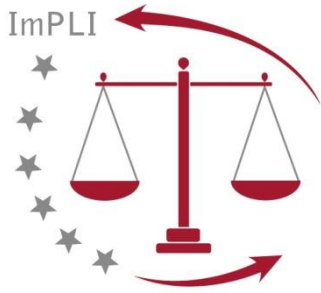


Training and new technology

ISIT : *Christiane Driesen*

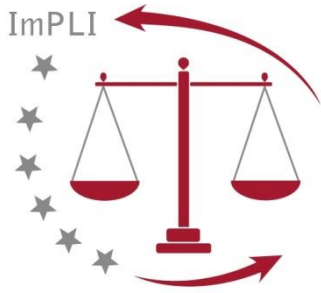
Lessius: *Katalin Balogh*

Heidi Salaets



OVERVIEW

- 1. Introduction**
- 2. (Mis)understanding**
- 3. Best practices**
- 4. Recommendations**

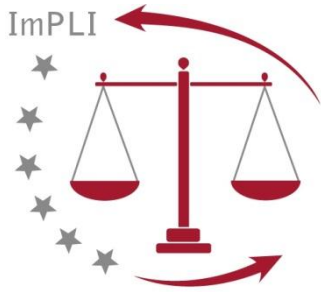


Introduction

- Directive 2010/64/EU of 20 October 2010
- Article 2 (1): *Suspected or accused persons who do not speak or understand the language of the criminal proceedings concerned **are provided, without delay, with interpretations during criminal proceedings before investigative and judicial authorities, including during police questioning, all court hearings and any necessary interim hearings***

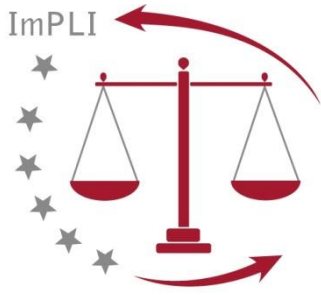


ImPLI = pre-trial phase



Introduction

- Directive 2010/64/EU of 20 October 2010
- Recital 17, 24 and 26:
 - **adequate** linguistic assistance [...] to exercise the right of defence and safeguarding **the fairness of the proceedings**.
 - Member states should ensure that **control** can be exercised over the **adequacy** of the interpretation and translation
 - When the **quality of the interpretation** is considered **insufficient** to ensure the **right to a fair trial**, the competent authorities should be able to replace the appointed interpreter

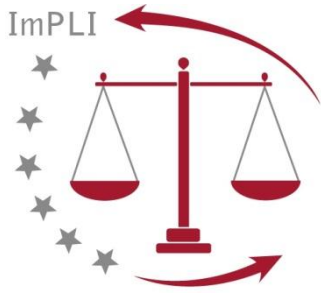


Introduction



ImPLI –objective = twofold

- give institutes who train interpreters the opportunity to better understand the interviewing techniques developed by police, customs and prosecution → **enhance training methods**
- To inform police and prosecution officers about interpreting techniques and role to help them in their job → **enhance questioning efficiency**



