

UNIVERSIDAD DE LOS ANDES
FACULTAD DE HUMANIDADES Y EDUCACION
ESCUELA DE IDIOMAS MODERNOS

FACING PROFESSIONAL CHALLENGES IN A REAL WORK ENVIRONMENT

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ENFRENTANDO DESAFIOS PROFESIONALES EN UN AMBIENTE REAL DE
TRABAJO

Informe final de Pasantías presentado por la Br. Daniela del Valle Rojas Paredes
como requisito parcial para optar al título de Licenciado en Idiomas Modernos.

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- **Departamento o unidad:** Instituto Venezolano para la Cultura y Cooperación “Andrés Bello” (IVCC).
- **Dirección:** 16 Victoria Ave. Port of Spain, Trinidad and Tobago.

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INTRODUCTION

According to what is established in the regulations of the School of Modern Languages, students are required to carry out one last requirement before obtaining their degree. In this sense, he/she has two options to fulfill this requirement. The first option is based on a Thesis report in which the student is asked to develop a topic related to his/her major, and the other option is the internship period by which the student can work in a national or international organization during at least three months.

Particularly, I was deciding between the Thesis report and the internship period. That situation was caused because I thought it would be better and faster to write a Thesis report than working abroad at an organization that implies more time in its execution. I spent a lot of time deciding which one of the options would be the best choice. To my surprise, I realized that when an opportunity belongs to you, everything turns easier and nothing can stop the way it develops.

Once I decided to take the challenge of the international internship, everything else fell into place. I was accepted by the Embassy of the Bolivarian Republic of Venezuela in the Republic of Trinidad and Tobago to work as a Spanish Teacher at the “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” (IVCC, by its Spanish acronym). Broadly speaking, my expectations were completely different to the actual experiences I lived while working and living in the country. I soon realized

how influential the internship period would be for my personal and professional development.

The Embassy of the Bolivarian Republic of Venezuela in the Republic of Trinidad and Tobago is located in the city of Port of Spain, capital of the Caribbean country. As it is well known, for the past years the Venezuelan Embassy has been working with the University of Los Andes, specifically the School of Modern Languages, in the internship's agreement. Such agreement has allowed many students to work as interns in this neighboring country, giving them a wonderful opportunity to improve their skills.

In general, I consider my internship period as challenging. Firstly, because it would be the first time living alone in a different country and secondly because I would have the responsibility to play a role of which I had no clue. In spite of that, I decided to do my best and nowadays I thank God for such an opportunity. Even though my main role was Spanish Teacher, I was assigned to develop a long list of additional activities, some of them according to my major and others related to a different field; at the end, all of them influenced me positively.

Probably, this report would be long and boring if I decide to talk about all the experiences and challenges I went through during my internship period. For that reason, although I consider every little detail is relevant; I decided to take into account those experiences that had influenced me the most. In such way, now as a

Modern Languages professional, I have the opportunity to show what I learnt during my major and the three months of internship.

With this in mind, this report will be divided into 6 sections. First of all, I am going to start with a short history of the “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” in order to focus the reader on the context I developed my internship. Secondly, it will describe the tasks and activities carried out as intern to allow the reader to understand my performance. Later, the next section will be focused on my personal reflections about my tasks and their influence. The fourth and fifth sections will contain the conclusions I arrived at after my experience as an intern. Also, there are some recommendations I consider important to highlight for the University of Los Andes and the host institution. To conclude, the last part will provide a personal reflection about the Trinbagonian cultural identity.

PROFILE OF THE “INSTITUTO VENEZOLANO PARA LA CULTURA Y COOPERACION ANDRES BELLO (IVCC)”

The “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” (IVCC, by its Spanish acronym) was founded in Port of Spain, Trinidad and Tobago on April 19th, 1963 under the name of “Instituto Cultural Andrés Bello.” The foundation of the institute coincided with the beginning of the Venezuelan Embassy in Port of Spain in August 1963.

At that time, the former Venezuelan Minister of Education, Mr. Siso Martinez and the Venezuelan General Consul in Port of Spain, Mr. Humberto Egui Luna took the initiative to create the institute in the capital of the neighboring country. The project was under the supervision of the Venezuelan Ministry of Education. Its main purpose was to provide an intense cultural exchange and Venezuelan assistance to the teaching of Spanish as a second language.

Focusing on that purpose, the first coordinator of the institute was Professor Julio Escandon. At the time, he was also helping the Trinidadian government in the design of the educational program to teach Spanish in public and private schools. He implemented the idea of teaching the students not only the Spanish language but also general knowledge of Venezuelan culture, history and geography.

Since the beginning, the institute has been located in different places in the city of Port of Spain due to the high demand that all the courses have had. Also, it

was necessary to open another institute in San Fernando, the second most populated city in the country. Recently, the average number of students for courses, in both cities, is approximately 900 persons per semester with different levels from Basic I to Advanced and Conversation.

The significant balance of the objectives achieved in Trinidad and Tobago, encouraged senior members of the Venezuelan Ministry of Education to establish similar institutes between 1968 and 1978 in other countries. Antigua and Barbuda, Aruba, Barbados, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent, Suriname, Bonaire, Curacao and Dominica are countries where the IVCCs have been established. Nowadays, these institutes continue working following the cultural and cooperative objectives established in the official gazette. Every IVCC offers different courses in areas such as language, gastronomy, music, dance and so on, all of them with the presence of aspects of the Venezuelan culture.

In January 1985, the Venezuelan Ministry of Foreign Affairs took the responsibility of running the fourteen (14) institutes in the Caribbean region. Afterward, the Institute adopted its current name of “Instituto Venezolano para la Cultura y Cooperación Andrés Bello”. Since then, and following the cultural and cooperative objectives, some different courses have been developed in Port of Spain. In March 2002, the Conversation’s Club started focusing its attention on Venezuelan historical and cultural themes. Also the “Bilingual Conversation Club” started at the

time, allowing Venezuelan and Trinidadians students to practice their speaking skills in both languages (See Appendix A).

In the field of Culture, the approach used by the institute is to develop some additional activities that involve dancing groups, art academies and musical groups from both countries. As examples, it is important to mention the classes about Venezuelan musical instruments (such as cuatro) and the cultural projects about Venezuelan food, tourism, dancing, arts, movies and literature. All these activities are implemented in order to increase the learning exchange of language and culture and lead the Caribbean people to contribute in the development of a multicultural region.

On the other hand, in the field of cooperation, the institute has the Spanish language courses with the purpose of helping students to develop the basic communication skills which are comprehension and oral and written expression. In this sense, the IVCC will help in the development of autonomous Spanish speakers, active and committed to their own teaching-learning process.

All the activities developed by the IVCC have been widely recognized by Caribbean countries and communities where they operate. The expertise and experience of teaching Spanish and the cultural and cooperation activities have shown that it meets the objective of promoting an ever more concentrated participation of Venezuela in the Caribbean Region.

In order to assure the complete understanding about the Institute, it is necessary to add the following information:

IVCC PROJECT:

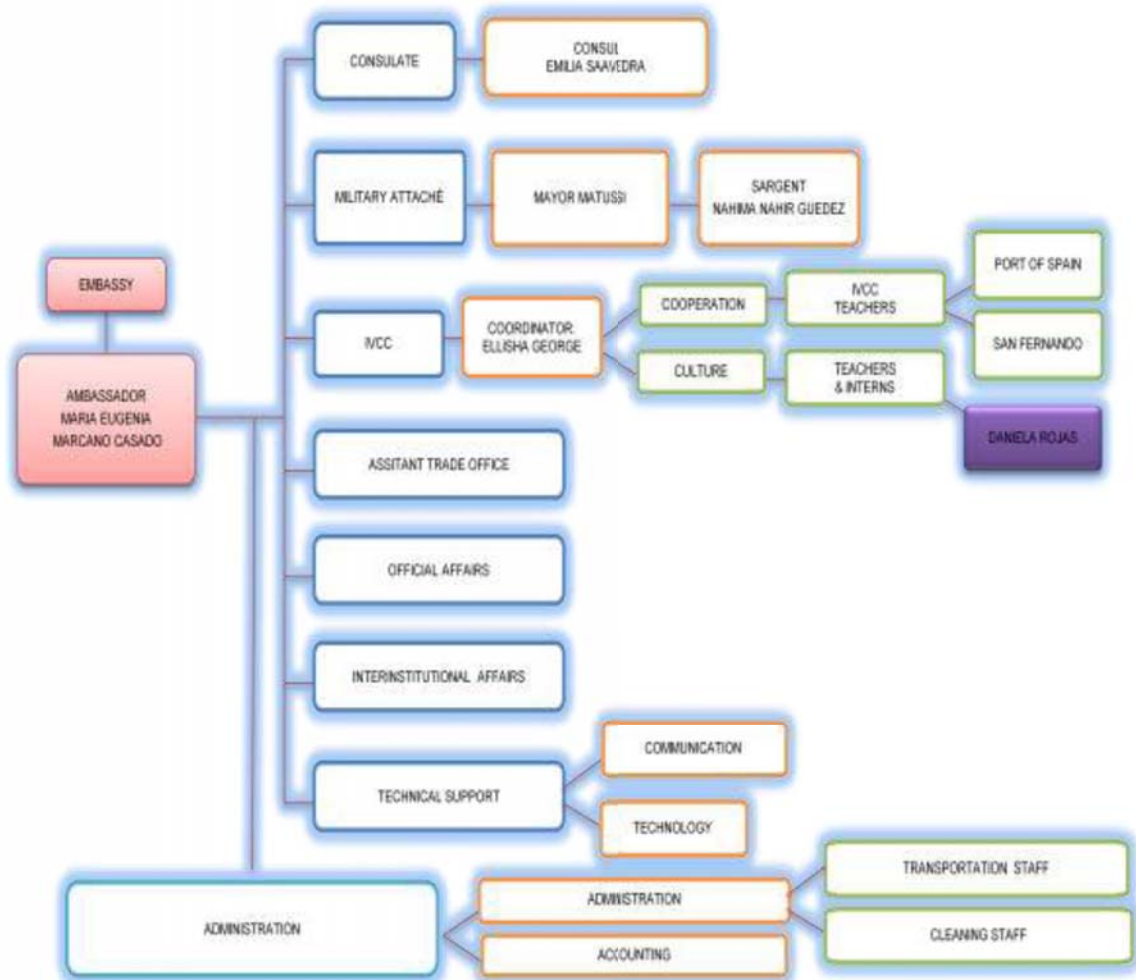
According to the Official Gazette No. 37,896, March 11th, 2004 of the Bolivarian Republic of Venezuela (see appendix B), these institutes are centers managed by the Venezuelan Ministry of Foreign Affairs created to project the socio-cultural image of Venezuela on the Caribbean and Central America. The organizational structure of these institutes consists of a Coordinator, language teachers, cooperation staff and administrative staff.

