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An Exploratory Network Analysis of the Translation Industry in the Philippines: Perspectives from Translators in the Academe

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Abstract

This exploratory study examines the state of translation praxis through the lens of network structure types vis-à-vis governance outcomes, focusing on policies concerning certification and compensation of translators. The institutions supporting translators and translation in the Philippines are first identified, described, and presented as a network. Surveys were then conducted on the views of translators about their concerns and working conditions. Results suggest the Philippines falls under Quadrant IV of Fawcett and Daugbjerg's (2012) typology of governance arrangements, characterized by a network where several actors are directly and indirectly involved in the policies and environment affecting translators even when there is a dearth of regulatory policies on certification, accreditation, and compensation. Policy recommendations are put forward to address these matters.

Keywords

Translation, translation policy, translators, professionalization, translation process, translator professionalization

Introduction

Translation appears to be an inevitability in a multilingual country such as the Philippines. The question of selecting official language(s) from the many spoken within the country has beset policymakers since early attempts at nation- and state-building. This led to only two of the many languages spoken in the country acting as both official and national languages: English and Filipino. Constitutional changes to official languages are a case in point, with Pilipino and English (1973) replacing English and Spanish (1935). The 1987 Constitution names Filipino and English (while also recognizing a number of regional languages as “auxiliary official languages”) as official languages until today. Each revision brought significant changes to educational policies, and similarly, the support and recognition given to individual languages, their speakers, and translators.

While translation is a recognized good, it presents challenges in coordinating and implementing policies with regard to its professionalization and remuneration. The act of translating is a skill that needs a significant amount of training above and beyond language competency, yet there is no professional regulatory board for translation professionals in the country. The scenario for translators in the Philippines contrasts with contexts where translators are often sent to special schools or given various officially recognized certifications to attest to their skill (Pym et al. 2013). While there is clearly a market demand in the Philippines for translators, the lack of official certification means that minimal qualifications can rarely be ascertained and both remuneration and translation quality can therefore sink due to the lack of standards.

Beyond the national purview, the need for translators and translation has only increased with globalization. Yet for professionals engaged in translation, it remains “a quasi-profession that is facing many challenges en route to attaining the full professional status”

(Kang and Shunmugam 2014, 191), and is largely officially unregulated in many parts of the world. Studies of the translation profession in the Asian context (Liu 2021; Kang and Shunmugam 2014), aside from affirming this claim, have likewise revealed institutional and societal challenges to its professionalization. There is no single global body that can certify translations, while substantial differences in the degree of legal or institutional recognition for translators across countries remain, even within Europe where there is a comparably higher degree of institutional support for translation studies and professionals (Pym et al. 2013). While each region or state has separate policies and needs with regard to translation, specifically the translation profession, it may be useful to glean from existing policies and data on promotion and professionalization, considering the constitutional recognition of the multilingual nature of the Philippines.

On this account, we explore the potential of the Philippines in establishing translation and translator-oriented policies, taking into consideration existing policy actors, which are examined within a framework of network analysis. The translation network of the Philippines is characterized by both nonstate and state actors acting relatively autonomously to address various translation- and translator-related issues, albeit with the perceived need for greater state intervention.

We first briefly discuss Fawcett and Daugbjerg's (2012) critical-realist approach to policy networks and its centrality in understanding the current interrelations of the government and nongovernment institutions on policymaking outcomes. To map, albeit provisionally, the interrelations of the said policy actors, key government and nongovernment institutions must first be identified. To guide this part of the discussion, we have adopted the analytical dimensions put forward by Hallak (2000), considering the government and other protagonists, the structure and objectives of existing policies and/ or initiatives, forms of accreditation or recognition, if any, and the situation of the translators. The exploration of the situation of the translators is informed by data gathered from a survey administered to translation professionals. The conclusions of the study are followed by recommendations for translation policy.

Framework and Methodology

Network Analysis

As the profession clearly comes under the purview of more institutions than the state, this study situates the concrete problems of translators in a network model of governance. Network models of policy and governance have often been employed in the analysis of the policymaking process, as they are able to show how various policy actors, both from within the government and without, can set agendas, influence policy, and thus play a role in policy and policymaking outcomes (Lewis 2006). This appears to be the case in the Philippines, where several actors constitute sources of policy for translation and translators, as will be described below. Networks also allow the analysis of a particular network's structure to determine potential or likely sources of influence based on the institution's or individual's place in the network: traditionally, policy research has often viewed state actors as the main implementer of policy, whereas network research tends to view the policymaking process as more diffused.

The concept of policy networks has attracted critiques from scholars who have argued that networks struggle to provide causal explanations for policy outcomes (Dowding 1995). Nevertheless, identifying the situation of existing translation policies (and the lack of them), contrasting these with the needs of translators, and determining the roles of each actor in the network and their roles in the promotion, remuneration, and certification of translators in the country can allow insights into how best to effect specific regulations for better standardization and remuneration in the field.

In a critical-realist approach to policy networks, Fawcett and Daugbjerg (2012) draw from the conceptual assumptions of the Policy Network Analysis school. These are characterized by a dichotomy between a policy community with a small number of actors who share a common policy goal and engage in frequent interactions, and an issue network, which is characterized by a larger number of members with a wide range of interests that rely on unstable interactions and conflict over policy procedures (Fawcett and Daugbjerg 2012, 199). The second of these, the Network Governance School, recognizes the role

of *both* societal actors *and* the state in responding, through practice, to (sociopolitical) dilemmas. As these schools have often been critiqued for excluding policymaking outcomes, Fawcett and Daugbjerg (2012) propose an outcomes-focused framework that, on the one hand, recognizes the significant role of the state and societal actors on the vertical axis, but on the other hand, the dimension of *exclusivity* and *inclusivity*. Both appear on the horizontal axis in the model.

Table 1. Governance Outcomes (redrawn from Fawcett and Daugbjerg 2012, 201)

	Exclusion	Inclusion
State-centered governance	I <ul style="list-style-type: none"> • Medium input legitimacy • High output legitimacy 	II <ul style="list-style-type: none"> • High input legitimacy • Medium output legitimacy
Society-centered governance	III <ul style="list-style-type: none"> • Low input legitimacy • Medium output legitimacy 	IV <ul style="list-style-type: none"> • High input legitimacy • Low output legitimacy

Exclusivity is defined as the concentration of actors having both the means and a set of well-defined practices to enact policy in such a manner that their positionality in the network makes it difficult for other actors to influence “the way things are done” (akin to a policy community). In short, exclusivity refers to the extent a policy actor dominates the policymaking process.

Inclusivity represents the condition of a lack of consensus as to how to approach or address a particular issue, therefore, representing the opportunity for various state and nonstate actors to respond in manners they see fit, albeit with either the state or nonstate (societal) actors taking on a more central organizing role for the network.

Finally, the third component of the model involves the *legitimacy of inputs and outputs* in the policymaking process, with “input legitimacy, [referring] to the process through which decisions are reached;

and output legitimacy, which refers to policy outcomes and their effectiveness” (Fawcett and Daugbjerg 2012, 202, 204; cf. Bevir 2011, 5). High input legitimacy means that the policymaking process was more participatory, whereas medium and low input legitimacy indicate degrees to which critical actors with either authority or resources are left out of decision-making.

