



dialogos
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Universidad
de Alcalá

DIALOGOS

*COMMUNICATION IN PUBLIC SERVICE INTERPRETING AND TRANSLATING
WITH LANGUAGES OF LESSER DIFFUSION*

Multiplier Event

24 - 25 June 2024

Sala de Conferencias Internacionales - Rectorate Building
Plaza San Diego (28801) Alcalá de Henares - Madrid

WP2: October 2022-September 2023

Coordinated by Università degli Studi di Genova and Associazione San Marcellino

Presented by Helena Barbera, Rebecca Nalesso and Sara Zuccaro

WP2: - Mapping and cataloguing PSIT initiatives and current practices in LLD – UniGe and San

Marcellino

Main objective

To identify migrant communication needs and problems of LLD.

Target: University Students (from our Universities); Young Adults (18-35 years) not enrolled in Universities courses, mainly those with some LLD competence.

Service providers/volunteers (social workers, mediators, healthcare and legal sectors).

Four main tasks:

Micro-task 1: Contacting strategic social, civic, migrant organisations.

Micro-task 2: Desktop Mapping. Revision of relevant training programmes and training material.

Micro-task 3: Online Survey.

Micro tasks 4: Interviews.

Quantitative data is not a priority in this project. However, the expected numbers stated in the funded application were all achieved. See the following table for the details.

Activity	Quantitative expected target	Achieved target
Mapping Task	At least 15 teaching programmes. At least 50 training materials.	40 teaching programmes. 55 training materials
Survey Task	At least 240 respondents.	336 respondents.
Interview Task	24 interviews.	25 interviews.

Highlights from the Mapping Task: Teaching programmes

- Greece:
 - AUTH [MA in Conference interpreting and Translation](#), with a double track: conference interpreting and translation studies.
 - [MA in Politics, Language and Intercultural Communication \(POLICO\)](#), Ionian University, which looks more centred on intercultural communication, but it is only delivered in Greece.
- Italy: A very relevant teaching/training programme for DIALOGOS is the 1-year course in [Linguistic Assistance for Legal and Healthcare Settings](#) designed and delivered by the Università di Bologna-Forlì. Not only does it target University students, but also other people, with no university degree but with work experience. Its second edition ended in May 2024; it is inspired by the outputs and outcomes of the [ReACTMe Project](#). We are creating synergies with DIALOGOS.
- Spain: UAH: [Master's Degree in Intercultural Communication, Interpreting and Translation in Public Services](#)

Highlights from the Mapping Task (2)



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Extra-European LLDs other than Arabic and Chinese are underrepresented.

Languages offered within all selected teaching programmes relevant to the DIALOGOS project (social-healthcare and legal-humanitarian): the majority of the selected teaching programmes does not offer a specialization in them.

Highlights from the Mapping Task: Training materials

The final selection of **Training materials** is made up of 55 resources. Resources were coded according to the different sector they could be mainly referred to: H stands for Healthcare, L for Legal, M for Mixed settings and R for Refugees-specific resources. The final selection of resources is composed as follows: 18 H, 9 L, 18 M, R10.

- The search followed these steps:
 - Reviewing the materials created by EU funded projects, relevant to DIALOGOS.
 - Mapping the networks/groups/organisation/resources referred to in some of the selected teaching programmes, i.e. ORCIT (Online Resources for Conference Interpreter Training), JURINTE (Interprofessional training for court interpreting, Ghent University), CIUTI (Conférence internationale permanente d'instituts universitaires de traducteurs et interprètes, including all the EU projects that could be retrieved from its webpage and which often coincided with the above-mentioned ones.
 - More Erasmus+ projects were searched, in the relevant EU portal, giving some key words such as: interpret-, mediat-, legal, health-.
 - **Searching outside the EU:**
 - International Medical Interpreters Association in the US.
 - the Health Care Interpreter Network
 - the National Council of Interpreting in Health Care, with a specific LLD section and group.
 - DIALOGOS-relevant EU Agencies: UNHCR, European Asylum Support Office and European Union Agency for Asylum.

Highlights from the Survey Task

For the socio-demographic variables, see the specific Survey Report.