OBJECTIVES OF THE IVCC:

- a. To act as distribution centers for cultural programs and cooperation.
- b. To support cultural and cooperative activities carried out by embassies and consulates in Venezuela.
- c. To teach Spanish in order to facilitate communication between people.
- d. To serve as exhibition centers of the university academic vacancies in Venezuela.
- e. To carry out any other activity determined by the Ministry of Foreign Affairs.

IVCC 'S ORGANIZATIONAL CHART

During my internship, I worked in most of the departments of the Venezuelan Embassy, but my main role was that of Spanish teacher at the IVCC under the supervision of Ms. Elisha George. The organization of the Venezuelan Embassy and the IVCC is shown in the following organizational chart:



Once the profile of the “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” is clear, the next chapter will contain all the activities that I performed as an intern in this institute.

NATURE OF THE INTERNSHIP

This part of the report will present all the activities that I carried out during the period of internship at the Venezuelan Embassy and the “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” (IVCC, by its Spanish acronym). First of all, it is necessary to mention the conditions in which the work was developed. The period of internship was established for three (3) months (from 4th May until 29th July, 2010) working five (5) days a week (from Monday to Friday) eight (8) hours per day (from 10:00 am to 12:00 pm and 1:00 pm to 7:30 pm). My role there was that of “Spanish teacher” at the IVCC, but I was also involved in other important activities that are necessary to mention. These will be briefly explained below.

1. Spanish teacher at the IVCC:

As a Spanish teacher at the IVCC, I was in charge of two sections of Basic I Spanish. According to what is established in the objectives of the IVCC, my main goal in that role was to organize and coordinate the activities that would help the students to acquire the basic knowledge in Spanish. I organized the units, grammatical information and activities that would let the students reach the required level at the end of the semester. In addition, I was in charge of teaching cultural aspects about Venezuela as part of the program for Basic I (See Appendix C).

2. Cultural Projects:

As part of the cultural aspect of the IVCC, I was assigned to develop a gastronomical project based on the traditional dishes of each region in Venezuela. These projects were developed as events presented every Friday as part of the cultural agenda of the Venezuelan Embassy and the IVCC. They were presented to the Venezuelan and Trinidadian community to provide an alternative form of entertainment. The aim of the project was also to inform the public about the Venezuelan gastronomical identity. Origin, preparation, ingredients and meaning of Venezuelan gastronomical history were the topics I presented; all were supported by tasting sessions, live preparation and videos. Organizing these events included: sending out invitations to all the IVCC students, members of the Venezuelan Embassy diplomatic list, Trinidadian and Venezuelan community (by e-mail), making a list of snacks, decorating the Auditorium “Simón Bolívar”, writing the speech, making the digital presentation, coordinating the protocol staff and organizing the presents to be delivered as part of the event.

The project was called: “*Venezuela: our culinary identity*” and it was divided into two events:

- Gastronomical Journey #1: “Northeastern region and Guayana region” (See Appendix D).

- Gastronomical Journey #2: “The Plains region and Capital region”
(See Appendix E).

It is important to highlight that this assignment required responsibility and commitment due to the important audience that attended it (ambassadors, Trinidadian government staff, university professors, staff of the Venezuelan Embassy and students of the IVCC, to name a few).

3. IVCC Coordinator’s Assistant:

As part of the IVCC staff and with the purpose of fulfilling the work office hours, I was also assigned as an assistant to Ms. Elisha George who is the current Coordinator of the IVCC. The assignments of this role included: filing documents, typing communications, translation of letters and documents, updating the students e-mail addresses filed in the office and updating the informative board.

4. Translations:

This assignment was part of the collaboration with other departments of the Venezuelan Embassy. In this sense, it is important to mention that it was challenging because I did not have previous knowledge about techniques for translation and also because the technical terms were not easy to understand. In spite of these initial challenges, the work became easier over the following weeks. I had to translate from Spanish into

English and vice versa. It included: official letters, official documents and newspaper articles (including a personal analysis).

It is important to mention that the Venezuelan Embassy in Trinidad and Tobago has to send permanent reports to the Venezuelan Ministry of Foreign Affairs located in Caracas. These reports focus on the most important news about the Trinidadian government and its foreign policy. During my time in Trinidad and Tobago, a new Prime Minister was elected. Such an important event was reported to the Venezuelan Ministry of Foreign Affairs on the day following the election and also the agenda of the new Prime Minister. I was in charge of looking for important news, translating and making a brief analysis about them each day.

5. Assistant of the Protocol Staff:

During the months working at the IVCC, and being in contact with the proper events of an embassy, I had the opportunity of being part of the protocol staff; I realized that organizing an event requires a lot of time and commitment. In this sense, it was a good experience to organize them and also to see the high level of responsibility that it involved. Below is a brief list of the events in which I took part in the protocol staff.

- Angostura's House charity event
- Cultural Projects (Port of Spain-Trinidad and Tobago)

- Gastronomical Journey #1 “Northeastern region and Guayana Region” (05/21/2010).
- “Mérida Preciosa” (06/04/2010).
- Cineforum: “Tocar y Luchar” (06/11/2010).
- Gastronomical Journey #2 “The Capital region and Los llanos region” (06/18/2010).
- “Know Venezuela...dancing” (06/25/2010).
- Cineforum: “Miranda Regresa” (07/02/2010).
- Visit of Venezuelan Tourism Minister Mr. Alejandro Fleming (Port of Spain-Trinidad and Tobago 05/25/2010).
- Celebration of the May Cross (Lopinot-Trinidad and Tobago 05/31/2010) (See Appendix F).
- Commemorative Mass for the one hundred and ninety ninth (199) anniversary of the Venezuelan Independence (Port of Spain-Trinidad and Tobago 07/04/2010).
- Commemorative Act for the one hundred and ninety ninth (199) anniversary of the Venezuelan Independence (Port of Spain-Trinidad and Tobago 07/05/2010).
- Commemorative Toast for the one hundred and ninety ninth (199) anniversary of the Venezuelan Independence (Port of Spain-Trinidad and Tobago 07/05/2010) (See Appendix G-H).

- Meeting with the Venezuelan community (Port of Spain-Trinidad and Tobago 07/09/2010).
- Art Expressions – Arima’s Artists (Port of Spain-Trinidad and Tobago 07/16/2010).
- Welcome Lunch for “Mandela Group” (Port of Spain-Trinidad and Tobago 08/02/2010).

6. Spanish Assistant at the Summer Camp “Building Leaders of Tomorrow (BLT)” in Tobago:

Regarding the plans of cooperation and following the objectives of the Venezuelan Embassy and the IVCC, the group of interns from the University of Los Andes was assigned to participate as Spanish Assistants in a Summer Camp. “Building Leaders of Tomorrow” is a NGO developed by “One Angemme Group.” It was an innovative 3-week vacation camp program for young children aged six (6) to eleven (11) years old (See Appendix I). This project was the first in its category and allowed children to learn the Spanish language and experience the diversity and culture of the Spanish-speaking region. The first week of the summer camp was “Semana de la Cultura Venezolana” and as Spanish assistant I was in charge of the group of children aged eight (8) to ten (10).

The NGO organized a grammar program based on the topics to teach and the schedule of the activities. It was my responsibility, as Spanish

Assistant, to carry out all of them in the best possible way. It was important to take into account the children's age and also the most appropriate way to teach them while catching their attention. In this sense, it was necessary to prepare some teaching material by linking the topic with Venezuelan culture. The important advice that I received was to talk most of time in Spanish in order to let children get used to the language. Following this, the first two days were challenging because they were hardly able to understand the instructions, but over the next few days, it became much easier.

The methodology applied was based on activities that included games, music, dancing, videos and presentations through which children could learn and enjoy at the same time. Particularly, I consider this assignment as one of the most amazing ones during the period of internship. The experience was important in the improvement of my personal skills as a teacher due to the high level of responsibility and commitment that involves working with children.

7. Embassy Representation in events:

The agenda of an embassy includes attending important events as representation of the country and maintaining diplomatic relationships. In some opportunities, I had the privilege to attend some of these important

events in representation of the Venezuelan Embassy as part of the staff. I now present a list of some of the events in which I participated:

- Angostura's House charity event
- May Cross (Lopinot-Trinidad and Tobago)
- San Fernando's Latin Party I and II
- San Raphael meeting with the community.
- The closing ceremony of the Sixth International Congress of Literature at the University of The West Indies (UWI). (See Appendix J)
- The closing ceremony of the Spanish European Union Presidency with the Classical Spanish Guitar Concert "Aires del Atlántico".

8. Update of the Venezuelan population database:

Once most of the previous activities were finished and the goals were reached, I was assigned to start updating the Venezuelan population database as part of the collaboration with the Venezuelan Consulate. Nowadays, the file is managed with identification papers, but the project is to digitalize all that information. When the entire database is digitalized, it will be reliable and better organized. My task was to include in the database personal information about all Venezuelans currently living, working or studying in Trinidad and Tobago.

