DPSI) with specialisation in: <ul style="list-style-type: none"> - English law (courts, solicitors, immigration) - Scottish law (courts, solicitors, immigration) - Northern Irish law (courts, solicitors, immigration) - Health (hospitals, clinics, general practice) - Local government (housing, social work, education) Diploma in Police Interpreting (DPI)	Medical interpreting accredited and regulated by National Board of Certification for Medical Interpreters , offering a Certified Medical Interpreter credential Judicial interpreting by Administrative Office of the US Courts , offering three categories of Judicial Interpreters: <ul style="list-style-type: none"> - Certified - Professionally Qualified - Language Skilled
Translators				
Languages Assessed	Between English and LOTE	Languages assessed may vary and include at least: between English and French and between English/French and other language	Between English/ French/ German/ Spanish/ Italian and other languages ⁴	<ul style="list-style-type: none"> - Into English from 14 specified languages - From English into 16 specified languages
Types of Accreditation	Two levels <ul style="list-style-type: none"> - Certified Translators 	<ul style="list-style-type: none"> - Certified Translator 	<ul style="list-style-type: none"> - Diploma in Translation 	Accreditation by membership

⁴ The languages available for accreditation depend on the type of accreditation involved. For instance, for the Diploma in Translation, the source language may be “any recognized language of a nation or national group having a culture, literature and expression of thought to which the syllabus of the examination can be applied and of which [the candidates] have a suitably good grasp”: see IoLET (2017), Diploma in Translation: Handbook for Candidates, p 12. For the Diploma in Police Interpreting, see IoLET (2014), Diploma in Police Interpreting: Handbook for Candidates, p. 36.

	Australia	Canada	UK	US
	- Certified Advanced Translators		- Despite their nomenclature, the DPSI and DPI assess both interpreting and translation skills	
<i>Both Interpreters & Translators</i>				
Assessment Formats	Heavy on task-based practical assessment	- Certification Examination - On Dossier Certification - Certification by Mentorship	Heavy on task-based written and practical assessment	Three-hour written examination
Assessment Standards	- Transfer Competency - Language Competency - Intercultural Competency - Thematic Competency - Ethical Competency - Research Competency - Service Provision Competency - Technological Competency	Not specified	Assessment standards vary among different types of certified practitioners but generally include: - Completeness/ cohesion - Accuracy and appropriateness - Fluency and pronunciation/ effectiveness of communication - Organization of work - Delivery - Language use - Technical skills in relation to specific professional categories	Not Specified
Examiners	Certified I/Ts at an appropriate level with extensive professional experience; experienced in setting test materials, marking these tests and/or teaching translation and interpretation; native or near-	Experienced certified members of constituent bodies of CTTIC; For certification by mentorship, the mentors have to have at least 5 years of certified experience as	Selection criteria include: - Excellent command of English - Native speaker of the relevant LOTE - Suitable qualifications in the National Qualifications Framework	Selected from among ATA members who are certified in the relevant languages.

	Australia	Canada	UK	US
	native proficiency in English and the relevant LOTE, etc.	translators in relevant languages.		
Renewal	Every 3 years with ongoing work practice and continuous professional development	Nil	Yearly by paying membership dues	Every three years with 20 hours of continuing education activities
Training				
Training Programme for Accreditation	Online training for ethical and intercultural competencies available; ⁵ acknowledges Endorsed Qualifications – relevant qualifications obtained from tertiary institutions in Australia as having fulfilled the certification prerequisites. ⁶	Nil	Nil	Nil
Continuing Professional Development Programme	Nil	Nil	Nil	Nil
Regulation				
Code of Ethics	Nil, but adopts the codes from two professional associations, AUSIT & ASLIA, as important elements in the accreditation and revalidation processes. ⁷	Code of ethics only by member associations; A section in all certification examination ⁸	Yes ⁹	Yes ¹⁰

