

KU LEUVEN

Cooperation in interpreter mediated questioning of minors I & II

Children in Legal Language settings

Presenters: Katalin Balogh & Heidi Salaets (coordinators)



This project is co-funded by the Justice Programme of the European Union

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Co-Minor-IN/QUEST



Co-Minor-IN/QUEST II



ChiLLS



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Co-Minor-IN/QUEST I

2012-2014

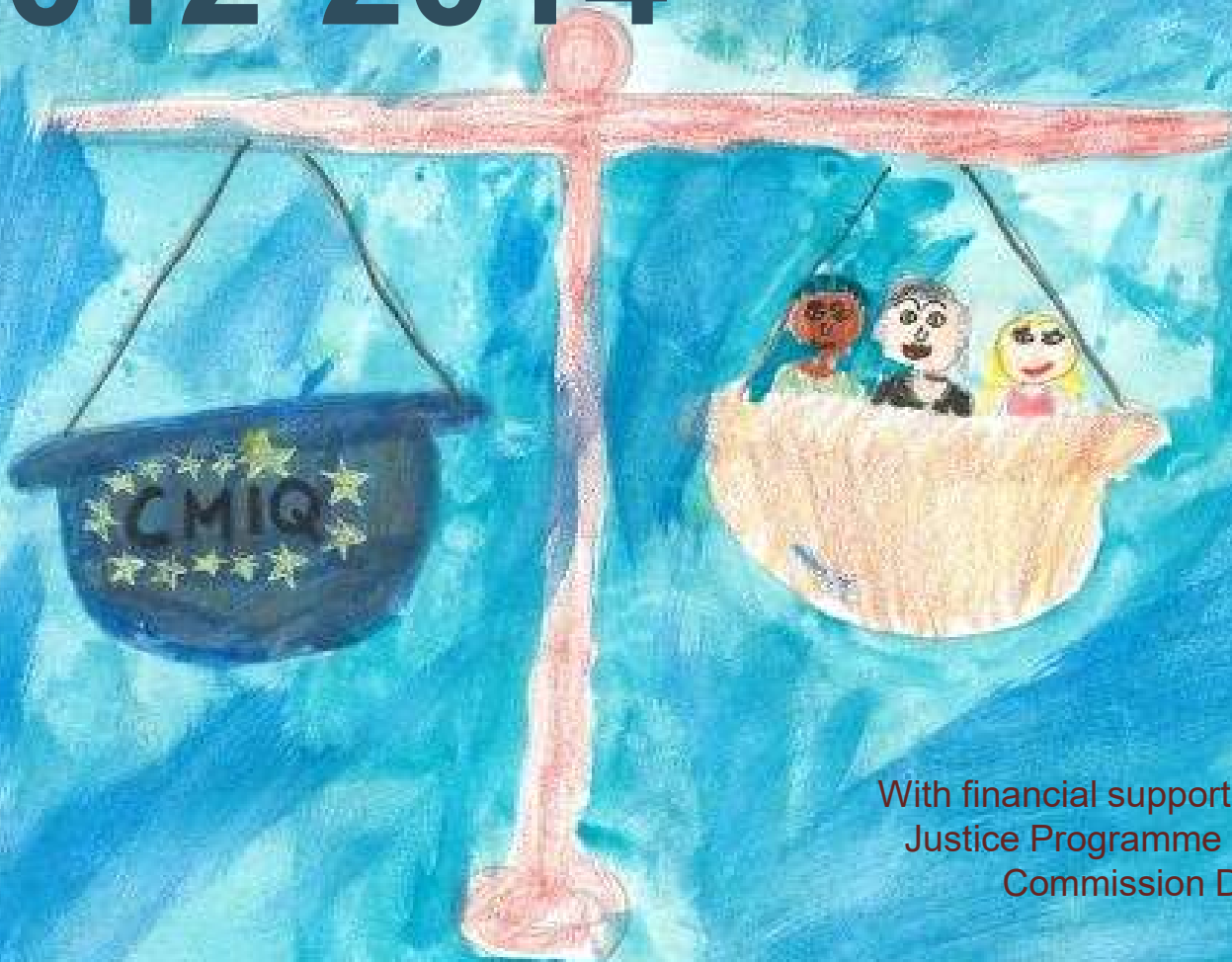


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2012-2014



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JUST/2011/JPEN/AG/2961



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CO-Minor –IN/QUEST I



- België - KU Leuven - coordinator
- France - ISIT
- Italy - Università di Bologna
- Hungary - Eszter Foundation
- The Netherlands – Ministry of Safety and Justice
- UK (Schotland) - Heriot-Watt University
- External experts:

Eric van der Mussele (youth lawyer)

Hans De Wiest (head department behavioral sciences Federal Police, T.A.M.)



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**Questionnaire >> design with workshop
as starting point**

To 4 professional groups

1. Legal actors (police, youth judges, youth lawyers, prosecutors ...)
2. Psychologists
3. Social workers
4. Legal interpreters (spoken and signed languages)
5. (Other)

610 completed, + 1000 answered



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Demografical information

Challenges? **BEFORE – DURING – AFTER** interpreter mediated questioning of minor

Briefing? Debriefing?

Rol of the interpreter?

Positioning (in the room)?

Needs and wishes?



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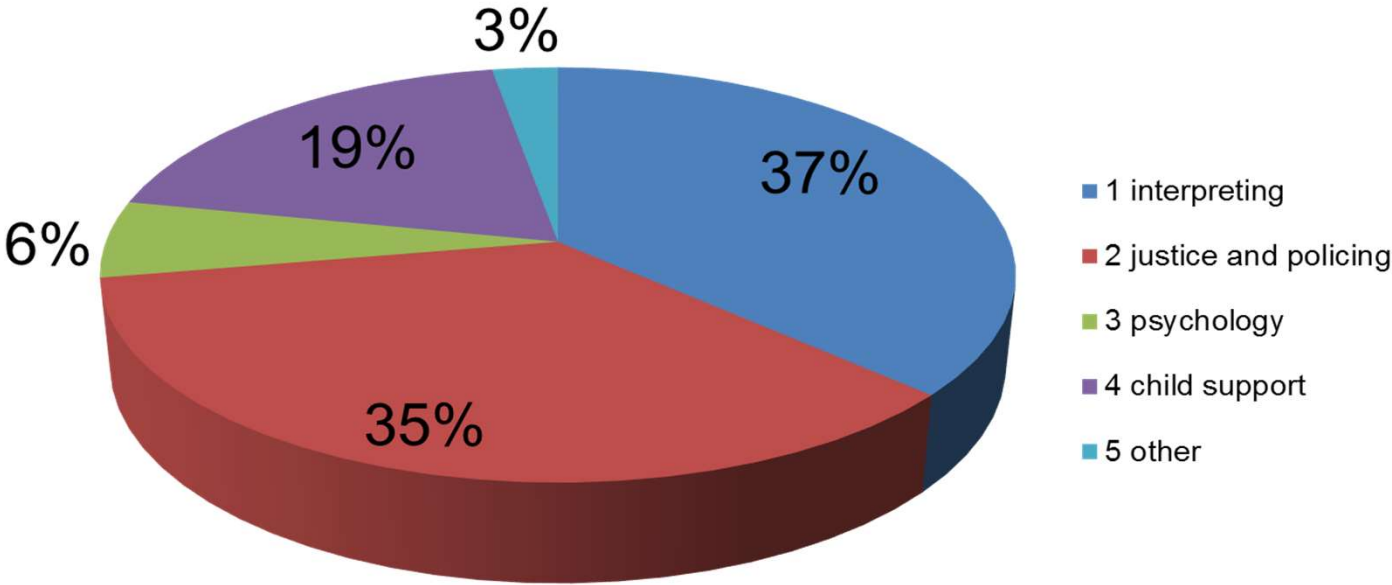
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Professional groups

Area of work



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CO-Minor –IN/QUEST I



1. **TRUST** and **TIME**

✓ Role and needs of the interpreter?

✓ Role and needs of other professional groups?