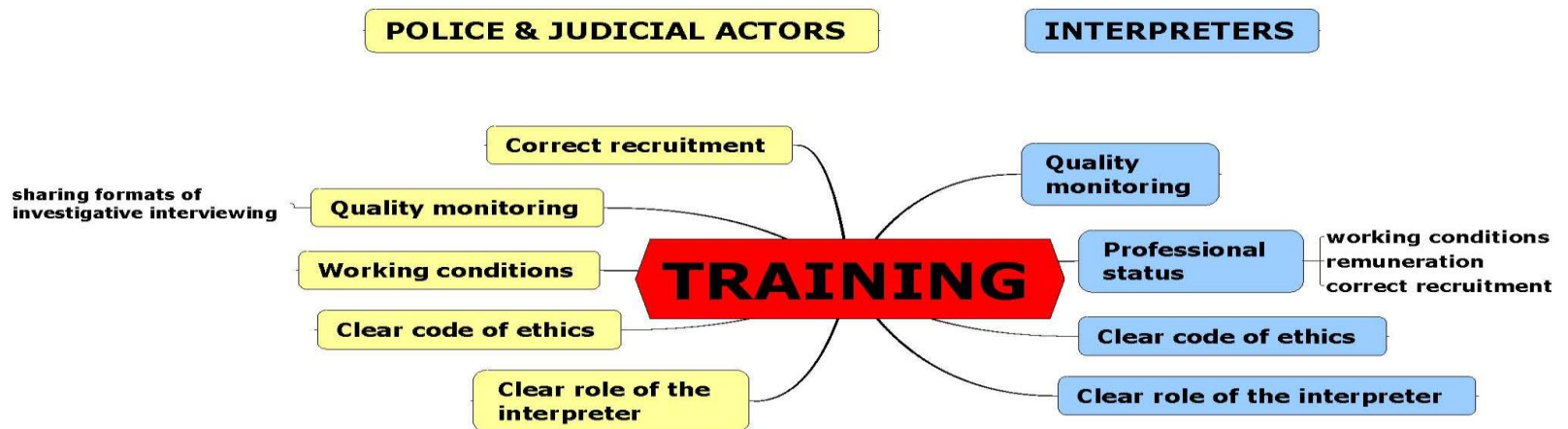
Introduction

KEYWORD: TRAINING!





Introduction

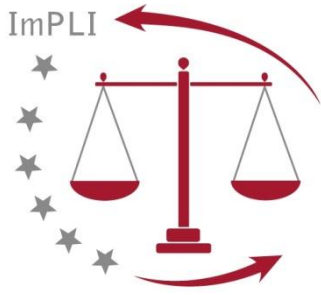


TRAINING_Chart.mmap - 31/07/2012 - Mindjet



OVERVIEW

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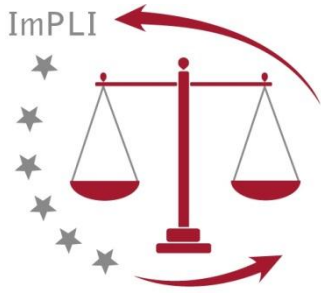
(Mis)understanding

- Police – prosecutors: ***general attitude of suspicion towards interpreters***

Because of

- “bad practices” with poorly qualified interpreters
- no awareness of the scope of services they can expect from professional interpreters

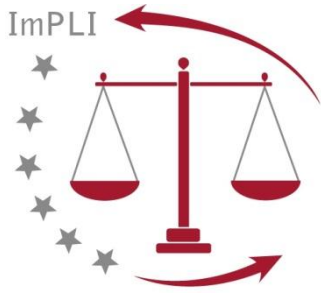
 no precise or even wrong expectations formulated during the project



Misunderstanding: examples

- Police-prosecutors: often ***consider the interpreter as a machine*** or an invisible waiter who is only there to pour the content of one glass in another





Misunderstanding: examples

- Police-prosecutors: sometimes consider the interpreter to be an accomplice who can serve any goal





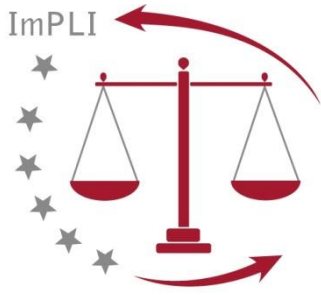
CONSENSUS ON...

the general needs in interpreter mediated interviews of the interviewer!

1. Direct contact with the interviewee (no intrusion)
2. Keep control of the interview
3. Information on intercultural “interferences” are welcome

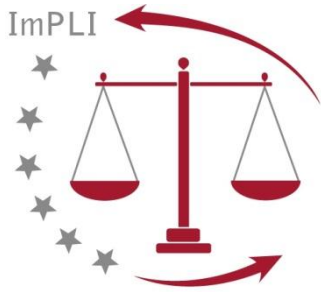
IF IT IS

- (a) under control of the interviewer
- (b) to avoid impairing a linguistic exchange



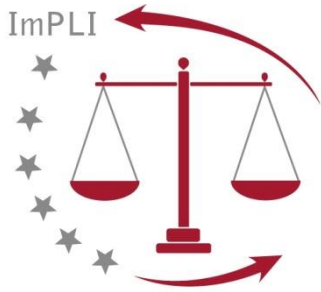
Understand that...