⁵ <https://www.naati.com.au/forms-fees/>

⁶ <https://www.naati.com.au/services/endorsed-qualification/>

⁷ <https://www.naati.com.au/become-certified/how-do-i-become-certified/ethical-competency/>

⁸ <http://www.cttic.org/certification.asp>

⁹ https://www.ciol.org.uk/sites/default/files/Code_6.pdf

¹⁰ https://www.atanet.org/governance/code_of_ethics_commentary.pdf

	Australia	Canada	UK	US
Complaints Handling	Yes, with clearly stated mechanism and policies. ¹¹	No. It is the member organisation that deals with complaints against its own members.	Yes. Set out in its Investigation and Conduct Procedures. ¹²	Yes, with a procedure for handling complaints about illegal behaviour of its members by the Ethics Committee. ¹³
Disciplinary Actions	Yes, possible disciplinary actions: <ul style="list-style-type: none"> - Counselling - Requirement for specific professional development - Suspension or revoking of certification 	- No, the member organisation handles the complaint and will issue the necessary disciplinary action.	Yes, possible sanctions include: <ul style="list-style-type: none"> - Permanent exclusion from membership - Suspension from membership - Revoking chartership - Advising the member of best practice and their future conduct - Requiring the member to take positive action such as continuing professional development Publicising the outcome of the investigation ¹⁴	Yes, possible disciplinary actions: <ul style="list-style-type: none"> • Censure • Suspension • Expulsion from membership¹⁵

¹¹ <https://www.naati.com.au/policies/complaints-policy/>

¹² <https://www.ciol.org.uk/benefits/code/Investigation-and-Conduct-Procedures>

¹³ https://www.atanet.org/governance/code_of_ethics_commentary.pdf

¹⁴ <https://www.ciol.org.uk/sites/default/files/Disciplinary%20Procedures%202019.pdf>

¹⁵ https://www.atanet.org/docs/p_bylaws.pdf

**Survey on the Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong**

**ETHNIC MINORITY LANGUAGE
INTERPRETERS AND/OR TRANSLATORS**

You are invited to participate in a research study conducted by the University of Hong Kong and commissioned by the Equal Opportunities Commission. The purpose of the study is to review the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

You will be asked questions about your background, your experience with and your views on such services. The survey will take around 15 to 20 minutes to complete, and you can choose to terminate the survey at any time without negative consequences. Please note that all information collected will be used only for this study. Personal details will never be disclosed or identifiable from this survey, whether to employers or anyone else. Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project. If you have any questions about the research, please feel free to contact **Dr Eva Ng by phone (3917-2745) or by email (nsng@hku.hk)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

☐ I understand the procedures described above and agree to participate in this study (tick box and proceed).

This questionnaire is intended for interpreters/translators in ethnic minority languages in Hong Kong's public sector.

*In this questionnaire, "ethnic minority language" refers to any language which is not Chinese or English (or their varieties).

Upon completion of all the questions in this questionnaire, you will receive a HK\$100 electronic Starbucks coupon.

1. Are you an interpreter/translator in ethnic minority languages in Hong Kong's public sector?
- ☐ No (THANK YOU FOR YOUR INTEREST. YOU ARE NOT ELIGIBLE TO PARTICIPATE IN THIS SURVEY)
- ☐ Yes
2. Please specify your role (tick more than one box if applicable).
- ☐ Interpreter
- ☐ Translator
3. Your gender:
- ☐ Male
- ☐ Female
- ☐ Other (please specify: _____)
4. Your age:
- ☐ 60 years old or above
- ☐ 50 – below 60 years old
- ☐ 40 – below 50 years old
- ☐ 30 – below 40 years old
- ☐ 20 – below 30 years old
- ☐ Below 20 years old
5. Your ethnicity: (tick more than one box if applicable)
- ☐ Burmese
- ☐ Cambodian
- ☐ Caucasian
- ☐ Chinese
- ☐ Filipino
- ☐ Indian
- ☐ Indonesian
- ☐ Japanese
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Nepalese
- ☐ Pakistani