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	Greece	Italy	Spain
Professionals			
No interpreting training yet (%)	61	46.7	51
No mediation training yet (%)	57.1	26.9	49

Questionnaires collected:

Italy (44 students, 78 professionals).

Greece (23 students, 43 professionals).

Spain (97 students, 50 professionals).

Main LLDs languages self-declared by the (potential) students (recurring in the different countries): Albanian, Arabic (different varieties), Bambara, Chinese, Mandinka, Pidgin English, Susu, Swahili, Ukrainian, Yoruba, Wolof.

	Greece	Italy	Spain
Students			
No interpreting training yet (%)	60.9	65.9	71.1
No mediation training yet (%)	69.6	77.3	68.8

Interested in attending interpreting/mediation LLD training and main reasons, by potential students.

**Greece
83.3%**

- 1. To be trained to translate as something always done with their family members.**
- 2. To help others.**

**Italy
75%**

- 1. They could be of help of other people in the future.**
- 2. It could be a way of learning new languages and acquiring new skills.**
- 3. It could become a job.**

Those people who answer they are not interested claim the lack of time as the main cause or the fact that before they should better learn an LLD.

**Spain
40.5%**

- 1. It could become a job.**
- 2. To help.**

Highlights from the Interview Task

common to all Countries

Communication issues

People who are thought to **experience the greatest difficulties in accessing and communicating with services** are:

- Migrant and refugee newcomers from underprivileged backgrounds, more specifically:
 - Illiterate or poorly educated people.
 - Elderly people.

The **reasons** why these people experience difficulties are:

- Poor linguistic competence.
- Lack of basic knowledge on the healthcare and legal system procedures.
- Cultural background.

The **main barriers** are due to:

- Difficulty in accessing public service interpreting or mediation resources.
- Lack of professional interpreters or translators in LLD.
- Excessive bureaucracy.
- Lack of knowledge on technical vocabulary by LLDS.
- Scarce cultural sensitivity (prejudices and racism) and low foreign languages' proficiency by professionals.

Highlights from the Interview Task (2)

The **settings** that are perceived as the most difficult ones concerning communication are the following:

- Legal (including administrative procedures, civil register, international protection,
- Healthcare
- Emergency crisis
- Educational
- Tax-related and job-related matters

The **communicative activities** that are perceived as most difficult without an interpreter-mediator are:

- Explaining medical procedure (informed consents, arranging an appointment)
- Mental health counselling
- Disclosure of sensitive or distressing information
- Preparing minors to the Territorial Commission for International Protection hearings.

Some **communicative activities** are perceived as feasible without an interpreter-mediator:

When a common language (for example, English) or automated tools can be used effectively,

but always depending on:

the person you are interpreting/mediating for (educational background, capacity to self-organise, etc.).

Highlights from the Interview Task (3). Training suggestions

As to the suggested **contents**:

- Theoretical framework (cultural-related aspects and sensitivity, psychosocial support, capacity to create empathy, manage stress and emotions, gender-related matters).

But also:

- Deeper knowledge of the target language.
- Specific terminology.
- Non-verbal communication and public speaking.
- How to approach beneficiaries with mixed migration background / always keeping a neutral stand.

As to the **suggested methodology**:

- Self-paced training.
- Collaborative learning.
- Mock-situations/simulations.
- Role plays.
- Case studies.
- To practice as many situations as possible (different contexts, countries of origins); how to behave with some specific people according to their attitudes and background.

Highlights from the Interview Task (4).

Personal motivation

Personal motivation to training, according to the interviewees, stems from the following:

- Career development.
- Community involvement.
- Helping others.
- Interprofessional exchange of knowledge and experiences.
- Knowing a methodology to systematize experiential knowledge.
- Training perceived as useful beyond everyday practice to increase one's skills.



The **perceived usefulness** of receiving training varies depending on individual perspectives and needs. For **professionals** operating within public service settings, the perceived usefulness is related to enhancing their ability to improve service provision. For **LLDS** who are not professionals in public services, the perceived usefulness is linked to career development and matters of inclusion. Helping others to access and use a service, to learn how to be more empathic and efficient and be able to have different ways of communicating (accommodating the user's preferences) are mentioned as well.