Provided that all the activities and tasks I developed as an intern in the Venezuelan Embassy and the IVCC were explained, the next section of my report will focus on those assignments that had influenced my personal and professional development.

REFLECTION ESSAY

Honestly, at the beginning I had not high expectations about doing the internship at the IVCC in Trinidad and Tobago. Whereas it may be true to say that I was not excited about working there, I decided to do my best and take advantage of what I could. Surprisingly, it was not long before I changed my opinion about my internship because the first day of work showed me that those three months would be completely different from what I had thought.

According to the acceptance letter from the Venezuelan Embassy, the plan of work for the internship was short and quite simple. That fact made me feel confident that I would have a lot of free time to enjoy completely both islands. To my surprise, the phrase “free time” does not exist in the intern’s vocabulary while working at the Venezuelan Embassy in Trinidad and Tobago. At first, this condition stressed me because of all the responsibilities I was given, but later, I understood that in that way I would take advantage of the whole experience.

The first day at work I had a meeting with the Ambassador and also institutional tutor, Ms. Maria Eugenia Marcano Casado, and with my direct boss Ms. Elisha George. A lot of information such as work guidelines, legal affairs in the country and some advice were given at that moment and, at the end, the meeting was focused on the commitment that I had acquired when I had accepted the internship there.

One of the topics the Ambassador highlighted was that an important part of the Trinidadian community attends classes at the IVCC. The institute is highly recognized all over the country due to the professionalism of the staff and the quality of the language lessons. In brief, what the Ambassador tried to say was that at the IVCC we are not allowed to be unprofessional as Spanish Teachers. At that moment, I understood the responsibility that I had and I got frightened. How was I supposed to do if I had never taught neither English nor Spanish, and worse, what if I did not know how to teach, why was I there? I had a lot of questions and no possible answers in my head.

After that traumatic first day, I realized that I had two options: start complaining about the work or just take the challenge and do my best. I chose the second option, and thank God I do not regret it. Once I reflected about it, I found exciting all the personal and professional challenges that would be waiting for me and I started to get anxious about living new experiences. Finally, I understood that a long road needed to be walked to reach the final line. After all, it was in my hands to choose the best way to work, live and enjoy my time in Trinidad and Tobago.

Something that I found really comforting is the fact that all the assignments that I performed would add something new to my personal and professional life. Teaching Spanish, holding and presenting cultural events, assisting the IVCC's coordinator, translating, assisting the protocol staff, representing the Venezuelan Embassy in events and updating the database of the Venezuelan population was more

than what I had expected to do. At the end, I really appreciated having a lot of work and responsibility and not much free time.

With the purpose of explaining the influence of the tasks performed on my personal and professional life, I am going to reflect upon what I consider relevant. First, I am going to analyze the relation between my professional option - International Organizations- and the tasks that I developed as an intern at the Venezuelan Embassy and the IVCC. Next, I am going to reflect about my reaction to the Trinbagonian English dialect and the improvement in my second language. Finally, I am going to establish a contrast between two of the activities that caught my attention: Spanish teacher at the IVCC and Spanish Assistant at the Summer Camp, Building Leader of Tomorrow (BLT).

Tasks performed vs. professional option.

According to the professional profile of International Organizations academic option of the School of Modern Languages (approved by the National Council of the Venezuelan Universities, 1998), the field in which the student can work is composed by public and private institutions that maintain continuous relationships with other institutions from different countries around the world. With this in mind, I will establish a contrast between what the professional option is and its relation with my tasks performed in order to see if I received any kind of influence that reinforced my skills in the professional option.

Although from the beginning I knew that my main role (Spanish Teacher) would be completely different to the profile of my professional option, I also understood that I would be involved in additional activities at the Venezuelan Embassy. As days went by, I saw the work of the different departments at the embassy and the important role that the whole institution has in the country where it resides. As Hardy (1968) has pointed out, an embassy is a permanent diplomatic mission that represents the visiting country in the host country. Its main role is to maintain diplomatic relations between both nations and to collaborate in the sector that the host nation requires. Following those purposes, the staff of an embassy needs to be prepared and organized in such a way that every unexpected problem could find a viable solution in short time.

Thanks to the additional activities that I carried out as an intern, I had the opportunity to see the organization and dynamics of the Venezuelan Embassy in Trinidad and Tobago. I worked in most of its departments developing easy tasks as filing, typing and copying, but sometimes I undertook important activities that required a high level of commitment and responsibility. For example, at the Venezuelan Embassy, it was necessary to maintain daily communication with the Venezuelan Ministry of Foreign Affairs in Caracas. This activity was based on informing the ministry in Caracas about important news in Trinidad and Tobago. All this process was carried out every day and sometimes I was asked to work on translating. These translations included official letters, reports, communications and

newspaper articles related to foreign policy and mutual agreements. After translating, I had to send the information by e-mail or fax to the ministry in Caracas.

I must say that doing translations was a difficult task due to my lack of experience in this field. Once I was asked to do translations I decided to apply most of the techniques learnt from the Reading and Writing course at the university. The work was developed under pressure of time and sometimes I felt frustrated because I thought it could be better if I spend more time reading it once and again. In this respect, I consider a real challenge to do translations of important documents at this diplomatic mission. The level of responsibility I was given was as a language professional and not as a simple intern because even I asked my superiors to read my work before send the information, they evaded my request and trusted in my work.

Additionally, I participated in important diplomatic events with the presence of most governmental representatives from Trinidad and Tobago, ministers, members of parliament, and ambassadors. As examples I can mention: The closing ceremony of the Spanish European Union Presidency, the representation of the Venezuelan Embassy in the Angostura's House charity event, the diplomatic visit of the Venezuelan Minister of Tourism to Trinidad and Tobago, and finally but not less important the Commemoration of the one hundred and ninety ninth (199) anniversary of the Independence Day of the Bolivarian Republic of Venezuela.

While representing or attending to these important events I could see the environment in which the international relations are managed. I started understanding the previous knowledge acquired at the university about the dynamic of the diplomatic missions, how the international relations are managed and also how the common diplomatic events are developed. I consider important the opportunity to participate in such activities that showed me the work of one of the places which my professional option refers to.

Focusing on the previous facts I consider there is a hole between the knowledge acquired at the university and the real assignments during my internship period. The idea that I had about the possible assignments while working were different. I expected to work just in teaching Spanish and nothing else, but all of a sudden I understood everything was different. By saying this, I affirm that all the assignments were more of what I expected to do, but I assume this fact as a positive impact in my professional life. For me, every task became a challenge that I had to overcome successfully and I could learn a lot by observing the work of the rest of the staff at the Venezuelan Embassy.

In general, I believe that my lack of experience in some assignments was significant and positive because in that way I could prove myself that I am able to face the professional challenges that I will have in a near future. All the performed tasks had influenced me positively in developing my professional skills and in this respect, by observing how a diplomatic mission works and the common affairs it has

to deal with, I found my profession even more interesting. I realized that I am going to develop my degree in Modern Languages (International Organizations) with additional studies in related fields such as International Relations or International Trade.

My contact with the Trinbagonian English dialect and the improvement on my second language:

According to previous research on the internet and some tips from classmates, I knew that Trinbagonian English dialect would be completely different from what I used to hear at the university. In my own experience, my first contact with it was shocking but also interesting. On the one hand, it was shocking because I could hardly understand what people tried to say; the words I heard were spoken really fast. On the other hand, it was also interesting because the first day in the country I perceived the influence of cultural diversity in the Trinbagonian English dialect. I identified two different accents of English, which later I would understand they were defined by the African or Indian influence.

As it is well known, the main purpose of internships is to put into practice what interns learn at university. In the case of Modern Language students, the best option is to work in a place where there is no other way of communication than the language already learnt. In this sense, the improvement of language skills depends not

only on the place where the internship is developed, but also on the interest and commitment of the intern.

Besides daily contact with the English language on the streets, while working at the Venezuelan Embassy and the IVCC, I had to deal with many circumstances related to language practice. On one side, I found it frustrating that in those places, I spoke in Spanish most of time because the majority of the staff at the Embassy is Venezuelan. Obviously, in no way I pretend to excuse myself for making the minimum effort, but things became easier for me with that condition. However, while teaching Spanish and performing other tasks, I felt obliged to speak in English and even to make mistakes practicing. The use of technical terms in teaching, translating and talking was difficult for me, but at the end of the internship I was amazed at the huge improvement in my language skills.

Something that was really comfortable for me was the improvement on fluency that I acquired as days went by. Several situations that some time before would have represented a challenge for me became easier to manage thanks to the practice and correction of my own mistakes. The lack of vocabulary, the different pronunciations already learnt and the confusion with Trinbagonian slang were obstacles that I could go through successfully. After some time, I felt more confident in practicing by talking with my students, the Trinidadian staff at the embassy, the guests in the place where I lived and some Trinbagonian friends.

Judging by the facts already described, nowadays I am more confident about expressing my ideas or opinions in my second language even though during my internship I spoke more Spanish than English. As a result, talking with an English native speaker is not as frustrating for me as it used to be and to make mistakes, correct myself and ask the correct pronunciation became the best part of improving my language skills.

The same activity in different contexts: Spanish Teacher at the IVCC and Spanish Assistant at the Summer Camp Building Leaders of Tomorrow (BLT):

Teaching Spanish as a foreign language was an activity that influenced me in developing new professional skills. Further than the objectives of my professional option (International Organizations) and specifically my career, I learnt more about teaching Spanish than what I expected. According to what I was taught in the Spanish Assistant Workshop at the University of Los Andes, there are some factors that influence the student in his/her learning process of a second language. Social and cultural background, previous knowledge, motivation, age and some other factors participate in this process. For that reason, while teaching a language, it is important to design the syllabus according to the required level of the students; all this with the purpose of ensuring the complete understanding of the subject.