- ☐ Thai
- ☐ Vietnamese
- ☐ Other (please specify: _____)

6. Your highest education level:

- ☐ Postgraduate
- ☐ Undergraduate
- ☐ Secondary
- ☐ Primary
- ☐ Other (please specify: _____)
- ☐ No formal education received

7. How long have you lived in Hong Kong in total?

- ☐ 30 years or above
- ☐ 25 – below 30 years
- ☐ 20 – below 25 years
- ☐ 15 – below 20 years
- ☐ 10 – below 15 years
- ☐ 5 – below 10 years
- ☐ Below 5 years

8. What is your native language? (tick more than one box if applicable)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin

- ☐ Nepali
- ☐ Portuguese
- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

9. What are your working languages as an interpreter/a translator? (tick at least two boxes)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin
- ☐ Nepali
- ☐ Portuguese
- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

10. Do you hold any qualifications as an interpreter/a translator?

- ☐ No
☐ Yes (please specify:)

Please specify your qualifications as an interpreter/a translator:

11. Have you received any training as an interpreter/a translator?

- ☐ No (PROCEED TO QUESTION 14)
☐ Yes

12. Please specify the type(s) of the training received (tick more than one box if applicable):

- ☐ Training workshops for interpreters/translators in ethnic minority languages provided by universities
☐ Training workshops for interpreters/translators in ethnic minority languages provided by CHEER
☐ Training workshops for interpreters/translators in ethnic minority languages provided by Hong Kong TransLingual Services
☐ Training workshops for interpreters/translators provided by Court Language Section of the Judiciary
☐ Other (please specify: _____)

13. How many hours of training have you received in total?

_____ hour(s)

14. By which of the following institutions have you been approached for rendering interpreting/translation services? (tick more than one box if applicable)

- ☐ CHEER
☐ Court Language Section
☐ Hong Kong TransLingual Services
☐ Other (please specify: _____)

15. Which of the following institutions have you rendered services for? (tick more than one box if applicable)

- ☐ Christian Action
- ☐ Courts
- ☐ Customs and Excise Department
- ☐ Department of Health
- ☐ Duty Lawyer Service
- ☐ Hong Kong Community Network – LINK Centre
- ☐ Hong Kong Correctional Services
- ☐ Hong Kong Police Force
- ☐ Hong Kong Unison
- ☐ Hospital Authority
- ☐ Housing Department
- ☐ Immigration Department
- ☐ International Social Service – HOPE
- ☐ Justice Centre Hong Kong
- ☐ Labour Department
- ☐ Mission for Migrant Workers
- ☐ New Home Association – HOME Centre
- ☐ Oxfam
- ☐ PathFinders
- ☐ Social Welfare Department
- ☐ Support Service Centre for Ethnic Minorities (including the Chomolongma Multicultural Community Centre)
- ☐ The Family Planning Association of Hong Kong
- ☐ The Neighbourhood Advice-Action Council – TOUCH Centre
- ☐ Torture Claims Appeal Board
- ☐ Yuen Long Town Hall
- ☐ Other (please specify: _____)

16. For how many years have you been practising as an interpreter/a translator in total?

_____ year(s)

17. On average, how many hours per week do you practise as an interpreter/a translator?

- ☐ 40 hours or above
- ☐ 30 – below 40 hours
- ☐ 20 – below 30 hours
- ☐ 10 – below 20 hours

☐ Below 10 hours

18. How long does each of your interpretation/translation sessions last on average without a break?

☐ 3 hours or above

☐ 2 hours – below 3 hours

☐ 1 hours – below 2 hours

☐ Below 1 hour

19. How often do you have to work solo without the assistance of another interpreter/translator?

☐ Never

☐ Rarely

☐ Occasionally

☐ Frequently

☐ Always

20. As an interpreter/a translator, are you paid by an hourly rate or a monthly salary?

☐ Hourly rate (PROCEED TO QUESTIONS 21, 23 AND 24, THEN QUESTION 26)