- the interpreter is a professional who has
- Sufficient linguistic knowledge of the 2 languages
 - Sufficient cultural knowledge of the 2 communities
 - Sufficient knowledge of the legal system of the memberstate he is working for
 - Sufficient knowledge on specific terminology
 - Sufficient interpreting skills



Understand that...

- the interpreter is a professional who is aware
- of his role
 - of his ethical code
 - the boundaries of his role in serving both parties in the interview



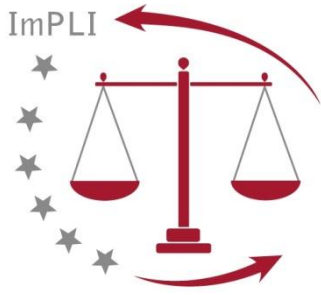
Understand...

- that the **interviewer** is a professional who
- has specific questioning techniques in mind according to the case
 - wants to keep control of the situation
 - doesn't want intrusion of the interpreter
 - wants direct contact with the interviewee



OVERVIEW

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Best practices *sound training*

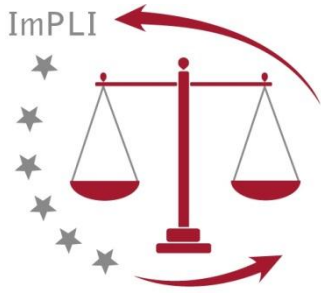
Now: too much

- local initiatives

e.g. **Belgium** > **Flanders** > Antwerp, Mechelen, Turnhout

e.g. **Germany** > **Hamburg** >< other Bundesländer

e.g. **France**: different lists of sworn interpreters, professional qualification rarely guaranteed



Best practices *sound training*

**Now too much: different formats of
training**

graduate and postgraduate studies

training modules within a (post)graduate curriculum

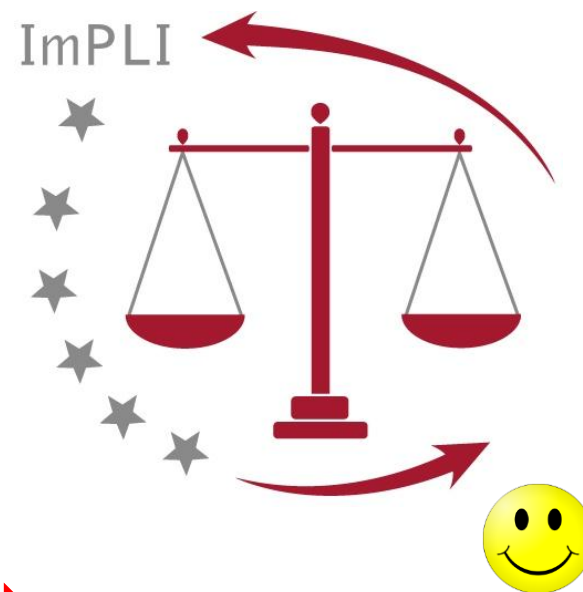
CPD

training seminars offered by professional associations

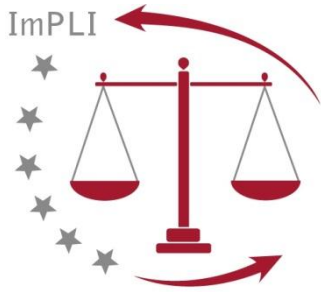


Best practices *sound training*

Now too much: different content



in balance !



Best practices sound training

Now: too few or no ...