With high output legitimacy, for instance, one can expect that policy outcomes are sufficient and can be widely implemented, sustained, and accepted by the target public. Meanwhile, low output legitimacy suggests that broad implementation, stability, and/or recognition are unlikely. Medium output legitimacy means that there are various inconsistencies, including, but not limited to, the inability to implement policies or actions consistently, short-term policies, or unequal recognition of governance measures (including policy) among the target public.

In Quadrant I, one expects high output legitimacy as the state has resources and authority to¹ ensure the “broad implementation, maintenance, and features broad public acceptance” of a policy, which makes policy outcomes involving standardization and accreditation (see Pym 2013).² However, the policymaking process suffers from its noninclusiveness in terms of input legitimacy.

On the other hand, Quadrant II describes an inclusive state-centered governance. Seen from the point of view of inclusiveness, it implies that the state may either not have the resources or established practices that afford them a decisive role in a policy community, but it is more active and consistent in coordinating and managing the network and its constituents. This arrangement is theorized to have high input legitimacy due to the state’s collaboration with nonstate

1 Nonstate or societal actors in this specific context shall refer to groups (such as associations and nonprofit organizations) and individuals that are not acting in the name of the Philippine government or in their capacity as employees of the Philippine government.

2 Secondly, while Pym is important, we do not want to make a hard claim that this *ought* to be the only benchmark (in fact, Pym does a study of several countries in the EU, we mentioned some in the discussion), especially since it is pertinent to first have a comparable situation. What we believe to be ‘comparable’ can only come in the form of strong and networked associations and standardization (for instance, on a lexical level).

actors (Fawcett and Daugbjerg 2012), but deadlocks may result due to the inclusion of too many actors that affect the consistency and enforcement of the output, resulting in medium output legitimacy.

In contrast to the state-centric Quadrants I and II, the bottom half of the chart describes society-centered types of governance. While a network being managed by several societal actors may contribute to higher input legitimacy due to its grassroots quality (Quadrant IV), deadlocks are likely to ensue (medium output legitimacy).

A situation such as in Quadrant III, however, might overcome a deadlock to achieve medium output legitimacy in the face of excluding other actors (Fawcett and Daugbjerg 2012, 202–204). However, this assumes a dominant group of nonstate actors with established practices and resources to pursue governance outcomes.

The “content” of the network analysis (i.e., stakeholders and their situation in Philippines) will be drawn from Hallak (2000), who presents areas of concern for educational reform in the era of globalization. Although it is different from the field of translation, the context of globalization is characterized by power-sharing between nongovernment institutions and the government, the impacts of global standardization on local modes of accreditation, and the existing structures and situation of stakeholders (Hallak 2000). These are all relevant in assessing translation standards that often involve standards set by global or regional regimes, and objectives that both state and nonstate actors carry out simultaneously. The dimensions used in this study to describe the Philippines’ translation network include:

- (1) the structure and objectives of existing policies and/or initiatives;
- (2) the role of the government and other protagonists;
- (3) the available forms of accreditation or recognition; and
- (4) translators’ situation.

Interviews

To substantiate this contextualization, the paper utilizes a questionnaire that surveys employment, experiences, and concerns of practicing translators. Situating their experiences in light of existing state policies and government agencies illuminates the state of policy of translation in the country and how the network framework can assist in capturing structural issues in the regulation and organization of translators and translation initiatives.

Scope

A major caveat of this paper pertains to its data, as it relies on publicly available documentation from government agencies and reflects the perspectives of a limited sample size of 11 translators, primarily affiliated with the academe. This is despite efforts to reach out to various nonacademic institutions. While Fawcett and Daugbjerg's (2012) posited that individual state agencies acting on their own have medium input and high output legitimacy, we focus not on individual policies and their impact. Instead, we examine the degree to which the policies of state actors and the actions of selected nonstate actors interact to specifically address dilemmas of standardization and accreditation in translation, including issues of compensation.³ We argue that, with respect to this objective, the role of state-led agencies—typically possessing medium legitimacy and potentially medium-high output legitimacy—to enact policies is underutilized. This creates a scenario in which societal and nonstate actors, including translators, make their own decisions.

3 In this article, we aim not to examine whether an existing policy or practice that does not outrightly contribute to accreditation or standardization is high/medium/low input or output legitimacy but highlight the degree to which the overall network structure can address the needs for professionalization and standardization. Therefore, we argue that even as translator recognition (in the form of awards, grants etc) is provided, the existing network (or lack of it), as well as policy-driven efforts towards creating standardization, are not being fully utilized in the case of the former, and largely absent in the case of the latter. Seen in isolation, translator recognition through awards can be medium or high output legitimacy because it achieves its stated aims, albeit remaining tangential to creating any widely-implemented form of accreditation - which is why we emphasize Quadrant IV as an overall valuation.

Identifying Translation-Related Actors and Policies

In terms of policies, the status of translators and translation can be understood by identifying means of institutional support and recognition for translation professionals, as well as related educational and linguistic policies that form the basis for the supply and demand of translations and translators. This will also contribute to determining the actors in the network.

Government institutions and translation work

Komisyon sa Wikang Filipino (KWF)

Three government institutions engage with translation work in the Philippines: the Komisyon sa Wikang Filipino (KWF), the National Commission for Culture and the Arts (NCCA), and the National Book Development Board (NBDB). These, as well as some of the educational institutions below, form the basis of state actors in the network.

The Surian ng Wikang Pambansa (SWP), established in 1936 by the Commonwealth Government, was tasked to adopt and standardize a common national language based on Tagalog to be taught in all schools in the country (Commonwealth Act No. 184 [1936]; Executive Order [EO] No. 134 [1937]). Decades later, in 1971, a reconstitution of the SWP was deemed necessary in the government's quest to amplify and expand the national language. Thus, as part of their functions, the SWP had the power to create policies towards the massive production of reading materials "in the form of translations and/or original works" (EO No. 304 [1971]). While this paper will not dwell on the impact of this policy, it is worth noting that the promotion of translated works does not necessarily mean that the professionalization of translation followed suit, as the following paragraphs demonstrate. The SWP was restructured in 1987,⁴ becoming the Linangan ng mga Wika sa

4 In 1987, there were major policy undertakings in the field of education. These are the Department of Education's 1987 Policy on Bilingual Education (DECS Order No. 52 [1987]) and its equivalent for tertiary education, Commission on Higher Education's Memorandum (CHED MO No. 59 [1996]), which laid the foundations for the use of English and Filipino in education, while simultaneously creating opportunities for the translation

Pilipinas (LWP) (EO No. 117 [1987]). LWP's main functions included intensifying the use of Filipino in official communications and transactions and translating names of public offices and buildings into Filipino in hopes of fostering "unity and peace for national progress" (EO No. 335 [1988]). Just four years later, the Commission on the Filipino Language Act of 1991 (Republic Act [RA] No. 7104) established the KWF. The KWF is entrusted with developing, preserving, and promoting the languages of the Philippines.