→ Questioning technique ? Youth law?

→ Development of children? Mental age? Learning impairments? Intellectual impairment and vulnerability?

2. **INTERPROFESSIONALE TRAINING**

Learn from, about en with each other = key element



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3. **TEAMWORK**

Based on trust

→ on the recognition of each other's role

→ on the recognition of each other's competences

→ RESPECTFUL COLLABORATION

→ 4. **VULNERABILITY**

Extreme vulnerability (= vulnerability + ...)

5. **Child rights**

6. **Childfriendly justice**



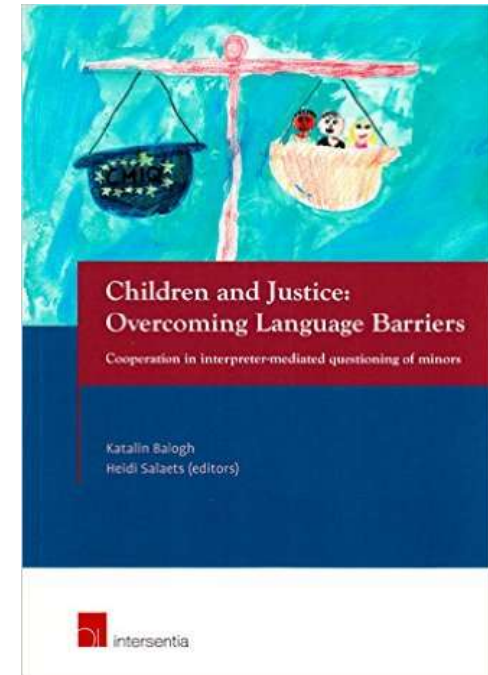
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CO-Minor –IN/QUEST I

academics, interpreters(spoken and SLI)
interpreter trainers,
youth lawyers, police officers specialized
in questioning minors, youth judges, forensic psychologists, child
support workers, psychiatrists, children's rights experts, international
family mediator, expert learning difficulties and intellectual
disabilities



https://www.arts.kuleuven.be/tolkwetenschap/projecten/co_minor_in_quest/children-and-justice



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Co-Minor-IN/QUEST II

2016-2018



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CO-Minor –IN/QUEST II



- Belgium - KU Leuven - coordinator
- France- ISIT
- Italy - Università di Bologna
- Hungary: Terre des Hommes
- External experts:

Szilvia Gyurkó

György Virág

Eric van der Mussele



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Focusgroup discussion

- With representatives of the 4 different professional groups X 4 countries (B, Fr, Ho, I)
- Further develop the "narratives" (key concepts) of CMIQ I, namely mapping the needs and challenges



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“Narratives”/ key concepts of CMIQ I

- Trust
- Teamwork
- Interprofessional training
- Child rights
- Childfriendly Justice
- Vulnerability



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And the voice of the children?



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Experiment (B, Fr, Hu, I)



Children watched a 3' video without violence (pick pocket)

The are “pushed” into (guided towards) the role of a witness and have a conversation but they don't understand the interviewer, so there is an interpreter present

(consecutive and simultaneous)

BREAK

Questions about this experience, about the interpreter-mediated encounter



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Questions about:



- **Personal feelings**
- The **role/relationship** between interviewer and interpreter
 - Their tasks
 - Did they know each other?
 - To whom did you tell everything?
 - Who listened the most carefully to you?
- **Capaciteit**
 - Why the interpreter was there?
 - Have you understood everything? Could you tell everything?
- **Positioning en interpreting mode**
 - Whispering simultaneous/consecutive/notes of the interpreter/preference of the positioning in the “triade”



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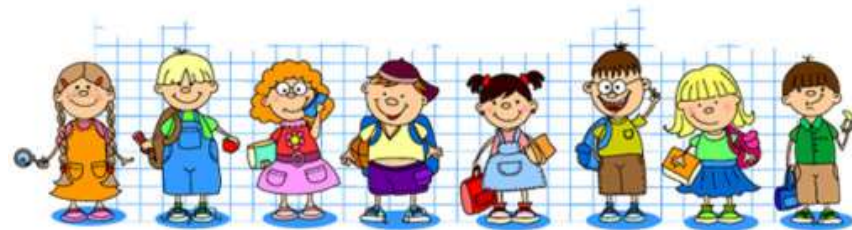
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Questions about:



- **Technical implementation**
 - Would you prefer to communicate in the same language?
- **Trust**
 - If you had a secret/drawing/chocolate, with whom would you share it?
- **Specific remarks**
- **Observations**

WE ARE BORN CREATIVE!