☐ Monthly salary (PROCEED TO QUESTIONS 22, 23 AND 25, THEN QUESTION 26)

☐ Both (PROCEED TO QUESTIONS 21 TO 25, THEN QUESTION 26)

21. What is your hourly rate as an interpreter/a translator?

☐ HK\$1,000 or above

☐ HK\$800 – below HK\$1,000

☐ HK\$600 – below HK\$800

☐ HK\$400 – below HK\$600

☐ HK\$200 – below HK\$400

☐ HK\$100 – below HK\$200

☐ Below HK\$100

22. What is your monthly salary as an interpreter/a translator?

☐ HK\$50,000 or above

☐ HK\$40,000 – below HK\$50,000

☐ HK\$30,000 – below HK\$40,000

☐ HK\$20,000 – below HK\$30,000

☐ HK\$10,000 – below HK\$20,000

☐ Below HK\$10,000

23. Please indicate your level of agreement with the following statement:

I am satisfied with my current pay as an interpreter and/or translator.

- ☐ Strongly disagree
☐ Disagree
☐ Agree
☐ Strongly agree

24. What is your desired hourly rate as an interpreter/a translator at your current position and level?

- ☐ HK\$1,000 or above
☐ HK\$800 – below HK\$1,000
☐ HK\$600 – below HK\$800
☐ HK\$400 – below HK\$600
☐ HK\$200 – below HK\$400
☐ HK\$100 – below HK\$200
☐ Below HK\$100

25. What is your desired monthly salary as an interpreter/a translator at your current position and level?

- ☐ HK\$50,000 or above
☐ HK\$40,000 – below HK\$50,000
☐ HK\$30,000 – below HK\$40,000
☐ HK\$20,000 – below HK\$30,000
☐ HK\$10,000 – below HK\$20,000
☐ Below HK\$10,000

26. Please indicate your level of agreement with the following statement:

I am satisfied with my career prospects as an interpreter and/or translator.

- ☐ Strongly disagree
☐ Disagree
☐ Agree
☐ Strongly agree

27. In what settings do you currently work or have you previously worked as an interpreter / a translator? (tick more than one box if applicable)

- ☐ Courts
- ☐ Police
- ☐ Correctional services
- ☐ Immigration
- ☐ Public health
- ☐ Housing services
- ☐ Social welfare
- ☐ Other (please specify: _____)

28. Is there any particular context where you would like to work as an interpreter / a translator, but currently cannot? (tick more than one box if applicable)

- ☐ Courts
- ☐ Police
- ☐ Correctional services
- ☐ Immigration
- ☐ Public health
- ☐ Housing services
- ☐ Social welfare
- ☐ Other (please specify: _____)
- ☐ None

29. In your work as an interpreter, how often are you provided with relevant information beforehand to prepare for the interpreting job?

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

30. What difficulties have you faced while working as an interpreter/a translator?

- ☐ Lack of experience/knowledge in particular fields (e.g. in legal or medical settings)
- ☐ Short notice of the service required
- ☐ Lack of materials with which to prepare for interpretation/translation (e.g. brief facts of court cases / medical reports of patients)

- ☐ The work is too stressful
- ☐ Lack of guidance at work
- ☐ Lack of feedback at work
- ☐ Lack of clear professional progression pathways
- ☐ Lack of official recognition of my interpretation/translation skills
- ☐ Lack of an assessment and regulation system for professionalisation of my job as a translator/an interpreter
- ☐ Other (please specify: _____)

31. How often do you face the above difficulties? (Optional)

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

32. Do you think training is necessary for interpreters/translators?

- ☐ No (PROCEED TO QUESTION 36)
- ☐ Yes

33. What training do you think is necessary for interpreters/translators? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Training in language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training for special domains such as legal or medical services
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Professionalism and ethics training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Experience-sharing
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Management skill training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Stress management training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training in cultural sensitivity
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Orientation for new interpreters/translators
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify below: _____)