Included in the KWF's duties and functions is the creation and maintenance of a translation division, namely the Sangay ng Salin (SS). The SS incentivizes

the translation into Filipino and other Philippine languages of important historical works and cultural traditions of ethnolinguistic groups, laws, resolutions and other legislative enactments, executive issuances, government policy statements and official documents, textbooks and reference materials in various disciplines and other foreign materials which it may deem necessary for education and other purposes (RA No. 7104 [1991], sec. 14[f]).

Among its tasks is to study theories and practices towards translation into Filipino and other Philippine languages through training programs⁵ in order to ultimately produce translations into these languages (Komisyon sa Wikang Filipino, n.d.). KWF translation projects include free frontline translation and validation services,⁶ a translation exchange program for literary works, and a translation competition involving linguistic, literary, cultural, or historical texts.

of literature and classroom materials to and from either language. These were later followed by the 2009 Mother-Tongue-Based Multilingual Education (MTB-MLE) (DepEd Order No. 74 [2009]), which necessitated the hiring of translators for instructional materials.

5 The KWF organized a nonacademic translator training programs (Sertipikong Programa sa Pagsasalin) conducted from 2015 to 2017, whose activities consisted of lectures on translation history, importance, types, and steps, as well as practice exercises and critiques of short outputs.

6 These are handled by in-house translators who are compensated in the form of a monthly stipend instead of getting paid per project or depending on the output (i.e., number of pages, words).

The SS also created a Registry of Translators for the exclusive use of the KWF in their many projects, such as developing learning materials for the MTB-MLE program. According to John Enrico Torralba,⁷ SS Chief Language Researcher, beginning in 2015, translators who wished to be a part of the registry needed first to undergo translator training organized by the KWF. Only those who demonstrated proficiency in translation were included in the registry. Translators can also be added to the registry if they have already produced a body of work in translation.⁸ Currently in discussion at the KWF are the development of a Certificate Program in Translation, in partnership with academic institutions, and an accreditation system for translators.⁹

We can see, therefore, that in terms of practices, the KWF is concerned largely with Philippine languages (thus not covering translators in the country specializing in non-Philippine languages). While it has developed dictionaries and orthographic guides for Filipino, which ought to indicate high output legitimacy, efforts towards institutionalizing standardized forms have been met with difficulty (Komisyon sa Wikang Filipino 2023) due to issues such as varying language ideologies underpinning language policy and planning (Zeng and Li 2023) and lexicography (Cabazares 2016). Thus in terms of standardization and certification as a whole, the KWF is a key actor, moving towards strategies reflective of medium output legitimacy due to slow progress in policy implementation, as exhibited in Quadrant II.

7 John Enrico Torralba, email message to author, 20–21 January 2022.

8 There are currently no interpreters included in the registry as no one in the KWF is equipped with the knowledge and skills on interpretation. Since the outbreak of the pandemic in 2020, the KWF called for volunteers to translate or assist in translating information on COVID-19. Many of those who responded were evaluated and included in the registry. At present, the KWF has 224 names under their Registry of Translators.

9 As of our correspondence in January 2022, Torralba just stated that plans were currently in discussion. He also mentioned that plans with SUCs to put up translation centers outside of Metro Manila had to be halted due to the pandemic. In addition, in August 2023, the KWF also organized a series of online forums in collaboration with university-based translation centers to promote the professionalization of translation in the country. It has been observed that the slow progress of the discipline's professionalization could be attributed to the following: (1) a lack of continuous networking among translation centers; (2) the public's lack of awareness towards translational activities; (3) a lack of standardized tests for proficiency in Filipino (or any other Philippine language) that can then determine translation proficiency (Komisyon sa Wikang Filipino 2023).

The National Commission for Culture and the Arts (NCCA)

The second government agency with a critical role in translation efforts is the NCCA, created in 1987 as the Presidential Commission on Culture and Arts (PCCA) before being enacted into law as the National Commission for Culture and the Arts via RA No. 7356 (National Commission for Culture and the Arts, n.d-a). The NCCA is tasked with the development and promotion of Philippine arts and culture by virtue of policies and grants. While this mandate is not entirely focused on translation, it encourages and monitors a translation program, allowing accessibility of selected Filipino and foreign literary classics to Filipino and international readers alike (RA No. 7356 [1992]). In 2001, the KWF became administratively attached to the NCCA from the Department of Education (RA No. 9155 [2001]). Translation research, opportunities, grants, and awards¹⁰ in Filipino and other Philippine languages are handled by the NCCA's National Commission on Language and Translation (NCLT) under the Subcommission on Cultural Dissemination (National Commission for Culture and the Arts, n.d.-b). Unlike the KWF, the NCCA has a wide-ranging mandate pertaining to all forms of cultural activity and does not necessarily focus on translation. This indicates that while high output legitimacy is theorized for state actors, i.e., recognition for individual translators, it does not necessarily mean that the NCCA is fostering a community or network for addressing key translation-related issues such as remuneration, standardization, and licensure.

National Book Development Board

The third important government agency is the National Book Development Board (NBDB), formed in 1995 under RA No. 8047. The NBDB's objective is to increase readership among Filipinos and to promote both the development of indigenous scholarship and the translation of scientific and technical books and classic literary works into Filipino and other Philippine languages (RA No. 8074 [1995]). To satisfy these objectives, the NBDB offers yearly translation subsidy

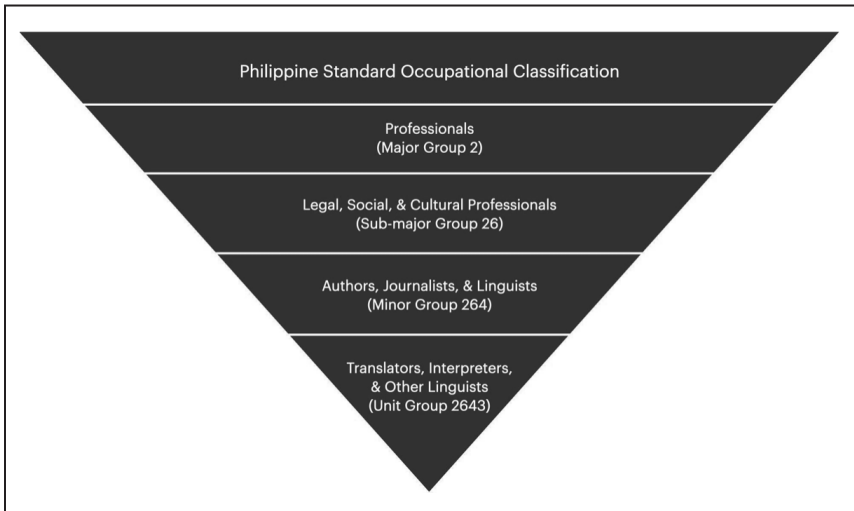
¹⁰ See the Gawad Rolando S. Tinio sa Tagasalin or Translator's Prize (National Commission for Culture and the Arts 2023).

programs ranging from Php 50,000 to Php 200,000. As with the NCCA, these initiatives encourage individual efforts at translation rather than presenting a specific form of governance (National Book Development Board 2023).

