DIALOGOS WP2 FINAL REPORT

WP2:

THE OBJECTIVE

WP2: THE OBJECTIVE

The WP2 general objective is "to map the training proposals and practices used in PSIT (Public Service Interpreting and Translation Service) in participating countries (at least at local and some strategic regional level, chosen because of good practices present) to identify the most frequently LLDs (Languages of Lesser Diffusion) spoken/used, in which settings and who carries out translation/interpreting activities. This WP aims to identify the needs and problems of PSIT at present working with migrants" (from the funded application, p. 33). The definition of LLD that the Consortium is handling is the following: "Languages for which it is more difficult to find support in the form of written information materials, mediation resources, interpreters, etc." and the process that lead to this is specified in the Appendix of the Mapping Report.

MAIN STEPS OF THE PROCESS

The WP2 lasted one year, and it was coordinated by the Italian Team. Nevertheless, all steps and main decisions were co-designed, developed and taken within the Steering Committee. Each Project Manager referred directly to each National Team. The Project Coordinator followed and collaborated in the whole process. It was difficult to draw a clear-cut line between the micro-tasks being carried out by the academic and the non-academic partner, since a National Team was created in each Country, and it worked as a whole. Subgroups were created for each specific task, but they referred about their progress to their relevant Project Manager, at least every two weeks.

The specific steps undertaken are specified in the relevant final report of each task. There are five tasks Report available:

- Mapping.
- Survey.
- Event.
- Networking.
- Interviews.

Some qualitative data which emerged from the Mapping, Survey and Interviews tasks are summarised in the following pages.

For the full reports, please ask the Coordinator: carmen.pena@uah.es

QUANTITATIVE DATA IS NOT A PRIORITY IN THIS PROJECT. HOWEVER, THE EXPECTED NUMBERS STATED IN THE FUNDED PROPOSAL 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.

MAPPING:
MAIN RESULTS SUMMARY

The final selection of **Teaching programmes** is made up of 40 resources: 9 in Greece, 15 in Spain and 16 in Italy.
The search was limited to the three DIALOGOS partner countries for time constraints. Inclusion criteria were the following:

a) courses offered by Higher Education Institutions (HEI) or by EU funded projects on a steady basis and
b) programmes that either refer to the public services settings and/or translation/interpreting (T/I).

The criterion of delivering at least a Language of Lesser Diffusion (LLD)-specific T/I module was excluded after the first search, since the very concept of LLD became matter of discussion within the Consortium (an Appendix on this topic is included in the Mapping Report).
The selected teaching programmes show an attempt at interdisciplinarity.

HIGHLIGHTS

- **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. It is at its first edition (the second one will start in 2024), also inspired by the outputs and outcomes of the ReACTMe Project, and it will be worth following its evolution and creating synergies with DIALOGOS.

- **Spain**:

UAH: Master's Degree in Intercultural Communication, Interpreting and Translation in Public Services

- **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.

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

Languages offered within all selected teaching programmes, to the **DIALOGOS** project (social-healthcare and legal-humanitarian): the majority of the selected teaching programmes does not offer a specialization in them.
Only   few MAs, namely, UAH's or the one in International Communication Translation and Interpreting offered by the **Universidad Pablo de Olavide** and the Specialization course in Linguistic Assistance for Legal and Healthcare Settings offered by Università di Bologna-Forlì.

Translation and Interpreting techniques and modes

Most selected programmes apparently offer both translation and interpreting. Conference interpreting is still more represented than dialogue interpreting (and sign language courses that this mapping do not delve into).
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.
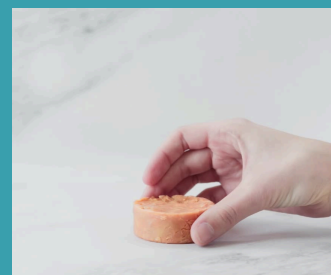
The final selection of resources is composed as follows: 18 H, 9 L, 18 M, R10.

The search followed these steps:

- Reviewing the materials created by EU funded projects, relevant to **DIALOGOS**, starting from the ones where at least one organisation/member of the **DIALOGOS Teams** had been actively involved in (direct knowledge), moving then to those where no **DIALOGOS** organisation/team member had been directly involved.

- 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:

1. International Medical Interpreters Association in the US.
2. The Health Care Interpreter Network
3. 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.

Some obstacles

- fee required (subscription) to access materials.
- difficult to delimit/define the specific field.
- LLDs are present in the selected resources, but in a scarce amount (mainly leaflets).
- Academia vs. "Emergency World" (i.e., <u>Translators without Borders</u>): Different needs, and therefore, different materials.

SURVEY: MAIN RESULTS SUMMARY

FOR THE SOCIO-DEMOGRAPHIC VARIABLES, SEE THE SPECIFIC SURVEY REPORT.