Teaching Spanish at the IVCC and assisting in the summer camp “Building Leaders of Tomorrow (BLT), there were activities in the same field of teaching,

however, they differed in context and results. To understand it, it is important to clarify that at the IVCC classes, the age level was adults from eighteen (18) to forty (40) years old, while at the summer camp the group was formed by children six (6) to ten (10) years old. With this in mind, I consider important to reflect upon the context of each learning process and the results.

I found the contrast between adult and children learning process really interesting. It may be true to say that the difference in age influenced their learning process. On the one hand, adults in the Spanish classes at the IVCC wanted to learn a second language because of academic and professional purposes. I perceived how their learning process was influenced by time pressure, results in exams and mistakes.

Also, they were worried about memorizing phrases that they could use anytime. On the contrary, my experience with children at the summer camp showed me that they turned the process of learning a second language into a hobby. In such a way, learning Spanish became easier thanks to their carefree nature, willingness to make mistakes and the simplicity of the method to study; children used imitation of sounds and acquisition of words instead of whole phrases.

Now, regarding my experience in the process of teaching Spanish, I must say that at the beginning it was really frustrating. My lack of experience made me feel as though I could fail as a teacher, but not much time was necessary to see I was wrong. With this, I am not saying that after my internship, I have become an excellent

teacher, but at least the main goal was reached. All the students finally learnt some Spanish. While preparing every class, activities and exams I learnt that planning in teaching is an important step in this process. Also, the teacher needs to be in constant improvement of knowledge and techniques of teaching which definitively will influence the results.

Alternatively, in my experience as a teacher I found frustrating the lack of interest in participation of some students. Even though I was not prepared to teach and I did not know techniques about it, I prepared in advance the grammatical material and its activities in advance. Following the academic program of the IVCC, I designed different practices in order to catch the students' attention constantly. My purpose was to interact with students in an entertaining way and avoid making them bored in class. Since I had two courses of Basic I Spanish, I observed different reactions to the activities I proposed. As I perceived, the first group attended class and paid attention, but when I proposed an activity they did not enjoy it. For me it was frustrating to deal with this group because of their uptight behavior. I tried to interact with them, but for me it was really difficult. Several times I asked about doubts or questions and nobody seemed to have any. In my personal opinion, this group was excellent, but I thought maybe the problem was that they did not like the way I taught Spanish.

On the contrary, the second group was completely different. All the students attended class, paid attention and also enjoyed the activities I proposed, which made

the class a lot more entertaining. Classes with this group were always interactive and I saw how they benefited from learning what I taught to them. I believe this group was also excellent, and my role inside the classroom was developed successfully.

Notwithstanding the behavior of one of the groups, I had success in both activities because most of my students passed Basic I Spanish. Now, I consider this contrast between the groups as an enriching experience that made me understand the ups and downs of professional teachers. For sure, in the near future, I am going to succeed in some professional experiences and I am going to fail in others, but that is exactly what makes challenges interesting.

In general, my internship at the Venezuelan Embassy and the IVCC was a successful experience in my life. Now I affirm that my expectations at the beginning were wrong, and I could prove myself one should not judge the book by its cover. To conclude with this part of my report I am completely sure that everyday I learnt something different in Trinidad and Tobago. Every experience added important characteristics to my personality as determined, practical and persistent, but also influenced my professional skills by learning about teamwork, being dynamic and goal oriented. As a result, I consider that place and work do not define success in an internship, but the attitude that the intern adopts towards it.

CONCLUSIONS

Once I started writing my report, a lot of pleasant memories came to my mind. It had been five months since I returned to my country, and it seemed as if had been yesterday I was departing to travel abroad and enjoy one of the most amazing experiences of my life. I had the opportunity to do my internship in a foreign country and despite the many challenges faced, I am grateful for all I learnt. However, everything has a beginning and an end, and once a cycle is closed another one is awaiting to begin.

Focusing on my role as a student, I believe the internship period is relevant and influential in every degree. Such an opportunity lets us see if we are actually prepared to get into the workplace and be part of the professional field we have chosen. While studying we acquired knowledge and skills that are beneficial in the workplace. In general, all the academic background helps us to better face all the challenges that we will face as professionals after graduation.

In particular, my internship period at the Venezuelan Embassy in Trinidad and Tobago and the “Instituto Venezolano para la Cultura y Cooperación Andrés Bello” (IVCC) gave me the chance to develop myself as a person and as a professional. On one side, regarding my personal experience, I learnt more than what I expected. In order to develop my international internship I had to work hard and sacrifice a lot to travel and live in Trinidad and Tobago for three months. It became a real proof that I

could overcome successfully. Additionally, with the opportunity of taking care of myself, living on my own and while continuing to be the same person allowed me to see that it was always within my hands to make right decisions.

On the other side, regarding my professional experience, I think all the activities I develop helped me as a future professional. I learnt that the willingness that a person decides to have towards work is considerably important. If a student or a professional really wants to learn and improve his/her skills, there is no option to refuse or complain about any task. Consequently, I understood that the way to succeed is to be able to learn something new, to recognize mistakes and to work in teams.

Equally important, I want to add that thanks to my internship period, I realized that there are other fields to develop my major in Modern Languages. By working at the Venezuelan Embassy, I saw how important and relevant is the field of International Relations. I am definitively going to prepare myself in this field linking it with trade, culture or education, for example.

To summarize, nowadays I must say that I am personally and professionally different from how I used to be. Both areas of my life have received a positive influence and I thank God for allowing me such an amazing experience. By concluding this report, I am closing one cycle as student and beginning the next one as a language professional.

RECOMMENDATIONS

By being part of the University of Los Andes as student, and also to be temporarily included in the staff of the Venezuelan Embassy and the IVCC, now I am able to suggest what I consider necessary to improve their development and performance. With this in mind, the recommendations I am going to give are made with the intention of giving in return what I obtained thank to both experiences while studying and working in those places.

To the School of Modern Languages at the University of Los Andes

- To offer optional courses in Translation regardless the professional option chosen by the student.

This proposal is made due to my experience as a Modern Language student with the professional option International Organizations. While working at the Embassy and the IVCC, I was asked to translate articles and official documents among others. The lack of techniques on translations I had made the task even harder. As a result, I consider important to have at least the basic knowledge in translations, without taking into account the professional option in order to form complete professionals.

**To the Embassy of the Bolivarian Republic of Venezuela in the Republic of
Trinidad and Tobago.**

- To offer an internship position at the Embassy where the students of International Organizations could fit:

The work and dynamics of an embassy could help the International Organization student to acquire experience in this field and also to develop professional skills related to this kind of organizations.

**To The “Instituto Venezolano para la Cultura y Cooperación “Andrés
Bello” (IVCC by its Spanish acronym)”**

- To redesign the grammatical material used in the Spanish classes:

Nowadays, the Caribbean IVCCs are using an old grammar book to teach Spanish. With this in mind, I consider it important to develop a new Venezuelan method to teach Spanish accompanied with grammatical material. This suggestion is made with the purpose to give national professionals the opportunity to develop it and turn the IVCC’s project completely innovative.

- To establish an evaluation before starting classes at the IVCCs:

This mechanism would help determine the level of Spanish of every student in order to improve the teaching process, let the student to be in the adequate level and assure their understanding.

- To reinforce the Conversational Club and the Bilingual Conversational Club:

With these initiatives Trinidadians as well as Venezuelans students, can practice Spanish and English outside of class. It could be a good option to develop language skills and also to exchange cultural aspects among Trinidad and Tobago and Venezuela.

CULTURAL ESSAY

Discovering the Trinbagonian cultural identity

When one refers to Trinidad and Tobago, I believe, there is a hazy perception of the real cultural identity of the country. As Caribbean islands, people tend to think of them as just exotic landscapes and the most varied entertainment. By limiting their perception of the country to this, they often miss the opportunity to go beyond to identify a rich culture with an interesting history. In my own experience, before living there as a temporal resident, I too had the same vague idea. It did not take long to see I was wrong.

Having the opportunity to live in the country and know both islands gave me the chance to see how they are socially, and as a consequence, culturally different. While living in Port of Spain (capital of the country) I had the feeling of being in two different cultural places at the same time. This situation was caused by the social diversity I found in the city. To my surprise, this idea got stronger when I visited Tobago and I saw a culture and society completely different to the one in Trinidad. As a result, my impressions of the country changed as days went by, I began to understand how rich and diverse the Trinbagonian culture and society was.

With this idea in mind, I started wondering whether what I saw was just the first impressions or, were the islands socially and culturally different? This fact was amazing for me because in Venezuelan culture and society there are not huge

differences. On the contrary, Trinidad and Tobago showed me something unusual and that fact caught my attention. Hence, the social the cultural contrast that Trinidad has in relation to Tobago is the purpose of this essay. To understand the subject and express my opinion, I am going to analyze these aspects separately; but first it is necessary to review the historical events about how these islands were joined together as one nation.

According to Brereton (1996), Christopher Columbus claimed Trinidad as a Spanish colony in 1498. Due to different facts at the time, it was a forgotten Spanish colony in the Americas for almost 300 years. With the lack of natural resources, the empire decided to implement agriculture as its main activity. Then, it was necessary to bring foreigners from Europe, Asia as well as African and Indian slaves to work on the agricultural plantations. In 1797, Trinidad was captured by the British Empire and finally in 1802 it was formally ceded by the Spanish.

Concurrently, Tobago on the other hand was under the sight of some European emerging powers. As has been pointed out by Luke (2007), the lack of gold and pearls in the island kept the Spanish away for a while, but the Dutch, British, French and Portuguese started to notice that its strategic location was great for trade. After some years and many struggles, Britain finally obtained the control of Tobago and established agriculture as its main activity. The emerging society at the time was formed by British and French migrants as well as former African slaves. This fusion

of cultures gave birth to the Tobagonian identity, where the African influence appears to prevail.