Translator Status in Official Categorizations

Yet another concern with policies that impact translators beyond standardization are issues of professionalization and compensation, which are linked to existing regulations of government bodies. The 2009 Philippine Standard Industrial Classification (PSIC) classifies industries prevailing in the country based on productive activities/primary economic activities undertaken by establishments. According to the 2009 PSIC, “translation and interpretation activities” fall under Class 7490 of Group 749, which is described as “Other professional, scientific and technical activities [that] includes a great variety of service activities for which more advanced professional, scientific and technical skill levels are required [emphasis added], but does not include ongoing, routine business functions that are generally of short duration” (National Statistical Coordination Board 2009, 254).

Figure 1. Occupational Classification of Translators adapted from the Philippine Statistics Authority (2012).



The 2012 Philippine Standard Occupational Classification (PSOC), on the other hand, which classifies the different occupational groups of the working population, has categorized “Translators, Interpreters, and Other Linguists (unit code 2643)” under “Authors, Journalists and Linguists.” The classification only states a description of the group and a list of tasks performed. It gives the following information on the tasks of translation professionals:

translating from one language into another and ensuring that the correct meaning of the original is retained, that legal, technical or scientific works are correctly rendered, and that the phraseology and terminology of the spirit and style of literary works are conveyed as far as possible; developing methods for the use of computers and other instruments to improve productivity and quality of translation; [. . .] revising and correcting translated material (Philippine Statistics Authority 2012).

Although translators and translation activities have a specific category in these classifications, they do not have any special category. They also do not enjoy certain tax benefits in the national taxation system since most of them either fall under the category of salaried workers or as self-employed individuals or freelancers.

Neither the 2009 PSIC nor the 2012 PSOC provide any information on salaries. Government *plantilla* items only indicate two positions for full-time translators (Translators I and II) with equivalent salary grades (SGs) of 8 and 11, respectively. Published vacancies for the Translator II position also require a bachelor’s degree in any field with neither experience nor training necessary. This criterion for hiring contradicts the description of the industry and assumes that anyone can be a translator; i.e., translation skills are innate. This confirms that translation is often viewed as having a low social status and at the same level as secretarial work with an unskilled and poorly paid workforce who have hardly any power over their actions (Katan 2009; Kujamäki 2021), potentially creating barriers to consolidate action on the matter.

It must also be noted, however, that in the private sector,¹¹ translators are compensated differently, revealing a lack of consistency in standards. On websites like JobStreet, job postings for nonliterary translator positions in business processing and outsourcing (BPO) companies show that the monthly salary may normally range from Php 25,000 to Php 100,000. Various postings may require interested applicants to have either translation/work experience (some demand at least two years), or language proficiency based on wide-ranging criteria. Meanwhile, commissions coming from private individuals or entities may offer a higher honorarium as the translator is able to directly negotiate the terms and conditions of the projects with the client. There are still no laws at the moment that expand labor protection to freelancers, but the government is currently working on the passing of Senate Bill No. 1810, the Freelancers Protection Act (Fernandez 2021). As this bill is to be implemented nationwide but does not exist in conjunction with the systems required for accreditation and standardization, it has medium output legitimacy in this respect.

All in all, we observe that while there are active policies in various government agencies for *employing* translators and *promoting* translation projects, standardization and accreditation policies have only just begun to emerge in the form of KWF's creation of a registry and discussions on certification and professionalization.

Higher Education Institutions

Educational institutions often play a pivotal role in providing a stable supply of translators in the market. They may count either as state or societal actors, depending on the source of the emerging practice or policy; i.e., if it is state-funded or largely driven by individual motivations. Among the academic institutions in the Philippines,¹² only the University of the Philippines Diliman (UPD), a state university,

¹¹ Besides employment, other private sector actors, such as publishing houses, offer the possibility of translating literature. One such example is Penguin Random House SEA's initiative of publishing English translations of Southeast Asian classics, which include works by Lope K. Santos and Amado V. Hernandez (Penguin Random House SEA 2023).

¹² See Annex 1 on page 96.

offers degree programs that specialize in translation at the graduate level. Foreign-language translation programs generally focus on theories and practice, and they can involve translation between and among Filipino, English, and foreign languages. On the other hand, translation programs in Filipino are more focused on translation studies in various historical periods, methods in literary and technical translation, and analyzing important Filipino translations that reflect the traditions, goals, and problems of translation in the Philippines.

At the undergraduate level, degree programs that include around three to nine units of translation courses typically specialize in language studies (Filipino, English, and other languages), literature and cultural studies, language teaching, Philippine studies (including history), and creative writing. More than half of the translation courses offered at the undergraduate level are introductory, which may include techniques in translation and text editing. Out of the 39 translation courses offered across 11 universities in the Philippines, nine focus on literary translation, with three on nonliterary or technical translation. Other translation courses offered at the undergraduate level include archival translation, audiovisual and media translation, and translation criticism. In addition, the De La Salle–College of Saint Benilde offers the degree program Bachelor in Sign Language Interpretation, whose curriculum is practice-oriented (consecutive and simultaneous interpreting, and various interpreting electives in specialized fields, among others). This survey of academic institutions has thus revealed not only potential areas of collaboration and policymaking but also aspects of translation whose practices and professionals may not often receive attention, such as translation in and between foreign languages and sign language. Besides this, while academics may act in their capacities as researchers, consultants, or part-time practitioners of translation, a recent KWF online forum (2023) revealed that initiatives towards standardization are viewed by academics as falling within the mandates of concerned government agencies.

Other Associations

It is worth noting that a network of societal actors ought to include potential inputs from other institutions or associations, both local and foreign, that delve into translation in the Philippines.

Many of these are university-based translation centers,¹³ such as the University of Santo Tomas (UST) Sentro sa Salin at Araling Salin, established to support the KWF's national program in translation as mentioned previously, and the University of the Philippines (UP) Sentro sa Wikang Filipino (SWF), established in 1989 and based in Diliman. The SWF promotes the Filipino language as a medium of instruction and language for research and publication. One of their projects, the open library Aklatang Bayan Online, allows authors or translators, through a review process, to submit their original or translated work in Filipino.

Aside from university-based centers, there are nonstock and nonprofit organizations that focus on translation. One of these is the Filipinas Institute of Translation, established in 1997 by writers, translators, and researchers to promote the translation and development of modern Filipino. The Translators Association of the Philippines (TAP), established in 1983, mainly deals with translating the Bible translation into Philippine languages. Finally, SIL International, a nonprofit organization, has been working closely with Philippine ethnolinguistic communities since 1953 to produce bilingual materials for educational, cultural, and religious purposes (such texts are translated from the vernacular or to a language of wider communication or vice versa) (SIL Philippines, n.d.). While this sample does not cover all of the translation-related associations in the Philippines, their proliferation can be taken as recognition of both the importance of translation, increasing market demand, and likewise, the demand for networking and collective action with regard to translation.

