

Project Report

DIALOGOS

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Document Control Information

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Document Approver(s) and Reviewer(s):

NOTE: All Approvers are required. Records of each approver must be maintained. All Reviewers in the list are considered required unless explicitly listed as Optional.

Name	Role	Action	Date
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Elpida Loupaki Member of the SC, Project Manager for WP4	Elpida Loupaki Member of the SC, Project Manager for WP4	Approved	31/05/2025

1.1. Activities

ID	Activity	Target Delivery Date	Actual Delivery date	Status	Comments
WP4.1	Development of theoretical training material about i) ethical issues, ii) introduction to PSIT	October 2024	March 2025	Accomplished	Videos for Modules 1,2 and 3 are still in progress.
WP4.1	Development of presentations in Italian and Greek language for the training material	October 2024	April 2025	Accomplished	Modules 1, 2 and 3 are already produced in Spanish and English language and are translated (localized) in Greek and Italian language.

<The deliverable IDs should be aligned with the ones used previously in the Project Charter.>

1.2. Activities Plan

Planned		Actual		Performance	
Start Date	End Date	Start Date	End Date	Schedule	Budget
1/09/2024	31/10/2025	1/10/2024	31/05/2025	After receiving the reports from WP3 and analysing the results of the piloting led by the Spanish team, we studied the theoretical training material proposed by our partners in Modules 1, 2 and 3. For the Greek language, the material was initially translated by Master's students from AUTH and subsequently refined by team members to ensure consistency with the intended style and function. In the second phase, the material was transferred using the I-Spring tool.	WP4

1.3. Changes

ID	Change Name	Change Description & Details	Status	Action Details (effort & responsible)	Actual Delivery Date
WP4.1	Submission date changed	The deliverables were planned earlier but elaboration took more time than initially foreseen.	Accomplished	The localization of the material into Greek and Italian was more time-consuming than initially	31/05/2025

				planned. The SC discussed this issue and agreed to grant additional time to the two teams.	
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1.4. Major Risks and Actions Taken

ID	Category ¹	Risk Name	Risk Description & Details	Status ²	Likelihood ³	Impact ⁴	Risk Level ⁵	Risk Owner	Risk Response Strategy ⁶	Action Details	Target Date

1.5. Major Issues and Actions Taken

ID	Category ¹⁶	Issue Name	Issue Description & Details	Status ⁷	Action Details	Urgency ⁸	Impact ⁹	Size ¹⁰	Target Date	Issue Owner

¹ Categories of risks / issues related to the area affected by the risk / issue (e.g. Business, IT, People & Organisation, External and Legal).

² The risk status can be any of the following: Proposed; Investigating; Waiting for Approval; Approved; Rejected; Closed.

³ A numeric value denoting the estimate of the probability that the risk will occur. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁴ A numeric value denoting the severity of the impact of the risk (should it occur). The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁵ The risk level is the product of the likelihood and impact (RL=L*I).

⁶ The possible risk response strategies are: Avoid/ Transfer or Share/ Reduce / Accept.

⁷ The issue status can be any of the following: Open; Postponed; Resolved; Closed.

⁸ A numeric value denoting the urgency of the issue. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

⁹ A numeric value denoting the severity / impact of the issue. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

¹⁰ Issue size represents the effort related to the issue resolution. The possible values are: 5=Very high; 4=High; 3=Medium; 2=Low; 1=Very low.

1.6. Achievements

<This section is optional and the objective is to provide an overview of what has been achieved that haven't been yet referred in this document. It should focus exclusively on the reporting period.>

Project Highlights / Achievements	Comments
Constant and constructive interchange of views opinions between the different project partners.	Ongoing communication has been maintained among the various national teams, the Steering Committee, and members of the Greek team involved in the Module's development. This strong collaborative dynamic stands out as one of the project's key accomplishments. The Greek team has received highly positive feedback from all partners regarding the produced material, which has been instrumental in further enhancing its quality.
A key accomplishment of the project has been that all teams (SP, IT, GR) maintained strong relationships with NGOs and individuals working in the field of migration, thereby contributing to a better understanding and the empowerment of the targeted populations.	The collaboration was extensive for the piloting and the validation of the material produced.
A key achievement is the involvement of AUTH Masters' students in the process of localisation, validation and piloting of the material.	Engaging Master's students in the project promotes awareness among young professionals about inclusivity and the significance of eliminating language barriers in public services. This experience may influence their future career paths, particularly for those with heritage language backgrounds who could contribute in PSIT contexts.