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

34. How much time in total are you willing to devote to interpretation/translation training?

- ☐ 30 hours or above
- ☐ 20 hours – below 30 hours
- ☐ 10 hours – below 20 hours
- ☐ Below 10 hours
- ☐ I am not willing to devote any time to interpretation/translation training

35. For a training course of around 30 hours, what do you think would be a reasonable fee?

- ☐ HK\$20,000 – below HK\$30,000
- ☐ HK\$10,000 – below HK\$20,000
- ☐ HK\$5,000 – below HK\$10,000
- ☐ Below HK\$5,000
- ☐ I am not willing to pay for interpretation/translation training

36. If an accreditation system is to be introduced for interpreters/translators working in ethnic minority languages in Hong Kong's public service, would you like such a system to be compulsory or optional?

(An accreditation system will consist of assessments of interpretation/translation skills such that interpreters/translators can gain official recognition of their competence and qualifications, in certain domains such as legal, healthcare, or other public services.)

- ☐ Compulsory (PROCEED TO QUESTION 37, THEN QUESTION 39)
- ☐ Optional (PROCEED TO QUESTION 38, THEN QUESTION 39)

37. Why do you prefer a compulsory accreditation system? (tick more than one box if applicable)

- ☐ Standardised assessment for interpretation/translation skills
- ☐ Official recognition for interpretation/translation skills
- ☐ Professionalization of interpretation/translation work
- ☐ Incentives for career advancement
- ☐ Possibility of improvement in remuneration
- ☐ Other (please specify: _____)

38. Why do you prefer an optional accreditation system? (tick more than one box if applicable)

- ☐ Difficulty getting accredited
- ☐ Concerns about losing the job if not accredited
- ☐ Other (please specify: _____)

39. Do you think there should be a publicly accessible register of interpreters/translators who have passed certain assessments on their interpretation/translation skills?

- ☐ Yes
- ☐ No

40. What would be the reason(s) for your answer to the question above? (Optional)

41. Do you think there should be different levels of accreditation according to the amount of training already received/experience gained by each interpreter/translator?

- ☐ Yes
- ☐ No

42. What would be the reason(s) for your answer to the question above? (Optional)

43. Do you think there should be different types of accreditation according to the specialisation of each interpreter/translator, e.g. in the legal, medical or other fields?

- ☐ Yes
- ☐ No

What would be the reason(s) for your answer to the question above? (Optional)

44. If an **interpretation** test is to be implemented in Hong Kong, what do you think are the essential skills that the test should assess? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

☐ Skills in different modes of interpretation

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Language competence

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Terminology

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Improvisation skills

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Ethical issues

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Cultural knowledge

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Other (please specify below: _____)

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

45. If a **translation** test is to be implemented in Hong Kong, what do you think are the essential skills that the test should assess? (please also indicate the level of importance for each item, with 1 being the least important and 10 the most important)

☐ Translation skills

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Language competence

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Terminology

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Sensitivity to genre

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Cultural knowledge

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

☐ Other (please specify below: _____)

(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

46. What other comments, if any, do you have on the current system of interpretation/translation services in ethnic minority languages in Hong Kong's public service?

47. If an accreditation and regulation system is to be introduced for interpretation/translation services in ethnic minority languages in Hong Kong's public sector, what suggestions, if any, do you have on such a system?

Thank you for completing the questionnaire. As a token of gratitude, you will receive a HK\$100 electronic Starbucks coupon. Please enter your email address here (the email address will be used for the sole purpose of receiving the coupon, unless you give additional consent as specified below):

_____.

After the questionnaires have been processed, we may conduct interviews and discussions with some respondents, which will last for approximately 30 to 60 minutes. If you are interested, please tick the box below to indicate your consent to further contact. Additional remuneration of HK\$100 will be given to you for participating in a face-to-face interview.

☐ I agree to be contacted at my email address or phone number for interviews and discussions in connection with this study.