In this section, we have seen that there are relatively scant state policies on translation professionalization. In addition, initiatives and efforts do not appear to be bound by state-established credentials or criteria akin to how lawyers or engineers undergo board exams,

13 Apart from the UST Sentro sa Salin at Araling Salin and the UP Sentro sa Wikang Filipino, other university-based translation centers in the National Capital Region include the Polytechnic University of the Philippines (PUP) Sentro ng Pagsasalin, the De La Salle University (DLSU) Sentro ng Pagsasalin, Intelektuwalisasyon, at Adbokasiya, the Philippine Normal University (PNU) Sentro ng Pag-aaral ng Wika, and the University of Asia and the Pacific (UA&P) Kagawaran ng Filipino (Komisyon sa Wikang Filipino 2023).

for instance. Translators need not be accredited by the state nor do translations have to be certified by the state. The Philippines currently does not have a certification, accreditation, or licensure process for translators, even as a registry for translators of Philippine languages is being compiled by the KWF. Certifications are done on a case-to-case basis, and the accreditation of organizations has largely been indirect and through existing state-affiliated and nongovernmental institutions.

Translators' Situation

In keeping with the structure of this paper that is guided by Hallak's (2000) work (wherein the following areas of concern were identified: [1] the structure and objectives of existing policies and/or initiatives, [2] the role of the government and other protagonists, [3] the available forms of accreditation or recognition, and [4] translators' situation), we draw on the fourth analytical dimension. To find out the situation of the translators in the Philippines, we sent emails of invitation to 25 translation professionals from various Philippine universities, with some of them currently holding positions in established translation institutions. An open invitation was likewise sent to chairs of language departments, heads of cultural institutions, and the registry of translators from the KWF to widen our reach.¹⁴ Unfortunately, only 11 participants responded to the questionnaire, all of whom are employed in the academe.¹⁵

The questionnaire was divided into two parts: employment information and perspectives on the challenges in practice. The first part obtained the institutional affiliation, position in the field (i.e., translator, translation researcher, or employer), nature of projects, and derived income.

14 While some of the translators here are affiliated with state universities, actions they take as individual practitioners were not considered state-driven unless conducted towards decision-making for translators directly under the direction of the state. Emails were sent out in 2021.

15 Of the 11, ten were from UPD and one was from PUP. Respondents from UPD came from the following departments: the Department of European Languages, Department of Linguistics, Department of Filipino and Philippine Literature, and the Center for International Studies. Surveys were completed in 2023.

The second part consisted of open-ended questions on the experiences of translators and employers vis-à-vis challenges encountered in the practice of translation. Their situation is gleaned from these identified challenges, which, interestingly, all relate to Hallak's first three analytical dimensions: the role of the government and other protagonists, the structure and objectives of existing policies and/or initiatives, and the available forms of accreditation or recognition.¹⁶ By extension, the analysis then shows how their responses indicate somewhat the level of output and input legitimacy. The responses have been grouped accordingly, so much so that for instance responses exemplifying medium output legitimacy are classified as such.

Respondents are either currently practicing translators or researching translation. However, none of them translate full-time, confirming that translation is not their main source of income, therefore lending credence to Kang and Shunmugam's (2014, 191) claim that translation remains "a quasi-profession that is facing many challenges en route to attaining the full professional status." Most respondents take on both literary and nonliterary translations, and they mostly receive translation commissions from the organizations they are affiliated with. The languages used by the respondents in translation practice revolve around English, Filipino, and three European languages: French, German, and Spanish.

The respondents regard the government in two ways. First, they believe that it is the principal actor in translation policymaking, and second, they also consider it a client. Overall, these two roles of the government do not seem to contribute positively to the translation practice of the respondents.

The participants highlighted the shortcomings of the government as the policymaking body in undertaking any initiative to protect their profession. While there appears to be a perception that the

¹⁶ However, it should be noted that vis-à-vis the results of the survey, it is difficult to discuss these three dimensions separately. We cannot mention the government and other protagonists without delving into the policies they have crafted (or lack thereof), and accreditation and recognition cannot be discussed without mentioning from whom they originate. We subsequently conclude the discussion by determining the current quadrant of the Philippines based on Fawcett and Daugbjerg's (2012) model.

government occupies a more central and decisive role in the network, i.e., Quadrant I, the respondents do not feel the presence/impact of policies in order of priority: standards for compensation, accessibility to resources, working conditions, protections for translators, professional recognition, and evaluation standards.

Industry-wide standards for compensation are almost a unanimous concern in the responses. In such an absence, translators determine their own engagement rate and charge clients accordingly. Some of the respondents reported feeling reluctant to discuss and negotiate details of compensation, ending up inadequately compensated for their efforts. Given the past and present employment of the participants, as well as their language specializations, it appears that freelance translation, without any institutional affiliation, is not seen as a viable or stable career due in part to fluctuation in demand. However, it is also possible that the contrary will hold true for other languages not included in the study, e.g., Mandarin and Korean. Depending on the actor(s) involved, the belief that translation jobs entail low or unreliable compensation and lack of benefits, coupled with the low availability of *plantilla* items for translators in government institutions, results not only in low visibility but also in reduced appeal of translation as a profession. Respondents also report poor working conditions, including a lack of access to industry tools and language resources, as well as tight deadlines. The time constraints are also owed to translators juggling full-time academic work alongside their projects. Furthermore, there are no protections for translators' rights, such as delineating responsibilities for possible mistranslations, especially in legal matters. This suggests that except for well-paying private-sector jobs, both state and nonstate actors have low output legitimacy with regard to compensation.

Evaluation standards are also not present in the industry, both in quality control of the output and in the competencies of translators. Respondents reported doing their own evaluation processes. They sometimes ask for external validation to ensure that they have met the requirements of the brief, all done within the limitations of time that the clients give them. With regard to evaluating translators themselves, there is no way to ascertain whether they are well-versed in different types of jargon and register aside from being proficient in the target

language. Clients who are not familiar with the language will take the output based on trust in the translators' capabilities, and thus there is low to medium output legitimacy depending on whether the client provides necessary feedback and compensation.

Low output legitimacy on the part of the state or societal actors can further be seen in what respondents identified as an absence of professional recognition, as some report not receiving professional credit for book-length translations. In contrast to previous studies, however, most of the respondents do not seem concerned with prestige, authority, and trustworthiness (cf. Pym et al. 2013), nor with education, visibility, and power/influence (cf. Dam and Zethsen 2010), possibly because all respondents already have full-time employment in academia. Though some mentioned that their competence in jargon and language is a factor in the translation process, translation training was not distinctively expressed as a concern. Neither is professional exclusivity a reason for concern since respondents did not mention having to compete with less experienced translators.

As previously mentioned, the respondents regard the government as a client aside from being a policymaking body. Despite efforts of the government to advance the translation profession through the KWF,¹⁷ the NCCA, and the NBDB, the respondents did not cite any of these institutions' initiatives as a valuable resource in the process. Rather, they mention government institutions, like the National Historical Commission of the Philippines¹⁸ (NHCP), that seek help from academics for translation work, which shows that greater inclusion in policymaking is associated (high input legitimacy) is associated with positive, high legitimacy outcomes. Translation activities, however, are not limited to government-initiated projects as

17 In the August 2023 forum, university-based translation centers hoped that the KWF should function as the head of an umbrella organization focused on bringing together the activities of everyone involved in the discipline (as translation centers typically act on their own).