HIGHLIGHTS

(potential) Students

	GREECE	ITALY	SPAIN
Number of respondents	23	44	97
Open-ended question regarding the LLDs known	Albanian, Arabic, Finnish, Romanian, Russian, Sinhala, Tamil.	Albanian, Arabic (including "Tunisian dialect" as it was written in a specific answer, Moroccan Arabic, specifying "Darija"), Cape Verdean Creole, Chinese (in one case out of four specifying Cantonese), Greek, Koniake, Pidgin English, Romanian, Ukrainian, Yoruba, Wolof.	Arabic (Classic, Darija, Moroccan), Bambara, Bassa, (self-declared) Beti, Bromen, Bubí, Bulgarian, Bulu, French Creole, Dinka, Edo, Efik, Eton, Ewe, Ewondo, Fang, Georgian, Hassania, Ibibio, Malinke, Mandinka, Peul, Pidgin, Polish, Rifeño, Susu, Swahili, Yombe, Wolof.
No interpreting training yet (%)	60.9	65.9	71.1
No mediation training yet (%)	69.6	77.3	68.8

Interested in attending an interpreting/mediation LLD training (% and main reasons)	83.3	75	40.5
	1. To be trained to translate as something always done with their family members. 2. To help others	1. They could be of help of other people in the future. 2. It could be a way of learning new languages and acquiring news 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 a LLD.	1. It could become a job. 2. To help. Those who would not be interested in attending this kind of training claim the following main reasons: they work or study in a different field. Nevertheless, it is curious to see that, in some answers when they are specified, these fields are relevant for Public Service Interpreting and Traslation: e.g., social intervention, healthcare and education. Some answers highlight the lack of time as the major cause. Some respondents claim that they are too old.

Professionals

	GREECE	ITALY	SPAIN
Number of respondents	43	78	50
Profession (%)	25.6 lawyer, 25.6 legal practitioner 14 counsellors/psychotherapists, 11.6 mediator	30.3 mediator, 17.1 nurse, 11.8 lawyer, 3.9 healthcare assistant, 2.6 social worker, 2.6 receptionist, 2.6 doctor, 1.3 legal practitioner	45.8 various job 16.7 lawyer/doctor
No interpreting training yet (%)	61	46.7	51
No mediation training yet (%)	57.1	26.9	49
Strategies to face the language barriers (%) (answered by non-mediators)	56.8% communication by a common language 43.2 non-professional, on site, mediators/interpreters 35.1% automatic translation tool (Google Translator) 27% non-professional, remote, mediators/interpreters	29 answers 65.2 automatic translation tool (mainly Google Translator) 41.3 communication by a common language 28.3 non-professional on site mediators/interpreters 19.6% remote mediators/interpreters	38 answers 57.9 automatic translation tool (mainly Google Translator) 57.9 family and friends on site almost half of them 42.1 bilingual staff and professional interpreters on site

Most effective strategies	**35 answers** 1. interpreters/ mediators 2. non-professional interpreters and mediators or bilingual staff 3. facial expressions and body language, together with the use of a vehicular language	**46 answers** 1. mediators/interpreters 2. non-verbal strategies, such as empathy, images, reflexivity	**29 answers** 1. mediators/translators and interpreters 2. automatic translation tools (Google Translator is the most frequently mentioned) 3. ad hoc interpreters/mediators, such as family members, friends or staff 4. a vehicular language (Castilian, English and French are specified).
Least effective strategies	**35 answers** 1. automatic translation 2. family members and other non-professional interpreters 3. body language and speaking Greek slowly	**45 answers** 1. automatic translation 2. translated materials 3. non-professional mediators/interpreters 4. to insist and repeat something which results incomprehensible, to speak slowly and to speak loudly 5. not trained or unexperienced remote mediators/interpreters.	**22 answers** 1. ad hoc interpreters/mediators, such as family members 2. automatic trnslation tools 3. gestures and drawings 4. remote mediators (because they are not immediately available) 5. an official language (even if adapted) that the user is not proficient in

Suggestions to improve accessibility			
	1. interpreters, mediators and translators 2. to learn Greek and other languages (LLDs included) 3. translations apps 4. multilingual materials 5. staff training	1. mediation and interpreting 2. multilingual documentations (also in LLD) (posters, videos, informed consents, flyers) 3. to learn Italian and language courses (also for the staff) 4. a reception office with multilingual staff/mediators 5. English as a vehicular language	1. mediators, translator, interpreters 2. multilingual materials and documents (Inetrnet sites included), 3. public service staff being trained to carry out interlinguistic communication 4. translation apps and digital tools

Interviews: main results summary

For the socio-demographic variables, see the specific Interviews Report. As a whole, 25 interviews were conducted, 8 per each DIALOGOS Country (9 in Italy).

Highlights

Highlights from the interviews, common to all DIALOGOS 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:

  1. Illiterate or poorly educated people
  2. 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

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, out always depending on:

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

Communication needs by migrant people are generally perceived to be poorly addressed, except some **best practices**, for example, in some hospitals and schools.

Although **professional translators and interpreters** (mediators in Italy, especially in schools) and **culturally competent professionals** are told to be **provided by the services**, their presence is considered occasional, insufficient and **not always provided by trained people**, according to the interviewees.

Tools and strategies that improve communication and are provided by the users are:

- Relatives, friends, community and religious leaders who speak the national language and a LLD
- Use of translation apps
- Use of common languages, such as English and French

The following are **the ways to improve communication** in services according to the interviewees:

- Hiring trained mediators on a permanent basis (especially in the healthcare settings)
- Staff competent at least in English and French in public offices
- Professional lifelong learning and training

Of course, trained interpreters and mediators are thought to be the most effective in facilitating communication, because of their:

- Language proficiency
- Cultural competence, including knowledge of pragmatics (gestures, politeness); religion (mysticism, evil eye, food norms); family practices (polygamy and jealousy among children of different mothers)
- Contextual understanding
- Knowledge of subject-specific terminology
- Trust-building relationships (for example, a mediator can help the user feel at ease, orient him/her, etc.)

The section dedicated to training gives the following answers:

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
- Supervised traineeships

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.