In 1889, both islands were united administratively under the British Empire. Even though citizens on the islands refused to accept this union it was something impossible to avoid. As the united colony of Trinidad and Tobago, the society was formed by all the different foreign groups working and living there at the time. As Pons (1944) has argued, all Caribbean colonies emerged with a diverse society and Trinidad and Tobago was not the exception. Africans, Indians, British, French, Dutch, Portuguese, Syrians, Chinese and Americans had influenced the development of Trinidad and Tobago as one British colony and a country from the beginning. Finally, in 1962, the islands achieved their independence becoming the Republic of Trinidad and Tobago.

Once history is clear, it is necessary to see the current situation of both islands. All the immigration flows and settlements of peoples had contributed to form the current Trinbagonian identity. Aspects such as society, politics, economy, education, culture and tourism show inherent characteristics of each historical influence. As a result, the Trinbagonian identity is a real mosaic comprising aspects of each descendant group.

Social and Cultural situation in Trinidad: two sides of the same coin.

The official facts provided by the Trinidadian Government (2005 population census) divides the population into three main groups. The first is the Afro-Trinidadians (African descendants with 40% of the population). The second group is the Indo-Trinidadians (Indian descendants with 40% of the population) and finally the minority group (formed by French, Portuguese, Syrians and Chinese descendants with 20% of the population).

With the previous facts, it is evident that Trinidadian society has been always dominated by two groups: Afro and Indo Trinidadians, on which I am going to focus from now on. While living in Port of Spain, sometimes I felt in touch with two different cultures in the same place. The division of Trinidadian society into two major groupings is evident everyday and everywhere, and, both groups have been able to integrate into one society.

According to Munasinghe (2001), at the beginning of Trinidadian history, Indo-Trinidadians have been claiming for a standard position in society while Afro-Trinidadians seem to dominate the entire country. In spite of some political and economical differences, throughout the years, both descendant groups have recognized and accepted the existence of each other. As the National Anthem of Trinidad and Tobago says: “...*here every creed and race, find an equal place...*” and this is exactly what Trinidadian citizens have constructed: equality.

African descendants have influenced the current cultural mosaic in Trinidadian culture in many ways. For example, The Orisha faith first came with African slaves. Similarly, the Trinidadian carnival began by mixing the African kumbule (riots against European oppression) and the European carnivals. In addition, Trinidadian music has received African influence. Calypso and African drumming were adopted by Trinidadians as national rhythms. Subsequently, those rhythms have been evolving and creating new modern rhythms such as Soca music.

Other cultural aspects, such as dancing, have been influenced by African traditions. The Limbo and Bele dancing are considered traditional manifestations emerging from the African slaves. Likewise, Trinidadian gastronomy has been influenced by African gastronomic traditions. For example, stews such as Callaloo and Pelau show the predominance of African traditional gastronomy.

In like manner, Indian descendants played an important role in the constituency of Trinidadian culture. For example, Hinduism and Islam arrived as the main religious practices of the first East Indian laborers. Indian cultural manifestations such as Divali (festival of lights), Hosay (Islamic 3-day procession), Phagwa (the Hindu New Year) are considered public holidays in Trinidad. Also, Indian Chutney music has been mixed with Soca to create “Chutney Soca” by using some instruments as the dholak and majeera. In the field of gastronomy, curry is the main ingredient of typical Indian dishes. Trinidadian dishes such as Roti, Doubles and Katchowrie emerged from the Indian influence.

As a consequence of mixture in cultural aspects, nowadays it is common to see Trinidadian citizens integrating all their cultural manifestations. Therefore, it is not curious to see an Indo-Trinidadian participating in Carnival traditions or to find an Afro-Trinidadian drumming on the Hosay festival. I consider that, in spite of differences, both groups have learnt to live in the same territory and share traditions. Indian and African influences are parts of the same coin that are equally important. One culture can not survive without the other in the constitution of the Trinidadian culture and society.

Social and Cultural situation in Tobago: preserving cultural heritage.

According to the Tobago House of Assembly, the 50.000 residents of Tobago are mainly of African descendant. Consequently, the society is not divided into groups in a similar way, as it occurs in Trinidad. The Tobagonian culture is widely shared by the majority of the population. The inherent characteristics of African influence are present in every aspect of Tobagonian life and citizens collectively join together to preserve its identity.

While living in the country, I had the opportunity to visit and know both islands. Contrary to the mixture of influences I found in Trinidad, Tobago appears to be clearly defined by an African influence. I also perceived how both societies differ in celebrating traditions. Trinidadian residents prefer to celebrate cultural manifestations in modern and sophisticated ways. On the contrary, Tobagonian

festivals are celebrated simpler with the only requirement being the enjoyment and preservation of their cultural heritage.

With their strong cultural identity, Tobagonians have a festival that can match the similar excitement of the Trinidadian Carnival. “The Tobago Heritage Festival” (See Appendix K) is the most important cultural festival on the island and if someone really wants to know about Tobago, there is no better option than to attend this event. Particularly, I had the wonderful opportunity to be there when the two-week festival took place.

Every year, the festival has a different theme and each Tobagonian village has to prepare a show based on a traditional dance, music, food, drama, story-telling and so on. This festival works not only for entertainment, but also as a way to teach values, customs and African roots to young Tobagonians. The traditional Tobago Wedding, the Goats and Crabs Race, Story Telling Show, the Indigenous Food Festival, the Elder’s Night and the Harvest Choir festival are some of the events that comprise the Tobago’s Heritage Festival.

Although it is widely recognized that Tobagonian identity is defined by African influence, I started wondering why the little island has built such a strong cultural identity. While doing some research I found the answer to my inquiry. As Luke (2007) affirms, at the colonization period, the Tobagonian African identity was used to claim for autonomy and independence from the Trinidadian government. The

huge cultural difference between both islands was established as the possible reason to declare the islands as different and independent countries. Although Tobago could not reach its goal of being independent, the strong cultural identity became an important condition that maintains the difference between both islands.

In my opinion, I consider that there are relevant factors contributing to the constitution of the Tobagonian cultural identity. First of all, Tobagonians share the desire to gain the autonomy at their island. Moreover, the historical background of slavery and European dominance is known by all the citizens. Finally, the African descent is shared by most of the Tobagonian population. The current condition of Tobagonian culture and society is really amazing. The island has a lot to show to the world. A great culture, amazing people and many wonderful landscapes make up Tobago, a real pearl in the Caribbean that has not been fully discovered yet.

Trinidad and Tobago: Unity in diversity.

Once I was able to understand the current cultural and social situation in both islands, I must express my perception about Trinidad and Tobago as one nation. Owing to the fact that most colonies are born from diversity of people and cultures, it is almost impossible to avoid the interaction between them. As I already mentioned, Africans, Indians, British, French, Spanish, Chinese, Syrians, Portuguese and also some Venezuelans, have contributed to important cultural aspects of Trinbagonian culture and this is exactly what makes the country interesting.

In conclusion, I perceive the Trinbagonian culture united in diversity. Even though the twin islands are different and unique, all the previous facts have contributed to the development of one nation. By living there, I could live an unusual cultural experience that taught me about tolerance and acceptance.

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APPENDICES

Appendix A: IVCC Brochure



Concepción Mariló
1790-1854

The IVCC "Andrés Bello" offers the service of the "Concepción Mariló Information, with internet service and more than 6,000 books in Spanish and some in English for the use of students, researchers and the general public.

The Simón Bolívar Auditorium hosts the most diverse cultural activities.


January to March
Monday to Friday

16 Victoria Avenue,
Port of Spain
Phone: 627.98.11/23/24, Ext:249/250
Fax: 624-2508
E-mail: ivcc2@gmail.com
seculturnent@gmail.com

*Bolivarian Republic of
Venezuela in Trinidad
and Tobago*



Venezuelan Institute for
Culture & Cooperation
"Andrés Bello"



Dr. Andrés Bello
(1781-1865)



**Instituto Venezolano para la
Cultura y la Cooperación
"Andrés Bello" (IVCC) (en vici)**

The Venezuelan Institute for Culture and Cooperation "Andrés Bello", in Port of Spain, is the oldest in the Caribbean. It was founded in 1982 under the name of "Centro Cultural Andrés Bello" as a goodwill and friendship gesture to strengthen cultural and co-operation relations between the people of Trinidad and Tobago and Venezuela.

The Institute was named after a distinguished Venezuelan "Andrés Bello" to acknowledge one of the most illustrious personalities of our country: poet, philosopher, legislator, diplomat, journalist, scientist and considered the first humanist of the Continent, Andrés Bello born in Caracas on November 29th, 1781, lived in three different cities: Caracas, London, and Santiago de Chile. In 1797, he was for a few months the teacher of a young boy, who later would become the Liberator Simón Bolívar.

SPANISH PROGRAMME

The Spanish programme and the Cuban classes are coordinated on schedule with the following semesters per year:

January to April
May to July
September to December.

Spanish courses offered to non-Venezuelan nationals at the Venezuelan Institute for Culture and Cooperation "Andrés Bello" in Trinidad and Tobago consist of seven levels of learning material:

Basic I
Basic II
Basic Conversation
Intermediate I
Intermediate II
Intermediate Conversation
Advanced I
Advanced II
Advanced Conversation

COURSE DURATION

Each level has a duration of 56 academic hours (95 minutes each) distributed in three academic hours a week. For each level 14 week courses are scheduled. The entire program covers a timeframe of nine semesters, approximately three years.

To whom are the programs geared?

The Spanish as a foreign language courses are intended for all persons whose ages range from 16 to 40 years. The courses are free of charge. Persons are required to bring along 1 passport size photograph and 1 form of identification.