Please provide us with your phone number if you wish to be contacted at your phone number for interviews and discussions: _____

**Survey on the Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong**

**ETHNIC MINORITY LANGUAGE
INTERPRETATION AND/OR TRANSLATION SERVICE
INSTITUTIONAL USERS**

You are invited to participate in a research study conducted by the University of Hong Kong and commissioned by the Equal Opportunities Commission. The purpose of the study is to review the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

You will be asked questions about your background, your experience with and your views on such services. The survey will take around 10 minutes to complete, and you can choose to terminate the survey at any time without negative consequences. Please note that all information collected will be used only for this study. Personal details will never be disclosed or identifiable from this survey, whether to employers or anyone else. Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project. If you have any questions about the research, please feel free to contact **Dr Eva Ng by phone (3917-2745) or by email (nsng@hku.hk)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

☐ I understand the procedures described above and agree to participate in this study (tick box and proceed to Part II).

This questionnaire is intended for institutional users of interpretation/translation services in ethnic minority languages in Hong Kong's public sector, including judges, lawyers, police officers, doctors, nurses and any other government or NGO officers.

*In this questionnaire, "ethnic minority language" refers to any language which is not Chinese or English (or their varieties).

Upon completion of all the questions in this questionnaire, you will receive a HK\$50 electronic Starbucks coupon.

1. In your official duties, have you worked with interpreters/translators in ethnic minority languages in Hong Kong's public sector?

☐ No (THANK YOU FOR YOUR INTEREST. YOU ARE NOT ELIGIBLE TO PARTICIPATE IN THIS SURVEY)

☐ Yes

2. Please specify whom you have worked with (tick more than one box if applicable):

☐ Interpreter(s)

☐ Translator(s)

3. Which of the following bodies are you working for? (tick more than one box if applicable)

☐ Christian Action

☐ Customs and Excise Department

☐ Department of Health

☐ Department of Justice

☐ Duty Lawyer Service

☐ Hong Kong Community Network – LINK Centre

☐ Hong Kong Correctional Services

☐ Hong Kong Police Force

☐ Hong Kong Unison

☐ Hospital Authority

☐ Housing Department

☐ Immigration Department

☐ International Social Service – HOPE

☐ Judiciary

☐ Justice Centre Hong Kong

☐ Labour Department

☐ Mission for Migrant Workers

☐ New Home Association – HOME Centre

☐ Oxfam

☐ PathFinders

☐ Private law firm

☐ Social Welfare Department

☐ Support Service Centre for Ethnic Minorities (including the Chomolongma Multicultural Community Centre)

☐ The Family Planning Association of Hong Kong

☐ The Neighbourhood Advice-Action Council – TOUCH Centre

☐ Torture Claims Appeal Board

☐ Yuen Long Town Hall

☐ Other (please specify: _____)

4. What is your job title?

5. How often do you use the service of an interpreter in ethnic minority languages in your work?

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

6. When did you last use the service of an interpreter/a translator in ethnic minority languages in your work?

- ☐ Less than one year ago
- ☐ About one year ago
- ☐ About two years ago
- ☐ Other (please specify: _____)

7. In your work, for which languages have you used interpretation/translation services? (include both the source language, i.e. language interpreted/translated from, and the target language, i.e. language interpreted/translated into; tick at least two boxes)

- ☐ Arabic
- ☐ Bahasa Indonesia
- ☐ Bengali
- ☐ Burmese
- ☐ Cantonese
- ☐ English
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Italian
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Lao
- ☐ Malay
- ☐ Mandarin
- ☐ Nepali

- ☐ Portuguese
- ☐ Punjabi
- ☐ Sindhi
- ☐ Sinhala
- ☐ Spanish
- ☐ Tagalog
- ☐ Tamil
- ☐ Thai
- ☐ Urdu
- ☐ Vietnamese
- ☐ Other (please specify: _____)

8. As far as you know, are the interpreters/translators usually provided beforehand with any relevant information for preparation?