Standards in training in the different member States

Specific training on interpreting for the police/in pre-trial

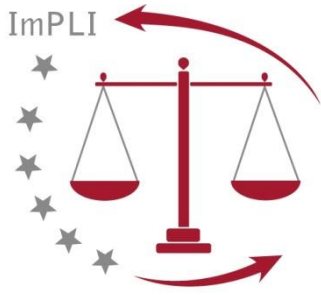
e.g. ***Schotland:*** Heriot Watt and Edinburgh Police

Belgium: Lessius and Antwerp Police

Germany: Hochschule Magdeburg and
Aschersleben Police School

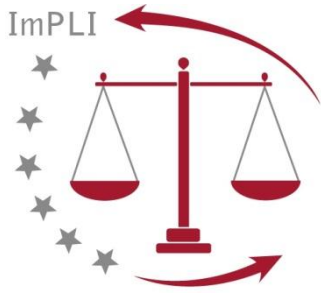
Training for languages of lesser diffusion

Training for users (police officers, judicial actors)



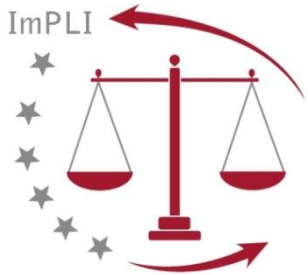
= TOO MUCH HETEROGENEITY

**-> STANDARD REQUIREMENTS
are NECESSARY**



OVERVIEW

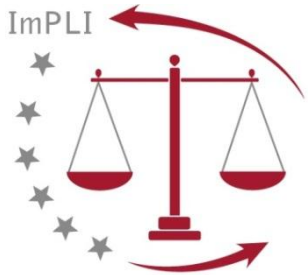
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Recommendations

standards for sound training: interpreters

- Interpreting skills namely
 - short consecutive
 - long consecutive with notes
 - sight translation
 - simultaneous whispering (***example French video***)
 - remote interpreting
 - telephone tapping
- Intercultural competence
- Legal knowledge (terminology, law etc.)
- Professional ethics

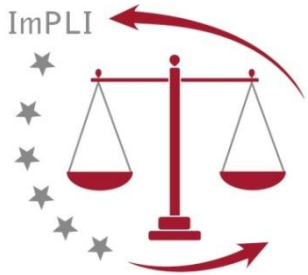


Recommendations

standards for sound training: interpreters

- Standards in assessment procedures
 - Standard requirements/procedures for being certificated as legal interpreter and becoming sworn
 - Standard professional ethics (EULITA)
 - More training for people who speak languages of lesser diffusion
- Only qualified (certified) interpreters should be recruited, especially during the decisive pre-trial phase

Example of Belgian/Flemish video

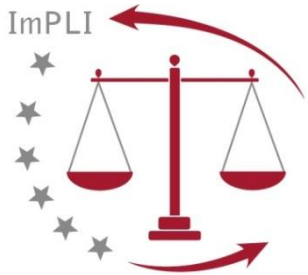


Recommendations

Training for police officers and judicial actors

- seminars in Police Schools/for judicial actors on interpreter mediated interviews (getting to know the role of the interpreter!)

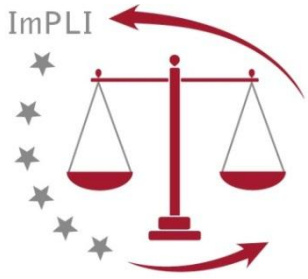
➡ *the interpreter is an ally, not an obstacle to obtain a better result in the interview/questioning/the whole legal process*



Recommendations

*For trainers
of interpreters and police*

***ORGANIZE JOINT TRAINING MODULES
FOR APPRENTICE POLICEMEN AND
APPRENTICE INTERPRETERS (article 6 of the
Directive)***

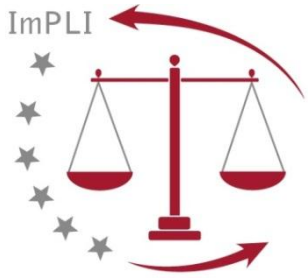


Recommendations

where are treated:

- interviewing techniques
- interpreting techniques
- role-plays
- ***remote interpreting (Avidicus I & II)***
- telephone tapping
- reflection in depth on professional ethics

Example of German video



Thank you for your attention!