Club members
Monday & Wednesday
4:30-6:30pm / 6:30-7:30pm
Tuesday & Thursday
4:30-6:30pm / 6:30-7:30pm
Conversation Club
Monday 4:30-6:30pm
Cuban class
Wednesdays
4:30 to 6:00

Preparation Classes
Wednesdays
6:00-7:30pm

San Fernando Classes
Saturday Only
8:30 to 12:00
Old Tech Institute

Prevents San Fernando (near Commonwealth School,
Royal Street, San Fernando)

Next Registration Period
June 27th to 28th 2010
10:00am - 1:00pm (10:00 - 4:00pm)
Classes begin in
September, 2010

Appendix B: Official Gazette N° 37,896, March 11, 2004 of the Bolivarian Republic of Venezuela

Jueves 11 de marzo de 2004 GACETA OFICIAL DE LA REPUBLICA BOLIVARIANA DE VENEZUELA 332.387

y de conformidad con el artículo 15 de la Ley sobre la Condecoración Orden del Libertador, se confiere la "ORDEN DEL LIBERTADOR" en su Primera Clase, al Señor Embajador JUAN FRANCISCO ROJAS PENSO, Secretario General de la Asociación Latinoamericana de Integración (ALADI).

Comuníquese y publíquese.

ROY CHADERTON MATOS
Ministra de Relaciones Exteriores

REPÚBLICA BOLIVARIANA DE VENEZUELA
MINISTERIO DE RELACIONES EXTERIORES
DISPACHO DEL MINISTRO
Años 193° y 343°

Caracas, 08 de marzo de 2004

RESOLUCIÓN N° 002

Por disposición del ciudadano Presidente de la República y de conformidad con lo establecido en el Artículo 18 del Reglamento Interno del Ministerio de Relaciones Exteriores, en concordancia con lo previsto en el Artículo 75, numeral 2 de la Ley Orgánica de la Administración Pública, se dicta el siguiente:

**REGLAMENTO DE LOS
INSTITUTOS VENEZOLANOS PARA LA CULTURA Y LA
COOPERACIÓN (IVCC)**

**SECCIÓN PRIMERA
OBJETIVOS**

Artículo 1. -Los Institutos Venezolanos para la Cultura y la Cooperación son centros dependientes del Ministerio de Relaciones Exteriores, creados para proyectar la imagen socio-cultural de Venezuela en el área del Caribe y Centro América y a tal efecto podrán:

- Actuar como centros de difusión de programas para la cultura y la cooperación.
- Apoyar a las actividades de cultura y cooperación desarrolladas por las Embajadas y Consulados de Venezuela.
- Impartir clases de idioma castellano para facilitar la comunicación entre los pueblos.
- Servir de centros de exhibición, formación y promoción de la oferta cultural, técnica y académica de Venezuela.
- Realizar cualquier otra actividad que determine el Ministerio de Relaciones Exteriores.

**SECCIÓN SEGUNDA
Estructuración y Funcionamiento**

Artículo 2. -El personal de cada Instituto estará conformado por: un Coordinador, un Profesor Especialista en la enseñanza del idioma castellano, en los países que así lo requieran, el personal docente y de cooperación, así como el personal administrativo, y se regirán de acuerdo a la Ley de Servicio Exterior.

Artículo 3. -El Coordinador del Instituto será un funcionario con experiencia, egresado universitario, adscrito a la Misión Diplomática en el país sede.

Artículo 4. -El Coordinador del Instituto tendrá las siguientes atribuciones:

- Velar por la buena marcha y desarrollo de las actividades del Instituto y por los bienes del mismo.
- Preparar y presentar la programación semestral del Instituto y someterla a la aprobación del Ministerio de Relaciones Exteriores, la cual presentará a través del Jefe de la Misión Diplomática.
- Presentar, a través del Jefe de Misión, informes mensuales de las actividades realizadas por el Instituto a la Dirección de Cooperación con el Caribe y Centroamérica.
- Informar sobre actividades no-programadas que deben realizarse para su oportuna aprobación.
- Mantener contacto permanente con las autoridades del país sede con el fin de facilitar las labores asignadas al Instituto.
- Supervisar y evaluar el desempeño del personal docente y de cooperación para el mejoramiento del mismo.

Artículo 5. -El Profesor Especialista para la enseñanza de idioma castellano será un profesional con título docente expedido por institución de nivel universitario y con experiencia mínima de tres años, cuya designación será realizada por el Ministerio de Relaciones Exteriores.

Artículo 6. -El Profesor Especialista, para la enseñanza del idioma castellano elaborará los planes y programas de enseñanza del idioma, y con la autorización del Ministerio de Relaciones Exteriores podrá colaborar con el diseño, la planificación y programación de la enseñanza oficial del idioma castellano en el país sede.

Artículo 7. -El personal de cooperación estará integrado por profesionales o técnicos con experiencia en el área en la que prestarán sus servicios y su designación se regirá por las normas que al efecto dicte el Ministerio de Relaciones Exteriores.

Artículo 8. -El personal docente y de cooperación local estará integrado por profesionales o técnicos con experiencia en el área en la que van a prestar sus servicios, en especial en el caso de la enseñanza del idioma castellano y serán contratados por el Jefe de la Misión de acuerdo con las normas que establezca el Ministerio de Relaciones Exteriores.

Artículo 9. -El personal administrativo del Instituto estará integrado por funcionarios del Ministerio de Relaciones Exteriores o contratados locales por el Jefe de la Misión de acuerdo a las normas que establezca el Ministerio de Relaciones Exteriores, en este último caso la contratación se ajustará a las disposiciones legales del país en el cual se preste el servicio.

**SECCIÓN TERCERA
De las actividades de los Institutos**

Artículo 10. -Las actividades de los Institutos serán coordinadas por un Comité, integrado por el Director General de Economía y Cooperación Internacional, quien lo preside, el Director General de Política Exterior, el Director General de Asuntos Culturales y el Director de Cooperación con el Caribe y Centroamérica, quien fungirá como su Secretario Ejecutivo, y un representante académico. Este comité se reunirá dos veces al año o cuando se considere necesario.

Artículo 11. -El Comité, tendrá las siguientes atribuciones:

- Presentar, para la correspondiente aprobación del Ministro de Relaciones Exteriores las políticas y lineamientos a ser desarrollados por los Institutos.
- Determinar el cumplimiento de las políticas y lineamientos del funcionamiento de los Institutos, acorde a las orientaciones de la Política Exterior de Venezuela.
- Aprobar el programa-presupuesto de las actividades anuales de los Institutos, a fin de que sea incorporado al Programa Operativo Anual Institucional (POAI) del Ministerio de Relaciones Exteriores.
- Aprobar el programa de actividades semestrales preparado por cada Instituto.
- Supervisar el cumplimiento de la programación de actividades de los Institutos.
- Conocer y aprobar los textos para la enseñanza del idioma castellano.

Artículo 12. -El Secretario Ejecutivo, a través de la Dirección de Cooperación con el Caribe y Centroamérica, tendrá las siguientes atribuciones:

- Preparar el programa-presupuesto de las actividades anuales de los Institutos, con base a los presentados por cada uno de ellos, para su aprobación por el Comité.
- Coordinar la preparación de los programas de actividades semestrales de cada Instituto.
- Aprobar nuevas actividades o cambios al programa que no afecten significativamente al programa-presupuesto.
- Suspender aquellas actividades que considere impropias a los objetivos de los Institutos.
- Supervisar y controlar el cumplimiento de la programación y presentar al Comité los informes correspondientes del cumplimiento de las metas y del programa-presupuesto de los IVCC, que corresponden.
- Preparar la agenda de las reuniones del Comité y llevar las actas de sus reuniones.
- Participar en el nombramiento y supervisión del Personal Profesional especializado de los IVCC en conjunción con la Dirección de Recursos Humanos del Ministerio de Relaciones Exteriores.

**SECCIÓN CUARTA
De la programación de los Institutos**

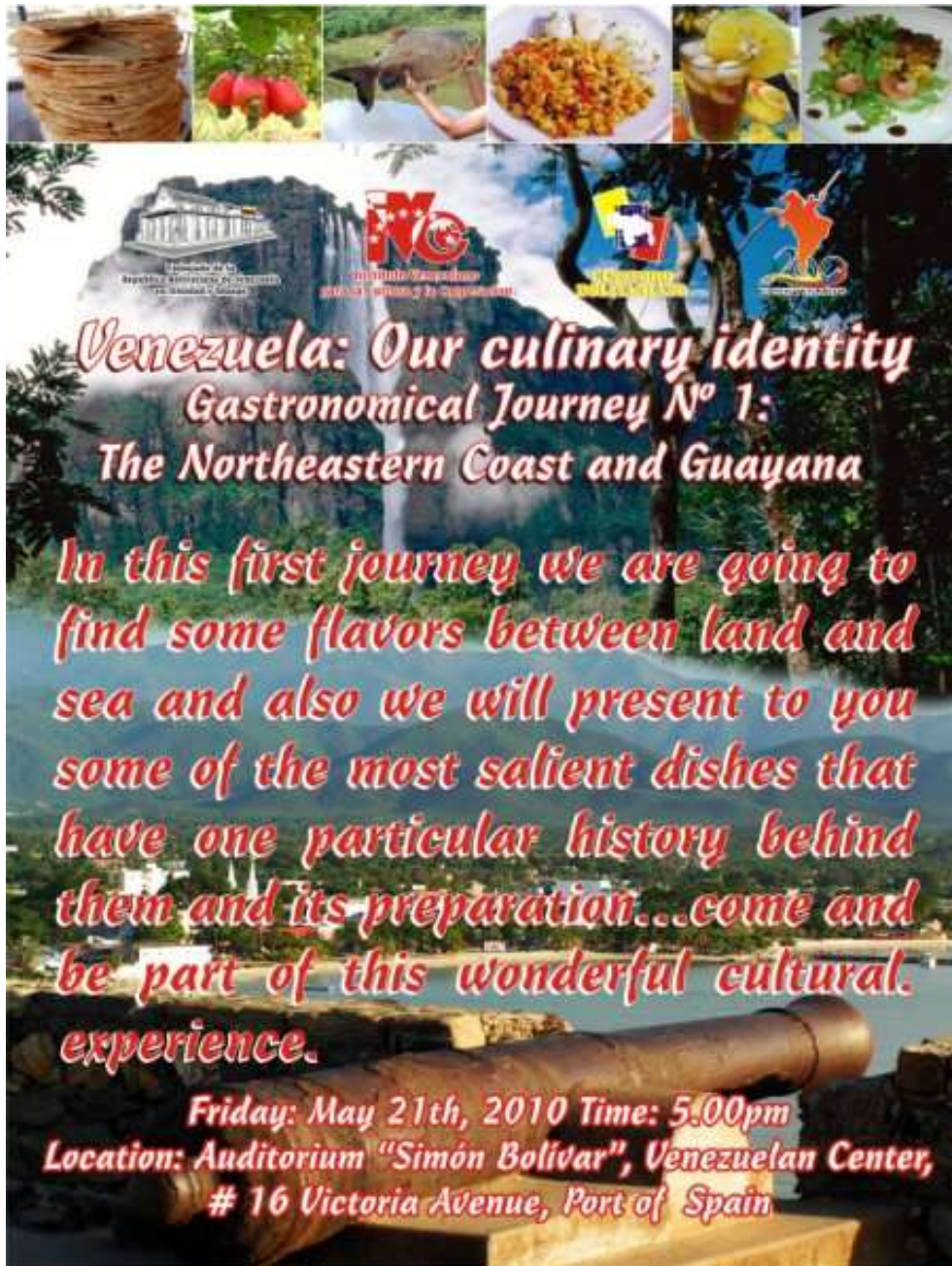
Artículo 13. -Los Institutos programarán semestral y anualmente las actividades que les son propias, y las someterán a la aprobación del Comité a través del Jefe de Misión.