- ☐ Yes
- ☐ No (PROCEED TO QUESTION 10)
- ☐ I don't know (PROCEED TO QUESTION 10)

9. What kind(s) of relevant information are the interpreters/translators usually provided with?

- ☐ Legal documents
- ☐ Brief facts of the court case
- ☐ Medical files
- ☐ Applications for public housing
- ☐ Applications for social welfare
- ☐ Other (please specify: _____)

10. Please indicate your level of agreement with the following statement:

Overall, I am satisfied with the performance of the interpreters and/or translators in ethnic minority languages.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree

11. Please indicate your level of agreement with the following statement:

Overall, the quality of interpretation in ethnic minority languages is not as good as that between Chinese and English.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Cannot tell

12. What difficulties have you faced while using interpretation/translation services in ethnic minority languages? (tick more than one box if applicable)

- ☐ The interpreter/translator was late
- ☐ The interpreter/translator did not act in a professional way
- ☐ The information conveyed by the interpreter/translator was not accurate
- ☐ The interpreter could not understand me
- ☐ I could not understand the interpreter
- ☐ The interpreter/translator overstepped the boundaries of his/her role
- ☐ The overall quality of the interpretation was unsatisfactory
- ☐ Other (please specify: _____)

13. How often do you face the above difficulties? (Optional)

- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always

14. What training do you think is necessary for interpreters/translators? (please indicate the level of importance for each item, with 1 being the least important and 10 the most important)

- ☐ Training in language competence
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training for special domains such as legal or medical services
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Professionalism and ethics training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Experience-sharing

- (Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Management skill training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Stress management training
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Training in cultural sensitivity
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Orientation for new interpreters/translators
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)
- ☐ Other (please specify: _____)
(Score: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10)

Other (please specify):

15. If an accreditation system is to be introduced for interpreters/translators working in ethnic minority languages in Hong Kong's public service, would you like such a system to be compulsory or optional?

(An accreditation system will consist of assessments of interpretation/translation skills such that interpreters/translators can gain official recognition of their competence and qualifications, in certain domains such as legal, healthcare, or other public services.)

- ☐ Compulsory
☐ Optional

16. What would be the reason(s) for your answer to the question above? (Optional)

17. Do you think there should be a publicly accessible register of interpreters/translators who have passed certain assessments on their interpretation/translation skills?

- ☐ Yes
☐ No

18. What would be the reason(s) for your answer to the question above? (Optional)

19. Do you think there should be different levels of accreditation according to the amount of training already received/experience gained by each interpreter/translator?

☐ Yes

☐ No

20. What would be the reason(s) for your answer to the question above? (Optional)

21. Do you think there should be different types of accreditation according to the specialisation of each interpreter/translator, e.g. in the legal, medical or other fields?

☐ Yes

☐ No

22. What would be the reason(s) for your answer to the question above? (Optional)

23. What other comments, if any, do you have on the current system of interpretation/translation services in ethnic minority languages in Hong Kong's public service?

24. If an accreditation and regulation system is to be introduced for interpretation/translation services in ethnic minority languages in Hong Kong's public sector, what suggestions, if any, would you have on such a system?

Thank you for completing the questionnaire. As a token of gratitude, you will receive a HK\$50 electronic Starbucks coupon. Please enter your email address here (the email address will be used for the sole purpose of receiving the coupon, unless you give additional consent as specified below):

_____.

After the questionnaires have been processed, we may conduct interviews and discussions with some respondents, which will last for approximately 30 to 60 minutes. If you are interested, please tick the box below to indicate your consent to further contact. Additional remuneration of HK\$100 will be given to you for participating in a face-to-face interview.

☐ I agree to be contacted at my email address or phone number for interviews and discussions in connection with this study.