18 Although translation is not explicitly part of the NHCP's most recent mandate (RA No. 10086 [2010]), the agency's Research Publications and Heraldry Division includes as one of its many tasks the "translation into English and Filipino of important scholarly works of Filipinos and foreigners originally written in foreign languages" (National Historical Commission of the Philippines 2023). Based on the responses collected, the NHCP appears to outsource translation work as opposed in-house services at the KWF.

they may also come from nonstate agencies or institutions, individual clients, or in the form of voluntary work. It is worth noting that while the government as their client provides them the translation jobs, their identified concerns relating to difficulties in working conditions and commensurate compensation likewise stem from these transactions with the government.

Mapping the Current Translation Network in the Philippines: High Input Legitimacy, Low Output Legitimacy (Quadrant IV)

Figure 2. Authors' Illustration of Institutions and Roles supporting Translators in the Philippines

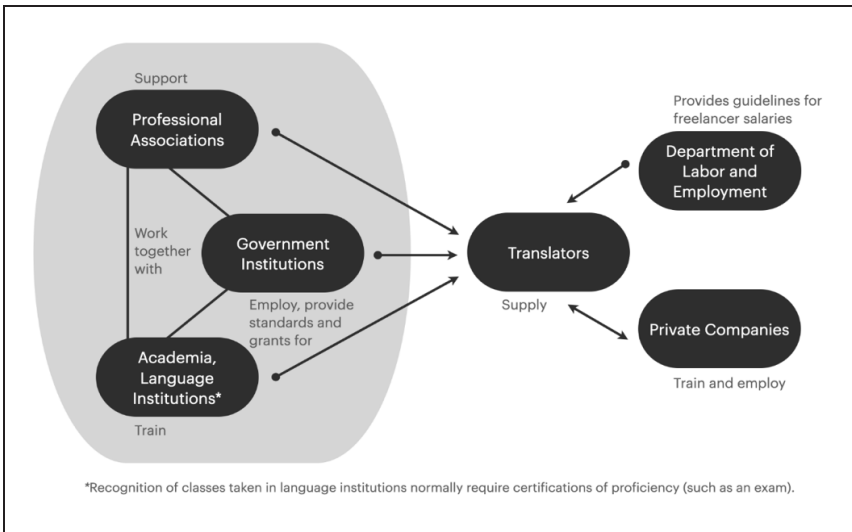


Figure 2 shows a glimpse of the network of the translation industry in the Philippines. The findings, particularly the interviews, reveal that the network is likely to be a combination of society-centered governance with a relatively inclusive policy network (see Table 1). In it, various actors can address issues in a manner they believe is adequate

for their needs.¹⁹ In essence, the Philippines falls under Quadrant IV (high input legitimacy, low output legitimacy).

The responses of the participants in this study reflect the situation of a sample of translators in the Philippines: their individual initiatives to address the lack of standards regarding translation and the quality of translation work, and their overlooking of the role that accreditation and recognition of the profession play in addressing their concerns. The translation situation based on this sample, thus, portrays the ideal as state-led. Yet in practice, and based on the limited mandate and lack of coordination between the various agencies in the government, which at face value reflects Quadrant I as an ideal, does not appear to align with the reality of the lack of resources and reach of these institutions, as the participants themselves revealed.

Simultaneously, the current situation, with translators pursuing their own decisions and initiatives for criteria, salaries, and other practices that fall under governance outcomes, does not appear to be guided by a dominant nongovernment institution that can enact long-term and coherent policies or practices, which excludes Quadrant III. Rather, it appears that while societal actors could potentially have high input legitimacy amongst themselves in a grassroots fashion as suggested by Quadrant IV, they also realize that this does not translate into substantial changes to their situation. They themselves particularly feel that it is beyond their authority to take responsibility for policy development, leaving the status quo unchanged. It is thus evident that individual translators have taken responsibility to make translation a reputable profession; however, efforts made are insufficient to translate into stable or consistent governance outcomes, as explained in the Quadrant IV of Fawcett and Daugbjerg's governance outcomes (2012).

Furthermore, the analysis and interviews reveal that while this situation does not necessarily exclude the state, various practices are

¹⁹ While the alignment between various forms of standalone actions and network theory are not discussed thoroughly in Fawcett and Daugbjerg's (2012) concept, the lack of any outright exclusion mechanisms and difficulties in determining groups that have effected long-lasting and widespread policies in the sense of a policy network are more indicative of a situation resembling Quadrant IV, as opposed to Quadrant III.

largely autonomous of each other and are not indicative of a coherent policy community. This type of governance raises problems because “non-state actors are unlikely to undertake this [governance] role, either because they lack sufficient self-interest to do so, or because they lack the command of the requisite combination of resources, authority and legitimacy to be able to perform this role effectively” (Bell and Hindmoor, 2009, quoted in Fawcett and Daugbjerg 2012, 204).

This is apparent in matters of certification (considered here as a form of governance output/policy outcome), particularly with the absence of a clear entity or entities responsible save for academia and to a certain extent, language institutes, which provide differing entry-level criteria for translation jobs. While experience translating in a private firm may provide credentials, the lack of formal recognition of capabilities from the company means that experience can only tenuously serve as a standard unless certified training is included as part of the job. Training may also come in through activities organized by professional associations, albeit this depends heavily on content and eventual recognition.

The case of the Philippines contrasts with that of countries with standing translation associations that can muster political influence (Pym et al. 2013, 45) or institutions such as the Ministry of Justice in Romania, which charge standard rates for legal translations (Pym et al. 2013, 50), that can serve as an example (by no means the only one) for the operationalization of translator-oriented policies enacted elsewhere. These include identifying forms of institutional recognition, such as (1) *certification* as a process by which an organization grants recognition to an individual according to given credentials and criteria, (2) *accreditation* as a process by which an organization is granted recognition, (3) *registration* as a verification of credentials, and (4) *licensure* as a process by which individuals are granted permission by a government agency to practice an occupation (Pym et al. 2013, 6).

Based on the state of translation projects detailed above and the interviewee’s views that government agencies are, or ought to be, the primary actor in initiating professionalization and standardization directives, we have observed that there appear to be underutilized links in the network, such as between academia and the private sector,

professional associations and the government or the Department of Labor and Employment (DOLE), and other institutions. Network-wise, we define *weak links* as a lack of stable, long-standing partnerships and close collaborations that can serve as the basis for long-term governance outcomes. While some of these links have been used in other contexts such as Europe (Pym et al. 2013) to achieve gains in lobbying, or issuing certifications, these collaborations have yet to see fruition in terms of concrete, translator-specific policies or laws in the Philippines.²⁰

Conclusion and Policy Recommendations

This paper conducted a preliminary network analysis of the translation industry in the Philippines, applying Fawcett and Daugbjerg's (2012) typology of governance arrangements to the main actors involved in initiatives and policies related to translators and translation. We looked specifically into the extent whether there are policies regarding standardized guidelines for the accreditation and compensation of translators. Interviews conducted with translation professionals provided further perceptual insights into the network. It was revealed that the Philippines belongs to Quadrant IV, characterized by nonstate actors responding relatively autonomously to issues that confront them.