Appendix C: Spanish Basic I Grammatical Program.

Contenidos gramaticales generales del IVCC dividido por niveles

Básico I	<ul style="list-style-type: none">*Ser y estar ✓*Pronombres Personales ✓*Acuerdos de género y número. ✓*Artículos definidos e indefinidos. ✓*Presente simple ✓*Pronombres interrogativos: ¿qué, cómo, cuando, dónde? ✓*Pronombres posesivos. ✓*Verbo haber (impersonal)*Presente progresivo*Pronombres reflexivos*Verbos reflexivos*Gustar y verbos de este tipo, como: Emocionar, interesar.*Perífrasis verbal ir + a + infinitivo*Preposiciones de lugar y tiempo.*Por y para (introducción)*Conjunciones: "y", "o", "pero" y "porque"*Adjetivos demostrativos*Apócope.
	<ul style="list-style-type: none">*Repaso de ser y estar ✓*Repaso del presente ✓*Repaso de verbo haber (impersonal) ✓

Appendix D: Cultural Project Poster. “Gastronomical Journey N° 1: The Northeastern Coast and Guayana”



Appendix E: Cultural Project Invitation. “Gastronomical Journey N° 2: Los Llanos Region and the Capital Region”.

Venezuela: Our culinary identity

**Gastronomical Journey N° 2:
Los Llanos Region and the Capital Region**

Friday June 18th, 2010, Time:5:00 pm

**Location:
Auditorium “Simon Bolivar”, Venezuelan Center, 2nd floor
16 Victoria, Avenue,
Port of Spain.**

Synopsis
As in every culture, food and traditions go hand in hand and in this Second Gastronomical Journey we are going to present The Region of Los Llanos and The Capital Region. On one hand, The Region of Los Llanos, represents the land of yesterday, today and tomorrow, which holds her a unique blend of legends and gastronomy strongly marked by the traits that history has left in each of its towns and the energy of our people, and secondly, the Capital Region formed by a multi-cultural legacy of Spanish colonial kitchen and the legacy of major migrations originating from France, Italy and Spain... There is a very good reason why Venezuelan cuisine grabs the attention. Come to enjoy and be part of this culinary cultural experience. This event will feature the following speakers:

Maria Eugenia Marciano Casado
Ambassador of the Bolivarian Republic of Venezuela in Trinidad and Tobago

Elisha George
IVCC Coordinator

Daniela Rojas
Modern Languages Studies, Universidad de Los Andes, Venezuela.

Reina Angulo
Modern Languages Studies, Universidad de Los Andes, Venezuela.

Inquiries
Please contact Reina Angulo at (1866) 627 98 21 or ivccft@gmail.com with any general questions about this event.

Media
Journalist should contact Dalana Des Vignes at comunicacionembavenezta@gmail.com with any general questions about this event.

Share this:

**EMBAJADA BOLIVARIANA DE VENEZUELA EN LA
REPUBLICA DE TRINIDAD Y TOBAGO**

Appendix F: May Cross Celebration Brochure.

The Origins of the May Cross Festivity

It is believed in some circles that the celebration of the May Cross, which appears officially on the 7th May on the Catholic Calendar, is primarily of pagan origin. The peoples of old Europe would adore a young girl with flowers in commemoration of the goddess *Maya* or *Maia* (May) the goddess responsible for the splendour of nature. She was also called *Flore* in some cultures. This goddess represented eternity as spring is the time of renewal and it occurs every year brand new again without fail. They would celebrate, dancing around a log which was eventually replaced by the Christian Cross and its accompanying rites. However, the pagan *May Pole* celebration still survives today and research has pointed to Catalan origins, not English. The fact that the Catalonians and Basque people were there even before the Romans lends credence to this postulation. But this does not explain the tremendous Christian adoration of the cross.

The Christian legends behind the Santa Cruz are many. The first one points to the discovery of the true cross by Constantine's mother, Saint Helen. Constantine, the Emperor that allowed Christians to practice their religion freely, had a dream one night before the battle for the Danube, which took place during the 6th year of his reign. In the dream he kept seeing the Cross and the words "with this sign is your victory." The very next day he had a cross made and set out to battle, defeating the barbarian horde that vastly outnumbered his army.



He then entrusted his mother with the mission to find the true cross of The Christ and she immediately set out to Jerusalem. Upon arriving at the sacred city she consulted the wise men who took her to the place where Christ was crucified.

They performed excavations in search of this Cross. However, there were three crosses there covered in blood. To find out which was the true cross, she had the ill, the broken and even the dead brought in, who were all cured and restored to life upon coming into contact with the true cross. Veneration of the cross was born from there. Recent documentation and research into the claims of the Gospel Stories have put this to be the true site of the Crucifixion and perhaps in time there would be no denial of the authenticity of the Cross preserved in Rome, Jerusalem and Spain.

Another story tells of the sacking of Jerusalem and the theft of the sacred relic by the Persians. The emperor at that time, Heraclius, defeated the Persians and rescued the Cross. He attempted to restore it to its place on the place of the skull and summoned his entourage. They wore all in magnificent robes and finery and with every step forward, the Cross became progressively heavier. Consulting the Patriarch of Jerusalem he was advised to go as Christ did, humble and likened unto a beggar. This advice he took and managed with consummate ease to place the cross back into the Church of the Holy Sepulchre, a church erected on the site.

It is said that in order to avoid the theft of the cross and to avoid this power in the hands of one person, it was divided up. One leg sent to Rome, one to be kept in Jerusalem, one in Constantinople and various pieces to churches worldwide in places that carry the name "Veneruz."

Spain herself is purported to have two pieces in Merida and Guadix, hence the special devotion to the Santa Cruz (sounds familiar?) by Spaniards. When the celebration of the May Cross reached the Spanish Americas, notably Venezuela and Trinidad, it was mixed with the Amerindian and African joy of life and reverence for nature to become the colourful and beautiful

Velorio de la Cruz de Mayo or Cruz de Mayo

EL VELORIO DE LA CRUZ DE MAYO



A CELEBRATION OF CREATION
IN SPANISH
POETRY AND SONG
AND DANCE

LOPINOT,
CELEBRATING A HERITAGE

Lopinot Tourism Action
Committee
Central Conference, Ottawa
(613) 237-1417
101-1040
107-1010
Email: clt@lpinot.com

**Appendix G: Newspaper review of the one hundred and ninety ninth (199)
Anniversary of the Independence of Venezuela.**

of trinidad Guardian www.guardian.co.tt Tuesday, July 13, 2010



Ambassador of the Bolivarian Republic of Venezuela Maria Eugenia Marciano-Casado, left, Major Bruno Mattkussy, Emilia Saavedara and Sgt Nahir Gondez. PHOTOS: ANDRE ALEXANDER

Venezuela marks 199 years of independence

On July 5, Venezuela celebrated its 199th anniversary of independence.

To mark the occasion, the Ambassador of the Bolivarian Republic of Venezuela Maria Eugenia Marciano-Casado hosted a 1 pm - 3 pm cocktail reception at her Mary Street, St Clair residence.

Guests included members of the diplomatic and consular corps, Members of Parliament, representatives of the business community, representatives of the T&T Defence Force and Venezuelans living in T&T.

Minister of Foreign Affairs Dr Surujrattan Rambachan was ably represented by the Ministry's permanent secretary Margaret Parillon.

The afternoon's programme began with



Luis Dini, left, with his daughter Anabella Dini, Beatriz Dini and Dianny Hernandez.

Regiment Steel Orchestra.

There were addresses by Ambassador Marciano-Casado and Parillon, both of whom invited guests to join refreshments and entertainment continued.

This time, however, the entertainment began with a performance by Amantes de Paranda followed by the T&T



**Appendix H: Newspaper review of the one hundred and ninety ninth (199)
Anniversary of the Independence of Venezuela.**



Appendix I: Summer Camp “Building Leaders of Tomorrow” Brochure.



ABOUT US

Building Leaders of Tomorrow (BLT) is an intensive 3-week vacation camp programme created by One Anguana Group for young children age six (6) to eleven (11) years.

For the first time ever, Tobagonian children will have the opportunity to experience the diversity and culture of the Spanish-speaking region within the safety of their community.

BLT makes learning fun and effortless for your child. We bring a dynamic and creative approach—one that won't impact their love in a real and practical way. They will enjoy being introduced to Spanish, not by sitting in a classroom, but by their involvement in inspiring activities and memorable projects using arts and Emergent as teaching tools.