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Conclusion



Trust:

- Children are aware of the fact that both the interviewer and the interpreter are listening to them
- They stress the importance of a positive attitude of the interviewer who speaks another language: kindness, eye contact, say “hello”, call the child by its name

BUT

- When children talk about the video they look at the interpreter mostly
- → they tend to share their drawing/secret with the interpreter

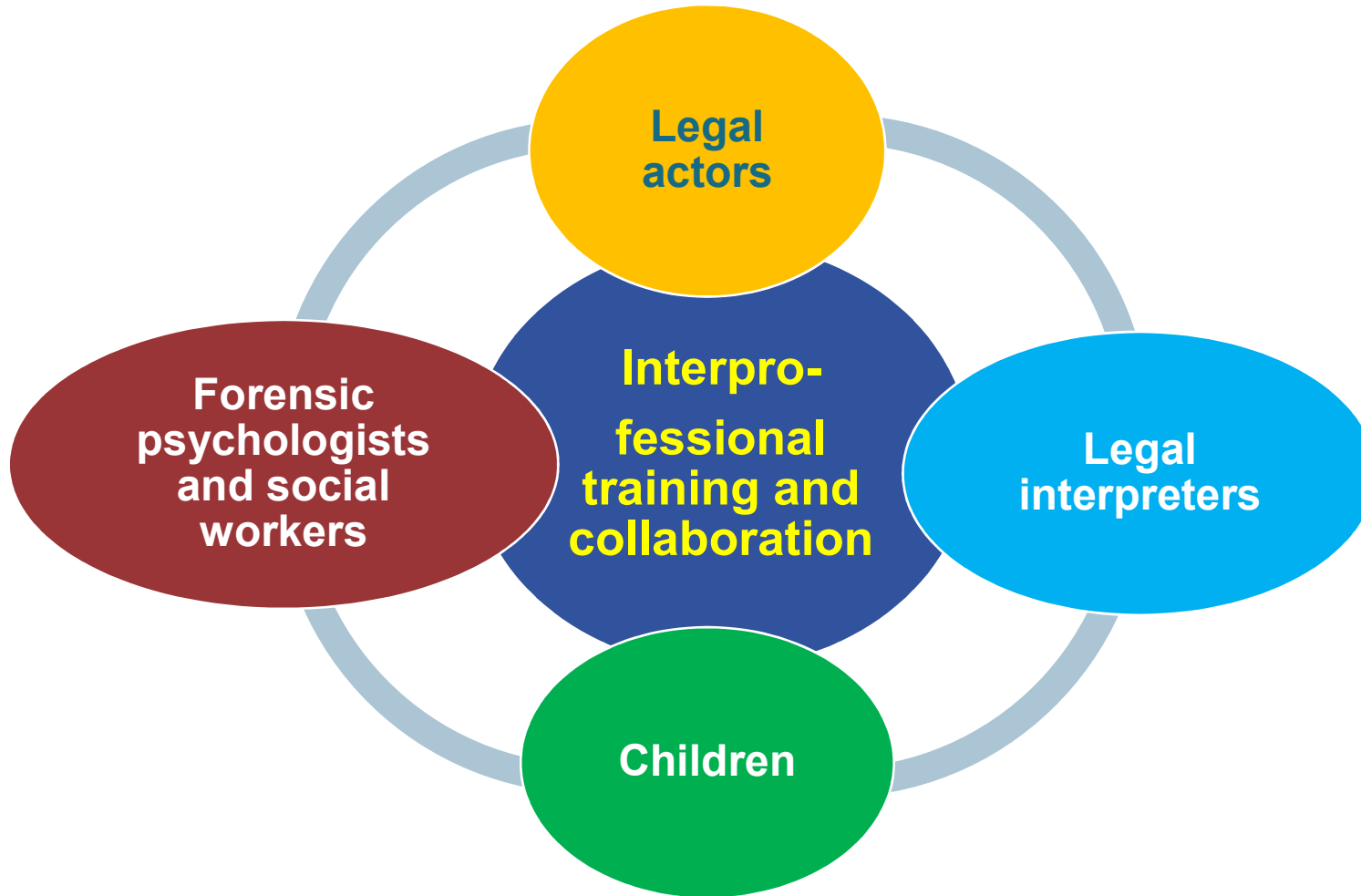


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Conclusion – thee circle is round?



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Interprofessional training

- Pilot June 2017
 - 2 facilitators
 - Partners as observers
 - External observers
 - Participants themselves
- FEEDBACK
- adjust and adapt
- The actual and final training as demo in June 2018 during final conference of Co-Minor II

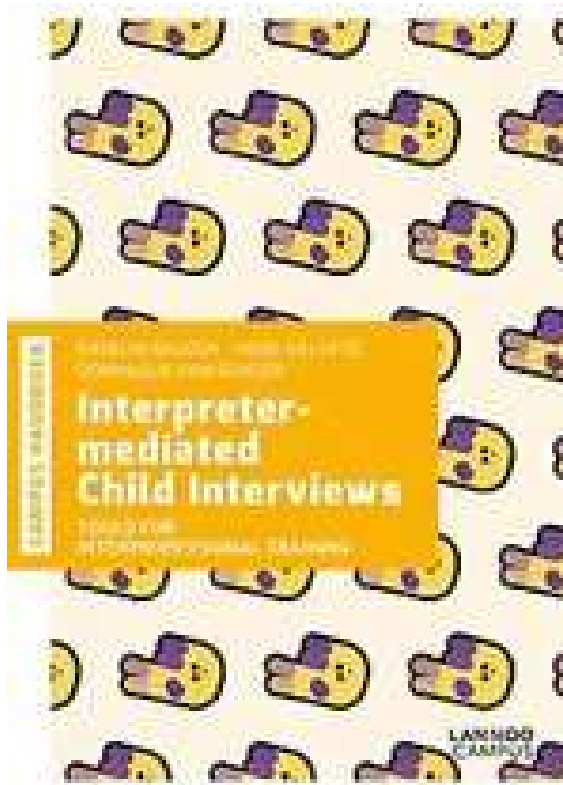


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Interprofessional training En-Fr-I-Hu-Nl



https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/co-minor-in-quest-ii/manual-interpreter-mediated-child-interviews



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2018-2020



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ChiLLS



- **International workshop 13-14/5/2019**

- Interviews with (extreme) vulnerable children



- Compass for children to make them aware of their rights, to know their rights

- Protocol
 - Toolkit
- For professionals →
collaboration!!

Online platform (Vintage)



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*WORKSHOP
NARRATIVES*
“the stories”
the “key-
concepts” that will be
used

Antwerpen 13 en 14 mei 2019



1. Trust
2. Teamwork
3. Interprofessional training
4. Children's rights
5. Childfriendly justice
6. Vulnerability



Trust

- Child – professionals
- Professionals of different professional groups
- Professionals of the same professional group

Teamwork

- Anyway between the different professional groups namely legal actors – social workers – psychologists – children’s rights experts

+ interpreter = extra “factor”

How the interpreter can become a member of the team?

→ **mini-équipe**

Interprofessional training

Learn from, about and with each other

→ Ultimate goal = the best interest of the child

Vulnerability (definition?)

- Minors are per definition vulnerable because – 18
- Vulnerability +: in criminal procedure and/or administrative procedure
Vulnerability + + : different language!
- Vulnerability + + +: physical or mental impairments ?