The network analysis reveals several actors that are directly and indirectly involved in the policies and environment affecting translators, even as there is a dearth of regulatory policies concerning standardization and professionalization. There also was a lack of coordination, accreditation mechanisms, and clarity in terms of translation-specific policies and institutions have created an environment where translation professionals express issues with compensation standards, varying considerably depending on the task type and the needs of the employer or client, and the lack of resources for translation and standards. In this respect, this study shares some of

²⁰ One of the nodes that requires more attention, however, is the role of media and religious groups, with the former serving as both employer and vehicle of dissemination for new expressions, and the latter often responsible for translation training for proselytization and scripture translation.

the insights that have been found in studies such as Pym et al. (2013), Fung-Ming Liu (2021), and Kang and Shunmugam (2014).

Nevertheless, the issues related to “adequate” compensation can only be defined with reference to satisfactory credentials and/or standards for quality that come with greater standardization and certification, which alludes to a set of priorities that come along with translation policy. The network-related issues that involve achieving outcomes related to compensation and recognition are contingent upon legitimacy; coordination and coherence regarding language standards; certification; and professionalization. In terms of the network, translators were very much concerned with establishing their own procedures for quality control or negotiating compensation as a response to clear directives from the state or translation associations. This begs the question as to what degree this corresponds to governance. Seen from its broad definition as stated above, we see from this sample that “governance” outcomes can originate from individuals who come up with their own responses to the lack of standards and perceived lack of adequate support or policies on the part of the government.

While the Philippines currently lies in Quadrant IV, it thus seems that Quadrant II—high input legitimacy, medium output legitimacy—is a more likely candidate for an attainable scenario in the Philippines should more sustainable and wide-reaching coordination efforts emerge. In this regard, some ways forward to maintain high input legitimacy and strengthen output legitimacy in the Philippines can be found in recommendations provided for in the UNESCO Recommendations on the Legal Protection of Translators and Translations of 1976 (UNESCO 1976). These include institutions soliciting and disseminating regular input from professional organizations to help determine model employment contracts and the minimum rates for translations, while government agencies determine appropriate standard terminologies for technical jargon with input from the appropriate experts and institutes.

For a practical solution, the related government agencies mentioned above can foster a regular network between professional organizations and interested members of the private sector to open channels of communication and coordination. Some of the steps

towards this direction seem to be materializing, such as the KWF's symposium²¹ on advancing translation professionalization in the country. However, these meetings ought to take place more regularly with views towards resolving common issues, particularly related to eventual professionalization, such as matters of compensation (particularly minimum standard rates for highly technical translations), addressing short-term and long-term solutions to problems of language policy ideologies (for instance, in orthography and lexicon), strategies for increasing awareness about the profession, and to foster more collective efforts towards accreditation. These are long-term goals that appear to be premised on the broad implementation and recognition of lexical standards or guidelines, although the development of clear guidelines for minimum rates for the translation of particular documents and minimum qualifications can be circulated widely throughout the community after due consultations. Additionally, disseminating and discussing achievable visions and objectives towards settling lexical and orthographic questions of standardization for major Philippine languages must be conducted in collaboration with scholars and key nonstate actors. One such project can be the compilation and dissemination of a widely accessible glossary of technical terms in various fields that can be updated with input from industry and translation scholars.

These are examples of how input legitimacy and output legitimacy can be improved, firstly as societal or individually driven decisions on translation quality (such as word choice) and compensation can have clear references (for higher output legitimacy), and how both societal actors can work together with the state for translation-related issues (to make the most of high input legitimacy). Once the processes of Quadrant II, leading to such discussions, have been sufficiently regularized (over the course of several administrations, for instance, to exemplify high output legitimacy), it can create optimum conditions for Quadrant IV as a mode of continuity. This is because state-led initiatives have the potential to create and establish momentum among

21 Among the translation centers that took part in this dialogue were the UST-Departamento ng Filipino; the UST Sentro sa Salin at Araling Salin; the UPD Sentro ng Wikang Filipino; the PUP Sentro ng Pagsasalin; the DLSU Sentro ng Pagsasalin, Intelektuwalisasyon, at Adbokasiya; the PNU Sentro ng Pag-aaral ng Wika; and the UA&P Kagawaran ng Filipino.

networking channels that specialize and prioritize translation-related matters despite possible disruptions due to changes in administration or government agency focus.

The need for more coordination and less ambiguity regarding the government's devolved approach to the profession can increase the stability of translation as a career, while also addressing the need for translation among Philippine languages. This need became particularly salient during the COVID-19 pandemic when the lack of translated materials was seen as detrimental to communicating public health information to marginalized sectors of the population (Lau et al. 2020).

However, as translation cannot simply be considered within the national space, government agencies and private individuals should also regularly make use of the collaboration opportunities offered by supranational bodies such as ASEAN to benchmark both culturally related and professional practices. This will involve coordinating closely with the ASEAN Committee on Culture and Information, as well as Philippine representatives to the Senior Officials Meeting on Culture and Arts at ASEAN to support translation-related workshops and networking.

In this study, we took the point of view of translators primarily engaged in the academe, and recommend further exploration of the perspectives of corporate translators to determine how the nature of translation work and the situation of translators is related to needs. Given the provisional mapping of the translation network, further policy studies may, for instance, focus on these areas: (1) issues concerning the translation profession from the perspective of employers and its relation to policies of compensation; (2) interviews and focus group discussions with key persons in the industry and institutions, such as the KWF, for more detailed policy studies on their respective short- and long-term goals (i.e., the impact of state policies); (3) larger-scale studies involving professional translators within and beyond academia, similar to those conducted on professionalism and professionalization, such as Pym et al. (2013), Fung-Ming Liu (2021) and Kang and Shunmugam (2014); and (4) mapping institutional and inter-translator dynamics, such as the histories of the formation

of translation associations, to substantiate network analysis, and to identify potential collaborations, and lobby groups.

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Annex 1

University	Course Name	Course Title	Degree Program	Notes
1. Ateneo de Davao University	ELS 42.55	Translation Studies	AB English Language; AB Interdisciplinary Studies minor in Language and Literature	
	ENGL 623	Translation Theory and Practice	MA English	
2. Ateneo de Manila University	ENLIT 60	Introduction to Translation	AB Literature	
	PNTKN 116	Introduksyon sa Pagsasalang Filipino	AB Panitikang Filipino	
	PNTKN 147	Mga Pag-aangkop at Pagsasalang Filipino		
	PNTKN 148	Pagsasalin at Teorya ng Pagsasalin	MA Panitikang Filipino	
	PNTKN 229.1	Pagsasalin: Teorya		
	PNTKN 229.2	Pagsasalin: Praktis		
	PNTKN 229.3	Pagsasalin: Pagsusuri		

University	Course Name	Course Title	Degree Program	Notes
3. Ateneo de Naga University				Program curricula unavailable online. The Ateneo de Naga University Press publishes translated literary classics into Standard Bikol and other Bikol varieties.
4. College of Saint Benilde	WRITCOM	Written Communication Skills for Interpreters	Bachelor in Sign Language Interpretation	
	SPEACOM	Public Speaking for Interpreters		
	TRPETHC	Interpreting Ethics		
	INTOTRP	Introduction to Interpreting		
	CONTERP	Consecutive Interpreting		
	SIMTERP	Simultaneous Interpreting		
	PRFPRAC	Professional Practices in Interpreting		
	MENTOR1	Interpreting Mentorship 1		
	MENTOR2	Interpreting Mentorship 2		
	TRPRES1	Research in Sign Language Interpreting 1		