The camp caters to the artists, the curious, the clever young entrepreneur and the child who is still discovering his strengths.

Give your child the head start today. Limited spaces available!

SAFETY FIRST!

Safety is all important. We will work hard to make sure that children are never out of sight, so while your children are having fun you can be sure they are being looked after.

SECURITY

We would ask that our pick up and drop off procedures are strictly adhered to. When delivering your children you will be asked to sign a register and provide details of anyone who may be collecting the children in the evening. We will need notification of changes from the parent/guardian in order to release the children to any other party.

MEDICAL & DEPARTURE TIMES

Standard day camp reception opens at 8.30am and we ask all parents to ensure that they arrive by 9.00am. Children can be collected at the end of each day at 3.00 p.m.

If you are going to be late, please telephone or text as soon as possible so that arrangements may be made. A late collection fee of twenty dollars (\$20.00) for every hour late will be incurred.

MEALS

Lunch will be provided daily (included in camp fee) and there will also be a snack shop on site. Please inform us of any special dietary requirements or food allergies.

CLOTHING

It's always good practice for children to only wear practical clothing and not their favourite brand new clothes since the wear and tear on clothing can be considerable.



THE PROGRAMME

The programme was designed by trained language and child development specialists. If you have any particular queries concerning a specific element of your child's programme which they are at Camp, please contact the Camp Director who will be more than happy to answer your questions.

YOUR CHILD'S WELFARE

If your child has special requirements, please put these details on the registration form and further instruct the Camp Director. Name of first aider on your child's first day of the camp.

MONEY MATTERS

- Cost - \$110/week/child
- Payment can be made in full or in 2 equal instalments.
- Payment can be made to Sepulch Bank # 0201 2396 7431
- Deposit receipts to be retained and presented on first day.
- Cheques can be made payable to One Anguana Group.
- Completed Registration Form can be submitted to Tobago Youth Council Office, Unit 28 Fairfield Complex (E) Bellini's Court, Bassees Near Rd.

Limited Sponsorships are available. Our policy is to never turn away a child for primarily financial reasons. Call us for more details.

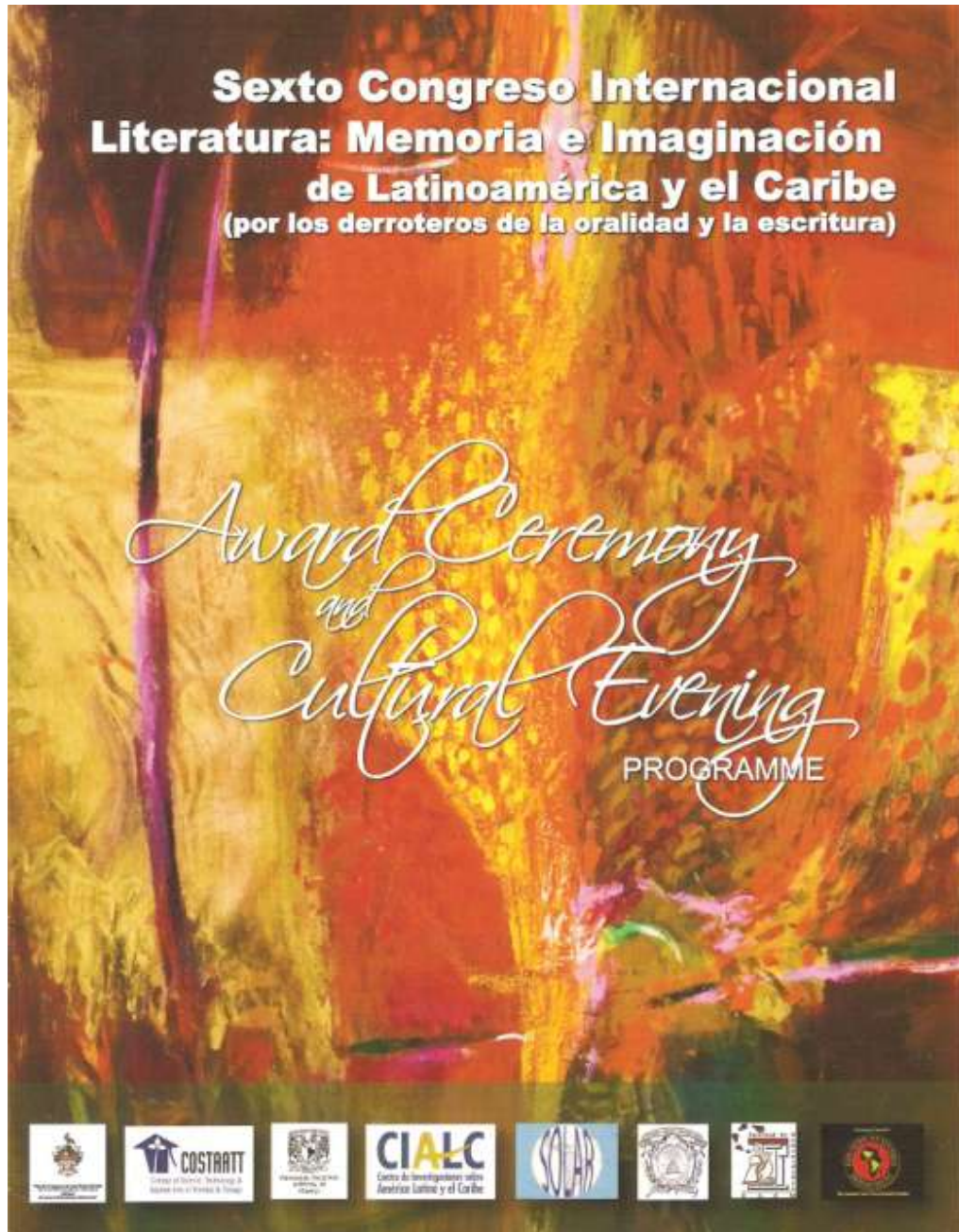
CUSTOMER FEEDBACK

We would love to get feedback about our Camp from children and parents alike. If you would like to see your child, or if you think we've let you down, please let us know.

ANY FURTHER QUESTIONS

If you have further questions or queries please do not hesitate to contact: Zeynep (018-4892), Juli (048-8429), or Juliet (018-0541), Tracie (080-0470) or Email: anguanas@gmail.com

Appendix J: The Sixth International Congress of Literature Poster.



Appendix K: Tobago Heritage festival 2010 Calendar of Events.



CALENDAR OF EVENTS "TRACING FOOTPRINTS"

Website: <http://www.tobagoheritagefestival.com> Email: tobagoheritagefestival@yahoo.com
Tobago Festivals Committee
Cat, Centre and Catherine Streets, Scarborough, Tobago, Trinidad and Tobago, W.I. Tel: (868) 626-6411/6412

FRIDAY OCT 15	SATURDAY OCT 16	SUNDAY OCT 17	MONDAY OCT 18	TUESDAY OCT 19	WEDNESDAY OCT 20	THURSDAY OCT 21	FRIDAY OCT 22	SATURDAY OCT 23	SUNDAY OCT 24							
Opening Night Degré Yoko Stadium Car Park 8:30 p.m. Adult: \$10.00 Child: \$20.00	St. St. George Sugar Cane Glory Fort Ordery 3:00 p.m. Adult: \$20.00 Child: \$10.00	Fish Fiesta Degré Yoko Stadium Car Park 3:00 p.m. Adult: \$10.00 Child: \$20.00	Digital "Wassa Corri Home" When I am Out 8:00 p.m. Adult: \$10.00 Child: \$10.00	Competition Awards Crown Point "I Talk & Whole Village to Rain & Child" St. Andrew Rec. Ground 8:00 p.m. Adult: \$10.00 Child: \$10.00	St. John "Bata Festival" TSTC Rec. Ground 8:00 a.m. Adult: \$10.00 Child: \$10.00	Black Rock Six Festivals Cultural Heritage Park "East Christmas" and "West Christmas" Wake Up Cal - 5:00 a.m. Sea Breeze - 11:00 a.m. Sea Breeze - 5:00 p.m. FREE	Heritage College St. John & P... Fort-C... St. John 8:00 a.m. FREE	St. John "Old Time" Tobago "Old Time" Reception - 1:00 p.m. Reception - 2:00 p.m. Adult: \$10.00 Child: \$10.00	Wassan Hall "Games We Used To Play" Wassan Hall Recreation Ground Road Race - 1:00 p.m. Street Parade - 1:55 a.m. Games - 1:20 a.m. Adult: \$10.00 Child: \$10.00	Charlotteville "Natural Treasures Day" Village Park - 10:00 a.m. Beale & Tension Hall 2:00 p.m. Stage Production "Old Time School" Concert Charlotteville Recreation Ground 7:00 p.m. Adult: \$10.00 Child: \$10.00	Pembroke "Salsa Fiesta" Learning Hub 5:30 p.m. Stage Production "No Better Doin' No Better Boin' Pembroke Community Centre Ground 8:00 p.m. Adult: \$10.00 Child: \$10.00	Heritage Island Tour Scarborough Expressway 8:00 a.m. - 8:00 p.m. Adult: \$10.00 Child: \$10.00	Las Cabañas "Fest. Taino II" "Supernovela" Village Day Fair Las Cabañas Community Centre 8:00 a.m. - 3:00 p.m. Stage Production "Tuk Chosen 'Til You Chosen" Telephone Rec. Centre 8:00 p.m. Adult: \$10.00 Child: \$10.00	St. John "Heritage" "Lib. We Go" "Old Time Concert" Scarborough 8:00 p.m. Adult: \$10.00 Child: \$10.00	Plymouth "Old Time Carnival" J'ouvert - 1:00 a.m. Stage Production Plymouth Rec. Ground 4:00 p.m. Adult: \$10.00 Child: \$10.00	Emancipation Day Parade Sea Access to Pigeon Point Heritage Park 11:00 a.m. FREE



