

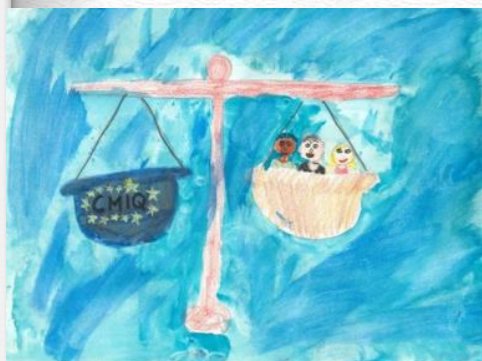
CO-MINOR-IN/QUEST



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Cooperation in interpreter-mediated questioning of minors -
JUST/2011/JPEN/AG/2961



CO-Minor-IN/QUEST

Joint Training for Interpreter mediated Communication with Children in Pre Trial Procedures

(The interpreter's perspective)

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Context

- ❖ Directives
- ❖ UN
- ❖ Some member states legislation recommend at least training for the legal and medical professions





❖
Two examples of expectations towards interpreter training
by professionals interviewed in preparation of the project





Expectations of Judge about training

Judge Jean-Pierre Rosenczveig:

« Yes, but what kind of training? Legal interpreters should gain knowledge of the legal world in general. It can be referred to as "training", "awareness courses" or whatever.. »





Expectations of a forensic paediatrician

Dr Caroline Rey-Salmon :

« I think it would be a good idea to add courses to the training in schools of translation and interpreting, to improve their knowledge regarding how they should work with doctors like us. »

« It would also be interesting to organise conferences in medical schools or for the experts, so that they could understand better the work, the status and the training of the interpreter, as well as understand how an interpreter gets in touch with someone he has never seen before, what tools he uses to build confidence between him and the minor and what advice the interpreters could give. That would allow us to know each other better, to know our ethics, experiences, and trainings. »





Why a Joint-training?

- ❖ Knowing better each other will foster a better interaction between the professional groups avoiding false expectations
- ❖ Understanding the objectives of the potential interviewers (Police officer, Judge, Lawyer, psychologists etc.) allow a higher quality interpreting
- ❖ Understanding competences and professional ethics of an interpreter allows the users to better focus on their objectives

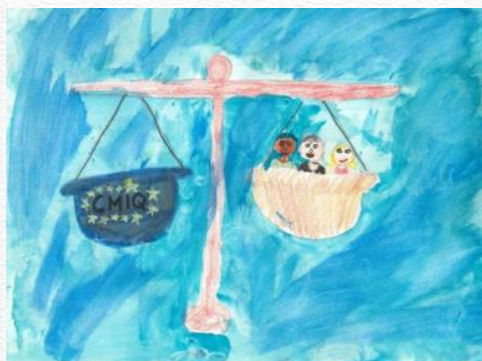




Caveats: Unequal starting points

- ❖ Lawyers, police officers, psychologists, physicians belong to regulated professions, requiring precisely defined curricula
- ❖ The interpreting profession is unregulated. Even after the enforcement of Directive 2010/64, there is still no guarantee for homogeneity of the qualification profile





❖ Main criteria according to the report of the Reflection Forum on Multilingualism and Interpreter training (2009) (DG Interpretation)





required competences (Report p.10)

- ❖ Language proficiency
- ❖ Knowledge of the relevant countries and cultures
- ❖ Knowledge of the legal systems
- ❖ Interpreting skills (dialogue, consecutive, simultaneous, sight translation)
- ❖ Awareness, integration and application of the professional Code of Conduct and the Guidelines to Good Practice





Joint training's Target groups

- ❖ Members of the police and legal profession,
- ❖ Psychologists, forensic paediatricians, social workers etc.
- ❖ Interpreters





Formats

- ❖ Integrated in a regular curriculum
- ❖ Further training module (CPD)
- ❖ 1 ½ days should be sufficient for a general approach addressed to qualified persons





Trainers

- ❖ Senior members of the respective professions with practical experience in interviewing children and adolescents determine the relevant themes





Suggested module structure

I. In separated groups (3 hrs):

- ❖ Introduction about the respective professions by a senior representative of each profession
- ❖ Example: the representative of the interpreting profession explains how to find suitable interpreters, their status, interpreting techniques, professional ethics, etc.





Suggested module structure

II. Joint workshop

Bilingual role plays illustrating:

- ❖ a typical case in depth
- ❖ specific aspects of different cases (different approach according to age, gender, victim or suspect etc.)
- ❖ roles of minors played by participants briefed accordingly





A certification should be obtained at the end of a module





Suggestions? Questions?