University	Course Name	Course Title	Degree Program	Notes
	TRPRES2	Research in Sign Language Interpreting 2		
	TERPOJT	Interpreting Practicum		
	HLHTRP	Healthcare Interpreting Elective		
	RELTRP	Religious Interpreting Elective		
	PLTFTRP	Platform Interpreting Elective		
	MNTRP	Mental Health Interpreting Elective		
	CONFTRP	Conference Interpreting Elective		
	EDUCTRP	Educational Interpreting Elective		
	LEGLTRP	Legal Interpreting Elective		
	DEFBLND	Deaf Blind Interpreting Elective		
5. Confucius Institute at Angeles University Foundation				They have a BSEd Major in English and Chinese Language Teaching but the curriculum is unavailable online.

University	Course Name	Course Title	Degree Program	Notes
6. Confucius Institute at Ateneo de Manila University				It is mentioned that they offer an MA in Teaching Chinese as a Foreign Language but no curriculum online. They offer translation and interpretation services.
7. De La Salle University	LITFRA	Introduction to Translation	AB Literature	
	LITTRAN	Literary Translation Translation (Elective)	MA Literature	
	FILTRAN	Translation Techniques	BA Philippine Studies, major in Filipino and Mass Media	
	FILDUBS	Introduction to Audiovisual Translation		
	FILCRIT	Translation Criticism		
	TRNEDIT	Translation and Editing of Text	BSEd English	
	AFL502M/D	Editing at Pagsasalin sa Filipino	PhD Araling Filipino - Wika, Kultura, Midya	

University	Course Name	Course Title	Degree Program	Notes
	LCP280M	Translations: Texts, Sites, Media	MA Literary, Cultural, and Performance Studies	
	LIN 803P	Seminar on Research in Stylistics and Translation	PhD Applied Linguistics	
8. Marawi State University	Pan 112	Pagsasaling Pampanitikan	BA Panitikan; BA Filipino	They offer/ed BS Teaching Arabic in Islamic Studies and Arabic Language but it can no longer be found online.
	Fil 164	Pagsasaling Teknikal	BA Filipino	
	Fil 123	Introduksyon sa Pagsasalin		
	Fil 171	Pagsasaling Pangmidya		
	Eng 123	Translation Studies	BA English Language Studies	
	Fil 201	Pagsasaling Wika	Master ng Filipino; Master ng mga Sining sa Filipino	
9. Mariano Marcos State University	ABEL 170	Translation Studies	AB English Language	They offer consultation and translation services at the MMSU Language Center.

University	Course Name	Course Title	Degree Program	Notes
10. Silliman University	CW 9 / LITT 39	Literary Translation	BA Creative Writing	
	Fil 44	Pagsasalang Teknikal	BA Filipino	
	Litt 25	Intro to Translation	BA Literary and Cultural Studies; BA Literature	
	Litt 39	Translation		
	Fil 54	Introduksyon ng Pagsasalin	BSEd Filipino	
11. University of San Carlos		Translation Studies 1 (Professional course)	AB English Language Studies	
		Translation Studies 2 (Professional course)		
		Introduction to Translation (Core Course)	AB Literary and Cultural Studies with Creative Writing	
		Literary Translation (Major Course)		

University	Course Name	Course Title	Degree Program	Notes
12. University of Sto. Tomas	FIL 2	Panimulang Pagsasalin	For AB Programs	
	SEFI 7107	Introduksyon sa Teknikal at Pampanitikang Pagsasalin	BSEd Filipino	
	Spanish 4	Introduction to Translation	BA History	
	Spanish 5	Archival Translation		
	LIT 3196	Introduction to Translation	BA Literature	
	CW 32713	Literary Translation		
	LIT 701	Literary Translation	MA Literature	
13. University of the Philippines Diliman	CL 185	Literary Translation	BA Comparative Literature	
	CL 285	Literary Translation	MA Comparative Literature	
	CL 286	Literary Translation (Practicum)		
	CL 287	Relay Translation		
	CL 288	Problems in Literary Translation		

University	Course Name	Course Title	Degree Program	Notes
	CL 385	Seminar: Literary Translation	PhD Comparative Literature	
	EL 170	Techniques of Translation	BA European Languages	The Department of European Languages also offers non-academic extramural language programs, which has been temporarily halted due to the pandemic.
	EL 172	Translation practicum: Non-literary texts		
	EL 174	Translation practicum: Literary texts		
	French/ Italian/ German/ Spanish (FIGS) 170	Techniques of FIGS Translation		
	Franc 240	Traduction des Oeuvres Litteraires I	MA French - Translation	
	Franc 242	Traduction des Oeuvres Litteraires II		
	Franc 250	Traduction des Textes Non-Litteraires (Science et Technologie)		

University	Course Name	Course Title	Degree Program	Notes
	Franc 252	Traduction des Textes Non-Litteraires (Economie et Droit)		
	Trad 201	Problemas de Traducccion	MA Spanish - Translation	
	Trad 210	Teorias y Practicas de Traducccion: Historia		
	Trad 220	Teorias y Practicas de Traducccion: Literatura		
	Trad 230	Teorias y Practicas de Traducccion: Economia		
	Trad 240	Teorias y Practicas de Traducccion: Artes		
	Trad 250	Teorias y Practicas de Traducccion: Tecnologia		
	Trad 260	Teorias y Practicas de Traducccion: Ciencia		
	Trad 270	Practicas de Traducccion Inversa (De Ingles/Filipino a Espanol)		
	Trad 290	Proyecto Especial		

University	Course Name	Course Title	Degree Program	Notes
	Fil 180	Pagsasalin	BA Filipino	
	Fil 280	Mga Pagsasalin sa Pilipinas I	MA Filipino - Pagsasalin	
	Fil 281	Mga Pagsasalin sa Pilipinas II		
	Fil 287	Mga Lapit sa Pagsasaling Pampanitikan		
	Fil 290	Mga Lapit sa Pagsasaling Teknikal		
	Fil 380	Pagsasalin: Mga Teorya at Metodoloji	PhD Filipino - Pagsasalin	
	Fil 381	Seminar: Mga Pagsasalin sa Pilipinas		
	Fil 387	Pagsasaling Pampanitikan		
	Fil 390	Pagsasaling Teknikal		
14. University of the Philippines Visayas	CL 185	Literary Translation		
	CL 152	Philippine Regional Literature in English Translation		

University	Course Name	Course Title	Degree Program	Notes
15. West Visayas State University				Mention of BA Foreign Languages (Major in Japanese/ Korean/Chinese, Minor in Japanese/Korean/Chinese/ Spanish/German) but no curriculum online. They also offer non-academic foreign language courses.
16. 16. Western Mindanao State University				Curricula unavailable online. Mention of Diploma in Arabic Language.