1.7. Results summary

1.7.1. *Workflow*

a) The Greek team

At the initial stage, Master's students from AUTH were asked to translate material of Modules 1, 2 and 3, from English into Greek, using the following translation brief. This exercise enabled them to practice specialised translation and deepen their awareness of language barriers and inclusivity within civil society.

To provide further context for the translation task, students received the following brief:

'The translation you have been assigned is part of the research conducted within the framework of the Dialogos project: Communication in Public Service Interpreting and Translating with Languages of Lesser Diffusion.

More specifically, the text you are asked to translate will be incorporated into a self-training video intended for migrants and refugees who may not have Greek as their mother tongue. To familiarise yourself with the rationale and objectives of the project, you are invited to consult the programme's official website.'

In addition, students were given access to previous Dialogos texts, the original PowerPoint presentation in English, and a summary list of Do's and Don'ts (see Appendix).

In the subsequent stage, team members were responsible for ensuring the coherence and cohesion of the translated PowerPoint presentation. Several key issues were addressed during this phase:

- 1) Addressing speakers of Languages of Lesser Diffusion (LLD): In English, the pronoun "you" serves for both singular and plural reference. However, Greek distinguishes between the two forms. While the students initially opted for the singular, following extensive discussion within the Greek team, the plural form was ultimately adopted.
- 2) Enhancing accessibility of the text: Written Greek tends to be more formal and detached, particularly in academic settings. The team worked to lower the register and simplify the students' initial language choices, aiming for a more accessible and inclusive tone.
- 3) Preserving fidelity to the original text: At times, the intended meaning of the English version was ambiguous. In such cases, the Greek team referred to the original Spanish source to better understand and convey the underlying message.

In the third phase, the translated text was integrated into video format using the I-Spring tool. While the platform offered a wide range of creative and technical capabilities, it required significant effort from team members to become proficient and optimise its use for project needs. The resulting video was subsequently reviewed and evaluated collaboratively by the team, in coordination with our partners at MDAT.

Result: all modules (1-5) were translated into Greek and then localized in videos, as agreed within the SC.

b) The Italian team

Modules 1, 2 and 3 were the material used by two University students (one from University of Bononia- Forlì, Translation and Interpreting and the other from University of Genoa, Educational Sciences) for their Master's Final Project Work. They revised the three modules, under the coordination and supervision of the DIALOGOS Italian Team, and, according to the target groups they piloted the material with, they chose specific topics of the modules, since the time at their disposal was not enough to test the whole modules. Both this selection and what emerged during the activities carried out by these two students called for another step: the simplification of material in the case of LLD users and the need for specifying more about communication in multilingual settings. Another piloting was carried out addressing the first year of the General Psychology course at the Educational Sciences Department of UniGe: this occasion, using material from module 2, raised a lot of interest in the students we reached. Along 2025, modules 2 and 3 were being revised not only by the Italian partners, but also by a cultural mediators' cooperative in Reggio Emilia which can count on professional mediators with LLDs. This other perspective was extremely useful to further finetune our course. Three multiplier events carried out in Reggio Emilia, co-organised with the above mentioned cooperative, helped focussing on some basic theoretical aspects related with Public Service Interpreting and Translation, as well as mediation issues, sometimes lacking in professionals working with LLD users.

Appendix

1) AUTH list of Do's and Don'ts

Do's	Don'ts
When we translate the term 'Public Service Interpreting and Translation' (PSIT) in Greek, Interpreting should be first and not second as is often the case (Διερμηνεία και Μετάφραση) – It's the same case for its derivatives, e.g. noun = Public Service Interpreter and Translator (Διερμηνέας και Μεταφραστής)	NOT: Translation and Interpreting (normally used in Greek)
When we translate the English term 'minority languages' we render it as Γλώσσες Μικρότερης Διάδοσης (ΓΜΔ)	NOT: Μειονοτικές Γλώσσες
When addressing the user to 'teach' them use first plural pronoun	NOT: Second plural/singular pronoun
When addressing the user e.g. to 'ask' them something use second plural pronoun NOTE: When it is a general, non-negotiable truth (e.g. legislation) we write in the passive third person.	NOT: Second singular pronoun
Use simple and clear language	Do not use scholarly register
Prefer verbs	Avoid too many nouns