Children's rights

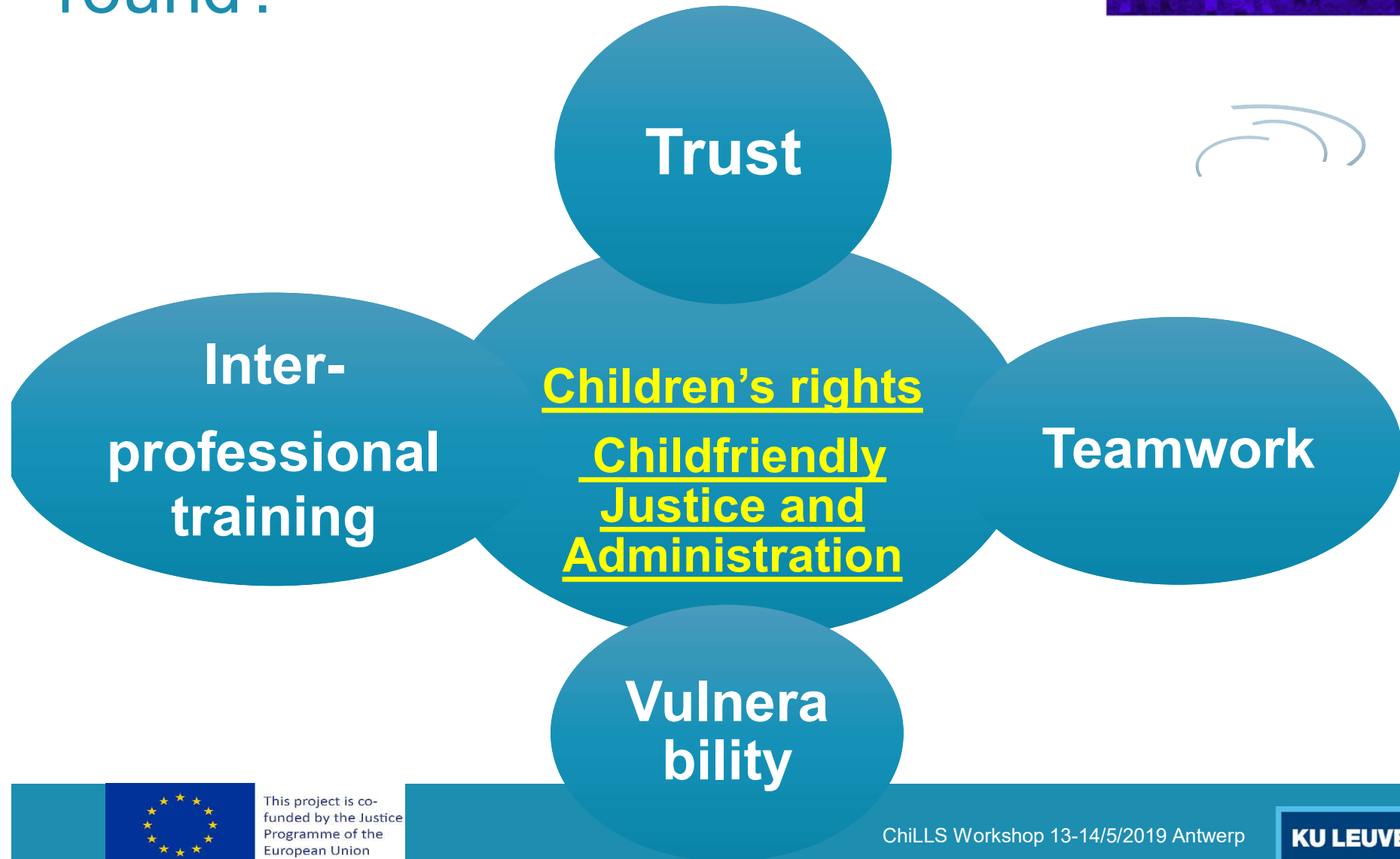
- Participation of children: CMIQ II and ChiLLS, first steps
- **Active** participation of the children: workshop ChiLLS may 2019

Childfriendly justice or administration

Is only possible if all what has been listed before has been realized !

Mutual trust and respect child - professional

Conclusion – the circle is MORE round?



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