Please provide us with your phone number if you wish to be contacted at your phone number for interviews and discussions: _____

**Informed Consent Form for Adult
(Focus Group Interview)**

A Study on Potential Model for Accreditation & Regulation of
Interpreters and Translators in Ethnic Minority Languages in Hong Kong

You are invited to participate in a research study co-conducted by Dr Eva Ng in the School of Chinese, Professor Janny Leung in the School of English and Ms Kelley Loper in the Centre for Comparative and Public Law at the University of Hong Kong, contracted by the Equal Opportunities Commission.

PURPOSE OF THE STUDY

The study aims at reviewing the current interpretation and translation services in ethnic minority languages in Hong Kong's public sector. This will be used for identifying options for an accreditation and regulation system for interpreters and translators working on this subject area.

PROCEDURES

You will be asked questions orally on your background, involvement in interpretation and translation services in ethnic minority languages in Hong Kong's public sector, comments about the current system and suggestions for a potential accreditation and regulation system for interpreters and translators working on this subject area. The procedure will be audio-recorded for subsequent analysis.

POTENTIAL RISKS / DISCOMFORTS AND THEIR MINIMIZATION

This procedure has no known risks.

COMPENSATION FOR PARTICIPATION

You will receive a HK\$100 supermarket coupon for your participation in this procedure.

POTENTIAL BENEFITS

There may not be direct or immediate benefits to you. However, the research project can provide valuable insights into ways of improving the quality of Hong Kong's public interpretation and translation services in ethnic minority languages, and balancing the interests of various stakeholders in the matter.

CONFIDENTIALITY

All the information obtained in this study will remain strictly confidential, and will be used for research purposes only. Personal details will never be disclosed or identifiable from this interview, whether to employers or anyone else. You can review the audio-recording and ask for the entire audio-recording or parts of it to be erased if necessary.

DATA RETENTION

Data, whether containing personal identifiers or not, will be kept for as long as reasonably necessary for research, publication and education purposes, but in any event not more than 5 years after publication of the first paper arising from the research project.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. This means that you can choose to stop at any time without negative consequences.

QUESTIONS AND CONCERNS

If you have any questions about the research, please feel free to contact **Dr Eva Ng (3917-2745)**. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (2241-5267).

SIGNATURE

I _____ (Name of Participant)

understand the procedures described above and agree to participate in this study.

[I ** agree / do not agree to the audio-recording during the procedure.]

I ** wish / do not wish to be identified.

(** Please delete as appropriate.)

Signature of Participant

Date:

HREC Approval Expiration date: 13 February 2023

HREC Reference Number: EA1901005

THE UNIVERSITY OF HONG KONG

香 港



大 學

February 14, 2019

Dr. Eva Nga Shan Ng
School of Chinese

Dear Dr. Ng,

Application for Ethics Approval
HREC's Reference Number: EA1901005

I refer to your application for ethics approval of your project entitled "A Study on Potential Model for Accreditation & Regulation of Interpreters and Translators in Ethnic Minority Languages in Hong Kong".

2. I am pleased to inform you that the application has been approved by the Human Research Ethics Committee (HREC) regarding the ethical aspect of the above-mentioned research project, and the expiration date of the ethical approval is February 13, 2023.
3. Starting from April 1, 2015, the HREC's reference number of your project (i.e. EA1901005) has to be shown in all materials sent to potential and actual participants to enable participants to link the materials to an approved project.
4. You are reminded to report to the Committee any amendments and new information on the project. Any deviation from the study protocol or compliance incident that has occurred during a study and may adversely affect the rights, safety or well-being of any participant or breaches of confidentiality should be reported to the HREC within 15 calendar days from the first awareness of the deviation/incident by the PI. Application for amendment(s) of an approved project including project extension should be submitted using a prescribed form which can be downloaded from the Research Services homepage (<http://www.rss.hku.hk/integrity/ethics-compliance/hrec>). Application for extension should be submitted well before the initially approved expiration date.

Yours sincerely,

Professor T.S. Veitch
Chairman
Human Research Ethics Committee

c.c. Dr. J.H.C. Leung, School of English
Ms. K.A. Loper, Department of Law

TSV/vy/bw

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